

FOUNDED IN 1487

# STOCKPORT GRAMMAR SCHOOL



## Lower School Handbook



## Welcome to the Lower School

I am very pleased to welcome you to the Lower School. We want your child to fulfil their potential, and to be busy and happy. We want them to take full advantage of the wide range of opportunities available both inside and outside the classroom. The academic work undertaken in the Lower School is very important in laying firm foundations for Middle School options and for specialist advanced studies in the Sixth Form and beyond. We offer a combination of excellent teaching, a variety of programmes of study, good counselling and sound advice to help your child develop an appetite for intellectual enquiry, an enthusiasm for study and the self confidence that comes from establishing effective work habits. We encourage every child to take part in and enjoy the school's extensive programme of cultural, sporting and extra-curricular activities. We attach particular importance to the development of excellent links between school and home. Experienced Form Tutors have responsibility for the pastoral care of every pupil and they are keen to keep in regular contact with you. They see pupils each morning and afternoon to support and monitor all aspects of academic progress, foster the welfare of each individual and oversee personal development. We look forward to welcoming your child to our happy and supportive school community, and to working closely with you in the years to come.



***Mr A. H. Chicken, Headmaster***



# FORM GROUPS

The First Form has 152 pupils who come from a wide range of independent and maintained primary and junior schools. They are divided into six equal forms with boys and girls evenly distributed throughout. As the entrance examination is a selection procedure in itself, there is no setting or streaming. The pupils are allocated forms with the express purpose of mixing them as much as possible in terms of ability and previous experience. As all the pupils are very intelligent, they gain greatly from this practice, learning much of value from each other. The pupils form close partnerships with their Form Tutors.

If Form Tutors are to provide the help they intend, they need to know when there are uncertainties. It is therefore essential that they are kept informed of any special circumstances such as family illness or bereavement. We also ask that you encourage your child to share any worries and difficulties with their Form Tutor, however small they may seem. They should keep their Form Tutor up to date on all their activities, both inside and outside the classroom.

**1P** Miss E. E. Spence



**1Q** Mr A. C. Thorley



**1R** Mr C. J. Wright



**1S** Miss R. Darch



**1T** Mr R. D. Heyes



**1U** Mr E. H. Corbett



Each Year in the Lower School has its own Head of Year who alongside Mr Roger Wallington, Head of Lower School, has overall responsibility for the pastoral care of your child. The Head of First Year is Mrs Helen Lawson. The Head of Second Year is Miss Sharon Withington and the Head of Third Year is Mr Anton Hanson.

**Head of Lower School**  
Mr R. Wallington



**Head of First Year**  
Mrs H. Lawson



**Head of Second Year**  
Mr A. Hanson



**Head of Third Year**  
Miss S. Withington



A few weeks into the Autumn Term all First Year pupils take part in a three day adventure to Hartington Hall in the Peak District. Hartington Hall Youth Hostel is an impressive manor house, dating back to 1611. It provides a comfortable and secure base from which to explore the area and undertake specially designed tasks. Pupils will spend time working with teachers from the History and Art departments, visiting the Derbyshire plague village of Eyam and the impressive Poole's Cavern in Buxton.

Activities are both educational and social, intended to furnish pupils with skills that will be valuable throughout their time at SGS, such as personal organisational skills and increased independence.

Existing friendships are cemented and new ones are begun: group challenges bring together pupils who might not otherwise meet; and team work and the offering of support and encouragement to others become second nature. In addition, pupils and their teachers get to know each other better in a different context.

The programme typically includes team building exercises, navigation and GPS training. After a warming evening meal at the hostel, pupils and teachers spend some time relaxing, playing games and working in groups to create a presentation about their Hartington Hall experience. Upon their return to school, pupils have the opportunity to follow up the induction programme during lessons in English, Life Studies and History.



The dates for this year are:

- Monday 19th – Wednesday 21st September 2011**
- Monday 26th – Wednesday 28th September 2011**
- Wednesday 28th September – Friday 30th October 2011**

*You will receive more information on the induction programme nearer the time.*

The school keeps all aspects of the curriculum, the timetable and the school day under regular review. We are firmly committed to the principle of breadth in education and to the promotion of your child's learning in social, cultural and moral matters.

## The Lower School Timetable

Timetables for all pupils throughout the Senior School follow a two-week cycle. This means that instead of listing the same set of lessons per week, pupils' timetables will instead list two weeks' worth of lessons. To differentiate between each, the first week is 'blue week' and the second 'yellow week'. After ten school days of lessons, the cycle begins with blue week again. There are five lessons per day, with each lesson lasting one hour. There are fifty lessons per fortnight. The fortnightly cycle is also called the ten-day cycle, referring to the number of school days it includes.

We established the ten-day cycle because it gives us more flexibility in delivering a wide curriculum. Reducing the day to five lessons means that the children do not have so many books to carry around with them. The system has been welcomed by staff and pupils alike and is now well established. It is clearly marked in their School Planner.

## Options

In the Third Year pupils will be asked to make their choices for GCSEs. Mathematics, English Language, at least one Science and at least one Modern Language are compulsory.

Careers staff will advise pupils on their choices of GCSE subjects and they all attend an Options Evening (along with their parents) in the January of their Third Year. Here they will be given more help and information as to how to make their choices. Options are finalised after the Parents' Evening in the Spring Term.

## How many lessons are provided in each subject area over the course of the ten day cycle?

### Number of lessons per two week cycle

Subject Area	First Year	Second Year	Third Year
English	6	6	6
History	3	3	3
Geography	3	3	3
Classics	1	3	3
French	3	3	3
German	3	3	3
Mathematics	6	6	6
ICT	2	2	2
Physics	3	3	3
Chemistry	3	3	3
Biology	3	3	3
Art	2	2	2
Music	2	2	2
Technology	3	2	2
Physical Education	5	4	4
Life Studies	2	2	2



## How is the School day organised?

### The Timing of the School Day

8.40	Form Registration
8.45	Warning Bell for Assembly
8.50	Assembly
9.10	Period 1
10.10	Period 2
11.10	<b>Break</b>
11.25	Warning Bell for Period 3
11.30	Period 3
12.35	<b>End of Morning School</b>
	<b>LUNCH</b>
1.45	Warning Bell for Afternoon School
1.50	Period 4
2.50	Period 5
3.50	<b>End of Afternoon School</b>

### The National Curriculum

The Lower School curriculum is designed to suit the particular abilities of our own pupils. Nearly all who join the First Year have followed the National Curriculum for Key Stages 1 and 2. Stockport Grammar School does not follow the National Curriculum exactly, but as GCSE is Key Stage 4, our work is very similar to the National Curriculum. It is school policy to prepare pupils for Advanced Level work. At present this is better achieved outside the restrictions of the full National Curriculum by widening and deepening study in every subject.

### Reports

Reports will be sent to you at the end of the Autumn and Summer Terms, giving a view of both term and examination performance. These are in addition to Parents' Evenings and regular assessments, which are also sent to parents. The report includes the Effort and Attainment grades which have been awarded to each pupil. Each grade is awarded on a five point scale and descriptors of each point on the scale are included with the report.

### Parents' Evenings

You will be invited to two Parents' Evenings during the course of your child's first year at SGS. The first is in late October. The prime objective of this evening is to monitor how well pupils have settled into life at SGS, rather than to focus solely on academic achievement. For this reason, you will meet only your child's Form Tutor and one or two other teachers. In April you will be given the chance to meet all of your child's subject teachers and to evaluate their academic attainment. If concerns arise at any time in the school year, do not hesitate to contact a Form Tutor, the Head of First Year or the Head of Lower School.

### Examinations / Assessment Tests

These are taken in the Summer Term by every pupil in the Lower School, as well as end-of-topic tests and assignments which are arranged by departments throughout the year. While examinations provide an indication of progress, they also provide invaluable experience in revising and learning twice each year. By the time GCSE are taken in the Fourth and Fifth Year, boys and girls know what is expected of them and how they should



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prepare for their first public examinations. The internal school examinations are particularly helpful for those whose examination techniques need strengthening; the more experience they have, the better.

## Homework

In the early weeks of the First Year, pupils are introduced gradually to the homework timetable so that they can adapt to the rigours of Senior School study. Teachers will aim to balance written work with learning and research tasks when setting homework, in order to identify skill levels in a variety of areas. After the first four weeks, each pupil can expect to have three homework tasks each evening; each subject should take no longer than 30 minutes.

Homework tasks should give pupils an opportunity to extend work done in the classroom, while stretching and challenging the pupil's knowledge and understanding of a topic. Some tasks may be a preparation for the next lesson, and many tasks will require some element of exploratory thinking. Value is placed upon quality, rather than quantity; depth and critical thinking should be at the heart of all private study.

A pupil's ability to organise and complete homework contributes significantly to the development of consistent work patterns. The Head of First Year will monitor closely the setting and completion of homework in the First Year. If your child regularly has significantly more or less than one and a half hours of homework, the Head of First Year should be advised.

## Grade Sheets

These record the effort grades for each pupil in every subject. Effort grades are given on a regular basis throughout the year. They are recorded on individual sheets which are taken home after they have been discussed with Form Tutors. Attainment grades are also given towards the end of each term. The sheets are signed by parents and returned the following day.

Pupils with poor effort grades are seen by their Form Tutor and the Head of Year. Those who have been particularly indolent or who need help in organising themselves are placed "On Report"; they are issued with a card which is presented to subject teachers at the start of each lesson. The teacher either initials the card in the relevant space to indicate that everything is satisfactory or makes a comment. The card is taken home each day for parents to see and then sign. Form Tutors also monitor progress each day as does the Head of Year at the end of each week, when a new card is issued. A pupil will remain "On Report" until all the members of staff concerned are satisfied that there has been a genuine improvement in both effort and attitude.

## Attendance

When a pupil is away for two or three days, it is helpful to leave a message with the School Office for the Form Tutor. The school then knows that the parents have confirmed that their child is not attending school and arrangements can be made to send work home. **Except in the case of illness, a pupil may miss school only if leave of absence has been obtained in advance from the Headmaster in writing.** Occasional absences interrupt the work of the whole class as well as that of the individual pupil who misses the lessons.

Daily attendance is regarded as essential because formal teaching continues from the first morning of term until break on the last morning of term. It is the responsibility of each pupil to be punctual every morning for the Form Registration at 8.40 am. Each

absence must be covered by a signed and dated parental note which is required by the Form Tutor at 8.40 am on the first morning back at school. Form Tutors have to give details to the Proctor of pupils who are late or who do not hand in notes from their parents to explain absence. Pupils who arrive late must sign in at the School Office. The Government requires a detailed return of all absences.

## **Discipline**

A system of discipline founded on common sense, mutual respect and shared responsibility is fundamental to the provision of an ordered environment in which pupils can feel secure as they seek to develop their personal, social and academic potential. This system of discipline relies on good understanding and co-operation between pupil, school and the family home, complemented by an acknowledgement of the need for a few practical dictates set out as School Rules.

The objective is to promote self-discipline by fostering honesty and consideration for others in a caring environment. Behavioural problems must be addressed effectively so that the pupil can be guided in a productive and positive direction towards a realisation of potential. At all times the best interests of the pupil lie at the heart of all that we do.

The school sets and expects high standards of dress, deportment and conduct. A primary objective is to establish through the system of discipline a sense of security and belonging which encourages pupils to develop pride in their school. Coupled with this system of discipline is a scale of sanctions which, in consultation with parents, can be invoked to encourage betterment, and to heighten awareness of the pupil's responsibilities to their family, the school community and themselves. Wherever possible such sanctions are built around the requirement that a positive contribution be made for the good of the community. Punishments are not seen as retribution but as a deterrent and an exhortation to do better.

## **Societies**

Pupils in the Lower School are encouraged to join many extra-curricular activities in addition to those associated with school games teams, the choirs, the bands and the orchestras. Many clubs will complement your child's studies, for example Classics Club, Creative Cuisine and Animal Club (links with Biology). Other activities available for younger pupils include Badminton, Chess, Dance, Drama, Fencing, Filmmaking, Grammar, Gymnastics, Photography, Squash, Swimming, Puzzle Club and Tactical Games.

## **School Trips**

In many schools these are reserved for more senior pupils. While this is so for German and French exchanges, younger pupils at Stockport Grammar School have many opportunities to participate in educational visits.

## **First Year Trip to Picardy**

Easter offers First Year pupils an action packed four day trip to Picardy based around the beautiful Château du Broutel where pupils stay for three nights. Sampling life in a bustling market town, the trip offers a great opportunity to cement friendships and enjoy games and competitions at the Château as well as experiencing the sights and sounds of a journey across the Channel.



# LEARNING SUPPORT

When the title “Learning Support” is used in schools it is usual to think of pupils who have Special Educational Needs (SEN). Independent schools, however, are in an unusual position. Our pupils have met rigorous criteria to gain entry to the school and cannot be said to have a “significantly greater difficulty in learning” than the majority of children of the same age, which is the conventional definition of SEN. However, some pupils may have a slight difficulty or relative weakness in one aspect of their learning when compared to their peers in the school, for example an able pupil with dyslexia or dyspraxia. These pupils could be said to have “additional learning needs” and the school strives to support these pupils. They are encouraged to play to their strengths and at the same time make improvements in their area of weakness so that they can access the curriculum more easily, keep up with the pace of lessons and thus fulfil their potential.

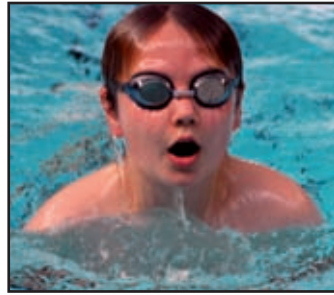
Some of our pupils have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age in the school and have a Statement of Special Educational Needs. These pupils generally have a sensory impairment – visual or hearing impairment - and they have specialist help to enable them to access the curriculum.

Miss Vicky Barrett, Director of Studies, is the Special Educational Needs Co-ordinator. Mrs Dawn Meers is the Learning Support Teacher for literacy and organisational skills. Numeracy support is provided by the Maths department if required. The school welcomes many visiting teaching colleagues from outside agencies, such as Stockport’s Educational Service for Sensory Impairment and Manchester’s Children’s Services, who come into school to support specific pupils.

The Headmaster and Governors are committed to supporting the learning, attainment and personal development of all pupils at the school including those with additional learning needs.



# CURRICULUM



# CURRICULUM



## Studying Art

The aim of the department is to sustain a lively and creative working environment where high standards are fostered and maintained and pupils are encouraged to recognise the subject as part of a living tradition. Within the dedicated Art building are four studios and a resource area housing a large collection of text books, fabric, and specialist art materials.

## Art in First Year

In the Lower School all pupils are taught for one period a week. In the First Year, after an initial introduction to materials, pupils follow a series of projects that are designed to develop a skill and knowledge base across a variety of dry and wet media including pencil, paint, print, textiles and 3D. Themes explored include line and shape, pattern, positive and negative shape, tone, form, colour, texture and composition. Pupils are introduced to the work of artists and art of other cultures. Sketchbooks are key in helping to collate information and develop ideas and skills. Homework is set each week and complements the work completed in class. Pupils are encouraged to use the department at lunch and after school.

## Art in Second and Third Year

In the Second and Third Years, skills introduced in the First Year are built upon and new ones introduced. Projects continue to have drawing at their core and a wider understanding of the history of art is encouraged through further contextual study. Themes explored in these years include colour mixing, perspective, repeat pattern, movement and composition. As skills develop, more in-depth study is encouraged with a view to preparing pupils for the rigours of GCSE.

An important component of the subject is that ideas can flow between the various disciplines and this forms an integral approach to the teaching. Ideas without a thorough grounding in the discipline of drawing, however, will never reach a satisfying conclusion and the department favours the view that drawing in all its forms is the fundamental bedrock of any Art education, *and can be taught!*

## Gallery visits and trips

From time to time it may be appropriate for groups to be taken to visit exhibitions in local galleries and museums in order to see the art first hand. Similarly, if a project demands it, pupils may find that they are taken outside the school grounds to draw and gather visual information from source in the development of their classwork.

## Clubs and Activities

The department runs a dedicated Art and Textiles Club each Tuesday after school. Here, pupils from across year groups are able to work on projects linked to their classwork or on more specialist pieces that may introduce them to skills including batik, stained glass and ceramics. One area of work undertaken by those in the club involves the making of backdrops and props for use in the various school productions that take place throughout the year. This is a splendid way for pupils to get involved in the backstage aspects of these major productions.



## **Studying Biology**

We introduce Lower School pupils to the world of living organisms with a view to balancing subject knowledge with the development of investigative skills. Opportunities to design, carry out and evaluate practical experiments are plentiful. These are an integral part of our science teaching and include the use of standard laboratory apparatus as well as more subject-specific equipment such as microscopes. Our approach to curriculum-building is to acknowledge the general philosophy of the National Curriculum yet to also delve further.

A variety of scientific skills are introduced and developed during the first three years. Principally, these revolve around perfecting practical skills in experiments: measurement and observation, experimental design and the identification and control of variables. In addition, pupils must be able to interpret correctly the results their experiments have yielded. Hence we concentrate on presenting, analysing and interpreting data. Present throughout is the message of safe work practices in the laboratory.

## **Biology in First Year**

Subject areas include: Characteristics of Life; Microscope and Cells; Tissues, Organs, Systems; Human Reproduction; Plant Reproduction; Classification and Keys. Skill areas developed through the year include safety in the laboratory, accurate measurement and scaling, and the construction of graphs. Also key is the use of microscopes.

## **Biology in Second Year**

In their second year of Biology, pupils focus on Green Plants as Organisms; Transport and Water Relations in Plants; Nutrient Cycles ('C' cycle) and Decay; Energy and Nutrient Transfer; Movement; Adaptation and Competition; Health. Skill areas for Second Year studies continue to focus on data analysis: representation by drawings and diagrams, tabulation of results and graph drawing. Also central are recognition of variables and design of 'fair' tests, including systematic recording.

## **Biology in Third Year**

We cover basic Biochemistry; Enzymes; Diffusion, Osmosis and Active Transport; Nutrition; Digestion; Breathing and Gas Exchange; Respiration. These areas of study hone pupils' grasp of data analysis and interpretation, control of variables and the construction and interpretation of graphs.

## **Clubs and Activities**

Animal Club is principally orientated towards Lower School pupils. They are taught how to look after the animals in a safe and correct manner and we endeavour to foster responsible behaviour when handling and caring for animals. If parents agree, pupils can put their name down to take one of the animals home during the holidays.



## Studying Chemistry

We instil in Lower School pupils an understanding of the basic principles and experimental techniques that underpin Chemistry, whilst at the same time engaging their interest and attempting to relate topics to their everyday experiences. The course is designed around practical work with emphasis placed on problem solving and investigative work. We aim to incorporate ICT into Chemistry teaching, not only in terms of simulating and modelling complex concepts but also in terms of experimental work. In this way we underline the highly technological nature of Chemistry.

## Chemistry in First Year

The year starts with an introduction to the periodic table and the concepts of elements and compounds. We then move into acids and alkalis, studying the pH scale and simple neutralisation experiments. The emphasis is placed on hands-on experience to ensure that pupils are confident carrying out practical work in the laboratory. During this time we introduce the idea of chemical equations in the form of word equations. This is consolidated subsequently when we explore other examples of chemical reactions. Again there is a strong emphasis on experimental work and developing basic Chemistry skills. At the end of the year we extend the work carried out at KS2 in primary schools on states of matter and solutions.

## Chemistry in Second Year

During the Second Year we complete the Chemistry component of the KS3 National Curriculum. Initially this involves expanding the work done in First Year on the periodic table. Using particle diagrams, we study atoms, atomic structure and the formation of compounds. This enables us to begin looking at the formula of simple compounds which leads into simple symbol equations. In the second half of the year we work on the environmental aspects of Chemistry, looking at rocks, the rock cycle and the environmental impact of Chemistry.

## Chemistry in Third Year

During the Third Year, we work towards a full understanding of those concepts which will prove vital at GCSE level. This includes the atomic structure of the first twenty elements on the periodic table; the formation of ions and how we use this information to determine the formula of simple ionic compounds. In addition, we extend the work on symbol equations through a comprehensive series of practical experiments which analyse patterns of reactivity by examining the reactions of metals and metal compounds. In this way, our pupils are ensured a complete understanding of the fundamentals of Chemistry before they commence the GCSE course.

## Clubs and Activities

A Chemistry Club runs for First Years, enabling pupils to experience aspects of practical Chemistry that are not covered through the general curriculum. A Chemistry clinic is run by the department on a weekly basis by pupils taking A level Chemistry with supervision from Chemistry teaching staff. This provides a supportive environment where pupils can receive extra help or guidance.



## Studying Classics

The Classics Department teaches Latin and Classical Civilisation throughout the school. The school believes strongly in the value of Latin, not only as an intellectual exercise for the most able pupils, but also as a window into one of the most fascinating and influential ancient cultures. Classical Civilisation is very popular at GCSE and AS/A2 Level, where we have one of the highest entries in the country. Increasingly our pupils are opting to continue with the subject at University, either with or without Latin.

### First Year – Classics

We examine the often shocking behaviour of the Greek Gods and the reasons why the Greeks should have worshipped such a rotten bunch! We also study some of the best Greek Myths and Legends – Perseus, Theseus and Heracles among others. Pupils then progress to the Trojan War where we consider why thousands of men fought and died over one woman until a Greek trick brought down the city of Troy. We follow the story through looking at heroes such as Achilles, Hector and Paris. Also relevant is the Greek society which produced these fascinating stories. We look at Greek athletics, art, religion, drama and the original Olympic Games. The information about and enthusiasm for the Classical World gained in the First Year can then be revisited further up the school by taking Classical Civilisation at GCSE and A Level.

### Second Year – Latin

Pupils follow the Cambridge Latin Course which is set in Pompeii in the days before the eruption of Vesuvius. As we find out about the life of a Pompeian family, we learn how to translate the Latin language using a methodical and logical approach designed to build up the pupils' appreciation of grammar (Latin and English). As Pompeii is such a fascinating site, we spend time discovering how the population lived, worked and, eventually, died.

### Third Year – Latin

In the Third Year we seek to boost pupils' knowledge of vocabulary and grammar, and thus to consolidate and expand their approach to translation. The Third Year gives the pupils a solid base from which to begin GCSE in the Fourth Year. We continue with a balanced curriculum which focuses both on the language and on the society which spoke and wrote that language. The pupils will pick up enough information over the course of this year so that they can make a choice on whether to take Latin, Classical Civilisation or both subjects at GCSE.

### Trips, Clubs and Activities

First Years are given the opportunity to join Classics Club which gives pupils opportunities to explore the ancient world through a variety of methods – craft projects, drama etc. This year the group wrote and performed *Secrets of Vesuvius* based on the novel from the Roman Mysteries series. The author herself, Caroline Lawrence, was present in the audience, along with the rest of the First Year! Suitable pupils in the Third Year are offered the chance to take Classical Greek GCSE in the Fourth Year, after a course of extra-curricular lessons.

The department has a high profile further up the school, offering a number of domestic and foreign trips. In previous years, the department has taken pupils to Greece, Italy, London, Hadrian's Wall, Bath and Chatsworth House. Additionally, the annual Classics Play has a firm slot in the school calendar. Each year we put on a production of a Greek tragedy and over the last five years the department has staged *Medea*, *Agamemnon*, *Oedipus*, *Hippolytus* and *Antigone*. This year *Trojan Women* formed part of a cross-curricular project on the Nazi holocaust.



## Studying English

*"Children: not to be moulded but unfolded."* The English Department aims to provide a happy, stimulating environment, where students feel valued as individuals and are encouraged to develop a love of language and literature. A range of classic texts, mixed with award-winning new novels, plays and poems are studied, as well as a variety of non-fiction and media texts.

## Lower School Curriculum

The curriculum pursued aims to develop the following skills in each pupil:

- Knowledge about how language works and is correctly employed
- Responses to literature of all genres and at an increasing level of sophistication
- Development of written language skills in a variety of ways; to express feelings and experiences, to persuade, to discuss and to analyse
- Development of formal and informal oral communication skills

These aims correspond to the National Curriculum profile components: Speaking and Listening, Reading, Writing and Technical skills.

The department aims to teach in units of work which cover several strands at a time. One unit might, for example, involve the close reading and study of a text, produce writing in a variety of forms, involve debate, discussion or dramatic role-play and, as an integral part, include the teaching of specific technical skills. The demands made by units of work increase in terms of difficulty and sophistication as pupils progress through the school. All pupils are encouraged to develop their skills in word-processing, desktop publishing and research in order to produce high-quality English assignments and presentations. Self assessment and independent study are skills developed and encouraged in the first year to ensure confidence and success higher up the school.

In the first two years, specific attention is paid to the development of independent and enthusiastic wide reading through the Bronze/Silver/Gold/Platinum Reading Scheme which is based on library resources. In the First and Second Years, one lesson in the two-week cycle is a practical drama session, in which pupils study the techniques of rehearsal, improvisation and performance with a Drama specialist. During the Third Year the foundations for IGCSE English Language and Literature are strengthened through the study of a range of demanding, topical and controversial texts, including literary non-fiction and travel writing.

## Clubs and Activities

The department offers opportunities to attend drama clubs and to be involved in the school's wealth of drama productions. Regular theatre visits are also organised. A Creative Writing Club is attended by pupils of all ages, and there is also a School Newspaper run predominantly by Lower School pupils. Many pupils frequently enter national and regional poetry and prose writing competitions. Regular reading groups are run in the Library and for the past few years, teams of First and Second Year pupils have been very successful in the regional "Kids' Lit Quiz."

Older pupils are involved in political debates at an array of Model United Nations Conferences hosted by schools and universities world-wide. Every two years SGS hosts its own MUN Conference, providing opportunities for experienced delegates to set the agenda and chair debates. Recent guest speakers include Kate Adie and David Blunkett.



## **Studying French**

The French Department aims to introduce pupils to the French language and to foster a love of its culture. The ability to communicate successfully in a foreign language makes pupils more confident in general and better at thinking on their feet. We are a lively, forward-thinking department and we aim to provide lessons which are fun, yet stimulating and challenging.

We are aware that our pupils have different experiences of the language. For this reason, we assume no prior knowledge. In our experience, pupils with little exposure to French have caught up with those who have learnt some by half-term in the First Year. Whether you have done a little or none makes no difference to your future prospects in French – enthusiasm and a willingness to have a go are more important.

In a fortnightly cycle, pupils will have three hours of French lessons in which they experience a variety of teaching methods. Once per cycle, each class benefits from the use of a multimedia language laboratory where pupils listen to recordings, speak to each other in French and record their own voices to analyse and improve their pronunciation. We encourage our pupils to interact with their teacher and each other in the language.

## **French in First Year**

In the First Year we cover topics including classroom commands and greetings; descriptions of yourself, family and pets; the alphabet and numbers 1-100, including dates and the giving of directions. Topics are used to explore vocabulary and grammar: in the First Year we cover adjectives, possessive adjectives and prepositions.

## **French in Second Year**

In the Second Year we consolidate our descriptive work, this time concentrating on town, school, clothes and appearance. We introduce more verb work including –ir and –re verbs; the revision of –er verbs based on the topic of sports and the study of irregular verbs and reflexive verbs. We learn to talk about the future and introduce the perfect tense. Avoir expressions are analysed around the topic of health, and the partitive article is studied in reference to food and drink.

## **French in Third Year**

In the Third Year we couple verb revision with new vocabulary areas, such as leisure activities and the present tense; the description of a holiday in the past tense; discussion of careers in the future tense. A new area of grammar is the use of negatives. School, description of friends and everyday life are new topic areas which extend general language knowledge and proficiency.

## **Trips, Clubs and Activities**

All First Year pupils have the opportunity to travel to France at Easter and take part in a week of activities. They are also able to join the French Club if they wish. We offer a language trip to Paris for Fourth Year pupils and our Sixth Form students have the opportunity to undertake a period of work experience in Nantes. Our Ciné Club also regularly meets at the Cornerhouse Cinema to view the latest French films.



## **Studying Geography**

Geography aims to stimulate pupils' interest in their surroundings, providing a curriculum which prompts them to relate to the environment at all levels: their local area, the rest of the United Kingdom, the European Union and the wider world. A broad range of skills is developed alongside a concern for environmental issues and a sense of responsibility for the earth. The syllabus encourages an enquiring approach to learning, whereby pupils involve themselves in investigative work and pose their own questions. The department has an established fieldwork tradition, with trips venturing as far afield as Iceland, USA and Kenya. The department is equipped with five dedicated classrooms which are well resourced.

## **Geography in First Year**

Currently we begin by focussing on map work and other basic geographical skills which will prove vital throughout each pupil's Geography career. Early in the first term, all pupils visit the Peak District as part of their induction course and the department has played an active role in this. In the First Year, pupils are also introduced to tourism as a growth industry and a study of the Tropical Rain Forest ecosystem.

## **Geography in Second Year**

The course at present begins with a study of Weather and Climate where the pupils are introduced to key elements of the weather and climate in relation to the U.K. They also consider elements of 'wild weather' including tropical storms and flooding. Settlement is then studied in both a U.K. and global context. Finally, National Parks are examined allowing an insight into glaciated and limestone scenery, tourism and the rural economy. Work here is reinforced by a full day visit to the Yorkshire Dales National Park.

## **Geography in Third Year**

Third Year pupils initially study a number of major global issues including population growth, global warming, inequalities in wealth, energy issues and urbanisation. They deal with topical matters and explore the sustainable or non-sustainable nature of development. The nature of the restless earth is then considered and attention focuses upon the causes of volcanoes and earthquakes along with the human response to them. Pupils also study the formation of the earth's major landforms. Extreme weather events such as hurricanes are studied at the conclusion of the year.

## **Clubs and Activities**

A Level Geographers are encouraged to join the local branch of the Geographical Association and regularly attend lectures at Manchester University. The school is also ably represented by a team at the local round of the GA Worldwide Quiz.



## **Studying German**

The German Department aims to provide a learning environment in which the pupil can both enjoy language learning and find intellectual stimulation. Specifically we aim to develop fluency and accuracy in the four main skill areas of Listening, Speaking, Reading and Writing. The course is designed to develop pupils' appreciation of the structure of the language and their awareness of European citizenship, German culture and the possibility of working in a German-speaking environment. Additionally, we support their acquisition of study skills which apply across the curriculum.

## **German in the Lower School**

All pupils learn German in the first three years and we assume no prior knowledge of the language from First Years. They have three hours per two-week cycle, one of which is based in a language laboratory. Pupils engage in a variety of activities: practising role play dialogues, listening to digitised material at their own pace, creating documents that exploit the vocabulary learned and also visiting language websites to further their knowledge. Lower School pupils are introduced to all the topics that they will encounter at GCSE level and are thus prepared for a confident start to the course in Middle School.

## **Our Curriculum**

A variety of topics are used as the starting point for exploring grammar and expanding vocabulary. Whilst the topics used to convey points of grammar and vocabulary vary across the year groups, there is a core set of skills which we seek to instil in all pupils. These include oral confidence: answering and asking questions; role play and working with others; pronunciation and intonation.

Reading and listening skills are honed through comprehensions, both in terms of the article's general gist but also its details. We teach dictionary skills and the manipulation of source materials, and encourage attention to detail.

## **Trips, Clubs and Activities**

Lower School pupils are invited to join the German Drama Club. Fifth Form pupils are able to participate in the German Exchange Programme to Bad Segeberg and Sixth Formers may take part in a study visit to Berlin. In addition, the Film Club organises visits to German plays and films, the latter usually being shown at the Cornerhouse in Manchester.



## Studying History

History in the Lower School spans the centuries from medieval England to twentieth century Europe. Our goal is to equip pupils with the tools they need to become competent historians. Hence they are immediately introduced to the most essential skills: chronology and the evaluation of evidence and sources.

## History in First Year

The course begins with an introduction to the nature of evidence, both primary and secondary, and introduces pupils to the importance of studying History and to the role of the historian. Pupils study Medieval Life in England: the events of 1066, such as the Battles of Hastings and Stamford Bridge, followed by the development of Norman England. Castles, the Feudal System, the Black Death, Peasants' Revolt and role of the Medieval church are all taken into consideration. As part of the first year trip to Eyam, children will study local plague history and write a project. The final term focuses on the Hundred Years War, the Renaissance, the Crusades and events leading up to the Tudor period. A further study trip will take place in the Spring Term to Conway Castle and coursework will be based upon information found during the day.

## History in Second Year

Pupils in Second Year follow the history of the United Kingdom from the sixteenth to the eighteenth centuries. We concentrate at first upon the political development of the country, examining changes in the power of crown and parliament from the Reformation to the execution of Charles I. Elements of social history are also studied, including witchcraft, plague and fire. The course then moves forward to the Industrial Revolution, the British Empire and the Slave Trade. A structured coursework assignment is based upon an important development or personality from this period. Towards the end of the year, the emphasis is on local history. A trip to Quarry Bank Mill ties in with the study of Industrial Britain.

## History in Third Year

We begin Third Year with an analysis of the First World War, including causes, course and social impact. The Alliance system, trench life and warfare, the Middle Eastern campaign and the legacy of the war are among events studied. Subsequently, our attention turns to the causes and events of the Second World War. We take a brief look at Dunkirk, women in the war and evacuation. An introduction to the history of the Soviet Union is also undertaken. At all times pupils are encouraged to find local and family links with the century's conflicts.

Our course ends in the summer with two in-depth studies: the causes and events of the Holocaust and the Post-war world. In this newly developed unit, we take the opportunity to study aspects of the Cold War in depth, which provides a valuable foundation for the GCSE course.

## Trips

Pupils from the Lower School are encouraged to participate in trips organised by the department. Third Year pupils regularly participate in our trips to the Battlefields in Belgium and France which take place each October half term. At Easter, a major trip takes place. Destinations vary, having previously included the USA, Russia and Germany and Central Europe. Trips for younger pupils in First and Second Year are mainly excursions to local sites of interest such as local castles and museums.



## **Studying ICT**

The aim of the ICT Department is to equip Lower School pupils with the skills they need in order to be confident and competent users of ICT. The course encourages them to be selective in their use of ICT and to justify their choices as they develop products on the computers. Scanners, digital cameras and camcorders are available to enhance work where appropriate. There is a focus on scenario-based learning which forces pupils to think about their use of ICT and to apply the required skill needed to solve a specific task. This ability to choose, apply and justify will make them autonomous users of ICT, ready for the computer-rich world in which we live.

## **ICT in First Year**

First Year pupils are introduced to the network and taught how to use the facilities effectively. They learn how to organise, name, move and delete files and folders in a way that keeps their user area structured. The skills that are developed in First Year include Word Processing, Desktop Publishing, Spreadsheets and Presentation. These skills form the core of the ICT work they will be asked to do across the other subjects that they will study.

## **ICT in Second Year**

In Second Year, pupils build upon their core skills by learning more advanced features of the different software packages. Along with this they are introduced to more discrete skills like web design, movie editing and computer graphics. Pupils are encouraged to continue learning beyond the classroom and to apply their learnt skills across the curriculum. This helps to consolidate their skills and embed ICT into their everyday life at school.

## **ICT in Third Year**

This year develops the skills of all pupils, but is geared towards preparing for the GCSE in ICT. Topics, teaching and learning have much closer links with the GCSE course than other years. We look at hardware, software, the impact of ICT on society, computer animation and control technology. The skills learnt in previous years are expected to be demonstrated by the pupils in the way they present their finished work for marking.

## **ICT Facilities and Clubs**

The computer rooms are open at various times during the day to allow pupils to use the facilities. The ICT Department also runs a Video Club which teaches pupils about video editing including stop-frame animation and photo editing. Animation Club teaches pupils to use computer animation software such as Adobe Flash as well as using modelling clay and stop-frame animation software. Game Makers Club uses a piece of software to teach pupils how to create computer games and incorporates the many aspects of game design.



## **Studying Life Studies**

Life Studies aims to develop pupils' independence of thought and their understanding of themselves as individuals, members of communities and global citizens. The course is comprised of an eclectic mix of PSHCE (Personal, Social, Health and Citizenship Education), Religious Studies and Philosophy. It provides pupils with a fast paced, contemporary course that offers something for everyone, including a comprehensive examination of some of the most important issues for young people today. The department utilises a variety of media to make lessons interesting and interactive. All teaching rooms have access to DVD/video players and a laptop projector. Invariably, teachers encourage a good deal of pupil input, with discussion, formal debate and group presentation forming a significant proportion of lesson time. Pupils are encouraged to develop their rhetorical skills and to think in a manner that involves empathy and reflection. The sensitive nature of some of the work is recognised by members of staff and great care is taken to discuss issues sympathetically.

## **Life Studies in First Year**

In First Year we cover topics including an introduction to secondary school, personal identity, beliefs and values, world religions, health and safety and rights and responsibilities. These topics are designed to offer a comprehensive introduction to the subject and offer pupils a flavour of what they will experience in their Life Studies lessons. Pupils are also offered support through the curriculum to help them adjust to the transition from primary to secondary school.

## **Life Studies in Second Year**

In Second Year we consider issues pertaining to religion and politics, political systems in the UK, the impact of contemporary events on prejudice and discrimination, and stewardship and the environment. The course aims to provide pupils with an understanding of the context in which they live today and also draw their attention to the challenges raised by politics and religion in Britain.

## **Life Studies in Third Year**

In the Third Year pupils examine philosophical and ethical issues, such as moral dilemmas and personal responsibility. Pupils are provided with the opportunity to engage in debate and develop their critical thinking skills through engaging in philosophical enquiries. Pupils also continue their study of PSHCE, focussing on sex and relationships.



## **Studying Mathematics**

We aim for all pupils to find Mathematics challenging and rewarding. Attention is drawn to the inherent beauty and structure found in Mathematics and a creative, confident approach to the subject is encouraged. Lower School pupils are encouraged to work both independently and in small groups. Communicating ideas in appropriate mathematical language is an important skill which needs practising. Each pupil will have a mathematics notebook where examples and explanations are recorded for reference and revision purposes. They will also have a text book and class work books in which exercises are completed. Three pieces of homework are set each two week cycle and they are expected to take approximately half an hour each to complete. Pupils are regularly assessed in Mathematics. Test scores and focus areas for improvement are recorded in pupil planners so that every pupil has a record of their progress and what they must do to improve their Mathematics.

## **Mathematics in First Year**

The First Year is designed to revise basic arithmetic theory and introduce algebra, liberally supplemented with investigational and problem solving work designed to stretch everyone. Great emphasis is placed on correct and logical setting out of solutions showing all relevant working. Topics include number patterns, symmetry, factors and indices, equations, statistics, probability, formulae, parallel lines, co-ordinates, straight line graphs and volumes.

## **Mathematics in Second Year**

Mathematics becomes more algebraic as the Second Year progresses. Greater importance is placed on the ability to explain how answers are produced rather than what the answers actually are. Much time is spent on the clear, concise and logical presentation of solutions. We begin to use calculators, the specific make and model being recommended by the department. New topics for the Second Year include translations, rotations and reflections, polygons, percentages, scale drawing, Pythagoras' Theorem and simultaneous equations.

## **Mathematics in Third Year**

Pupils are now placed into one of three or four ability levels. Whilst all cover the same syllabus, they vary in the pace at which new theory is introduced and absorbed. Similarly, the same topic may be presented to the sets in different ways, and the higher sets have more opportunity to delve into greater detail. We place pupils so as to enable each individual to achieve their full potential. This judgement is based on performance both in lessons and exams throughout the Second Year. At the end of the Third Year, all pupils are re-grouped into one of four or five sets, allowing us to reduce class size for the GCSE course. The Third Year course introduces trigonometry, quadratic equations, inequalities and regions, ratio and proportion, loci, constructions and algebraic fractions.

## **Clubs and Activities**

The department runs a weekly Puzzle Club where the lighter side of Maths can be explored, including mazes, games and making 3D models. Each year our able pupils are entered for the Mathematics Challenges which include the "Junior Maths Challenge" for First and Second Year pupils, and the "Intermediate Maths Challenge" for highly able Third Years.



## Studying Music

The constituent parts of the National Curriculum for this age group are Listening, Appraising, Composing and Performing. These form key elements within our musical curriculum. Composition and performance tasks are included throughout the curriculum and are either individual, paired or in groups, combining classroom percussion, keyboards and work on computer programmes. Our aim is to stretch those pupils with existing experience yet to provide for and enthuse those with a limited musical background. Hence in the Third Year, classes are divided into two groups in relation to the child's musical experience and proficiency.

Music classrooms are well equipped with a substantial range of percussion instruments, keyboards and 32 computers, complete with Sibelius 5, Cubasis, Microsoft Instruments, Audacity and Dance e-jay software for score writing, sequencing and research.

## Music in First Year

In the First Year, pupils begin with a unit on rhythm and metre covering stomp/junk percussion, African drumming, Minimalism and basic rhythmic notation. The next topic is timbre and texture. Pupils study the instruments of the orchestra as well as instruments from around the world. This is developed further with the study of Indonesian Gamelan Music. Pupils also study basic pitch notation and melodic writing. Much emphasis is also placed on whole-class singing.

## Music in Second Year

Musical knowledge is extended in the Second Year with a study of Major, Minor, Modal, Chromatic, Whole-Tone and Atonal Tonality; Introduction to Form and Structure in Music – Binary Form, Ternary Form, Rondo Form; Theme and Variations, Ground Bass, Strophic Form and Verse-Chorus. Pupils develop their melody writing with rondo-form compositions based on Jack Point's *Pavane*. This is followed by the study of Indian Music and Indian-Western fusion styles such as Bhangra. The year concludes with an in-depth composition project based on Ground Bass models such as Pachelbel's *Canon* and Michael Nyman's *Time Lapse*.

## Music in Third Year

Third Year pupils spend the year concentrating on all sorts of different musical styles from the 20<sup>th</sup> and 21<sup>st</sup> Centuries. This involves studying blues, jazz and reggae with related composition and performance tasks on acoustic instruments, keyboards and Sibelius 5 software. Pupils study classical topics such as impressionism, expressionism, serialism, minimalism, experimental music and electronic music including links with other art forms. Pupils compose electronic pieces using Audacity software and also study film music, composing their own "hero" and "villain" themes. The year finishes with a study of modern dance music styles with opportunities for pupils to sequence their own dance tracks using dance e-jay software.

## Extra-Curricular Music

Opportunities to perform are extensive. We have numerous bands, orchestras, choirs and chamber-music groups, which perform in prestigious venues such as Manchester Cathedral, the RNCM and the Bridgewater Hall. Recent tours have taken us to venues such as Keswick's *Theatre by the Lake* and Brussels Cathedral. SGS Chamber Choir has performed regularly on the BBC Radio 4 *Daily Service* programme. Our performance schedule includes lunchtime recitals; a competitive annual Music Festival; several whole-school concerts and a tradition of music and drama collaborations including recent productions of *Guys and Dolls*, *Wizard of Oz*, *Fiddler on the Roof* and *Les Misérables*.

Music Bursaries are available which offer free lessons for children willing to learn the more unusual instruments. Colours are awarded in recognition of musicians' commitment to their ensemble and their sense of team work.



## **Studying Physical Education**

The PE Department seeks to promote enjoyment and a sense of achievement at every sporting level, encouraging good health and fitness but also developing social awareness and values through interaction with others. We wish to educate for leisure and encourage participation in extra-curricular activities. Our eight specialist members of staff are supported by a large number of academic staff who run and coach school teams. The school boasts excellent sports facilities including a sports centre complete with sports hall, fitness suite, squash courts and 25m swimming pool. In addition, there are extensive fields (both on and off-site), a fully equipped gymnasium, an astro-turf pitch, netball courts, athletics jumping areas and cricket nets.

## **Physical Education in the Lower School**

In First Year, all pupils have two hours of gymnasium-based physical education, two hours of games and one hour of swimming within the 10-day cycle. In Second and Third Year, all pupils have two hours of gymnasium-based physical education and two hours of games within the 10-day cycle. The main winter games for boys are rugby and football, and for girls are hockey and netball. In the summer, boys concentrate on cricket and athletics, whilst girls focus their attention on tennis, athletics and rounders. The physical education curriculum is diverse with activities including: aerobics, athletics, ball skills, badminton, basketball, dance, hockey, fitness testing, gymnastics, squash, swimming and volleyball.

## **Extra-Curricular Physical Education**

The inter-house sports competition has a central role within the school. Incorporating 14 activities including chess, it provides a very important level of competitive representative experience for large numbers of pupils. Sports clubs are organised in a variety of activities including dance, fitness, climbing, basketball, squash, weight-lifting, leisure swimming, aerobics, gymnastics, badminton and lifesaving. These are not concerned with producing school teams as such, but rather to encourage widespread participation and enjoyment.

The school fields a large number of teams, all of which have an excellent reputation, gaining success in regional and national competitions. Sports represented are girls' hockey, netball and tennis and boys' football, rugby, basketball and cricket. Both boys and girls can take part in the school teams for cross-country, swimming and athletics. Individuals frequently gain representative honours with both County and National teams. Recent school sports tours have included: Holland and Spain (Hockey); Malta (Netball); South Africa, Italy, Portugal and Canada (Rugby); Australia and Malta (Cricket).

## **Prizes**

School sports colours are awarded to individuals who have made an exceptional contribution to their respective sport. Pupils receive a certificate, a colours badge and may purchase a colours tie from the Head of PE. Each of the major school sports also has one trophy which is awarded either to the individual who has contributed most to that sport or to the sport's most promising player. The most prestigious trophies are the Girls' Sports Rose Bowl and the Boys' Games Trophy which are awarded to the outstanding Sportswoman and Sportsman of the Year.



## Studying Physics

Our aim is to encourage a genuine interest in, enthusiasm for and enjoyment of Physics, as well as a sound knowledge and understanding of the fundamental concepts. Pupils learn primarily through experimental work. Written work, though important, is minimised with the use of printed gap-fill notes, allowing more time for practical activities. However there are some pieces of extended writing. Class discussions are encouraged and topics are chosen to inspire questions.

The three-year course covers a range of Physics topics which will form a solid base for GCSE work or simply a useful cross section of the subject for a future in a world which is ever more dependent on Physics and its applications.

## Physics in First Year

A brief introduction to simple measurement, including a range of SI units, is followed by a topic on basic measurement and experimental skills. Subsequently, we experiment with light, gaining an understanding of rectilinear propagation and shadows, which leads to the study of eclipses. Pupils investigate reflection at plane and curved mirrors. The Earth and Space module explains how the movement of the earth relative to the sun accounts for day, night and the seasons and asks what is beyond the solar system. In relation to this part of the course, pupils undertake an individual research project in an area of personal interest to them. This advances their knowledge and research skills and familiarises them with the school library. Other topics studied in First Year include energy (including the study of energy in food), forces and magnetism.

## Physics in Second Year

Pupils are introduced to the theories of electrostatics and density. Building on the work of the first year, pupils learn more about light which develops into work on pinhole cameras and colour. Concepts of electricity and electromagnetism are explored through practical activities. Pupils investigate how sound is produced, how it travels and how the ear works. Also covered is the expansion of matter due to heat and an investigation of how heat is transferred by conduction, convection and radiation. We further develop pupils' independent research skills with a research project about an invention which is presented as a newspaper front page.

## Physics in Third Year

The pupils learn physics in increasing depth as the course progresses and are ready to learn about properties of waves and more phenomena of light such as refraction and total internal reflection. Building on previous knowledge, pupils learn how electricity is used safely in the home, which includes work on fuses, the 3-pin plug and alternating current. We introduce pupils to basic electronic circuits. We return to forces, this time with the focus on motion and motion graphs, weight and apparent weight, Hooke's Law and moments. Finally, pupils have a brief introduction to nuclear physics. The independent research project this year focuses on famous physicists and pupils design wall displays about their chosen subject.

## Clubs and Activities

The department runs an Astronomy GCSE course as an extra-curricular activity. There is one intake every two years so pupils start in either the 2nd or 3rd year. It is intended to stretch the highest achieving pupils and there is a lot of scope for the pupils to develop independent learning and research skills. The topics covered include the moon, the sun, planetary systems, observation and evolution of stars, galaxies and cosmology.



## **Studying Design and Technology**

Design and Technology is based in a modern newly built environment which allows pupils to take part in a wide range of technological activities. We encourage Lower School pupils to take a broad view of the issues in Design and Technology, to develop their capacity to design and manufacture quality products, and to appreciate the complex relations between creativity, materials technology, manufacturing processes and marketing. Pupils are taught to combine creative and practical skills with knowledge and understanding in order to design and manufacture products in quantity.

They will acquire and apply knowledge, skills and understanding through:

- analysing and evaluating products and processes
- engaging in focussed tasks to develop and demonstrate techniques
- engaging in strategies for developing ideas, planning and producing products
- considering how past and present design and technology, relevant to a designing and making context, affects society
- recognising the moral, cultural and environmental issues inherent in design and technology

The course also gives pupils the opportunity to present their work to other students using Computer Aided Design, Desktop Publishing and Multimedia Presentation Software.

## **Design and Technology in First Year**

Pupils start the course by learning about the basic classification of materials and then take part in a “design and make” project in which they construct a hanging mobile from softwood and MDF. This teaches them to use basic hand tools and also some simple machine tools such as pillar drills, fret saws and vertical belt sanders. Pupils are introduced to Pro Desktop, computer aided design software.

## **Design and Technology in Second Year**

In their Second Year, pupils cover a range of jewellery techniques: casting, enamelling and etching. They then complete a “design and make” project to produce a gift for a local museum.

## **Design and Technology in Third Year**

Pupils are introduced to a wide range of plastic manufacturing techniques such as vacuum forming and blow moulding. They gain further experience in Computer Aided Design and are taught how to use it to produce components on a computer controlled laser cutter. They design and make a clock based on their research of the Memphis design movement.



## **Studying Food Technology**

Food preparation skills and healthy food choices are vital life skills in today's society. We aim to provide a thorough grounding in both the theoretical and practical aspects of Food Technology. Areas studied include nutrition; the wise selection of foods in order to promote good health; food safety and hygiene. Our lessons are predominantly practically based, and combine demonstrations, making and tasting in order to develop pupils' abilities in food preparation, general organisation and confidence.

Pupils make a variety of dishes, ranging from the simple to the more complex, including scones, Bolognese sauce, apple crumble, soup, potato salad, couscous, buns and fruit salad.

## **Food Technology in First Year**

The first year of the Food Technology course develops a basic understanding of the nutritional requirements of a healthy diet through a combination of theory and practical sessions. At the end of the course, pupils are encouraged to develop their own recipe and to participate in the Food Award.

## **Food Technology in Second Year**

The second year builds on first year work by focussing on the importance of proper nutrition in a healthy lifestyle. Pupil tasks include analysing convenience food products and studying various types of staple foods, such as rice, pasta and bread. This work is supported by instruction on a range of more advanced food preparation techniques.

## **Food Technology in Third Year**

Pupils extend their skills and knowledge in preparation for further study at GCSE level. The emphasis is again on food hygiene and safety, nutrition and healthy eating.

Recipe sheets for all three years can be found on the Food Tech page of the school website.

## **Clubs and Activities**

Creative Cuisine is our fortnightly club which focuses on fun sweet and savoury dishes. Our annual Masterchef competition is very popular, especially amongst First Year pupils. During the competition pupils race against the clock to make their favourite dishes which are judged by a visiting chef. We also organise demonstrations and visiting speakers to share their knowledge and skills.

Food and Nutrition is also offered as an option at A Level.



## **Studying Textile Technology**

Our approach in the Textile Department is to assign work to Lower School pupils on a project basis. In this way, they are given the goal of creating a tangible product, something they can design, make and, if all goes well, use! This approach is excellent preparation for GCSE and A Level studies, during which pupils delve deeper into the skills learned here. The GCSE course includes the challenge of creating a new fashion design or look.

Textile Technology is currently delivered in the First and Second Year of the Lower School.

## **Textile Technology in First Year**

The First Year course involves pupils in a design and make project that will focus on simple pattern drafting and the development of basic hand and machine production techniques, including the use of sewing machines and computer controlled embroidery machines. Theoretical aspects of the course will cover the material technology of fabrics and the production processes commonly found in industry.

## **Textile Technology in Second Year**

In the Second Year the textiles course focuses on a graphics based project – developing prints and decorative designs onto a textile product. Project work forms a major part of this year's work, involving the use of more advanced pattern drafting and an introduction to simple Computer Aided Design and Manufacturing Techniques. Pupils gain a further commercial insight by relating their work to the mass production of garments in industry.







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