

Key Stage 3 Curriculum

INFORMATION BOOKLET



Harrogate Ladies'
College



Independent Day and Boarding School
for Girls Aged 11 to 18

Lower School Curriculum Booklet Contents

• Welcome from the Principal	2
• Core Curriculum	4
• Art	5
• Computer Science, Information Technology and Digital Literacy	6
• Drama	8
• English	9
• Food and Nutrition	10
• Geography	11
• History	12
• Latin	13
• Mathematics	14
• Modern Foreign Languages	15
• Music	16
• PSHE	17
• Physical Education	18
• Religious Studies	19
• Science	20
• Textiles	21



Independent Day and Boarding School
for Girls Aged 11 to 18

Welcome to the Lower School Curriculum



Harrogate Ladies' College aims to engender in all girls a deep love of learning and passion for life. The curriculum that is studied in the Lower School lays the foundations for a curious, adventurous and thoughtful mind.

This booklet acts as a guide to the first three years of study at College. It aims both to inform and inspire! The Lower School curriculum provides pupils with an opportunity to experience a breadth of academic subjects and skills. The girls can then begin to discern their passions and interests whilst developing strong foundations in all core areas.

In order to encourage a passion for life, being a College girl requires openness to the development of skills outside the classroom as well as within. There is a wide variety of extra-curricular clubs and activities for girls to become involved in and many opportunities to develop skills for life:

- self-management and the ability to take responsibility for one's actions;
- team working based on respect, the ability to listen and self-confidence;
- understanding of the wider world;
- problem solving using creativity and analysis;
- numeracy, literacy and IT proficiency.



Independent Day and Boarding School
for Girls Aged 11 to 18

Harrogate Ladies' College values hard work both in and outside the classroom. We encourage pupils to develop trust in each other, to build honest and supportive relationships, and to be committed to a life of decency, founded on mutual respect, compassion and tolerance. It is a community which seeks to support every member to be their very best selves. Girls and their families should never be afraid to seek advice or question ideas. We are all on an exciting journey of learning together.

Thank you for joining us.

Mrs Sylvia F. Brett
Principal

Independent Schools' Inspectorate 2017

Pupils take pride in their work and responsibility for their learning. A culture of high achievement pervades the school, with pupils very responsive to strong skills based planning to investigate new topics and share their learning with others.

Pupils in the senior school settle quickly in class and are keen to learn. They work just as well with each other or in a whole class setting, as they do individually, and they are very mature about deciding how they will work best

Pupils are confident in improving their own work and performance, following excellent advice and pastoral support from teachers.



Independent Day and Boarding School
for Girls Aged 11 to 18

An Introduction to the Core Curriculum

Moving on to secondary school is an exciting time for many reasons; in curriculum terms, it is a time to learn about new subjects, as well as to extend knowledge of those already studied at primary school. Our aim in the first three years at College is to provide a solid foundation in all key areas, providing a broad base from which to make GCSE choices. During this time, your daughter will develop the skills to challenge ideas, put forward her own argument, and work as part of a team and on her own. In short, we want her to become an independent and confident thinker.

This booklet is designed to give details of the subjects that will be studied, and a summary of what is involved in each year. Your daughter will discover topics and themes including undertaking an alien autopsy, coding and having the opportunity to take part in enrichment trips to Normandy, Berlin and the Battlefields of the First World War.

Many pupils will be used to prep, or homework, from primary school. Work in lessons is supported by work set for pupils to do on their own, and they will receive a prep timetable which ensures that the workload is spread as evenly as possible throughout the week. Pupils will be able to access their prep as well as many other learning resources electronically on our Firefly page, and they will additionally be given a Student Planner to keep a paper record. This is monitored regularly by the form teacher, parents and subject teachers, all of whom are there to support progress.

In addition to timetabled subjects, pupils will have the opportunity to develop their skills in other areas and we offer a huge range of extra-curricular activities. Whether it be learning Italian or joining a book group, there is something to suit all interests.

Public examinations may seem a long way off at this stage in your daughter's school career, but rest assured that she will be well prepared from the start, so that she can maximise her success in the future. Each year, our GCSE results are analysed by Durham University by comparing predicted grades from the individual pupil baseline assessments with actual grades achieved. This analysis shows that, on average, pupils can expect to gain a grade higher in every subject at this school compared with what predictions show.

I hope you enjoy reading about the subjects your daughter will be studying at Harrogate Ladies' College. A fun-filled and exciting future awaits her!

Mrs Claire Whitaker
Deputy Head (Academic)



Independent Day and Boarding School
for Girls Aged 11 to 18

Art

"Where the spirit does not work with the hand, there is no art." - Leonardo da Vinci

Aims of the Department:

The Art department aims to provide a relaxed, stimulating and creative atmosphere to develop individual ability and expression. Pupils develop their ability to perceive, understand and express concepts and feelings in a visual and tactile form. Individual style is gained through structured experimentation and practical demonstrations, enhanced by critical appreciation.

Course Content:

Upper 3 (Yr 7)

Pupils will progress from initial drawings, usually sketched from observation, and expand their ideas into various methods of printmaking, creative textiles, pottery and drawing and painting. Appreciation of different periods and styles of Art is studied, sketchbook development and group work is encouraged with creativity being nurtured and aided by a wide variety of specialist materials and equipment. Pupils are encouraged to use the Art facilities and have access to materials during their free time.

Lower 4 (Yr 8)

We continue to encourage pupils' individual skills and creativity, building upon and extending skills and techniques learnt during the previous year using a wide range of mixed media. We focus on independent sketchbook development, research and presentation skills by looking at the work of other artists and cultures. Pupils build their observational skills working from still life drawing techniques and develop ideas through experimentation and refinement.

Upper 4 (Yr 9)

In Upper 4, we continue to nurture individual creativity and the emphasis is on composition, design and drawing skills. The appreciation of different cultures and the work of other artists is extended. Pupils are encouraged to explore a range of drawing and painting skills for final pieces, which enables every pupil to have confidence in their own individual style.

Additional Information:

The spacious Art studio is open to all year groups during normal school hours and evenings for free expression, with examination pupils using the facilities at weekends. Harrogate Ladies' College is very fortunate to have a wide range of excellent art galleries in Harrogate, only 5 minutes' walk away, which enhances critical appreciation and helps to develop personal judgements. The main Art studio has frequent still life displays to encourage and develop observational drawing. Visiting artists encourage pupils to develop a different outlook to use for their own expression. Pupils are encouraged to develop thinking skills, record inspirational imagery using their own cameras and work in their free time to build interesting and creative sketchbooks.

Head of Department: Sam Litherland



Independent Day and Boarding School
for Girls Aged 11 to 18

Computer Science, Information Technology and Digital Literacy

“Teaching in the Internet age means we must teach tomorrow’s skills today.” -

Jennifer Fleming

Aims of the Department:

The department aims to balance knowledge of computing alongside a focus on developing the functional skills necessary so that our pupils become effective, confident, responsible, resilient and creative users of technology both individually and with others. Each component of this subject is essential in preparing our girls to thrive in an increasingly digital world; computing brings new challenges that should excite and empower them, but it is also important that the girls’ digital skills enable them to access all areas of the curriculum in the most efficient way.

Course Content:

Upper 3 (Yr 7)

- Introduction to the use of ICT at Harrogate Ladies’ College: Acceptable Use Policy; effective file management, email protocol and E-safety
- Functional skills (Harrogate Ladies’ College expectations): word processing; desk-top publishing; presentation; script writing; story boards and film editing
- Modelling: formulae, rules and investigation – spreadsheets
- Computational thinking: problem solving, understanding and using algorithms
- Computer programming: Scratch and Python
- Purposeful presentation: introduction to HTML and CSS coding and web publishing (usability, design and trustworthiness)
- Theoretical concepts: hardware; software; input; output; memory and storage devices; networks

Lower 4 (Yr 8)

- Use and misuse of data: security systems and software, E-safety
- Functional skills (Harrogate Ladies’ College expectations): word processing; desk-top publishing; presentation; script writing; story boards and film editing
- Project work: BBC news report
- Computational thinking: problem solving, understanding and using algorithms
- Computer programming: Scratch and Python
- Theoretical concepts: hardware; software; input; output; memory and storage devices; networks
- Modelling: intermediate spreadsheets: What if? analysis; Goal seek; data validation; conditional formatting

Upper 4 (Yr 9)

- Impact of ICT on society, E-safety
- Functional skills (Harrogate Ladies’ College expectations): word processing; desk-top publishing; presentation
- Modelling/spreadsheets: What if? analysis; Goal seek; data validation; conditional formatting
- Computational thinking: problem solving, understanding and using algorithms



Independent Day and Boarding School
for Girls Aged 11 to 18

- Computer programming: Scratch and Python

Upper 4 (Yr 9) (cont'd)

- Theoretical concepts: hardware; software; input; output; memory and storage devices; networks
- Purposeful presentation: intermediate HTML Coding, web publishing and animation (usability, design and trustworthiness - reliability, validity and bias)

Additional Information:

Each pupil is given a user name and secure password and, with parental approval, is given her own school email address and access to the Internet. Pupils are also encouraged to attend the weekly "Digital Leaders" club. To harness their enthusiasm, they will be invited to work on additional projects and enter competitions. They will benefit from links with industry, the opportunity to use alternative hardware and software and gain access to additional support from ICT community networking groups.

Director of Business School: Siobhan Scully



Independent Day and Boarding School
for Girls Aged 11 to 18

Food & Nutrition

“Every child in every school, no matter what their background deserves to learn the basics about Food – where it comes from, how to cook it and how it affects their bodies.” Jamie Oliver

Aims of the Department:

Food and diet are essential components of life. A realisation of the importance of food and food preparation presents an excellent opportunity for learning through a practical activity. In a modern, well-equipped environment, pupils study four key areas: Nutrition, Food: Provenance and Development, Food Science & Safety and Preparation & Cooking Techniques. The primary aim is to teach our pupils ‘how to feed themselves well’.

Course Content:

Upper 3 (Yr 7)

Pupils start by considering diet, nutrition and the Eatwell Guide. Pupils gain confidence in combining ingredients and following good hygiene practice to develop a range of skills through practical lessons. Recipes include salad, seasonal fruit crumble and girls consider sustainable fish sources when making fish goujons. Pupils will use ICT for research and recipe analysis. Self-evaluation is an important part of learning, together with peer assessment and through these exercises, the girls develop their sensory vocabulary.

Lower 4 (Yr 8)

During the Lower 4 course, pupils build on the skills they have learnt in the previous year. They practically apply their knowledge of the Eatwell Guide. Practical skills are developed through the introduction of sauce making, dough and meat & fish preparation. They develop their knowledge of food science when examining the key functions of ingredients in practical lessons.

Upper 4 (Yr 9)

In Upper 4, pupils focus on extending their knowledge of Food Science, by focusing on the working, chemical and functional properties of key ingredients. They then use a range of higher skills to produce different core recipes including pasta and pastry dough, foams and composite meals.

Additional Information:

Our excellent Food Suite facilities provide an informal setting for pupils to broaden their food knowledge and practical skills. The lessons are bright, engaging and enable pupils to learn across the curriculum, most notably Mathematics. There is also the opportunity to participate in our school cookery club. All of the ingredients used in lessons are provided by the school with consideration given to seasonality and sustainability of products.

Head of Department: Rachel Baskind



Independent Day and Boarding School
for Girls Aged 11 to 18

Drama

*“Outward; outward lies the way. Don’t wallow in the comfort zone” -
Mike Shepherd, Artistic Director of Kneehigh Theatre Company*

Aims of the Department:

The Drama department aims to encourage all pupils to be confident and highly imaginative performers by focusing on the development of technical skills and the desire to take increasingly ambitious creative risks. In addition to artistic progression, emphasis is placed on the need for pupils to be sensitive and supportive toward each other, approaching the creative process with an open mind and a respect for the contributions of others. Pupils learn the importance of negotiation, decision-making and leadership, skills that equip them to be effective and innovative team players.

Course Content:

Upper 3 (Yr 7)

In Upper 3, the emphasis is very much on building confidence and encouraging creativity through practical work. Pupils undertake projects to develop skills that are essential in the presentation and performance of Drama. In the Autumn Term they explore improvisation games and techniques designed to help overcome inhibition and establish the need to work co-operatively with others. Pupils then work on a group project to interpret a piece of text, learning how to use vocal and physical skills to create dramatic effect. The final project offers greater artistic independence as pupils explore the use of costume and props through story-telling theatre forms.

Lower 4 (Yr 8)

In Lower 4, pupils explore and perform a Shakespearean monologue. Pupils work in pairs to rehearse and then perform the text, enabling them to grow in confidence through a shared experience before progressing on to the demands of Greek Theatre! Pupils work on a choral piece to produce their own vocal and physical interpretation. Both projects also serve to teach pupils some theatre history, as well as consolidating skills they have already acquired.

Upper 4 (Yr 9)

In Upper 4, pupils are encouraged to develop artistic independence. They explore more sophisticated improvisation techniques and consider the process of creating character in greater detail. They learn how to develop narrative, create tension and build a dramatic climax using a range of devising techniques to create a short performance piece. In addition, all pupils are taught technical skills enabling them to operate lighting and sound equipment to create dramatic effects.

Additional Information:

The Lower School Drama Workshop offers pupils the chance to further develop their skills and prepare individual or group pieces for performance. All pupils also have the opportunity to be involved with the annual Junior House Drama Competition in the Summer Term.

Head of Department: Michael Cook



Independent Day and Boarding School
for Girls Aged 11 to 18

English

"I'll teach you to ride on the wind's back, and away we go!" - Peter Pan

Aims of the Department:

English in the classroom explores reading, writing and speaking with listening in many shared and stimulating activities. Inspiration comes from contemporary sources as well as traditional literature. There is an emphasis on developing technical accuracy in tandem with confidence and energy throughout all the core strands of the subject.

Course Content:

Upper 3 (Yr 7)

Pupils study several key texts, providing opportunities for improvement of reading and writing. The pupils explore devices used by established writers, learning specific terminology and experimenting with a variety of written and spoken genres. Poetry from modern and classical periods is integrated within the themes of the texts and appreciation and insight developed. The use of paragraphs, clear sentence construction and punctuation is consolidated and pupils are expected to recognise parts of speech and imagery.

Lower 4 (Yr 8)

Pupils read with greater insight. They have an increasing range of tools to help unlock the meaning of a text, as comprehension skills are fostered through close reading practice. The texts are more complex and require pupils to consider the sub-text, as well as the obvious plot line of the story or poem. Words such as metaphor, simile, onomatopoeia, rhyme, rhythm, syllable, personal pronoun, voice and stanza are increasingly familiar. Pupils are encouraged to give their personal writing a definite shape.

Upper 4 (Yr 9)

The texts we study are often chosen from the GCSE syllabus to introduce the assessment objectives at this level. The lesson materials are varied to include DVDs, ICT and other media in order to scrutinise the use of language in our multicultural world through poetry, prose and drama. Leaflets, magazines and newspapers are also analysed.

Additional Information:

Lower School pupils are encouraged to read as much as possible in their spare time as it is this above all which will help pupils to achieve at GCSE.

Head of Department: Teresa Long



Independent Day and Boarding School
for Girls Aged 11 to 18

Geography

“The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.” - Barack Obama

Aims of the Department:

Throughout Lower School we aim to develop “enquiry based learning”. We learn to investigate the world at different scales and look at issues affecting our planet and people’s lives on it. We learn to think spatially, using maps, images and ICT. The pupils learn to present and analyse information.

Course Content:

Upper 3 (Yr 7)

“What is Geography?” is the first question investigated and this is developed into an understanding of our world on a variety of scales. From this, we move on to making and mapping connections and an in-depth investigation on our own area of Harrogate, incorporating an enquiry into the housing issues facing us now and in the future. From this we springboard into looking at ecosystems and the role of ecosystems in supporting life. We will complete a case study of our local ecosystem and then look at global biomes including the tropical rainforest and the desert.

Lower 4 (Yr 8)

We build on the skills taught in Upper 3 and begin the year by studying climate change and the impact of individuals and societies on the global climate. Following this we look at glaciation, how glaciers form, move and the impact they leave on locations including the north of England as well as in the European Alps. From this we study fold mountain ranges including their economies, risks and sustainable futures. To finish the year we will look at the role of tourism through the Butler model in our own local economy in Harrogate and more broadly in the UK as well as overseas.

Upper 4 (Yr 9)

In the final year of KS3 we investigate population and resources which begin to build skills towards GCSE. In this topic we will look at how many people we have in our world, where they are, how they use resources and whether we have adequate resources to maintain a sustainable future. We then complete an in-depth study of China and undertake a decision making exercise on how countries plan for their own futures. Following this we begin the GCSE course by studying natural hazards. This topics investigates volcanoes, earthquakes, tsunami and wild fire events, the science behind them and the impacts of them. This course will gently allow pupils the opportunity to work at GCSE level and understand the demands and expectations of KS4.

Head of Department: Kathryn Longstaff



Independent Day and Boarding School
for Girls Aged 11 to 18

History

"Since when was History not essential?" - A Schindler Jew

Aims of the Department:

We aim to give pupils an understanding of the present in the context of the past. Pupils learn a sense of identity through studying the communities in which we live. History also enables us to develop an understanding of the beliefs, values and customs that make up our society. Pupils learn to examine change, to empathise, to detect bias and to evaluate historical evidence.

Course Content:

Upper 3 (Yr 7)

Pupils are taught the major features of Britain's medieval past from the Battle of Hastings through to the Wars of the Roses. The focus in Upper 3 is on the development of the monarchy and the way of life of the people. The pupils are encouraged to describe and explain in depth the causes and consequences of the key historical events, developments and changes studied.

Lower 4 (Yr 8)

Pupils are introduced to the major political, religious and social changes which shaped the history of Britain between 1500 and 1750. The focus is on the changing relationships between Crown, Parliament and the People. Pupils are taught how to extend their analytical skills and develop their essay writing.

Upper 4 (Yr 9)

Pupils are given the opportunity to study some of the main events, developments and personalities of the twentieth century and learn how they shaped the modern world. The focus is on the First World War 1914-18 and the Second World War 1939-45, including the key campaigns and the Holocaust. These topics are used as an important introduction and background to the GCSE course.

Additional Information:

Visits are arranged to places of historical interest, these include Fountains Abbey and The Royal Armouries in Leeds. Pupils in Upper 4 also have the opportunity to hear from a survivor of the Holocaust.

Head of Department: John Hunt



Independent Day and Boarding School
for Girls Aged 11 to 18

Latin

“Naturally I am biased in favour of boys[!] learning English. I would make them all learn English: and then I would let the clever ones learn Latin as an honour, and Greek as a treat.” - Winston Churchill

Aims of the Department:

The aims of this course are to teach comprehension of the Latin language for reading purposes, to develop an understanding of the history and culture of Roman civilization and to encourage a wide range of approaches to language learning.

Course Content:

Upper 3 (Yr 7)

Girls follow Unit 1 of the Cambridge Latin Course. This includes the study of slaves, gladiators and Roman social life, following the fortunes of a Roman family. The book ends dramatically with the eruption of Vesuvius in 79 AD. Girls will start to appreciate the structure of a Latin (and English!) sentence and be able to translate simple passages of Latin, using the present and two past tenses by the end of the year.

Lower 4 (Yr 8)

Girls will embark on Unit II of the Cambridge Latin Course which is set in Roman Britain. This includes a study of Roman houses, theatres, baths and elections, not to mention a visit to the spirit world. Roman Britain is seen through the eyes of Quintus, a character from the first book and girls enjoy translating the stories set in places which are known to them. The Latin becomes more complex and by the end of the year, girls can translate passages containing verbs in four of the six tenses and some subordinate clauses.

Upper 4 (Yr 9)

Pupils will complete Unit II of the Cambridge Latin Course and move on to Unit III, which leads into the GCSE course. The latter part of Unit II is set in Roman Egypt and girls enjoy the varied background material which includes study of some Egyptian gods and science and medicine in the Ancient world. The language work is increasingly complex and by the end of the year girls will have met and be able to translate sentences containing participles in three different tenses.

Head of Department: Catherine Whelan



Independent Day and Boarding School
for Girls Aged 11 to 18

Mathematics

*“Mathematics, rightly viewed, possesses not only truth but supreme beauty.” -
Bertrand Russell*

Aims of the Department:

The aim of the Mathematics department is to develop competence, confidence and creativity across the Mathematics curriculum. Pupils are encouraged to apply their knowledge to a wide variety of applications and problems.

Course Content:

Upper 3 (Yr 7)

Pupils consolidate and gain a mastery of the basics of Mathematics. Within the number topics they will study the four operations with integers, decimals and fractions as well as fraction, decimal and percentage conversions. They begin their study of algebra learning how to manipulate simple expressions and will develop the skills needed to solve linear equations. They will also develop their geometry studying properties of angles and increasingly complicated two dimensional shapes, before learning about volume and properties of three dimensional shapes. Pupils will also look at different ways of summarising and representing data and begin to understand the language and rules of probability.

Lower 4 (Yr 8)

Pupils develop their understanding of algebra, gaining a mastery of brackets, formulae and straight line graphs. More abstract topics about number are taught including prime factorisation and finding highest common factors and lowest common multiples as well as other topics like ratio. In geometry, they will be introduced to Pythagoras' Theorem and how to find the area of circles and more complicated shapes. They will also expand the ways in which they can collect, summarise and represent data and look at two-way sample spaces in probability.

Upper 4 (Yr 9)

The demands of algebra continue to grow with pupils studying simultaneous and quadratic equations. The rules of indices are generalised to include negatives and fractions and they are introduced to standard index form. The study of right angled triangles is developed with the introduction of trigonometry and pupils learn to solve problems involving mathematical transformations and loci. Their data handling skills are expanded further with the introduction of topics such as cumulative frequency and tree diagrams in probability.

Additional Information:

Every year the top set in Upper 3 and Lower 4 have the opportunity to take part in the individual UKMT Junior Mathematical Challenge. The top set in Upper 4 participates in the Intermediate Maths Challenge. A selected team of 4 pupils represent College in the UK Junior Team Mathematical Challenge. Lower School pupils may also attend the weekly drop-in clinics.

Head of Department: Paul Dwyer



Independent Day and Boarding School
for Girls Aged 11 to 18

Modern Foreign Languages

*“Those who know nothing of foreign languages, know nothing of their own.” -
Goethe*

Aims of the Department:

French, German and Spanish courses introduce pupils to the language and culture of three of our European partners. Our aim is to develop a love of European languages and to foster interest, understanding and tolerance of other cultures.

Course Content:

All pupils study French and German in Upper 3. At the end of Upper 3, girls select any two of French, German or Spanish to take from Lower 4 onwards. As they start Spanish one year later, they have one extra period a week, to ensure they have the same amount of teaching time. All lessons are designed to include a wide range of activities to encompass speaking, listening, reading and writing.

Upper 3 (Yr 7)

Using daily life as a framework, we aim to build up confidence in basic grammar. Pupils discuss and write about themselves, including their pets, birthdays, family and a range of familiar activities. We make full use of ICT to create presentations and posters as well as using a variety of websites to enhance learning and for research purposes.

Lower 4 (Yr 8)

We introduce new topics including travel and transport, free time and leisure activities, food and drinks and extending knowledge of vocabulary, grammar and culture. Pupils are introduced to language in the past and future tenses to extend their communication range.

Upper 4 (Yr 9)

In all three languages, we continue with a topic based approach building on previous learning and introducing more challenging grammar. In the Summer Term, we start to prepare the girls for the IGCSE courses in September.

Additional Information:

The Upper 3 and Lower 4 have the opportunity to attend a French or German residential course to improve their language and cultural awareness. Pupils studying Spanish are treated to performances by visiting theatre companies.

Head of French: *Cécile Venries*

Head of German: *Joanna Griffin*

Head of Spanish: *Lorenzo Moya-Morallón*



Independent Day and Boarding School
for Girls Aged 11 to 18

Music

*"Music is enough for a lifetime, but a lifetime is not enough for music." -
Sergei Rachmaninov*

Aims of the Department:

The department aims to enable our pupils to gain an appreciation and love of music. We aim to develop their ability to identify ideas and structures, try out a range of instruments and appreciate a wide range of different styles of music. Pupils of all levels are given the opportunity to perform in front of an audience.

Course Content:

Upper 3 (Yr 7)

The core skills of listening, composing and performing are incorporated into every topic. Pupils learn to recognise, compose and perform a variety of music styles using keyboards and percussion and all pupils are taught to read music. The pupils have a varied repertoire for class singing and performing, including preparation for School events and productions.

Lower 4 (Yr 8)

Pupils continue to develop their knowledge of musical styles by studying the orchestra and a range of set works including 'West Side Story' and Beatles songs. Pupils are expected to improve their reading of musical notation. Class singing includes a selection of songs from musicals, carols and songs from other cultures. We also play pieces together as a class using a mixture of pupils' own instruments and the School's, including ukuleles. Girls in Lower 4 sing carols in December, then present a short concert in June, for older residents from the local community.

Upper 4 (Yr 9)

The emphasis is on developing listening skills, compositional techniques and an appreciation of performance. Topics look ahead to the GCSE Music syllabus and include African music, jazz and the 12-bar blues, music technology and composition.

Additional Information:

Lessons on all orchestral instruments, plus piano, organ, harp, guitar, percussion and singing, can be requested through the Parent Portal. Pupils can work towards ABRSM examinations which are held at College three or four times a year. Music theory tuition in groups is available free of charge to all pupils.

Lower School pupils may join the Orchestra, Gallery Choir, wind, brass, recorder or string groups. Groups perform regularly throughout the school year, both in and out of School. Traditionally, we have lots of solo and group entries in the Harrogate Competitive Festival, and all pupils take part in the annual House Music Competition.

Head of Department: *Kate Morgan*



Independent Day and Boarding School
for Girls Aged 11 to 18

PSHE

"Minds are like parachutes. They only function when they are open."

Sir James Dewar, Scientist

Aims of the Department:

PSHE education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic well-being. A critical component of PSHE education is providing opportunities for pupils to reflect and clarify their own values and attributes and to explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Course Content:

PSHE in Lower School at HLC is generally taught in tutor groups following a detailed Scheme of Work which covers three core themes, within each there is broad overlap and flexibility, associated with Health and Wellbeing, Relationships and Living in the Wider World. The programme is designed to contribute towards pupil's personal development by helping to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and to understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, and to manage emotions.

Examples of Topics covered in Lower School:

- Starting puberty
- Healthy relationships & sex education
- Being British
- Prejudice & discrimination
- Mental Health and Emotional wellbeing
- Stress and anxiety
- Budgeting & banking
- Smoking & drugs awareness
- Friendships
- Healthy lifestyle
- Examination & revision techniques
- Bereavement
- Voting & politics
- Identity
- Pornography & the law
- LGBT, equality and Human Rights
- Self-esteem
- Resilience
- Positivity and gratitude journaling
- Strategies for managing daily life (including practical techniques such as mindfulness, yoga and meditation)

Head of Department: Laura Brookes



Independent Day and Boarding School
for Girls Aged 11 to 18

Physical Education

“An athlete gains so much by participating in sport. Focus, discipline, hard work, goal setting and the thrill of finally achieving your goals. These are all important lessons in life.” - Kristi Yamaguchi, Figure Skater

Aims of the Department:

Our aim is to allow all pupils to be their own 'personal best' by offering a range of enjoyable and purposeful activities. Pupils are given the opportunity to improve practical skills, but are also encouraged to be analytical and creative, to exhibit confidence when leading, to have authority when officiating and finally to reflect on their performances to learn from success and failure.

Course Content:

Upper 3 (Yr 7)

Lacrosse and netball are the main team sports taught in the Autumn and Spring Terms. Lessons are devoted to improving basic skills alongside the development of attacking and defending principles. Swimming is also taught throughout the Autumn and Spring Terms enabling pupils to develop techniques across all four strokes as well as improving their diving and distance swimming. Pupils take part in dance and/or gymnastics in their PE lessons in the Spring Term and are taught rounders, tennis and athletics in the Summer Term. Pupils also have the opportunity to develop skills and participate in competitive games as well as working towards bronze, silver and gold awards in all the track and field events for athletics.

Lower 4 (Yr 8)

The Lower 4 curriculum follows a similar pattern to that of Upper 3 with all activities revisited. In lacrosse, netball and rounders pupils develop their understanding of the specific roles for different playing positions and explore different tactics in competitive games. Pupils are encouraged to develop their ability to plan, lead, officiate and evaluate across all activities, enabling them to apply their knowledge and allow for creativity in all performances. Swimming includes learning skills such as competitive starts, turns, synchronised swimming and personal survival.

Upper 4 (Yr 9)

All the core team and individual sports are delivered again in Upper 4, although options are available in the Spring Term for those who would like to try something different. Options vary, but some examples are; badminton, volleyball, use of the fitness suite, football, hockey, aerobics and squash. Swimming continues to be taught in the Autumn Term and includes activities such as Rookie Lifeguard and water polo. In the Spring Term, pupils start a programme of health related fitness to help them understand the role of exercise in leading a healthy, active lifestyle.

Additional Information:

All pupils in Lower School have the opportunity to attend clubs in the following: lacrosse, netball, rounders, tennis, swimming, cross-country and athletics. There are numerous opportunities for all pupils to represent College. Information regarding all fixtures can be found on the sports website.

Head of Department: Nikki Priestley



Independent Day and Boarding School
for Girls Aged 11 to 18

Religious Studies

"We listen to others to discover what we ourselves believe." - George Grant

Aims of the Department:

We aim to develop an awareness of the impact of religious beliefs and practices, both in the lives of individuals and on society as a whole.

Course Content:

Upper 3 (Yr 7)

We begin by answering the questions 'What is religion?' and 'Why do we study it?' Then, after a brief introduction to the world's six major religions – Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism – we investigate the lives of the 'key figures' or founders. This involves a study of the stories in the Old Testament of the lives of Abraham, Isaac, Jacob, Joseph, and Moses, and a look at the religious traditions about Muhammad, Guru Nanak, the Buddha, and the major Hindu gods. Then we undertake a study of the holy books of the six religions, which includes a detailed study of the main aspects of Judaism.

Lower 4 (Yr 8)

The first topic is Pilgrimage, in which pupils learn about special journeys to places of meaning to various people and consider what places might be special to themselves and why. We ask why Jerusalem is important to Jews, Christians, and Muslims, and we also look at the Muslim pilgrimage to Mecca and the importance to Sikhs of Amritsar. Pupils investigate what is meant by worship and meditation, and develop a broad understanding of what it means to worship by examining the worship practices of Christians, Sikhs, Hindus, and Buddhists. In the Rites of Passage topic ceremonies marking birth, coming of age, marriage, and death are explored alongside a consideration of key points in pupils' own lives.

Upper 4 (Yr 9)

Pupils consider the evidence for the existence of Jesus, and examine the Christian concept of Jesus as the Messiah and Son of God. A study of the Biblical accounts of the birth, teaching, and miracles of Jesus are a vehicle for discussion about Biblical interpretation and pupils' own ideas on the moral and philosophical issues covered. The Biblical accounts of the events of Holy Week and Easter provide an appreciation of the Christian tradition and a basis for pupils' consideration of religious and philosophical ideas about life after death and the body/soul distinction. Finally a brief look at the history of the Christian Church in Western Europe provides an opportunity for pupils to appreciate the influence of Christianity on European society and culture. A study of the faith and practices of Muslims, including beliefs about God, obligations of prayer, care for the poor, and fasting, enable pupils to gain an understanding of the second of the two big world religions.

Additional Information:

Visits to places of worship are an important part of the course, providing opportunities for pupils to meet members of different faith communities. Upper 3 visit a synagogue, Lower 4 travel to a Sikh gurdwara and a Hindu mandir, whilst Upper 4 visit two very different mosques.

Head of Department: John Hunt



Independent Day and Boarding School
for Girls Aged 11 to 18

Science

“If it’s green or wiggles, it’s Biology. If it stinks, it’s Chemistry. If it doesn’t work, it’s Physics.” - Handy Guide to Science

Aims of the Department:

We aim to offer the pupils challenge and enjoyment so they become confident, independent young scientists. They will experience traditional classroom techniques and the use of emerging technologies to establish a firm foundation for future success in science. The science curriculum is central to developing the pupils’ understanding about the world’s economic success. It has a key role to play in encouraging healthy choices about lifestyle and in developing environmental awareness.

Course Content:

Upper 3 (Yr 7)

Our course is based on the OUP “Science Works” scheme, which provides stimulating opportunities for personalised learning and enables pupils to track their own progress. The course develops key ideas in Biology, Chemistry and Physics through dedicated units for each subject area:

- **Biology:** Cells, Reproduction
- **Chemistry:** Introduction to Chemistry, Particle Theory, Separating Mixtures, Acids and Alkalis
- **Physics:** Speed, Space, Light

Lower 4 (Yr 8)

- **Biology:** Nutrition, Gas Exchange, Respiration, Ecology
- **Chemistry:** Periodic Table, Inside Materials, Acids and Alkalis
- **Physics:** Forces, Electricity, Heating and Cooling

Upper 4 (Yr 9)

- **Biology:** Genetics and Evolution, Movement, Photosynthesis
- **Chemistry:** Earth and Atmosphere, Materials
- **Physics:** Energy, Moments and Pressure, Static Electricity, Magnetism

Additional Information:

- **STEM Club** is open to all Lower School pupils; it is a mix of all three Sciences and provides experiences and competitions outside the usual Science lessons to stretch pupils of all abilities.
- **Science Clinic** is a dedicated drop in session exclusively for Lower School pupils to offer help and support with any and all aspects of their Science lessons.
- **Upper 3 trip to Yorkshire Wildlife Park** where students learn more about the natural world and conservation projects.
- **Upper 4 CSI forensic science afternoon** where students get the opportunity to try and solve a crime by carrying out tests on evidence found at the crime scene.
- **Lower 4 STEM days** involve a year group spending a day off timetable solving Science puzzles.

Head of Science and teacher in charge of Chemistry: Emma Greenhalgh

Teacher in charge of Biology: John Greenhalgh

Teacher in charge of Physics: Robin Hartley



Independent Day and Boarding School
for Girls Aged 11 to 18

Textiles

"Clothes are like a good meal, a good movie, great pieces of music." - Michael Kors

Aims of the Department:

The Textiles department aims to provide a stimulating and creative experience. Pupils learn by developing a range of practical and decorative Textiles skills. Pupils develop their creativity by experimenting with a variety of media and techniques.

Course Content:

Upper 3 (Yr 7)

Pupils learn to use the sewing machine safely and are introduced to a range of decorative stitching techniques including appliqué, quilting and trapunto. Colour is applied directly to fabric through block printing, stenciling and transfer printing. Pupils combine these techniques in their own design for a cushion.

Lower 4 (Yr 8)

Pupils are introduced to the design process through a design and make brief. Starting with a theme board, the girls create their own designs for a "Bag for Life." The girls build on the decorative techniques they learnt in Upper 3 to embellish the front of their bag and tie dye the back of the bag. They make straps and complete their bag construction.

Upper 4 (Yr 9)

In this pre-GCSE year, pupils work on individual products. Pupils develop their research skills; produce a design specification before designing and making their product. Recent projects have included upcycling garments and using recycling materials to create a one-off piece. The focus this year is on construction techniques in addition to revisiting the decorative ones; the brief is to design and make a pair of bespoke shorts.

Additional Information:

The Textiles room is open to all year groups at lunchtime and after school. It provides a wonderful creative environment with inspirational work showing a wide range of decorative Textiles techniques on display.

Head of Department: Emma Gray

I AM ME.



Harrogate Ladies' College

Clarence Drive
Harrogate
North Yorkshire
United Kingdom
HG1 2QG

T: +44 (0) 1423 504543
E: enquire@hlc.org.uk
www.hlc.org.uk

Since 1893