

Lynn High School

SCIENCE

ENGLISH

MATHS

$$4x - 2 = 30$$
$$(y + 7)(y - 2)$$
$$5a^2 - 3a - 8 = 6$$

BONJOUR

FRENCH

HISTORY

KS3 Revision Guide

Jan 2024

GUTEN
TAG

GERMAN

GEOGRAPHY

RELIGION,
PHILOSOPHY & ETHICS

SPANISH

REVISION
LIST

KS3 Exams

15
Jan

19
Jan

2024

Why is being skilled at revision so important and how can you make it effective?

We acquire a great deal of knowledge and understanding at school, and throughout our lives more generally, but some of the most interesting and useful information we don't always remember. Being able to retain this knowledge builds confidence, gains understanding, can develop a passion for a subject, helps us do well in assessments and exams, and gives us opportunities beyond school as a result of a wider range of choices. Gaining knowledge and understanding of the world helps us develop opinions, empathise with other people and become rounded, interesting and socially responsible citizens.

We want you to do as well as you possibly can in your KS3 exams (and later on in your GCSEs, A' levels and Vocational qualifications). Revising properly is a crucial part of this because it means you experience a real sense of achievement in your own learning, and it also means your exam score is more likely to reflect your true knowledge and understanding in a subject. This helps your teacher to help you, by telling them which subject content you understand well already and which needs a bit more consolidation.

Creating the right revision environment

- Find a quiet place to study – this should be away from younger siblings, pets and other distractions at home.
- Turn off the TV and your music, put your phone in another room so you are not tempted to pick it up every time you get a message or social media alert!
- Find a flat surface you can work on (this could be a desk or the kitchen table), find a chair to sit in that supports your back.
- Have the following items to hand: this KS3 revision guide, Knowledge Organisers, subject revision guides linked in the subject pages here (or other subject-specific materials), exercise books for the subject, pencil case, lined paper and a drink.
- Go to the toilet before you start.
- Create a timetable for your revision weeks, deciding at which time you are going to do your blocks of revision, and stick to it. Take a photo of your timetable and send to your parent/carer so they can help you stay on track.
- Plan 30 minutes of revision at a time and make sure you have at least a 10-minute break before doing another one. Aim for 90 minutes per day in the 2 weeks before the exams, with perhaps a little more at the weekends.
- Be disciplined with yourself – it can be hard not to get distracted sometimes but just remember how great it will feel when you prove what you are capable of.



Revision strategies

THERE ARE A VARIETY OF DIFFERENT REVISION STRATEGIES YOU CAN USE TO REVISE.

3 essential revision strategies



Look, cover, write, check – a quick and easy method for testing yourself

Brain dump
– organising and summarising information for better recall

Quizmaster
– to test yourself and others and strengthen your memory

Look, cover, write, check



Look



Cover



Write



Check

- Look at, and read, a section of your Knowledge Organiser a few times.
- Cover up the information (the definition of words for example).
- Write down what you can remember on a piece of paper
- Check to see what you missed

Brain dump

Look at, and read, a section of your KO a few times (or if you feel confident about the topic already, you can miss this step!)



Put your KO away and mindmap everything you can remember about this topic – keep going until you run out of ideas!



Check to see what you missed, and add this in another colour.

Repeat!

Quizmaster



Look at, and read, a section of your KO a few times



Write 5-10 quiz questions based on the most important information – start with openers like What is...? How does...? Where is...? What does...?



Test yourself using your quiz (or get someone else to test you!)



Mark your answers and fill in any mistakes



Repeat the next day or a few days later to make sure it has stuck!

Knowledge Organisers

WHAT IS A KNOWLEDGE ORGANISER?

Knowledge Organisers are documents that contain the key information, or 'threshold concepts' that you need to know for a particular subject.

They are usually about one side of A4 for each topic, and you should aim to memorise as much of the detail on the Knowledge Organiser as possible.



Maximising Memory

There is currently a lot of academic interest in the role of memory, and how we can maximise its capacity and performance. One particularly effective method of helping facts to 'stick' is something called 'spaced practice', where a subject is returned to again and again.

Recall information from memory

If not used effectively, the Knowledge Organisers will not yield the best results. The method that we endorse is a simple one: Look, Cover, Write, Check. This method is called self-quizzing.

Knowledge Organiser Launch



Why quizzing and testing is so important.

[Knowledge organiser launch Autumn 2022](#)

Practice makes perfect



Why why spacing, interleaving etc is the best approach to your revision.

[The 9 BEST Scientific Study Tips](#)

WHICH KNOWLEDGE ORGANISER?

The following pages include links to the relevant Knowledge Organisers for the Year 7, 8 and 9 January exams.

Key Stage 3 English Revision



Year 7

TIPS FOR REVISING ENGLISH


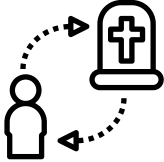


For your January exam, you are going to be answering a question focused on an extract from *The House with the Chicken Legs*. Within the exam you will be expected to read the extract, identify the techniques the writer uses, and explore the language and the writer's purpose.


You will be given 10 minutes reading and annotation time, 25 minutes writing time and 5 minutes proof reading time. In total your exam will be 40 minutes (50 minutes if you have extra time).

Revision Techniques

- **Practice vocabulary** from your vocabulary list.
- **Quizzes from the Knowledge Organiser.**
- **Look, cover, write, check.**
- **Use your exercise book** and teacher feedback from previous work.
- **You will be set a targeted homework** the week before your exam to support your final revision.

Themes to revise

Supernatural		Baba Yaga is a supernatural being and her house with chicken legs magically moves around from place to place.
Life and death		Marinka longs to live amongst the living but her role as future Yaga means she spends all of her time with the dead as she guides them into the stars. Ultimately, learning that even death can inspire us to embrace life and that death doesn't mean the end.
Loneliness		The only people Marinka meets are dead. Other than her grandmother, Baba Yaga, and her jackdaw Jack, Marinka is utterly alone and desperate for friendship.
Love		<p>Marinka is a young girl who is desperate for security. She feels loved by Baba Yaga but misses the love of her parents that she lost at a very young age.</p> <p>Marinka searches for love and security in friendship - the close friendship and love of her pet jackdaw; briefly her friendship with other characters she encounters on her journey to adulthood.</p>

Betrayal		<p>Marinka feels betrayed by her grandmother and is thrust into the adult world too soon. The difference between the act of betrayal and how that feels versus the feeling of being betrayed by someone you love.</p>
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Year 8




TIPS FOR REVISING ENGLISH

For your exam, you will be writing a creative piece based on a stimulus.

You will have 10 minutes planning time, 25 minutes writing time and 5 minutes proof reading time. Your exam will be 40 minutes (or 50 minutes if you have extra time).

Revision Techniques

- **Practice vocabulary** from your vocabulary list from Dystopian Fiction unit (Half Term 1).
- **Quizzes from the Knowledge Organiser.**
- **Look, cover, write, check.**
- **Use your exercise book** and teacher feedback from previous work.
- **You will be set a targeted homework** the week before your exam to support your final revision.

Grammar and punctuation	Definition
Direct speech 	Put speech marks ("...") around speech and before you close them make sure that you punctuate (usually with a comma). For each new person that speaks, you need to start a new line.
Ellipsis 	Set of dots which denote missing information.
Adverbial phrases	Subordinate clauses, which provide additional information in a sentence, often positioned at the start of a sentence.
Time phrases 	A phrase which gives reference to the time.
Frequency adverbials	A phrase / adverb which gives reference to how often things take place.
Place adverbials	Adverbial phrases which give reference to where the action is taking place.

Language Features	Definition
Adjective	A word added to, or grammatically related to, a noun to modify or describe it.
Metaphor	A figure of speech in which something is described as though it IS something else (non-literal).
Simile	A comparison of two things using the terms 'like' or 'as'.
Personification	Applying human qualities or characteristics to inanimate objects.
Semantic field	A collection of words that are related to each other thematically, by their meaning.
Pathetic fallacy	A device in which human emotions are attributed to aspects of nature (e.g., weather used to reflect mood).
Zoomorphism	Figurative language that characterises people, objects, places, and ideas with animal attributes.

Structural Features	Definition
Catalyst	An incident (often at the start) which starts the narrative.
Cliff hanger	A story that is left on a moment of suspense and is open for interpretation by the reader.
Narrative / narration	Spoken or written account of events - story, style or process of telling a story.
Omission	The deliberate 'leaving out' of key information.
Narrative focus	What the writer chooses to focus the reader's attention toward.
Shift in focus	When the writer moves the reader's attention to something else.
Flashback	When the narrator or protagonist remembers back to a time prior to the setting or time before the main story.
Foreshadowing	A narrative device in which suggestions or warnings about events to come are dropped or planted.

Checklist for effective narratives

- An attention grabbing first sentence
- Clear description of setting
- Well described characters
- Information to establish tone / atmosphere
- Details to allow reader to understand what is happening (plot)
- Use of enigma / mystery - questions that need answering

- A hook - a way to draw the reader into the story - could be through the use of one of the other features
- Clear sense of genre (e.g. mystery, horror, thriller, romance, etc)
- Varied openings
- Varied sentence structure
- Upgraded or ambitious vocabulary
- A sense of pace
- A sense of action - that something is happening
- A moral purpose

Year 9

TIPS FOR REVISING ENGLISH

You will have **40 minutes to complete your task (or 50 minutes if you have extra time)**. You should spend 10 minutes planning your ideas and argument; 25 minutes writing your response; and 5 minutes checking over your writing.

Write an argument in which you express your views on a given subject.

Revision Techniques

If we look back to the origins of the word, revision means to see again and, if done well, it can help us feel more confident and well prepared. Below are some suggestions to help you:

- **Practice using the vocabulary** you have used this half term.
- **Quizzes from the Knowledge Organisers** - ask other students questions, get them to ask you, and ask parents/ carers to quiz you!
- **Post-it notes with key points** from the Knowledge Organiser such as techniques, ethos, logos and pathos.
- **Look, Cover, Write, Check content from your KO or The Golden concepts** (next page)
- **Key words that can act as triggers** for other key areas - look at any overlaps and cross references. This will ensure you develop your ideas confidently.
- **Use your exercise books** and teacher feedback.

The following sections from your Knowledge Organiser will support your revision:

When crafting an argument, consider not only how an issue impacts you, but also how it impacts your community, and then society as a whole. These three arguments can form 3 separate paragraphs of response.




Structuring an answer: Consideration of different perspectives on the same issue i.e. the individual, the community and the societal impact.

Individual	Community	Society
This would be the perspective of you personally (the persona you are choosing to write from), e.g. a young person who has experienced this issue or knows a friend who has been impacted by it.	This would be the perspective of the local community . e.g. how does this issue affect young people locally? Consider schools, residents and groups in the area.	This would be the perspective of society as a whole . e.g. what is the long-term and nationwide impact of rising numbers of young people suffering with this issue? What impact does the lack of provision and poor attitudes to the problem have long-term and nationwide?

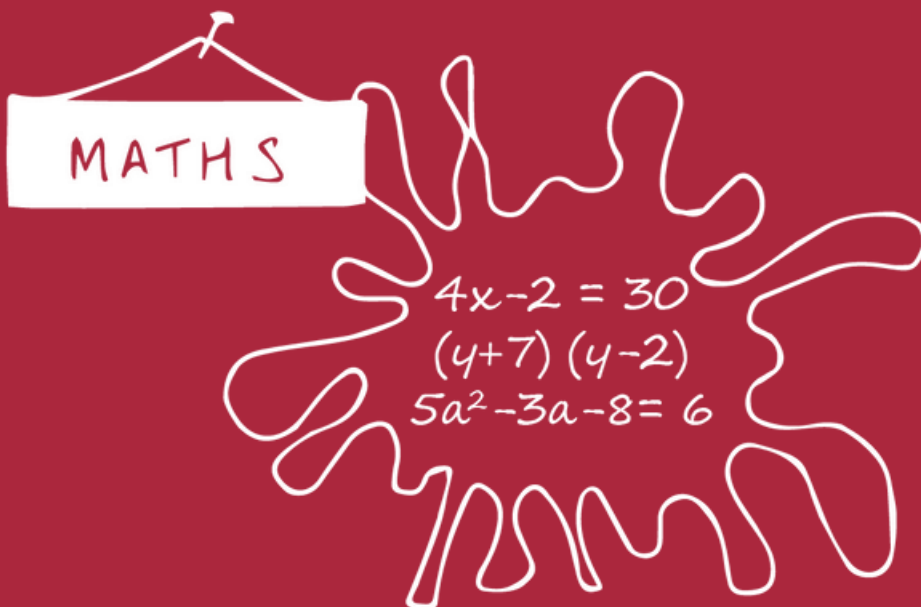
As well as the above, you can also use the paragraph structure below to help you order and structure your ideas, with useful sentence examples to support your writing.

Paragraph structure	Sentence examples
An idea that links to the question/ continues your argument.	Building on the latter idea.... Whilst this idea is important, it is also crucial that we consider....
An example that supports your point/idea.	This became clear to me when.... Consider the example of.... This is especially true of...
An explanation of how your example and point work together to support your argument.	This indicates that..... You must recognise that..... It is evident that....
Link back to the question.	Ultimately..... Considering the latter..... With this mind...

Finally, try to include some of our GOLDEN concepts into your arguments, to make them powerful and effective.

The universal gold	
Punishment as consequence for sin 	An exploration of the consequences of sin (crime and punishment). Allusion to Faustian legend - 'sells your soul' in exchange for a fleeting moment of power. Death as punishment for sin. New Testament Biblical teaching emphasises the importance of confession and absolution . Old Testament Biblical teaching emphasises that if we do not repent for our sins, we will suffer damnation .
Redemption and rebirth 	There is the potential to restore and reclaim those who have sinned or have lost their way in society. Consider what life experiences have made mankind lose its way. Usually associated with religious iconography and symbolism : "I have blotted out your transgressions like a cloud and your sins like mist; return to me, for I have redeemed you." Isaiah 52:7
The innate evil of man 	The concept that mankind and humanity naturally hold an evil within it . Part of our evolution as a society is how the 'beast' is tamed and humanity attains mastery over its base instincts. However, Aristotle argued that morality is learnt ; that we are born with a blank slate or ' tabula rasa ' and it is life experience that informs our moral compass. How does society and the justice system deal with evil?

Key Stage 3 Maths Revision



TIPS FOR REVISING MATHS

- Use Knowledge Organisers and the Look, Cover, Write, Check, Correct method to learn key definitions and formula.
- Use websites such as Mathswatch, Corbett Maths, Mr Barton's Maths, GCSEPod and BBC Bitesize to target topics you have struggled with and practise questions on them.
- Practise your times tables to ensure you can answer them at speed!
- Copy down your examples from class again and justify each step in your teacher's solution.
- Ask your teacher about any work that you have not understood and ensure you practise it again.
- Use your Autumn Assessment Feedback Sheet to highlight your weaker topics and then use the websites above to practise questions in these areas.
- Find past papers online from AQA and Edexcel and attempt them in test conditions. Please bear in mind that these will be GCSE papers and will be most appropriate for Year 9.
- Practise, Practise, Practise!

Past Paper Questions & Mark Schemes

AQA GCSE Maths Past Papers

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

Edexcel GCSE Maths Past Papers

<https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>

Useful Websites

Mathswatch

www.vle.mathswatch.co.uk/vle/

Please see your maths teachers for log-in details

Maths Made Easy

www.mathsmadeeasy.co.uk

Maths Genie (Year 9 only)

www.mathsgenie.co.uk

(choose GCSE revision)

Revision Maths

www.revisionmaths.com

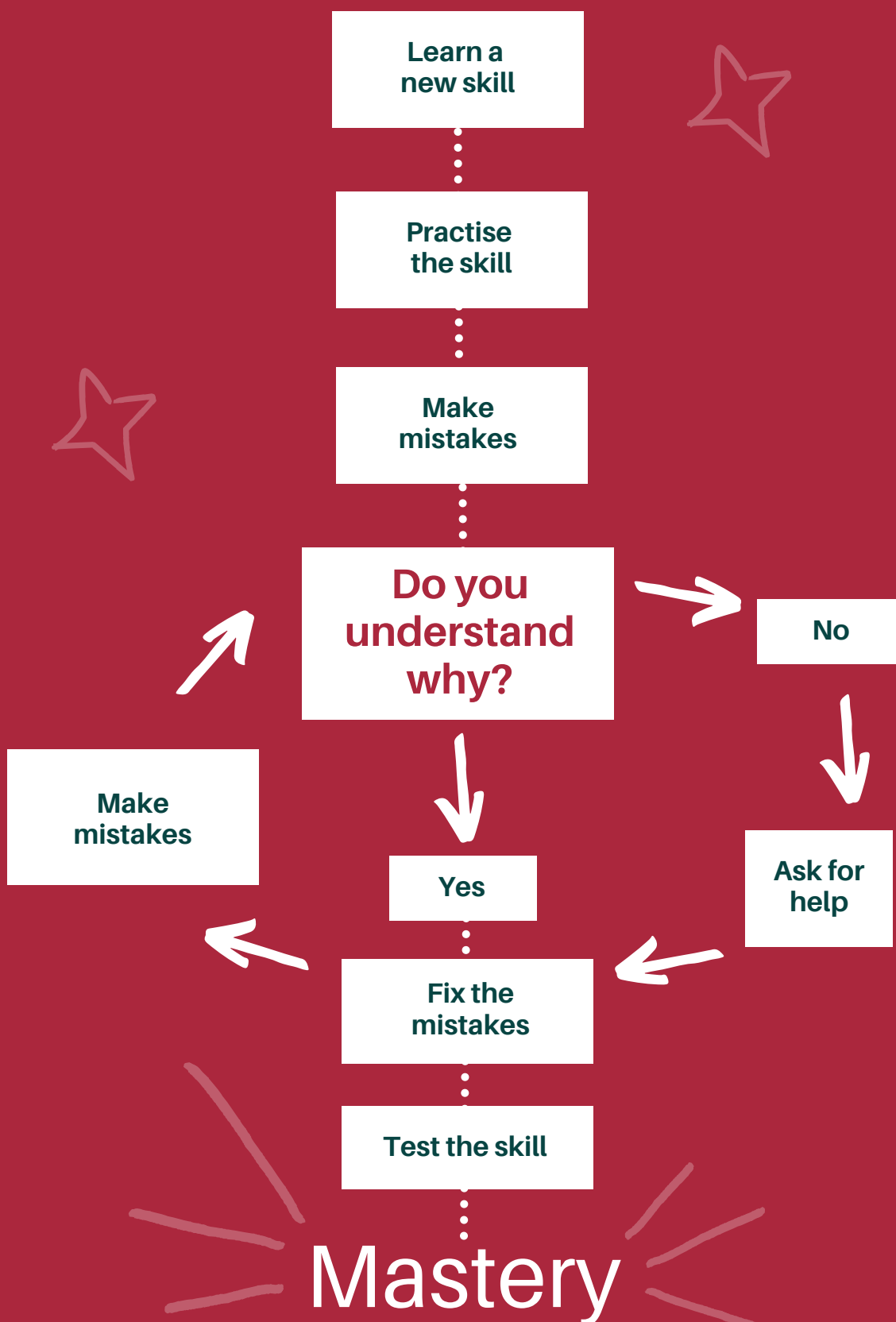
Mr Barton's Maths

<http://www.mrbartonmaths.com/>

Corbett Maths

www.corbettmaths.com

How to learn Maths



Maths Revision List

All Year 7 and Year 8 Maths exams will last 45 minutes non-calculator.

Students will require: pen, pencil, ruler, rubber, pencil sharpener, protractor and a pair of compasses

Year 7

CORE & EXTENSION (SETS 1A, 1B, 2A & 2B)

- Factors, multiples, primes, cubes and squares
- Rounding to significant figures and estimating
- Prime factorisation. HCF and LCM
- Writing and simplifying algebraic expressions
- Expanding single brackets
- Factorising into single brackets
- Non-calculator percentages
- Multiplication and division
- Reading train timetables
- Area and perimeter of rectangles
- Area of trapezia, area of circles
- Angles on a straight line, around a point, in a triangle, in parallel lines and in regular polygons



[Year 7 Maths \(Core & Extension\) Knowledge Organiser - Term 1](#)



[Year 7 Maths \(Core & Extension\) Knowledge Organiser - Term 2](#)

Year 8

CORE & EXTENSION (SETS 1A, 1B, 2A & 2B)

- Non-calculator percentages
- Squares and square roots
- Fractions of amounts
- Adding, subtracting, multiplying and dividing fractions
- Fractions, decimals, percentages equivalence
- Percentage increase
- Equivalent fractions, ordering fractions
- Prime factorisation
- Writing expressions
- Substituting into expressions
- Expanding single and double brackets and simplifying
- Factorising into single brackets and quadratic expressions
- Simplifying algebraic fractions
- Angle properties on a straight line, around a point, in parallel lines
- Area of triangles, parallelograms, circles and parts of circles
- Averages from tables



[Year 8 Maths \(Core & Extension\) Knowledge Organiser - Term 1](#)



[Year 8 Maths \(Core & Extension\) Knowledge Organiser - Term 2](#)

MATHS topics you need to revise for the exam

Year 7

CORE & SUPPORT (SETS 3A & 3B)

- Addition and subtraction
- Multiplication and division
- Adding with negative numbers
- Rounding to the nearest 10,100,1000
- Non-calculator percentages
- Prime factors
- Working with time
- Factors, multiples, primes, squares and cubes
- Money
- Reading train timetables
- Simplifying in algebra
- Angles around a point and on a straight line
- Expanding single brackets
- Area of triangles and rectangles
- Angles in triangles



Year 7 Maths (Core & Support) Knowledge Organiser
- Term 1



Year 7 Maths (Core & Support) Knowledge Organiser
- Term 2

Year 8

CORE & SUPPORT (SETS 3A & 3B)

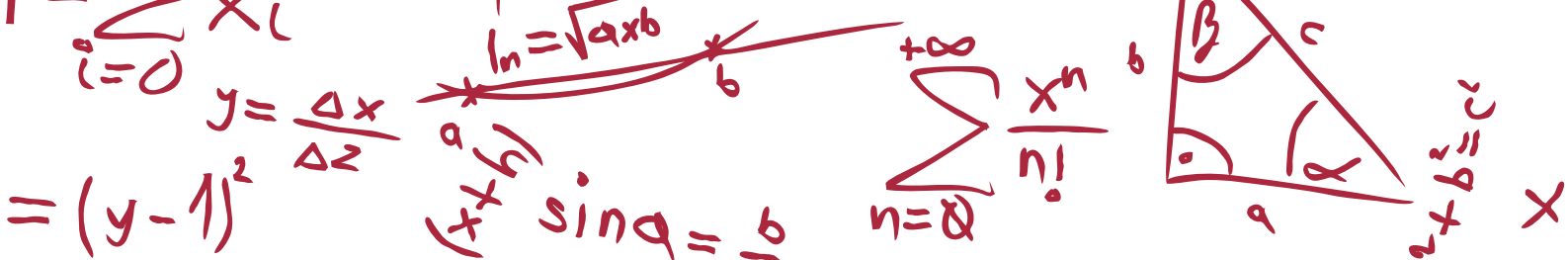
- Place value of numbers
- Rounding to nearest 10,100,1000
- Non-calculator percentages
- Squares and square roots
- Fractions of amounts
- Equivalent fractions, ordering fractions
- Angle properties around a point, on a straight line
- Long multiplication
- Collecting like terms
- Finding the mean, range and mode from a list of data and a table
- Expanding brackets and simplifying
- Factorising single brackets
- Find the area and perimeter of rectangles
- Find the area of a trapezium
- Find the area and perimeter of circles and semicircles (leaving answer in terms of π)



Year 8 Maths (Core & Support) Knowledge Organiser
- Term 1



Year 8 Maths (Core & Support) Knowledge Organiser
- Term 2



All Year 9 Maths exams will last 55 minutes Non-calculator.

Students will require: pen, pencil, ruler, rubber, pencil sharpener, protractor and a pair of compasses.

Year 9

CORE & EXTENSION (SETS 1A, 1B, 2A & 2B)

- Area of 2D shapes including trapezia and circles
- Area of compound shapes
- Estimation
- Expanding brackets
- Factorising expressions
- Finding the nth term of a sequence
- Prime factors
- Probability
- Solving quadratic equations by factorising
- Probability tree diagrams
- Ratio and proportion
- Averages
- Upper and lower bounds
- Changing the subject
- Perimeter problem solving
- Simplifying algebraic fractions
- Rearranging formula



Year 9 Maths (Core & Extension) Knowledge Organiser
- Half Term 1



Year 9 Maths (Core & Extension) Knowledge Organiser
- Half Term 2

Year 9

CORE & SUPPORT (SETS 3A & 3B)

- Adding, subtracting, multiplying and dividing with whole numbers, decimals and fractions
- Angles in a triangle, at a point, on a straight line and in quadrilateral
- Estimation
- Plotting coordinates and graphs
- Rounding using decimal places and significant figures
- Simplifying expressions by collecting like terms
- Collecting and representing data
- Sequences
- Basic percentages
- Expanding single brackets
- Writing expressions
- Factorising linear expressions



Year 9 Maths (Core & Support) Knowledge Organiser
- Half Term 1



Year 9 Maths (Core & Support) Knowledge Organiser
- Half Term 2

Key Stage 3 Science Revision



KS3 SCIENCE REVISION

The Science exam for all years will last 45 minutes.

Your Science exam will be one paper and will cover all the content you've learned so far this year from all 3 sciences: Biology, Chemistry and Physics. You will need to make sure that you have revised all of this content in preparation for the exam. All questions will be exam-style. In the Year 9 paper there may be extended writing questions (maximum 6 marks). For the exam you will need to bring a calculator, ruler, pen and pencil. You will be provided with a periodic table.

TIPS FOR REVISING SCIENCE

Remember... revision is all about **testing yourself**. Copying out notes is an activity that will not help you revise no matter how wonderful they look. If you make flash cards or mind-maps you must then **test yourself** on these if the knowledge is to embed itself effectively in your long-term memory.

Use your Knowledge Organisers for each of the topics on pages 22-24 and use the **LOOK, COVER, WRITE, CHECK** technique to help memorise the knowledge.

You could also get a friend or family member to quiz you on the content of the Knowledge Organiser.

Use the [Seneca links here](#) to access quizzing resources for each of the topics. These will also be posted on Class Charts. Once you have followed the link, click the 'start quizzing' button to begin. You can work through the relevant subtopics using the guidance in the tables.

REVISE FROM THE KNOWLEDGE ORGANISERS OR SUMMARY MAPS

Make notes on the context and the key terminology in particular. Try to learn/recite your notes. Knowledge Organisers are linked in the following pages.

1. Functions of animal tissues

- Epithelium gives shape & support to the body.
- Connective tissue provides mechanical support.
- Major source of the body's energy is from fat for movement.
- Blood cells are found in movement of various tissues.
- Epithelium is a place where cellular and physiological processes are stored.

Y7 Biology T1- Living systems

Animal cell

Cell Part	Function
Nucleus	Controls the cell & contains DNA
Cytoplasm	Where chemical reactions take place
Cell membrane	Controls the passage of substances into & out of the cell
Mitochondrion	Where chemical reactions take place

Plant cell

Cell Part	Function
Nucleus	Controls the cell & contains DNA
Cytoplasm	Where chemical reactions take place
Cell membrane	Controls the passage of substances into & out of the cell
Mitochondrion	Where chemical reactions take place
Chloroplast	Where photosynthesis takes place

Cell biology- Cells & magnification

What is the actual length of this cell?

Microscope Advantages Disadvantages

Light microscope

Electron microscope

Draw and label a human cell, what is the main difference between prokaryotic and eukaryotic?

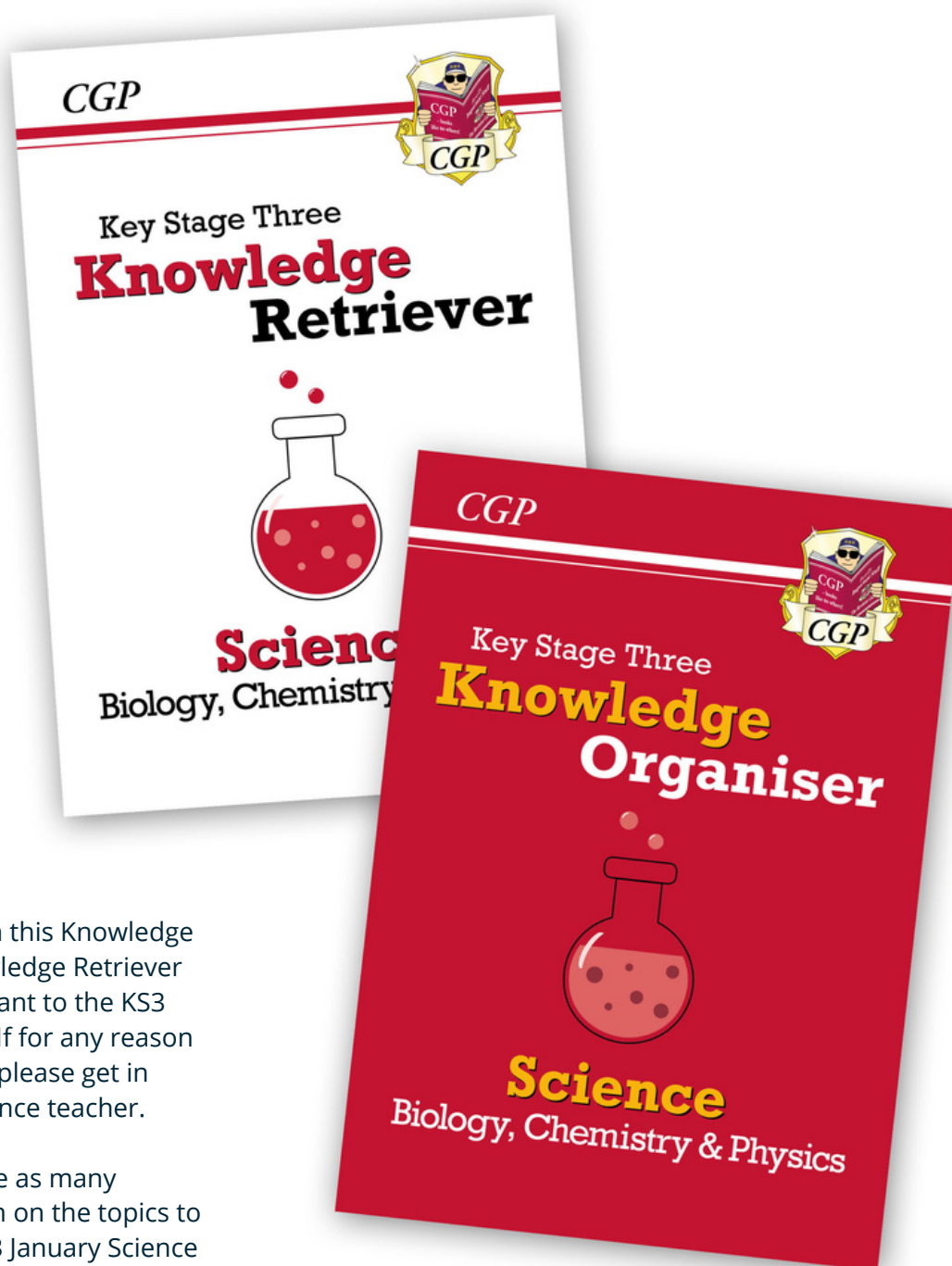
What is the difference of these [animal cells](#)?

What is the difference of these [plant cells](#)?

What is the difference of these [animal cells](#)?

What is the difference of these [plant cells](#)?

KS3 Knowledge Organisers



You have been given this Knowledge Organiser and Knowledge Retriever with questions relevant to the KS3 Science curriculum. If for any reason you don't have one, please get in touch with your Science teacher.

You should complete as many questions as you can on the topics to be tested on the KS3 January Science exam (see topic list) and use the Look, Cover, Write, Check technique with the Knowledge Organiser booklet.

Science topics you need to revise for the exam

Year 7

Science

Biology

TERM 1: LIVING SYSTEMS

- Using microscopes
- Plant & animal cells
- Specialised cells
- Organisation of cells
- The skeletal system
- Muscles

Year 7 Biology
Knowledge Organiser

Chemistry

TERM 1: STATES OF MATTER & SEPARATING TECHNIQUES

- States of matter
- The particle model
- Changing states
- Pressure & diffusion
- Pure mixtures and solutions
- Filtering & evaporation
- Distillation
- Chromatography

Year 7 Chemistry
Knowledge Organiser

Physics

TERM 1: FORCES

- Forces
- Mass & weight
- Balancing forces
- Friction
- Speed
- Distance-time graphs
- Speed-time graphs

Year 7 Physics
Knowledge Organiser

Year 8

Science

Biology

TERM 1: BIOENERGETICS

- Photosynthesis
- Gas exchange in plants
- The respiratory system
- Aerobic & anaerobic respiration
- The circulatory system
- Blood vessels
- Effects of exercise

Year 8 Biology Knowledge Organiser

Chemistry

TERM 1: ACIDS & ALKALIS

- Acids and alkalis
- Hazard symbols
- pH scale and universal indicator
- Acids and metals
- Neutralisation
- Acids and carbonates
- Naming salts
- Uses of acids & alkalis

Year 8 Chemistry Knowledge Organiser

Physics

TERM 1: LIGHT & SOUND

- Waves
- Reflection and refraction
- Colours and filters
- Sound
- The ear and hearing
- Ultrasound and infrasound

Year 8 Physics Knowledge Organiser

Year 9

Science

Biology

TERM 1: CELLS

- Animal & plant cells
- Microscopy
- Microscopy calculations
- Use of a light microscope
- Specialised animal cells
- Specialised plant cells
- Cell differentiation
- Exchange surfaces
- Surface area to volume ratio

**Year 9 Biology
Knowledge Organiser**

Chemistry

TERM 1: RATE AND EXTENT OF CHEMICAL CHANGE

- Collision theory
- Calculating rate of reaction
- Concentration theory
- Temperature on rate of reaction
- Surface area
- Catalysts

**Year 9 Chemistry
Knowledge Organiser**

Physics

TERM 1: ENERGY

- Energy stores and transfers
- Efficiency
- Work done
- Kinetic and gravitational energy
- Electrical energy
- Power and electrical power

**Year 9 Physics
Knowledge Organiser**

Notes

MY EXAM DATES ARE:

ENGLISH: _____

MATHS: _____

SCIENCE: _____

NOTES: _____

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of blank, lined paper. The paper is white and features evenly spaced, horizontal blue lines running across its entire width. There are no margins, text, or other markings on the page.

USEFUL

CONTACTS



SUBJECT STAFF

- Ms L Melia - Leader of Y7/8 English
- Ms L Penketh - Leader of Y9 English
- Ms S Dunne - Leader of KS3 Maths
- Mr J Blackburn - Leader of KS3 Science

OTHER STAFF

- Ms S Rowley - Head of Year 7
- Mrs T Williams - Year 7 Pastoral Manager
- Ms N Beck - Head of Year 8
- Ms N Carrington - Year 8 Pastoral Manager
- Mrs J Wagstaff - Head of Year 9
- Ms H McMullen - Year 9 Pastoral Manager

All staff emails have the same format: first initial followed by surname and then @lymmhigh.org.uk

