



# KS3 INFORMATION BOOKLET



Myddelton College





# HEADMASTER'S WELCOME

Myddelton College is a happy, caring and kind environment where pupils are encouraged to fulfil their potential, while always demonstrating honesty, kindness and respect. We have high academic expectations for all of our pupils, ensuring that our curriculum is designed to equip all pupils to thrive in the 21st century. We are committed to giving pupils a diverse range of experiences in which they can develop personally and socially, as well as providing a mindfulness curriculum to help our pupils cope with pressures of life in the global world. At Myddelton College, every pupil is treated as an individual and unique.

We ensure that we inspire a thirst for knowledge and a desire to know more, as they set out on their journey of discovery. Pupils are encouraged to use their time wisely and to take every opportunity as a golden ticket, stretching boundaries and surprising themselves with their own ability and priceless moments. Expectations are high and pupils flourish not only academically, but also through our values of arts, a love for the outdoors and sporting ability. The values of Myddelton have been founded upon the "Three Pillars of Myddelton."

These are three areas in which we believe every Myddeltonian should excel; Resilience, Scholarship and Fellowship. Students in Key Stage 3 (Years 7-9) are taught to embed skills for learning through the curriculum at an early stage in preparation for the rest of College life. Students are taught a range of subjects sustaining threads throughout every lesson.



The curriculum model is based on a two week timetable with each lesson lasting 55 minutes. Students are taught in mixed ability classes, but making full use of the flexible nature of the curriculum plan to provide intense support to students who would benefit from it. All students are entitled to have the opportunity to participate in every aspect of school life. Your child will find lessons interesting and stimulating with field trips and memorable visits that will bring their studies to life.

At Myddelton College we will be actively focusing on improving our students reading age and comprehension skills, while at the same time promoting and developing an intrinsic love of reading. Students will therefore spend 30 minutes each day taking part in our Accelerated Reading and Star Reader program. Students will be able to track their own progress and parents and teachers will be able to access reports to update them on progress and achievement in reading. Each half term a student's reading age and ability will be re-tested to assess how much progress they have made and to identify a series of new books at the correct level to challenge them.

A handwritten signature in black ink that reads "A. Allman".

**Mr Andrew Allman**  
Headmaster







# ENGLISH

The Department aims to enable students to become confident and proficient users of both written and spoken English, as well as intelligent and discriminating readers. Students are stretched and stimulated in their imagination through their response to the writing of others and their own creative work. Students are encouraged to enjoy language and Literature in all its forms and we aim to provide a strong basis for the study of English Language and English Literature at GCSE and beyond. Although all lessons are planned through the OneNote, they follow a blended approach, allowing pupils to practise the essential handwriting skills in preparation for their examinations later on in the school.

## TOPICS COVERED

### Year 7:

- Introduction to English KS3: Man with a Yellow Face; Abomination
- Exploring Poetry
- Shakespeare: A Midsummer Night's Dream
- Nineteenth Century Novel
- Oliver Twist
- Argumentative and Persuasive writing



### Year 8:

- Gothic Genre
- Exploring dual plots that exist within Shakespearean plays
- Media and Journalistic writing
- Modern Drama text
- Culture Capital

### Year 9:

- Modern Text
- Animal Farm
- Shakespeare – preparation for GCSE studies.
- Poetry through theme
- Evolving Language
- Modern Drama
- 19th century novel

# MATHEMATICS



Attention is drawn to the inherent beauty and structure found in mathematics and a creative, confident approach to the subject is encouraged. The interdependence of the various different branches of mathematics and the uses that have been found for them are explored to create an ability to use mathematics across the curriculum. Within mathematics classes throughout the school, pupils are encouraged to work both independently and in small groups, communicating their ideas and insights in an appropriate mathematical language. Students receive a blended education through technology and the more traditional teaching techniques.

## TOPICS COVERED

### Year 7:

- Analysing and Displaying Data
- Number Skills
- Equations, Functions and Formulae

- Fractions
- Angles and Shapes
- Decimals
- Equations
- Multiplicative Reasoning
- Perimeter, Area and Volume
- Sequences and Graphs

### Year 8:

- Factors and Powers
- Working with Powers
- 2D Shapes and 3D Solids
- Real Life Graphs
- Transformations
- Constructions and Loci
- Fractions, Decimals and Percentages
- Probability
- Scale Drawings and Measures
- Graphs

### Year 9:

- Basic algebra
- Angles, scale diagrams, and bearings
- Fractions and decimals
- Basic probability
- Ratio and proportion
- Basic percentages
- Sequences
- Congruence and similarity
- Accordance (geometrical problems)
- Indices
- Standard form
- Calculating with percentages
- Real life graphs
- 2-D representations of 3-D shapes





# SCIENCE



Students learn about the importance of Science and how it has changed our lives and the world's future prosperity. Students receive an exciting and stimulating syllabus that incorporates Physics, Biology, and Chemistry to provide a high quality Science education. All lessons are taught within the relevant laboratories, with weekly experiments and the emphasis to construct knowledge by physically exploring the scientific world we live in. The study of Science reflects the importance of the spoken language in pupils' development cognitively, socially and linguistically, to equip themselves for all eventualities of the 21st-century.

### TOPICS COVERED

#### Year 7:

##### Introduction to Survival Island

##### Water:

- how we collect, distribute and conserve
- physical and chemical properties of water
- worldwide mortality analysis

- types of water
- what we need water for

##### Food:

- hunting vs gathering,
- killing vs using
- types of food

##### Shelter:

- material selection and testing for specific properties
- making shelter more homely

##### Navigation:

- rafts
- compass
- magnetism

#### Year 8:

##### Introduction to Development Island

##### Agriculture:

- farming; reproduction in plants animals and humans
- farming; using microbes, used a bread and beer, bacteria for yoghurt
- farming; variation, selective breeding, genetic engineering, cloning and ethics
- farming; the use and misuse of fertilisers and pesticides, bioaccumulation
- industry
- quarrying and mining the Earth's resources; rock types and uses, materials from the crust
- manufacturing; metals and non-metals composites
- retail; what to buy, where to buy and carbon footprint
- finance; history of money, materials for money, alternatives to money

- services
- education; how should our society be educated?
- transport; road construction, vehicles and propulsion, friction and speed
- fire; combustion, acids and alkalis, chemical safety
- police; crime, forensic science, CSI
- health; hospitals, doctors, nurses, keeping fit and healthy, reading and restoration, exercise and movement
- navigation
- self powered road vehicles that carry cargo
- how we will navigate

#### Year 9:

##### Introduction to Technology Island

##### Biology:

- what living things will we take?
- creating habitat in endangered species; research requirements of the critically endangered species and build 3-D shoebox home as part of 'Our Ark' presentation
- how we grow plants without soil and sunlight; hydroponics and LEDs, zero



gravity and geotropism

- what other foodstuff could we use? Protein

##### Chemistry:

- what materials and fuels can we use?
- what elements will we find? Atoms, elements, compounds, mixtures, periodic table, metals and alloys and composites
- why are plastics our solution and the problem? Advantages and disadvantages of polymers, smart materials
- what are smart materials? Advantages and disadvantages of smart materials

##### Physics:

- how will we leave our planet?
- where will we go? Earth in Space, light and telescopes, electromagnetic radiation
- how will we communicate? Phone, Internet, TV, radio, terrestrial vs satellite, analogue vs digital, future systems
- how can AI help us? Robotics, AI, and coding link to computing and STEMB

##### Navigation:

- how will we leave?
- what will we need?

# ART AND DESIGN



Art and Design stimulates creativity and imagination by encouraging pupils to challenge assumptions, look at things in a new way, be receptive to new ideas and make informed judgments and practical decisions to communicate their ideas and feelings. Students become increasingly independent in their choice of materials and processes, and, from past experiences, gain confidence in applying visual, tactile and sensory language.

### TOPICS COVERED

#### Year 7:

##### Core skills and colour theory

Concepts: Composition, perspective, symbolism, scale and form, pattern and texture.

Methods and techniques: Texture and tone, application of paint, creating different tones and tints.

Media: Pencils, marker pens, acrylic paint, cardboards, plastics, glues and found materials. Artist's reference: Picasso and Cubism.

#### Year 8:

##### Development of core skills in 2D and 3D

Concepts: Composition, repeating patterns, creating new from old.

Methods and techniques: Working in 3D with recycled and found materials.

Media: Pencil, mixed media, collage, pens, paint, glue guns and computer programmes.

Artist's reference: Pop artist, Thomas Hill

#### Year 9

##### Developing and extending core and experimental skills

Concepts: Composition, creating movement in 2D, symbolism, scale and form, pattern and texture.

Methods and techniques: Texture and tone, application of paint, creating different tones and tints.

Media: Pencils, marker pens, acrylic paint, cardboards, plastics, glues and found materials. Artist's reference: Keith Haring, BBC costume designer and local artist Wendy Lawrence



# STEMB

The STEMB curriculum is based on the idea of educating students in science, technology, engineering, mathematics and business. These essential skills are embedded into a cohesive learning paradigm based on real world applications.

### TOPICS COVERED

#### Year 8:

Chocolate enterprise product; fair trade, costing and quality, packaging, designing a product, marketing.

The Earth and Beyond Project; industrial/ de-industrial revolution, market/command economy, exchange rates, international trade

Project based on current local affairs

#### Year 9:

Local Environmental Impact Project; stakeholders, environmental factors, energy and waste audits, sustainable and eco-friendly/ reduced energy product development

Monetary Project; personal budgeting, debt management, keeping up with bills

Project based on current local affairs





# COMPUTER SCIENCE



Computing is a vital subject for all pupils to have a grasp of the requirements of a balanced 21st century education. Students are initially taught how to use the technology productively in class and Internet Safety . They are then taught how to create computer programs, applying problem-solving skills and creativity to other subjects and real-life solutions. Students learn how computer systems work and how to create and manipulate computer systems which can be applied to essential everyday working situations.

### TOPICS COVERED

- Year 7:**
- Using OneNote
- Internet Safety
- More Sequencing, Iteration, Selection & Functions using Code.org
- The building blocks of coding, with drones

- Variables, Selection, Iteration, with Python programming
- Lego robotics
- Flowcharting
- Translating a flowchart to code.
- Controlling simple circuits with a computer

### Year 8:

- Recap – the Lego bricks of code
- Internet Safety
- Flowcharting – planning code
- Using Functions
- Introduction to HTML
- Introduction to CSS
- Introduction to JavaScript
- Introduction to JavaScript plugins
- Sensor Safari with Python and Raspberry Pi
- Making Intelligent Things

### Year 9:

- The Lego Bricks of Code using Python Turtle
- Using Sensors and basic robotics
- Planning and Writing an adventure game in Python
- Planning and writing a random character generator in Python
- Planning and writing a random story generator in Python
- Building and training an AI

# DRAMA AND MUSIC

There is much established research about the positive influences of performing arts on young people in terms of the benefits physically, emotionally and helping them to develop a healthy appreciation of culture and arts. The Key stage 3 syllabus is therefore designed to allow pupils to flourish in terms of their music appreciation and awareness, as well as their theatrical understanding. Lessons are taught separately, but the themes correspond and closely relate to each other.

### TOPICS COVERED

#### Year 7:

- Elements of Music / Instruments of the Orchestra
- Choral Christmas music
- Music of Wales & folk music
- Notation – rhythm and pulse. Percussion work.
- Ladders – pitch & score reading.
- Keyboard work.
- Form & Structure Ensemble work
- Elements of Drama
- How to build a character (naturalism Christmas script "Elf the Musical")
- Script writing – response to stimulus
- Introducation to Shakespeare - A Midsummer Night's Dream

#### Year 8:

- Recycled Rhythms
- Music for Special Occasions & Fanfares
- Variations
- Theme & variation
- Blues
- Gamelan
- Samba



- Creating Tension – Naturalism
- Devising - Brechtian Physical Theatre & Stage Combat
- "Romeo and Juliet"
- Frantic Assembly
- Script study, Ensemble work
- Willy Russell – Our Day Out

#### Year 9:

- Film Music
- Songs writing
- Musicals – singing focus
- Rock & Roll
- Indian classical & Bhangra
- Reggae
- World War I – Devising
- Scripted study – War Horse
- Musical Theatre – acting focus
- Musical Theatre - Production focus
- Comedy – script study Bouncers – John Godber



# GEOGRAPHY

The geography of a region affects the lifestyle of its inhabitants and the geographical condition of a region influences culture, which has a deep impact on the social and cultural norms of those people. The Geography course consists of studying various geographical factors both local and global to help pupils analyse the social, economical and environmental processes that affect nature.

### TOPICS COVERED

#### Year 7:

- Introduction to Geography & Map Skills
- Changing Places
- Cold Environments
- Antarctica
- Making A Living
- Green Living

#### Year 8:

- Earth: Adventure Playground
- Weather & Climate
- Biomes & Ecosystems
- Superpowers
- Geography of Crime

#### Year 9:

- Natural Hazards
- Tourism
- Development
- Going Global
- Coasts

# HISTORY



To understand the past is essential for people to understand how the present came to be. Students are able to appreciate how cultural, social and societal values develop differently depending on the era in history. This exciting course takes our students on a journey through time and allows them to see the importance of those periods in time and how they have influenced the society we are currently living in.

### TOPICS COVERED

#### Year 7:

- Introduction to History; chronology & timelines, sources and uses
- The Romans
- The Norman Conquest
- The Crusades
- Power and the Monarchy
- Life in the Middle Ages
- The Tudors

#### Year 8:

- The Civil War and Restoration
- The Industrial Revolution
- The British Empire and the slave trade
- Protests
- World War I

#### World War II

#### Year 9:

- USA
- The Civil Rights Movement
- Medicine Through Time
- The changing nature of conflict - from the Cold War to Terrorism
- American West
- History Mysteries



# RELIGIOUS STUDIES (PPE)



Religious Studies is an extremely diverse subject and at Myddelton College falls under the title of PPE (Politics, Philosophy and Ethics). Students are able to understand both historic and modern views on the society that they are living in, maintaining an appreciation of religious and non-religious views. There is a combination of issues surrounding the problem of evil, medical ethics and moral dilemmas in the modern world.

### TOPICS COVERED

- Year 7:**
- Animals and humans
  - Animal rights
  - Religious views on animals
  - Wild Animals
  - Useful animals
  - Animals for sport
  - Animal experimentation.
  - The Fur and Ivory Trade
  - Eco-Tourism Project
  - The Nativity
  - Religion and Planet Earth
  - The Easter Story
  - Jews living in the UK
- Finding God.
- Year 8:**
- Religious attitudes to Drug abuse
  - Crime and Punishment
  - The Sanctity of Life
  - Abortion
  - Surrogacy
  - Euthanasia
  - Organ Transplantation
  - Siamese Twins
  - World Poverty
  - Muslims living in the UK
- Year 9:**
- Terrorism
  - Individual Acts of Evil e.g. Harold Shipman
  - The Holocaust
  - Modern Genocide
  - Refugee Project
  - The status of Women and homosexuality in religion
  - The Suffragettes
  - The uses of Wealth; fair pay, trafficking, loans
  - Racial Prejudice and Discrimination
  - Social Justice; the UN,

# SPANISH

Spanish is estimated to be spoken by at least 350 million people around the globe and is currently one of the most spoken languages in the world. Knowing the culture and language allows our students to be equipped as travellers or business people in the modern world.

Módulo 2: Todo sobre mi vida. (All about my life).

Módulo 3: A comer. (Let's eat).

Módulo 4: Planes. (Plans).

Módulo 5: Verano. (Summertime).

**Year 9:**

Módulo 1: ¡Desconéctate! (Switch off!).

Módulo 2: Mi vida en el insti. (My life in High School).

Módulo 3: Mi gente. (My people, my family).

Módulo 4: Intereses e influencias. (Interests and influences).

Módulo 5: Ciudades. (Cities).

### TOPICS COVERED

- Year 7:**
- Módulo 1: Mi vida. (My life).
- Módulo 2: Mi tiempo libre. (My free time).
- Módulo 3: Mi insti. (My High School).
- Módulo 4: Mi familia, mis amigos y mi casa. (My family, my friends and my home).
- Módulo 5: Mi ciudad. (My city).
- Year 8:**
- Módulo 1: Mis vacaciones. (My holiday).



# PSHE

Students are taught to develop the knowledge, skills and attributes they need to manage their lives now and in the future. These help pupils to stay healthy, safe and prepare for the life in the modern world. PSHE helps pupils to achieve their academic potential and leave school with the necessary skills to succeed.

**Year 8:**

- Friendship and bullying
- The media
- Relationships

**Year 9:**

- Self-image
- My future
- Study skills
- SRE – the 3 Cs – Consent, conception and contraception

### TOPICS COVERED

- Year 7:**
- Desert Island Learning Project
  - Growing up
  - Mindfulness
  - Healthy eating



# SPORT AND LTTO (LEARNING THROUGH THE OUTDOORS PROGRAM)



Pupils take part in a wide range of sports during lessons and also have the opportunity for team sports during activity time. There are a number of fixtures throughout the year in each of the sports that we offer and usually our teams are mixed gender. Our LTTO programme provides experiences in a range of activities, which are designed to help students develop skills through collaboration and challenge in the physical environment. There is the option to join the Duke of Edinburgh award, as well as learning lifesaving and social and emotional skills for life. Students develop an understanding of the importance of nutrition and fitness and encounter censures learning experiences using the incredibly diverse mountain and sea terrain of North Wales and beyond.

### SPORTS IN YEARS 7-9:

- Football
- Rugby
- Hockey
- Fitness
- Basketball
- Athletics
- Rounders
- Tennis

### LTTO:

- The following themes are taught in Years 7-9 through the activities below:
- Hillwalking
  - Orienteering
  - Climbing and abseiling
  - John Muir Award
  - Bushcraft
  - Duke of Edinburgh Award expeditions
  - National Outdoor Learning Award
  - Watersports (kayaking, canoeing, gorging walking, sailing, raft-building)



# OUTSTANDING PASTORAL CARE

Myddelton College is a close and friendly learning community that prides itself on the quality of the relationships between staff, pupils and parents. We believe that in order to truly succeed in life, and to be happy and content, one must learn to be reflective and to manage one's state of mind and relationships positively.

Successful people show strength in three key areas, scholarship (their ability to be lifelong learners), fellowship (their ability to build and maintain healthy relationships) and resilience (their ability to overcome obstacles and to maintain a positive mindset). We identify these key attributes as the Three Pillars of a Myddeltonian, and our pastoral system is based around reflection on these pillars.

Students are encouraged to care for one another and disputes and disagreements are avoided or dealt with proactively through restorative practices. Students are encouraged to study mindfulness at our Calm Café and to reflect on their behaviours using elements of cognitive behavioural therapy. They are encouraged to bond with young people from all over the world in their Houses, which become a valuable family during their time at Myddelton. Students eat together in their houses, and compete for merits throughout the year, culminating in the coveted House Cup, encouraging the most favourable aspects of competition and fellowship.

Myddelton College's pastoral system is multi-layered, with every students' daily care managed by their tutor. Heads of House oversee the pastoral care of their houses and a Student Welfare and Pastoral Manager is always available to help.

**Mr Stuart Ayres**  
Senior Deputy Headmaster (Pastoral)



# BOARDING AT MYDDELTON

The boarding community is thriving at Myddelton. The boarders are a family of over 17 nationalities, who take care of each other and share magical moments together. Meal times are special, because all of our boarders eat together and there are often theme nights based on some of our nationalities, or events such as a Harry Potter night in our Hogwarts Dining Hall.

## There are two boarding houses:

### STANLEY'S HOUSE

Situated opposite the town walls, Stanley's House is divided into two halves (Eleanor for girls and Moreton for boys) with separate common rooms on the first floor. Stanley's House is home to students aged 16-18 and a vibrant community that's full of life from the moment you walk in. At Myddelton we strive to meet high academic standards throughout every aspect of life. There is a strong emphasis on ensuring the working environment is right in boarding and all students have compulsory prep time every evening. After this is completed there is some down time, where often our



boarders choose to socialise in the common rooms, or take full advantage of our excellent facilities on the campus.

### ST GEORGE'S HOUSE

Opposite the main school building, St George's House is home to students aged 10 - 15; St George's has a more traditional boarding house feel with large communal spaces and an in-house kitchen for additional snacks, which can be accessed under supervision. Once the school day is over, the communal areas are a place to relax and have a chat with friends, play table tennis or snooker or even have a quiet film night. We encourage our boarders to make use of the facilities onsite which include tennis courts and playing fields.

### Settling into boarding

We want to do all we can to help students settle in, so we assign students a 'buddy' on arrival at the school; a classmate, who can help answer any questions. We are a small and friendly school, where students will quickly make friends in the boarding house, in lessons and by taking part in extracurricular activities. Our Houseparents and boarding family are all here to help all of our students.

### Houseparents

Myddelton boarding seeks to establish and encourage a secure environment within which academic excellence flourishes, personal growth is supported and the life chances of all are enhanced. Students are advised, supported and cared for by the resident Colleges' Head of Boarding and Houseparent's. We recognise the importance of our pastoral duties in respect to supporting students, parents, guardians,



academic and non-academic colleagues. As Houseparent's for students in our care, we place health, safety and the welfare paramount in our role within college.

### Activities

We offer an extensive range of Saturday trips which take place each weekend an throughout half term breaks for those that remain at school. We encourage our students to experience the various activities and enjoy the beauty of the different towns/cities we visit. Parents are more than welcome to visit students in the evenings and weekends. Students also have the option to visit their friends over the weekend, whilst others may be busy taking part in various competitions including triathlon and swimming.

Alternatively a gentle stroll around the school grounds which still bear the scars of Oliver Cromwell's cannon; being the last defence post of the Royalists in 17th Century Wales. On

the opposite side, the grounds open up onto spectacular views of the Clwydian Mountain range.

**Miss Harps Randhawa**  
Head of Boarding







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Showcase School



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