

Middle School Curriculum Guide





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The Middle School is situated in the heart of Lucton School and comprises of Year 6, 7 and 8, with each Year having their own Form Room, with a Form Tutor who is responsible for their academic and pastoral journey.

Students are provided with a variety of academic and extra-curricular activities, intended to educate and to inspire, and this is further complimented with an exciting programme of trips and events throughout the year.

This Curriculum Guide highlights the subjects taught from Year 6 to Year 8, providing a summary of the exciting, wide-ranging academic and extra-curricular opportunities available.

It also showcases the rigorous curriculum schemes that contribute to creating an exciting and stimulating learning experience.

As the curriculum progresses, it readies students for the rigours of GCSE studies, which begin in Y10, ensuring that they make the transition with ease.

The Middle School experience at Lucton will extend and challenge your child, whilst also providing them with the confidence and tenacity to forge their own path.

Subjects



English



Year 6

In Year 6, English encompasses a variety of comprehension, independent learning and research tasks to ensure that students are fully developing their spelling, vocabulary and grammar skills in preparation for Year 7.

In the Autumn Term, Roald Dahl's book 'Boy' is studied, with a focus on autobiographical skills; resulting in students writing their own autobiographical chapters. Alongside this Topic, weekly spelling tests, following the Schonell Spelling Scheme, and comprehension sessions, following the ISEB Common Entrance Galore Park textbook, are completed. This book also includes activities that develop and stretch the students writing, enquiry, inference and SPaG skills.

In the Spring Term, we focus on Penelope Lively's book "The Ghost of Thomas Kempe", with a variety of activities from book reviews, letter writing, posters and much more. Spellings and comprehension sessions continue throughout the term.

In the Summer Term, the Topic focus is Poetry, in which we cover a breadth of different styles of Poetry and the techniques of rhyming and rhythm, that are important in this Topic. Students create their own poems and an on-going display of their work is created in the classroom for students to feel a sense of achievement. As in the Spring Term, spelling and comprehension sessions are continued. By the end of Year 6, students should be confident in their writing, punctuation and spelling ability and feel capable of tackling challenging and engaging texts and resources.

Year 7

In Year 7, students follow a variety of different units of work, to ensure a wide range of genres and skills are introduced.

We begin the year with a number of diagnostic tests in spelling, comprehension and writing, which are then repeated termly to track and monitor each student's ability, enabling teachers to address their needs and develop ability. Each week, students have a discrete literacy lesson, focussing on spelling, reading skills, grammar and punctuation.

In the Autumn Term, students' work focuses on a class novel. As well as reading for enjoyment, class tasks also focus on understanding the writers' craft: character creation, genre, theme, reading for inference, structuring the story and creating suspense for the reader. Students examine different elements of language, grammar, punctuation and sentencing and also use these in their own writing. A class novel is an excellent path into group discussion and building confidence in sharing thoughts, opinions and ideas.

The first half of the Spring Term focuses on historical literature; we introduce the importance of context in understanding literature, examining the historical background of texts and how they can add to the readers' understanding. We study texts and language, including more unfamiliar vocabulary, and students focus on writing about texts and characters using quotations and structured paragraphing; an important skill as they move through school.

The second half of the Spring Term concentrates on poetry, with students studying a theme from a variety of different poets. They learn about how writers manipulate and use language to create different effects for the reader, and also start to become familiar with discussing these poetic techniques, and using them in their own writing.

The Summer Term begins with a focus on exam skills including comprehension skills and writing tasks, to hone their skills towards the summer exam. Following this, students finish the year with a unit of work which focuses on their own creative writing, using all that they have learned from other writers throughout the year to create their own characters and stories.

Year 8

In Year 8, students follow a variety of different units in half termly or termly modules, ensuring a wide range of genres and skills are introduced and developed. What follows is a sample, though the order in which the various texts are studied may differ from what follows.

As in Year 7, we begin the year with a number of diagnostic tests in spelling, comprehension and writing in order to track and monitor each student's ability, enabling teachers to address students' needs and develop ability. Each week, students continue to receive a discrete literacy lesson, focusing on spelling, reading skills, grammar and punctuation.

In the Autumn Term, the focus shifts to the Gothic genre or on novels with a strong historical setting. The first half of the term is

spent looking at the context and the motifs which are common within each genre, with extracts from various literary or non-fiction works analysed, before students use the same motifs within their own writing. Literary features, such as different types of imagery, are introduced and revisited.

In the second half of term, a number of gothic short stories or other historical works are studied, and students are encouraged to analyse the set texts in more depth, using quotations to write about them within an essay structure, and also producing more creative writing of their own, including newspaper reports, letter writing from differing perspectives and vampire handbooks.

The first half of the Spring Term focuses on poetry, building on language and knowledge of poetic techniques from Year 7, and also introducing context and discussion. The second half of the Spring Term develops the students' understanding of Shakespeare; looking at extracts of plays and also studying Shakespearean life and language use, and how this has influenced modern day writers.

The Summer Term starts with a focus on exam skills, developing comprehension skills and writing tasks, to hone their skills as they approach their summer exam. Students finish the year by studying either a novel or play. As a department, we feel it is of crucial importance to study literature for enjoyment, and to encourage a lifelong love of reading. Exploring an extended piece of literature allows them to study structure, characters and themes which, in turn, enables them to use these techniques within their own writing.

Maths



Maths is taught using a “Spiral Approach”; constantly building upon the foundations laid down in earlier years. A particular emphasis is placed on all number skills, which form the basis of all mathematics. There is also a focus on algebra from Year 7, since it is an important part of the GCSE requirements and introduces the enquiring

mind to puzzle solving.

Throughout the middle school, we aim to introduce each concept using objects to manipulate, where possible, alongside pictorial representations and use these to support the understanding of abstract methods.

Year 6

The Year 6 curriculum starts with the Number skills of Place Value, Arithmetic and Fractions, before moving onto Decimals, Percentages and Ratio in the Spring. Geometry builds upon properties of shape, relative positions and measurements of shape. Algebra is introduced, but not at an abstract level at this stage.

Year 7

Algebra is taught through Sequences before notation is introduced, forming the first steps of abstract methods. Number is revisited, and the skills in Year 6 are developed further, along with work on negative numbers; Proportion is a focus of the fraction, decimal and percentage work. Geometry is also approached from a more abstract viewpoint, using formulas to find angles and learning to communicate effectively using geometric reasoning. Probability is introduced in the context of Venn Diagrams.

Year 8

The connections between Number and Geometry are explored with topics such as Similar Shapes, Gradients, and Pi. The Representations of Geometry and Data are developed and further Algebraic techniques of Indices, Inequalities and using brackets are taught. Stand-alone number skills of Fractions and Percentages are consolidated, ready for complex use in Algebra in Year 9.

Finally, the fundamental Geometry skills needed for GCSE within triangles, quadrilaterals and circles are taught. As the student’s mathematical repertoire increases, more complex problem-solving and inter-related questions are given to enable a thorough understanding of each topic within new contexts.



Science



In Science, Year 6 students study Science as an integrated course comprised of Biology, Chemistry and Physics. There is a strong practical emphasis, to encourage the development of practical skills, deepen understanding and provide stimulus for discussion and questioning.

The topics covered in Year 6 include: light, and how we see things; our bodies, exercise and keeping healthy; and microbes and disease, which complete the National Curriculum KS2 Science requirements. This forms a solid base of knowledge to enable the students to broaden and deepen their understanding as they move on to Year 7. From Year 7 onwards, students study separate Sciences in specialised labs.

Chemistry



We follow the “Activate” course which comprehensively covers the National Curriculum for Key Stage 3, and prepares students for all GCSE routes. This course will spark students’ curiosity in chemistry, whilst building upon maths, literacy, and practical skills.

Year 7

What is stuff made of? Everything is made up of chemicals, but what are these chemicals like inside, and why do they behave the way they do? In Year 7, we learn about the atoms that make up everything on Earth and beyond. We explore how chemical reactions make vital materials, and provide energy for almost everything we do. There is an emphasis on practical work, for example, making and testing your own indicators and exploring everyday acids and alkalis.

Year 8

Where do we get the materials we need? In Year 8, we learn about the structure of the Earth and the rocks of its crust. We discover how to separate mixtures, and use chemical

reactions, to obtain the materials we need from the Earth and its atmosphere. We also explore patterns in chemical reactions, identify patterns in the properties of elements, and learn how to use the Periodic Table to predict properties

Biology



Alongside the other two sciences, we follow the “Activate” course for Biology. Not only does this give students the chance to cover a wide range of topics, it also builds in key scientific practical skills and develops a scientific way of thinking.

Year 7

The building blocks of life; students delve into the microscopic world of cells, looking at what living organisms are made from. They develop techniques using a microscope and drawing microscopic objects, providing an understanding about what living organisms need to survive. We explore how plants and animals function, covering organ systems such as the ventilation system, reproductive systems of plants and animals, systems in plants and movement in humans.

Year 8

Biological interactions; Year 8 continues the themes from Year 7 by studying the digestive system and why living organisms need nutrition. We study complex ideas such as respiration and photosynthesis; the bioenergetics of life. Students then begin to piece together the interactions between organisms within an ecosystem, looking at the adaptations and learning how organisms compete for survival!

The final topic is drugs and looking at the effect these have on the body, as well as linking ideas to the effects they have on society.

Physics

As in Chemistry and Biology, we adhere to the National Curriculum for Key Stage 3 as a preparation for the GCSE science courses.

The course explores the key topics that are extended at greater depth at GCSE, and students receive an early introduction to some of the Maths skills required at GCSE. The course is divided into modules, culminating in a test using standardised questions to aid the assessment of progress.

Year 7

Year 7 Physics is divided into 3 modules: Forces, Sound, and Light. The Forces module introduces what forces are, their effect on things around them, such as causing acceleration, or how pairs of forces can be balanced but cause stretching or compression. We look at how springs stretch with a simple link between force and extension and how this can be used as a way to measure the size of a force.

We also look at other key forces such as friction, weight and magnetism. In the Sound module, we consider what causes sound, define terms such as frequency and wavelength and look at how humans hear sound. We also look at some of its applications such as using echoes to measure distance.

In the Light module, we look at types of light sources, how light interacts with materials, the properties of reflections and how light refracts when passing through clear materials. We study lenses; how prisms disperse light into a spectrum, how the human eye works to see colour and how different coloured lights and dyes combine to give different effects.

Year 8

In Year 8, we shift our focus to more abstract topics of Energy, Heat and Space. In the energy module, we look at what energy is and the range of different places it can be found. We introduce the idea of energy stores, that is used in more depth at GCSE; furthermore, we introduce the idea of work as energy being moved, by the action of a force, between these energy stores.

We study the parallel between the energy stored in food and in fuel, and how most of this energy derives from the Sun. The module on heat looks at what heat is in terms of the random motion of particles, how we measure heat and its link to temperature. We explore the ways heat is transferred by conduction, convection and radiation, how we quantify how much is stored in materials and how we use and pay for it in the home.

History



In the Middle School, we follow a chronological approach in History; the aim of this is to help students develop a solid understanding of the historical timeline.

Tasks are arranged to engage learners to become independent thinkers and writers, using detail and accurate structure while also developing their evaluative and analytical skills.

Year 6

In Year 6, we study the period between 1066-1450. There are six questions (two per term), based on key topic areas across the year.

In the Autumn Term, the topic areas studied are the Norman invasion of England and the resulting control William of Normandy put in place. In the Spring Term, the topic areas studied are religion in Medieval England and the impact the Black Death had on society. In the Summer Term, the topic areas studied are the Peasants' Revolt and a research project of the student's choice, based within the Medieval era studied. they are introduced to essay-writing and analysis skills and are given opportunities to complete these, both supported and independently.

Year 7

In Year 7, we study the period between 1450-1700. There are six questions (two per term), based on key topic areas across the year. In the Autumn Term, the topic areas studied are the War of the Roses and the impact religious change had on England. In the Spring Term, the topic areas studied are Queen Elizabeth I and the outbreak of the Civil War in 1642. In the Summer Term, the topic areas studied are the actions of Oliver Cromwell and the

evolution of scientific technology alongside the persecution of witches. Students are given more opportunities to use their essay-writing and analysis skills and are expected to answer questions with growing depth and skill. Source analysis discussions and tasks also encourage them to become more competent historians.

Year 8

In Year 8, we study the period between 1700-1918. There are six questions (two per term), based on key topic areas across the year. In the Autumn Term, the topic areas studied are the Industrial Revolution and working and living conditions during this time. In the Spring Term, the topic areas studied are slavery and the evolution of British politics in relation to working people.

In the Summer Term, the topic areas studied are women's suffrage and the emergence of central and eastern European states during the 19th century. By this stage in Middle School, students are expected to use paragraphs and accurate structure in all writing and are given opportunities to explore and hone their source analysis abilities. This is in readiness for Year 9 when they will undertake a GCSE-style curriculum preparing them for the start of the GCSE course in Year 10.

Geography



Middle School Geography studies the green and pleasant land of our planet, where we try and get out and about, using the impressive local landscape to enhance learning as much as possible.

Year 6

Year 6 starts the ball rolling with a focus on global and regional Geography, developing an understanding of the world through maps, atlas skills and a study of how and why patterns and processes evolve. A sense of place is developed with a trip around the globe to study the Geography of the Polar Regions, Mountains, the continent of Africa and the countries of India and China. Students are encouraged to be inquisitive, independent learners, when investigating how and why cultures have evolved and adapted to the environment they live in.

Year 7

In Year 7, the focus is closer to home, as we travel to the UK. With the continued development of map and atlas skills, students use a variety of skills to learn how and why the physical landscape shapes the environment we live in, which in turn, influences the socio-economic development of the countryside; where we live and why.

An understanding of how globalisation affects population distribution, density and cultural diversity and sustainability is introduced to help develop an awareness of the ever-changing urbanised and rural landscape.

Year 8

Geography in Year 8 focuses on using map and atlas skills to develop an understanding of the physical and political landscape and the socio-economic development of Europe. The role of the EU and how it can influence the development of a country is enhanced through a case study of Italy, where its unique physical and political landscape has created a North-South divide. Understanding how and why the landscape develops is a key feature, as students develop a range of skills to study weather and climate, weathering processes and glacial and coastal landscapes.



French



The aim of French within the Middle School is to help students consider other cultures and to become world citizens. We strive to build their confidence from a language perspective.

Year 6

In Year 6, students learn basic French vocabulary to start with, giving them the opportunity to express themselves and learn basic conversational skills such as asking for directions, talking about their family and friends and discussing their hobbies and leisure. This is achieved through a variety of activities and techniques which can be simple games, role-play, authentic documents analysis or using language websites.

Several opportunities for cross-curriculum links are also used in order to develop their knowledge of the history and geography of France, providing an opportunity to compare and discover similarities with their own culture. This encourages more independent thinking and helps students take control of their own learning.

Year 7

In Year 7, students learn the language needed to provide personal information such as their name, age, nationality, where they are living and how to describe a person's physical appearance and personality. Lots of fundamental skills are taught, such as how to give an opinion and to justify it. We also do a lot of speaking practice in order to develop the pronunciation and accent, which is key in the French language.

Year 8

In Year 8, we reinforce skills learned in Year 7 and introduce a few grammar rules. Students are introduced to the past tense and immediate future in a context such as school routine and holidays. We also learn about TV and cinema, using and comparing French and British programs.

Spanish



In Spanish, the emphasis is very much on building our students' vocabulary base and giving them plenty of opportunities to practise and experiment with spoken Spanish.

This is achieved through a variety of methods, which can be simple oral repetition of new language, songs, games or using language websites. Students are tested regularly on their vocabulary knowledge to ensure that they are

embedding their learning. Listening and reading skills are developed too, and students are encouraged to work out meanings of new words through context, or by recognising similarities and patterns akin to English words. This encourages more independent thinking and enhances comprehension skills. Grammar rules are not taught explicitly at first, but much more emphasis and exposure to grammar will commence from Year 8.

Year 7

Students learn language to provide personal information, such as their name, age, nationality and information about their family, pets, provide descriptions and the language of the class room. Lots of fundamental common words are taught, as well as a variety of adjectives and conjunctions.

Students practise this language in a variety of ways, including lots of question and answer practice lessons, which provides plenty of opportunities to practise pronunciation, thus enhancing their confidence in using Spanish.

Year 8

Students build on the language learned in Year 7 with more emphasis in this year on providing descriptions within topics such as School, Teachers, Subjects, Where We Live and House and Home.

Students broaden their knowledge of adjectives and the rules of adjective agreement and word order. The Present Tense, including reflexive verbs, is taught. Students are also exposed to a greater variety of listening and reading materials.

Art



The Middle School Art curriculum is designed to enable students to respond to the wider world around them, and to develop and express their own imagination and ideas, whilst refining skills. During their three years in Middle School, students are introduced to working with a wide range of media and processes.

Projects are based on a broad subject matter and introduce them to the work of other artists and craftspeople.

Each term has a specific skill focus: Drawing and Painting/ 3-Dimensional Art/ Print. These skills all overlap; however, at the end of each year, students will have had the opportunity to produce finished pieces that reflect each skill focus.

Year 6

Term 1: Miniature Worlds (drawing and painting)

Term 2: Giant Worlds (3D art)

Term 3: Water worlds (print)

Year 6 begin their year by looking through the microscope and drawing the miniature and unseen. This is an exciting term with lots of new introductions for Year 6 students, as they get the opportunity to sample a range of different materials ranging from chalk pastels to oil pastels, and watercolour to printing, with found objects. They take inspiration from the unusual art work of Freidrich Hundertwasser and produce a hanging mobile that displays all of the skills gathered so far.

In the Spring Term, the focus is on making giant sculptures of food inspired by the Pop Artist Claes Oldenburg. Students prepare for their sculptures through observational drawings, refining their skills in looking at shape and form. Once made, they consider how their sculptures can be placed in the environment around them.

The Summer Term focusses on print, with students taking inspiration from water and the flora and fauna of the oceans in order to design their own piece of printed fabric.

Year 7

Term 1: Plants and Jungles (3D Art)

Term 2: Portraiture (Drawing and Painting)

Term 3: People and Places around the World (Print)

Year 7 build on the skills and techniques explored in Year 6. They begin by drawing natural forms and looking at the artist Henri Rousseau and his interpretation of mysterious jungle environments in distant lands. They develop skills in colour theory and then eventually design a clay tile and a found objects sculpture of an imaginary plant species.

In the Spring Term, they develop drawing skills through portraiture, and study proportion, tone and form in order to produce a realistic self-portrait. They explore the vast range of Portraiture produced by other artists, both realistic, and

abstract. In the Summer Term, students look at cultures and places around the world. They explore a range of print methods from mono-printing to collagraphy.

Year 8

Term 1: Local landscapes and Produce

Term 2: Machines and Movement

Term 3: Me, Myself and I

Year 8 take advantage of the beautiful environment around Lucton School during the Autumn Term, using their sketchbooks to record landscapes from around the school grounds, which are then interpreted into large, colourful impasto paintings,

inspired by Expressionism. As the term progresses, they have the opportunity to hone their drawing skills by drawing real examples of the produce harvested in the region.

In the Spring Term, students study machinery and recreating metallic effects using just a pencil. They then take inspiration from Giacomo Balla and Futurism in order to create 3-colour polystyrene prints based on movement.

In the Summer Term, the focus is on producing 3-dimensional work which are all about themselves. They look at how other artists and designers have produced auto-biographical work and create designs representing their own interests.



Religious Studies and Latin



In the Middle School, we follow a course called "Living Faiths". The course uses real-life case studies to present an in-depth study of how faiths are practiced and lived in people's daily lives; students experience how faiths affects the way real people live and the moral and ethical decisions they make. In all years the course helps students to reflect on the relevance of RS

by encouraging them to ask questions, listen to, evaluate, and respond to views of others, and to explore the diversity of views within a faith.

Through our assembly programme students are also able to experience the Christian culture and practice in the United Kingdom.

Year 6

In Year 6, students complete a term on each of the following faiths: Hinduism, Sikhism and Buddhism. In each faith they consider:

- What are the beliefs and practices in that faith?
- What does it mean to belong to that faith?

Year 7

In Year 7, students study Judaism in detail beginning with what Jews believe and where these beliefs come from. In the Spring Term they investigate Jewish culture and practices and in the Summer Term they explore the modern world and issues around Judaism.

Year 8

In Year 8, students study Islam in preparation for the KS4 Religious Studies Course.

In the Autumn Term, they study what Muslims believe and where these beliefs

come from. In the Spring Term they look at Islamic culture and practices and in the Summer Term they look at the modern world and issues around Islam.

Latin

Latin begins in Year 6 and 7, on a rotation with Forest School and generally is taught during the winter months when it is cold outside!

The primary resource employed in Latin is the Cambridge Latin course, which follows the story of Caecilius and his family, who live in Pompeii. As well as Latin language, students study classical civilisation and from time to time we do re-enactments and dramas. Latin is studied primarily because it aids students with their written English. It is also a subject that underpins many others, even if not in a particularly visible way.

If students are particularly keen and/or able with Latin, along with Ancient Greek, it can be offered as a "Gifted and Talented" session in the Senior School and we can offer GCSE examinations in these subjects.



In the Middle School, we follow the PSHE associations model. Personal, social, health, citizenship and economic (PSHCE) education promotes students' personal, social and emotional development, as well as their health and well-being.

It helps provide students with the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives students an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning. It also covers the statutory guidance with regard to relationships and sex education. (RSE).

The PSHCE curriculum at Lucton School aims to promote and support students' learning in the following areas:

- Behaviour and conduct: including management of their own feelings and behaviour, how they relate to others, and how to conduct themselves in a variety of social contexts including:

- Understanding how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media.

- Knowledge of how to keep themselves healthy, both emotionally and physically, including exercise and healthy eating.

- Personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

Assessment occurs half termly, with a task, and outcomes are sent to the form tutors to include in their comments if a report is due.

Year 6

In Year 6 students complete the following topics which finish the KS2 statutory framework

In the Autumn Term, students work on relationships; looking at family and friendships, followed by managing pressures and consent in different situations. They finish the Autumn Term with a section on 'Respect' and how to discuss controversial subjects, developing an understanding that there may be more than one point of view.

In the Spring Term, the focus is on diversity and challenging discrimination, stereotyping, internet safety, money and money management and an introduction to the world of work.

In the Summer Term, students work on Health and Wellbeing, looking at physical and mental health, drugs, the law and media, as well as what happens as they grow and change.

Year 7

Students begin the secondary PSHCE curriculum, which has three repeating themes throughout KS3 and KS4; Independence and aspirations, autonomy and advocacy and choices and influences. In the Autumn Term, students study and apply personal identity and values, learning skills and teamwork. This develops goal setting and self-awareness.

The second half of the Autumn Term focuses on how to maintain friendships and communicating effectively.

In the Spring Term, students look at what they can do to stay healthy particularly looking at diet, exercise and sleep. They also look at self-confidence and self-worth.

In the Summer Term, they cover work around rights and risks in relationships and how to seek help.

Year 8

In the Autumn Term, students develop their awareness of bias and continue to develop their digital literacy. They look at stereotypes, prejudice and discrimination.

In the Spring Term, they have an introduction to contraception and resisting peer pressure. This is followed by work introducing career choices and aspirations for the future. In the Summer Term, they cover work around influence including conflict and positive mental health.



From Year 6 to Year 8 there is an emphasis on teaching students how to conduct themselves safely on a computer, as well

as learning the basic concepts as to how a computer and the applications and programs on a computer work.

Year 6

In Year 6, we begin by looking at the internet and it's uses. This enables students to learn how to surf the web safely and also encourages them to understand the benefits of being proficient at using the internet. They then move on to learning how to use various programs including Word, Excel and PowerPoint, by creating their own documents and developing them using the relevant skills taught. Students are also taught how to access and save documents accurately.

Finally, they are re-introduced to Scratch Programming again, after some initial introductions in the Prep School, and begin creating their own working games, using coding.

Year 7

Students begin the year by learning and understanding e-safety. File management, security, cyber-bullying, phishing and online profiles are all studied to ensure that they have a firm understanding of how to stay safe online. Year 7 also continue to improve their coding skills through the use of Coding using Kodu, which enables students to build their own virtual world and characters using coding skills, before moving on to continue to enhance their game more fully.

A focus later in the year on Superheroes – Databases and BBC Microbits guides students through the world of

understanding topics such as collecting and recording data, algorithms, variables, bytes, binary and arrays.

Year 8

Students in Year 8 begin the year with a focus on computer crime and cyber security. A study of the legislation behind computer use, data harvesting, staying safe online and how to dispose of computers and computer parts safely are completed. Students develop their coding skills, through Scratch, to develop their own games that must include lives, scoring and some randomisation of objects. They will then test their game and de-bug it if necessary.

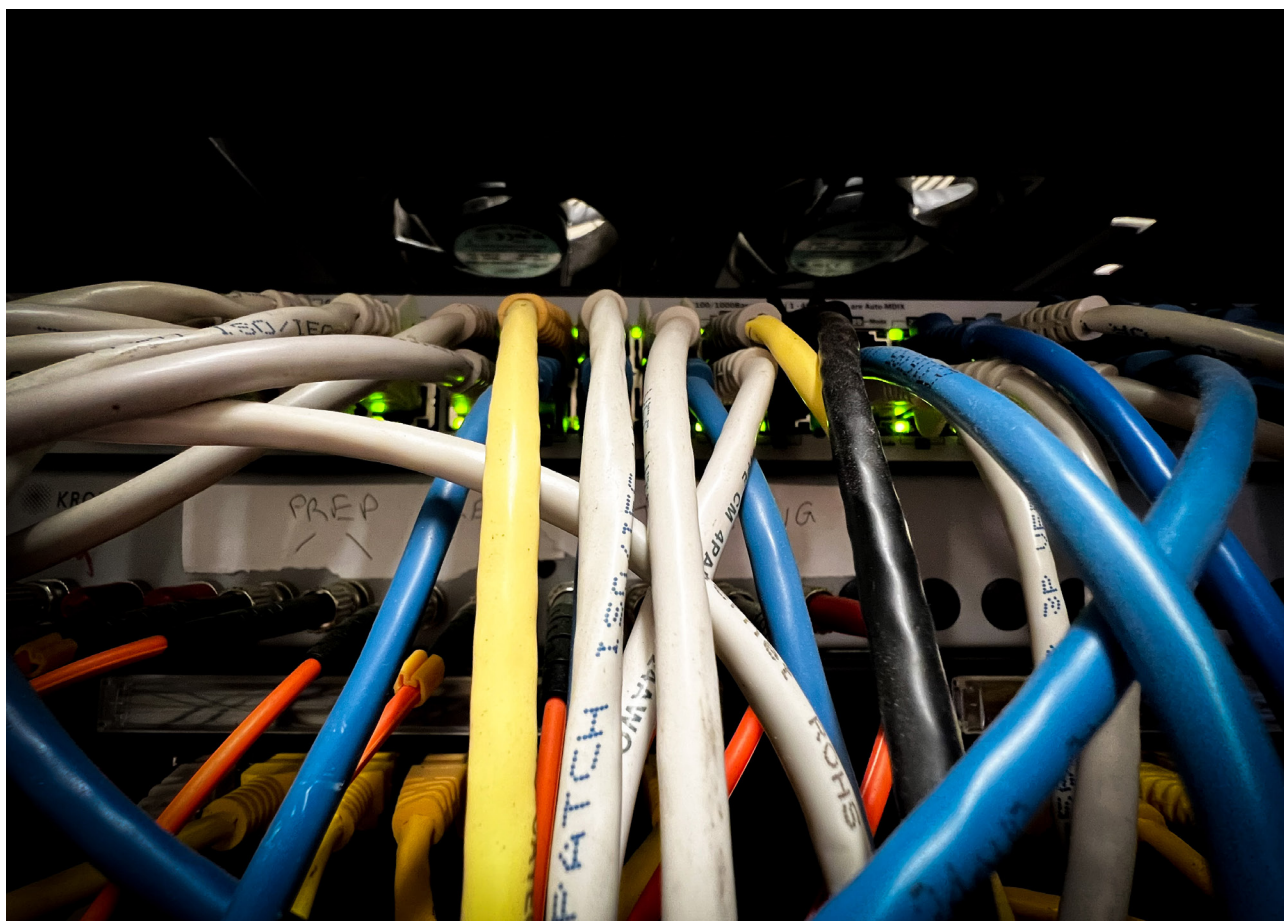
Later in the term, students are introduced to the way computers work, with a focus on computer architecture and use of binary. Students will look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle through practical activities. Students will then look at some simple binary to decimal conversion and vice versa, and learn how text characters are represented using the ASCII code. This will be followed by some simple binary addition.

Students will learn more in depth how storage devices represent data using binary patterns and physically save these patterns. They will, also look at a brief history of communication devices, how new technologies and applications are emerging and the pace of change. In addition to the above, an introduction to

graphics and graphic file types is studied. The unit explores how bitmap and vector images are represented and stored by the computer. There are also opportunities for students to practise skills in design, photo-editing and image manipulation using a suitable graphics package. The students' final posters are put into an assessment portfolio.

Finally, a practical unit covering the principles of producing control and monitoring solutions using a flowchart-based interface (Flowol 4) is studied. Students will start by producing systems

that use simple loops and basic outputs, and then move on to look at systems that have multiple inputs and outputs. They will refine their solutions using subroutines and variables.





In the Middle School students are introduced to creative designing, and making skills and strategies, through a series of design & make projects. The aim is to stimulate their creativity and curiosity in their approach to solving design problems, and to educate students in the use of a variety of hand and machine tools to enable them to make their projects to the best of their abilities, from a wide variety of materials in the school workshop.

As students progress through the Middle School, and their skills improve, they should become more independent in the use of tools, materials and equipment and be able to work with increasing initiative. This gives them a good foundation for work in Year 9 and the GCSE course beyond, should they decide to continue their studies beyond Key Stage 3.

Year 6

In Year 6 students design and make a Totem Pole. In the Autumn Term, students investigate the form and function of existing totem poles, documenting their research both on paper and a power point presentation. Students then choose four totems and use traditional graphics methods and techniques to design their own. Graphics skills are taught, and design drawings are rendered, and the chosen design traced onto a softwood block. This is taken into the workshop, where the students begin to shape their totem pole using rudimentary hand tools.

Practical work continues into the Spring Term, with skills taught in the use of additional tools including some hand-held and stationary power tools. More materials, processes and manufacturing techniques are also introduced. Construction of the totem poles is finished in the Summer Term. Once mounted on a base, they are painted and the final details and adornments made and added. Students then produce an isometric drawing and a written evaluation of their totem pole, their design work and their individual performance of the project.

Year 7

In Year 7, students design and make an Electronic Motor Car. In the Autumn Term, students use the design skills and strategies learnt in Year 6 to investigate, initiate, develop, evaluate and produce a design for their Motor Cars; which has to conform to prescribed specification points. Additional graphics skills are introduced, and students are also taught basic electronics theory. Tracings are produced of final car designs, enabling templates to be made to accurately mark out the sides of the car. Transition is then made from classroom to workshop, where students embark upon the manufacture of their cars.

This work continues into the Spring Term when students make the car's battery compartment, solder the electronic components together and assemble the mechanical components that power the car. Additional hand and machine tools are introduced and appropriate skills taught.

By the Summer Term, the manufacture and construction of the car is approaching completion, with students starting painting the car sides to their chosen design. Completed cars are then tested and evaluated. Two-point-perspective drawing

technique is taught and students complete an A3 presentation drawing of their car, including a circuit diagram.

Year 8

The Pencil Box project that Year 8 undertake requires students to manufacture a wooden box to prescribed dimensions. In the Autumn Term, students prepare a cutting list of the box components and produce either a dimensioned isometric or 1st angle orthographic drawing to BS 8888. These documents are brought into the workshop and are used by students to enable them to measure and mark out the box component parts from a variety of hard and soft woods. The box has four different corner joints of varying degrees of difficulty and students make a trial of each joint first, which are graded with emphasis on quality and accuracy before cutting the joints on their boxes.

Manufacture and construction of the box continues into the Spring Term, with training given, and written safety tests taken on

the use of familiar and additional machine tools. Instruction on wood finishing materials, methods and techniques is also taught.

In the Summer Term, students complete the box, adding either an acrylic lid with adornments or making a veneered lid with a parquetry pattern. Internal compartments for the box can also be designed and made and students conclude the project with a written evaluation and 2-point perspective presentation drawing.

For each of the projects above there is extension work for students of all abilities, for those who produce work of a good standard and for those that complete tasks ahead of schedule. Students also have the opportunity to do mini-filler projects should they complete a main project ahead of schedule. There is an emphasis on learning by doing, an interactive approach to Design & Technology projects with the aim of enabling students to develop an "intelligent pair of hands".



Music



Making music is an integral part of life in the Middle School. There are many strands of Music that students can get involved with, both in and out of the classroom.

Academic Music

Academic Music students have timetabled lessons for throughout the Middle School, predominantly structured using the nationally recognised “Musical Contexts” schemes of work and resources. Students are given a half-termly topic that encompasses many different aspects of the musical curriculum. Topics are generally classified within the following areas: music history, ethnomusicology, music theory, music for stage and screen and pop music.

Within these general areas, topics are broken down into modules, for example, samba or medieval music. Generally, work undertaken is broken down into composition, performing or listening and appraising related tasks. These areas form the same structure as a GCSE music paper, so it forms a good basis for those who wish to continue the subject.

Co-curricular music

The co-curricular program of Music is integral to life in the Middle School. In Year 6, in addition to their Academic Music lesson, as part of the timetable, students receive free instrumental lessons on either violin, cello, trumpet, clarinet or flute. This process begins at the beginning of Year 5, where they rank their instrument choice and, where possible, we allocate their first choice.

On a Friday afternoon, Year 6 students attend either junior wind band or junior strings orchestra. Both of which are directed by a specialist. Also, as part of the curriculum, Year 6 and 7 students attend Middle School Singers, and there are many opportunities to perform in concerts, services and competitions in the local area.

In addition to the compulsory co-curricular activities, there are many other opportunities for Middle School students, for example, the chamber choir, jazz band, guitar club, training band and Rubato band, and we are always open to requests for additional ensembles.

In an average year we deliver an enormous amount of private instrumental lessons. We teach most orchestral instruments as well as voice, piano, organ, harpsichord, guitar, drums and saxophone. Again, if a student would like lessons on an alternative instrument, it can often be accommodated.

Two or three times within an academic year, we host an ABRSM session. Students, whether they have their instrument lessons in school or outside, can sit their examinations in an environment that they know well. Occasionally, we have students who sit exams for other exam boards and we can also facilitate these requirements. We are proud to be the “Choir School” to St Laurence’s in Ludlow and we are always looking for new choristers.



Forest School



Forest School begins in Year 6 and 7; timetabled on a rota with Latin and generally taught in the Autumn and Summer Terms.

In Year 8, students begin CCF (Combined Cadet Force), with Forest School acting as a perfect introduction. At Lucton, we are fortunate to have woodland, fields and meadows, and we make full use of them in Forest School.

The term "Forest School" is a nationally recognised organisation and, in order to use the term, the leader must be trained to follow "Forest School" ideas and philosophies. In the Middle School, these are combined with some elements of a traditional scouting program to produce a unique programme of study.

Throughout Year 6 and 7, students are given an area of focus or project that generally lasts a few weeks. Projects and skills developed in Forest School include natural and man-made bivouac building, various

whittling and woodwork projects including gnomes, spoons and thumb sticks, fire building and lighting, knots and their uses, natural art, map work, stoves, and lights as well as a whole host of outdoor games.

The whole idea of Forest School is to give the students the opportunity to experience their surroundings and to increase their knowledge of the outside world; they learn a lot about each other, how to lead, how to work as a team, and they are given time to reflect on what they have learnt and how they are feeling.

Students are given the opportunity to undertake activities that may be readily accepted as slightly dangerous, for example, lighting a match or using a knife, in a safe and controlled way. The opportunity to learn skills that many of them have never encountered before, is one of the main reasons why students at Lucton embrace Forest School so much.





Speech & Drama



Speech & Drama is offered at Lucton as an extra-curricular subject throughout Prep, Middle and Senior School, as well as at Sixth Form, and is currently studied by a third of all students. There are dedicated rooms available to students where they are able to perform without interruption. Teaching occurs on a mainly rotational basis during the school day.

Throughout the Middle and Senior School, lessons are tailored to suit the specific needs of the individual - emphasis is placed on developing acting skills as well as furthering understanding of alternative performance disciplines, such as: public speaking, verse speaking, mime and improvisation.

The sessions can be tailored to work in conjunction with the SEN department in targeting specific areas for development, for instance: reading, processing skills, speaking, presenting and listening. Improvement in self-confidence is a major reason many students choose Speech & Drama, or for honing their competency with the English language. Some will see it an opportunity to enhance their cultural awareness or as essential for teaching them the transferable life-skills needed for assured communication in the adult world. However used, Speech and Drama will encourage and stimulate the pupil in all essential areas of communication and performance.

The department prepare each individual to progress within any chosen sphere of the LAMDA syllabus and take annual LAMDA exams.

Annually, we take part in the Herefordshire Performing Arts Festival. This is a delightful

week of friendly competition, where Speech and Drama students enter a wide variety of classes, ranging from Poetry to Mime and from Shakespeare to Improvisation. Students prepare in the Spring Term for their selected classes, and relish the opportunity of performing in the Hereford Courtyard Theatre, and at venues across the city.

About LAMDA (taken from "Specifications for Graded Examinations")

The London Academy of Music and Dramatic Art (LAMDA) is one of the oldest drama schools in the United Kingdom. Founded in 1861, it quickly established itself as a centre of excellence in performance training. LAMDA has provided theatre and the world of film and television with generation upon generation of first-class actors and expertly trained stage managers. LAMDA began offering speech examinations to the public in 1880's. Since then, these examinations have been refined and developed into a comprehensive system of performance evaluation by experts in education, acting and communication.

Our mission is to:

- Improve standards in communication through spoken word
- Foster an appreciation of literature, poetry and drama
- Acknowledge levels of achievement
- Provide a framework in which individual talent can grow

LAMDA examinations are designed to equip learners, whatever their age or aspirations, with a range of skills that will serve them throughout life. Preparation for an examination can:

- Unlock imagination and creative-thinking
- Develop communication skills
- Refine technical skills and artistry
- Promote team-work

The examination itself provides candidates with an opportunity to;

- Measure progress against an internationally recognized standard
- Make contact with expert practitioner assessors outside the immediate teaching environment

- Receive critical appraisal and guidance for future development

- Build self-confidence and self-esteem

- Acquire skill certification for career development

- Acquire UCAS points for University at the

Medal standards

The range of exam options supports progression and allows the learner to extend personal and vocational skills as well as to realize their potential.



Sport



A vibrant and extensive sports programme enables all students to maximise their potential as an individual and as a team player. All students are encouraged to participate in a wide range of extra training and activity sessions, which help to develop individual skills, fitness and game play. In the Middle School, the key emphasis is on learning the basic skills and techniques needed to develop a sound understanding of how to play in game situations.

Boys typically learn how to play three main team sports: Rugby, Football and Cricket; whilst the girls play Netball, Hockey, Lacrosse, Rounders and Cricket. Individual sports such as Cross-Country, Running and Athletics are encouraged in relevant terms. All students have a double lesson of Swimming a week, with access to Swim Squad training sessions on a Monday,

before school, and on a Thursday, during the Activity session, for those who wish to compete at ISA Regional competitions, aquathlons, triathlons and tetrathlons. All students have access to Badminton and Tennis during Activity sessions, with the option of extra Tennis training with an external coach.

All sports are taught through a combination of drills and small-sided games, which encourages students to learn how to be a good team player and be reflective about their learning outcomes. Students are given the opportunity to represent the school in matches, whilst those who are more competitive will play in County and ISA tournaments and are encouraged to develop skills at club and county training sessions.





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