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# 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 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.



***Dr Paul Owen, Head***

## Form Groups

The First Year has pupils who come from a wide range of independent and maintained primary and junior schools. They are divided into eight forms with an even distribution of genders in each form. As the entrance examination is a selection procedure in itself, there is no formal setting or streaming in the First Year. 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 capable, 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.

Each Year in the Lower School has its own Head of Year who, alongside the Head of Lower School Mrs Helen Lawson, has overall responsibility for the pastoral care of your child. The Head of First Year is Mr Alex Ehegartner, the Head of Second Year is Dr Emanuela Zanda and the Head of Third Year is Mr Anton Hanson.





# INDUCTION

A few weeks into the Autumn Term all First Year pupils take part in a three day adventure to Ilam Hall Youth Hostel in Derbyshire. Ilam Hall, a picturesque country house in the Derbyshire Dales, provides a comfortable and secure base from which to explore the area and undertake specially designed tasks including visiting Chatsworth House and enjoying a walk in the local countryside.



Focusing on fresh starts and friendships, the inspiring, challenging and confidence building activities encourage lively interaction and centre on teamwork in order to accelerate the settling in period and encourage respect for other pupils and teachers.



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; team work and the offering of support and encouragement to others become second nature. In addition, the children will reflect on their experiences during lessons in English and Life Studies.



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.

The ten day cycle gives us more flexibility in delivering a wide curriculum and the five one hour lessons each day allow topics to be explored in depth and in a variety of ways.

## How is the School Day organised?

### The Timing of the School Day

8.40	Form Registration
8.50	Assembly
9.10	Period 1
10.10	Period 2
11.10	<b>Break</b>
11.30	Period 3
12.30	<b>End of Morning School</b>
	<b>LUNCH</b>
1.50	Period 4
2.50	Period 5
3.50	<b>End of Afternoon School</b>

The School opens to pupils at 8am each morning. To accommodate train timetables and the early commute, pupils may enter the Dining Hall from 7.45am to shelter from the elements. Other areas of the school such as the School Office or the Bursary do not open until 8am. Breakfast is available each day from 8am in the Dining Hall.

## Subjects

During the First and Second Year all pupils study the same subjects. During the Second Year, pupils begin the process of choosing which languages and which creative and practical subjects they wish to study in Third Year. Pupils choose five subjects from the following: Latin, French, German, Spanish, Art, Design Technology, Food and Nutrition, Music, Drama and Computer Science. At least two of the five options must be a language. Spanish is introduced in Third Year to give pupils a taster of the language in order for them to make an informed choice at GCSE. German and Latin are introduced from the beginning of the Second Year. Religion, Philosophy and Ethics is also formally taught from Third Year in one lesson per week. In First and Second Year, themes and skills central to the subject are taught through the Life Studies curriculum.

During the Third Year, pupils will be asked to make their choices for GCSEs. Mathematics, English Language, English Literature and at least two Sciences are compulsory. The study of at least one Modern Foreign Language is strongly recommended.

The school's Careers Officer, Mrs Helen Tadman, advises 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 on making sensible 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?

Subject Area	First Year	Second Year	Third Year
Biology	3	3	3
Chemistry	3	3	3
Classics	1	0	0
English	6	5	6
Geography	3	3	3
History	3	3	3
Life Studies	2	2	2
Mathematics	6	6	6
Physical Education	5	4	4
Physics	3	3	3
Religion, Philosophy & Ethics	0	0	2
Computer Science	2	2	
Languages			} Choose five subjects, with three lessons for each subject per cycle. At least two of the choices must be a language.
• French	5	3	
• German	0	3	
• Latin	0	3	
• Spanish	0	0	
Creative Subjects			} Choose five subjects, with three lessons for each subject per cycle. At least two of the choices must be a language.
• Art	3	2	
• Design Tech			
• Food & Nutrition	2	2	
• Music	2	2	
• Drama	1	1	
	50	50	50

## 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 at Key Stage 3. It is school policy to encourage pupils to tackle challenging work and develop independent study skills whilst maintaining breadth across the whole curriculum.

## Reports

Reports are issued via the Parent Portal at the end of the Summer Term, giving a view of both term and examination performance. Approach to Learning grades are also awarded regularly. These are in addition to Parents' Evenings and regular assessments. The report includes the Approach to Learning (ATL) and Attainment grades which have been awarded to each pupil. Descriptors of each grade are included with the report.

## Parents' Evenings

You are invited to two Parents' Evenings during the course of your child's first year at SGS. The first - an Information Evening - is in the first few weeks of the Autumn Term. The purpose of this evening is to review how well pupils have settled in to life at SGS and to discuss their likely academic progress. You will meet your child's Form Tutor and hear from the Head of First Year about important forthcoming dates and events.

There is also an Online Parents' Evening during the year where you will have the opportunity to meet all of your child's subject teachers and to evaluate your child's 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**

School exams are sat in the Summer Term by every pupil in the Lower School, as well as end-of-topic tests and assessments which are arranged by departments throughout the year. While examinations provide an indication of progress, they also provide invaluable experience in revising and learning each year.

By the time GCSEs are taken in the Fifth Year, pupils know what is expected of them and how they should prepare for their public examinations. The internal school examinations are particularly helpful for those whose examination techniques need strengthening; the more experience they have, the better.

**Homework**

Homework plays an important role in the academic life of the school. Given that pupils spend no more than 20% of their waking hours at school, it is essential to their academic progress that full use is made of homework to develop learning and understanding. 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 specific 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. You may, at times, find it necessary to offer assistance but we recommend that you do not answer questions for your child or provide a level of help that supersedes their own input. 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. A homework timetable will be sent home early in the Autumn Term.

**Grade Sheets**

These record the Approach to Learning (ATL) and Attainment Grades for each pupil in every subject. ATL Grades are given on a regular basis throughout the year. The individual sheets are published via the Parent Portal. Parents should view the grades and acknowledge them via the link on the Parent Portal.

Pupils whose ATL grades are a concern are seen by their Form Tutor and Head of Year. Those who need encouragement to improve some aspect of their work, organisation or behaviour are placed on the Level 1 monitoring system. This means that each lesson, teachers review and comment on effort, attitude to study and whether work, including homework, has been completed. The day's monitoring comments are emailed to the pupil, and parents are able to view them on the Parent Portal. The Head of Year reviews the comments at the end of each week with the pupil and discusses new targets for improvement for the following week. Pupils remain on Level 1 monitoring until all members of staff concerned are satisfied that there has been a genuine improvement in effort and attitude or in organisational ability.



## **The House System**

Pupils are allocated to one of four Houses when they join the school. They attend House Assemblies and Inter-House competitions are run throughout the year. The Houses are Arden, Nicholson, Vernon and Warren.

## **Attendance**

When a pupil is absent from school, it is helpful to email [pupilabsences@stockportgrammar.co.uk](mailto:pupilabsences@stockportgrammar.co.uk) or 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 may 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 Head via the form available on the Parent Portal. 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 throughout the entire term. It is the responsibility of each pupil to be punctual every morning for the Form Registration at 8.40am. Form Tutors have to record details of any pupils who are late or do not have 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.

## **Pastoral Care**

Each year group has an experienced Head of Year who supports, advises and monitors children in conjunction with a team of Form Tutors. The Form Tutor regularly monitors their academic progress and well being and can refer issues and pupils to the Head of Year. Members of the Sixth Form act as 'Friends' to First Year pupils, providing guidance, reassurance and advice to help them settle quickly into our community.

We attach great importance to the development of excellent links between school and home. Your child's Form Tutor should be the first port of call for most day-to-day matters concerning an individual's welfare and progress. If you need to communicate with teachers, the easiest and most reliable method is via email. Alternatively, you may wish to telephone or to make an appointment with the Form Tutor, Head of First Year or Head of Lower School ([lawsonh@stockportgrammar.co.uk](mailto:lawsonh@stockportgrammar.co.uk)), particularly if the matter requires a longer time. Mrs Jo White, Deputy Head (Pastoral) works closely with the Heads of Section to ensure the pastoral care and well-being of pupils at all levels of the school.

All three Deputy Heads are always happy to offer help or give informal advice to parents ([kendricki@stockportgrammar.co.uk](mailto:kendricki@stockportgrammar.co.uk), [whitej@stockportgrammar.co.uk](mailto:whitej@stockportgrammar.co.uk) and [smithj@stockportgrammar.co.uk](mailto:smithj@stockportgrammar.co.uk)). If you would like to arrange an appointment with the Head, please contact Mrs Vanessa Deans, the Head's Secretary, to arrange a convenient time ([deansv@stockportgrammar.co.uk](mailto:deansv@stockportgrammar.co.uk)).





## **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. Punishments are not seen as retribution but as a deterrent and an exhortation to do better.

## **Co-Curricular and Outdoor Education Activities**

Pupils are encouraged and expected to take part in co-curricular and outdoor education activities in addition to those associated with school games teams, choirs, bands and orchestras. We offer a large selection of activities which are listed on the school website, together with details of when and where each activity takes place and how pupils can get involved.

## **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.



## Learning Support

The role of the Learning Support Department is to work with pupils, staff, parents and outside agencies to support those with additional needs such as SEND (Special Educational Needs and Disabilities) and EAL (English as an Additional Language). Our priority is to identify pupils with such difficulties as early as possible and to put strategies in place that will enable them to overcome their individual barriers to learning. All teachers have access to a bank of strategies known to be effective with pupils with a range of difficulties, and this resource is regularly updated to reflect recognised best practice.

For those pupils in need of more individualised support, a Pupil Summary is created with input from the pupil, parents, teachers and, where appropriate, outside agencies. The Pupil Summary details the pupil's strengths, interests and ambitions as well as their particular difficulties and gives clear advice as to how subject teachers can best support them. Pupils themselves are also given guidance as to what they need to do to achieve their potential. The Summary gives information about any additional support that is available to the pupil through the Learning Support Department and lists any examination access arrangements that the pupil may have been granted or that may be under consideration.

A very small number of pupils with complex additional needs have an EHCP (Education, Health and Care Plan) which may include local authority-funded support.

Lower School pupils may access additional support in one or more of the following ways:

- In-class or small group support provided by the Maths and English departments during timetabled lessons.
- Literacy Club, which takes place in the first half of the lunch hour one day a week.
- Timetabled Learning Support groups focusing on literacy, numeracy and study skills in Second and Third Year.
- One-off or regular one-to-one appointments with a member of the Learning Support Department.

Mr John Ross, Head of Learning Support, is often available without appointment in the Learning Support Department at the top of Convent House to discuss pupils' learning support needs before or after school or at break or lunchtime.

Examination access arrangements refer to any special arrangement that is made to enable a pupil to access examinations without being placed at a significant disadvantage compared to their peers. The most common access arrangement is the granting of 25% extra time to compensate for a pupil's very slow reading, writing or processing speed. It is important to understand that in order to avoid conferring an unfair advantage, this and any other arrangement will only be granted to Lower School pupils in end of year exams if the school has clear evidence of need.

For GCSE and beyond, access arrangements can in most cases be granted only if individual assessments have been carried out with a qualified assessor no earlier than the start of the Third Year. Ideally, the assessments should take place in school by our own specialist staff, although in some cases parents choose to pay for a more in-depth assessment with an Educational Psychologist. If parents are considering commissioning such an assessment, it is important that they contact Mr Ross at the earliest opportunity so that he can liaise with the assessor in advance of the assessment and ensure that any assessment data can be used by the school in accordance with exam regulations.

The Head 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



## **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 textbooks, fabric and specialist art materials.

## **What is Art in the Lower School like?**

Art and Design is taught to all pupils in the First and Second Year. At the outset, pupils are introduced to a basic Art knowledge by exploring themes including line and shape, pattern, positive and negative shape, tone, form, colour, texture and composition. These are investigated through a variety of dry media, paint, collage, print, or 3D. Importance is placed on understanding Art in the wider context and projects are designed to engender an understanding of cross-curricular and cultural issues as well as providing an introduction to the work of other artists and designers. Use of a sketchbook is encouraged and is key in helping pupils collate information and develop ideas and skills in parallel to the work completed in lessons.

The Second Year sets out to develop skills introduced in the First Year. 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 include letterforms, the portrait and movement. As skills develop, so more in-depth study is encouraged. Midway through the Second Year, pupils choose whether they wish to continue the subject into the Third Year. At this stage the course builds on the foundation skills laid in the first two years and begins to explore a wider range of media and techniques. Projects may follow a pattern of study similar to GCSE and more complexity is evident in the development of ideas through a range of taught processes.

The Third Year allows pupils to consolidate and explore again the formal elements, and to underline the nature of the design process from an initial idea, through development, to realisation. More complex themes, such as perspective, structure and microscopic imagery are explored in both 2D and 3D formats. The end of year theory exam tests the skills and understanding of areas taught throughout the Lower School. The Third Year forms an excellent foundation for those wishing to pursue the subject at GCSE level and beyond. 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 formed without a thorough grounding in the discipline of drawing, however, will never reach a satisfying conclusion and the department believes that drawing, in all its forms, is the fundamental bedrock of any Art education and can be taught!

## **Gallery visits and trips**

It is important that pupils are aware of Art and Design in the wider context and the theoretical element of the study of art, in both historical and contextual terms, is a major part of the department's teaching. Similarly, if a project demands it, pupils may find that they are taken outside the school grounds to draw and to gather visual information from source in the development of their classwork.

## **Clubs and Activities**

The department is open and available to pupils at lunchtime and after school on most days. In addition, there is a dedicated Art Club after school on one day each week. 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. In previous years, the club has helped to make the backdrops and props for use in the various school productions that take place throughout the year and this is a splendid way for pupils to get involved in the backstage aspects of these major productions. There is also a weekly Photography Club that aims to introduce pupils to the key skills associated with digital photography and, alongside this, pupils are encouraged to enter a termly photography competition.





## 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; Microscopes and Cells; Tissues, Organs, Systems; Human and Plant Reproduction; Muscles, Movement and Exercise; Forensic Science. Skill areas developed through the year include safety in the laboratory, accurate measurement and scaling, and the construction of graphs. Pupils develop skills in preparing microscope slides and the correct use of microscopes.

## Biology in Second Year

Subject areas include: The Variety of Living Things (including Classification); DNA Variation and Evolution; Drugs Education (considering both medicinal and recreational drugs); Ecology (including food chains and food webs); Predator - Prey Relationships and Decay and the Carbon Cycle.

## Biology in Third Year

We cover basic Biochemistry; Enzymes; Nutrition; Digestion; Breathing and Gas Exchange and Respiration. The principles of Diffusion, Osmosis and Active Transport are taught in context during the year. 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 chemical science where the pupils become equipped with the measuring, observation and recording skills that they will need for success in the future. Safe practice is key and the pupils learn how to conduct experiments with care. The differences between physical and chemical changes are studied in detail with the opportunity to use equipment and chemicals not available at KS2. There follows an introduction to the periodic table with the concept of elements and compounds and the idea of using chemical symbols being introduced. We then move into separating different mixtures and the pupils enjoy some larger scale experiments. Throughout the year we build on the ideas of chemical equations in the form of word equations.

## 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 and developing ideas of elements, compounds and mixtures. This enables us to begin looking at the formula of simple compounds which leads into simple chemical reactions and builds up to writing word and 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. Pupils in the Lower School are encouraged to perform their own research on a project they can choose and may be awarded CREST awards for their work.



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## 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 in the First Year and again at GCSE and A Level. Increasing numbers of pupils are opting to continue with the subject at university, either with or without Latin.

## First Year – Classics

We begin by looking at the Greek Gods and comparing them to other polytheistic religions. We see the differences and similarities in the attitudes of ancient and modern societies towards the gods. We then move on to discussing the achievements and behaviour of a range of Greek Heroes and Heroines, beginning with Theseus and Perseus before moving on to less well-known figures such as Antigone and Atalanta. We then finish by looking at the lives of people in societies across the ancient world. The pupils' study is backed up by lots of exposure to primary sources. 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 are introduced to Latin and the Roman world. 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). We spend time discovering how it was to live in an ancient society by examining what the sources tell us about the attitudes and behaviours of Roman men and women living two thousand years ago. Latin then becomes one of the language options which pupils can take in the Third Year.

## 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. We use 'Latin to GCSE' as the course book, which builds on the foundations of Second Year. We continue with a balanced curriculum which focuses both on the language and on the society which spoke and wrote that language. The vocabulary which the pupils will be using is all taken from the GCSE prescribed list. The pupils will pick up enough information over the course of this year so that they can make an informed choice on whether to take Latin, Classical Civilisation or both subjects at GCSE.

## Trips, Clubs and Activities

There are a number of clubs offered by the Classics department. First and Second Years can join Classics Club which gives pupils an opportunity to explore the ancient world through a variety of games, craft and other educational projects, such as animating Homer's Odyssey in Lego! Fifth Year and Sixth Form Classicists will have the opportunity to visit Greece and Rome.

## **Studying Computer Science**

The aim of the department is to equip Lower School pupils with the skills they need in order to be competent users of ICT systems as well as being able to understand how structured-programming is used to control and automate the technology around us. Computational thinking is a strand that runs throughout the Lower School syllabus and we encourage pupils to develop their higher level thinking skills when solving problems. This ability to choose, apply and justify will make them autonomous users of ICT, ready for the computer-rich world in which we live. Should they wish to pursue an interest in programming, the Computer Science curriculum will provide the building blocks to write code in a variety of languages and contexts.

## **Computer Science 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 using cloud-based systems for collaboration, research and storage; communicating and sharing information; creating ICT documents using a variety of software; online safety; and computer programming.

## **Computer Science in Second Year**

In Second Year, pupils build upon their core skills and are expected to continue the development of their use of cloud storage, communication and file management. The theme of Computer Science is stronger in this year with several units having a programming base. Pupils are encouraged to continue learning beyond the classroom and apply their learnt skills across the curriculum, thus embedding ICT into their everyday life at school. During this year, pupils will decide whether they wish to continue with Computer Science.

## **Computer Science in Third Year**

As an option subject in the Third Year, Computer Science is heavily geared towards the development of programming skills. There are three lessons per cycle with groups being smaller than the previous two years. Pupils choosing this should have demonstrated good logical and problem solving ability in the Second Year. They will also need to be proficient at Maths as much of the programming done relies on a strong understanding of mathematical formulae and algorithms. Over 50% of this year is taken up with programming and is the foundation of the GCSE requirement should the pupil want to continue. Pupils would be expected to develop their interest in Computer Science and programming outside the classroom.

## **Computer Science Facilities and Clubs**

The computer rooms are open at various times during the day to allow pupils to use the facilities. The Computer Science department also runs an Animation Club that teaches pupils to use computer animation software as well as using modelling clay and stop-frame animation software.





## Studying Design Technology

Design Technology is based in a modern, purpose-built studio 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 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. All pupils follow a course that covers Product Design and Textiles in the First and Second Year. They can opt to study either of these options in Third Year.

### Design Technology in First Year

In Product Design 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. In Textiles pupils will be taught about fabric classification and how products are constructed. They will take part in a Design and Make project in which they will construct a cushion. They will be introduced to a variety of techniques for applying surface patterns to textiles such as block printing and applique and how these can be applied to commercial products. This project teaches them to use basic hand processes and sewing machines.

### Design 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 shop.

Pupils studying Textiles Technology in Second Year will continue to develop their skills from First Year by building their confidence creating stitch and pattern on both the machines and by hand. They will be introduced to new skills such as CAD/CAM, heat transfer and zip insertion. They will take part in a Design and Make project in which they will construct a zipped case. They will also learn about Environmental issues that are linked to the Textiles industry.

### Design Technology in Third Year

All pupils studying a Design Technology option in the Third Year will study a common theory course covering Materials Theory, Design History and Sustainability and the Environment. If pupils opt to study Product Design in Third Year, they will be introduced to a wide range of manufacturing techniques such as casting and brazing. 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 picture frame and a clock based on their research of the Memphis design movement. In the Third Year, Textiles pupils will learn how to design products using pattern draughting techniques and use these in the production of a sports bag. They will use a computer controlled embroidery machine to decorate their final product.

## Studying Drama

In Drama, our principal aim is for pupils to be engaged and enthused by the subject whilst developing their interest and enjoyment in drama and theatre both as participants and as informed members of an audience. This is provided through Drama lessons in the curriculum and the wide range of co-curricular opportunities. The Drama department's approach to creative co-operation and collaboration has an important role to play in the personal and social development of all pupils. We ensure that pupils are given access to a range of opportunities, such as seeing live theatre performances and practitioner workshops. These experiences are provided to develop a variety of dramatic and theatrical skills, enabling them to grow creatively and imaginatively in both devised and scripted work. The school boasts two fully equipped teaching spaces as well as several larger spaces for live performances.

## Drama in the Lower School

In the First and Second Years, all pupils have one hour of Drama within the ten day cycle. Pupils are introduced to a diverse range of drama skills and media, including devising, issue-based drama, characterisation skills, creating theatre from different periods in history, mime and mask work, physical theatre, naturalism, stylisation, and the journey of taking a script from page to stage.

Pupils can opt to study Drama in the Third Year, where they follow a course that emulates the GCSE course. Pupils build upon the solid foundations set in their first two years, staging a text, developing devising skills, performing a bespoke piece of Theatre-in-Education for a primary school, developing their technical theatre skills, including stage lighting, and working with a professional artist or company on a piece of drama, with the aim of staging this in a local theatre. Pupils also develop their written analytical and evaluative skills, responding to GCSE-style questions.

## Co-curricular Drama

Opportunities to be engaged in co-curricular drama are extensive. We have a weekly Drama Club as well as regular theatre visits and workshops, which run throughout the year to engage and enthuse all pupils. Pupils also have the opportunity to be involved as performers and backstage in the three annual productions and numerous showcases and workshops. Recent productions have included A Christmas Carol; A Midsummer Night's Dream; The Lion, The Witch and The Wardrobe; and Wind in the Willows; as well as regular collaborations with the Music department including Dido and Aeneas; Les Misérables; and Chicago. In addition, a backstage and lighting club meet in the run-up to shows to focus on aspects such as set construction, prop and costume making, stage make-up, as well as how to light and operate sound for a production.

The department also offers the LAMDA qualification and leads the Arts Award qualification.

Commendations and colours are awarded in recognition of pupils' commitment to Drama and their sense of teamwork.



## Studying English

The English department aims to provide a happy, stimulating environment, in which 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 aims to develop the following skills in each pupil:

- The ability to read fluently and with confident understanding.
- A strong understanding of the grammar of English.
- The ability to respond in a sophisticated way to all manner of literary and non-literary texts.
- The ability to write with imagination and flair in a variety of ways; to express feelings and experiences, to persuade, to discuss and to analyse.
- The ability to communicate verbally with confidence in both formal and informal contexts.

In the Lower School, we aim to allow pupils the freedom to explore the English Language in all of its guises, whilst thoroughly preparing and developing the skills that they will need to flourish in the Middle School. As such, our Lower School assessment objectives are mapped closely to those required for GCSE English Language and Literature.

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. Each unit, however, will have a central assessment focus that pupils will track their progress against, in order for them to take ownership of their own development in the subject.

The demands made by units of work increase in terms of difficulty and sophistication as pupils progress through the school, as reflected by our bespoke Lower School mark schemes. All pupils are encouraged to develop their word-processing, desktop publishing and research in order to produce high-quality English assignments and presentations and to hone universal skills that are relevant to both academic study and the broader professional world. Similarly, self-assessment, reflection and refinement, and independent study skills are an expectation throughout the Lower School.

In First and Second Year, specific attention is paid to the development of independent and enthusiastic wide reading, through schemes such as Book Buzz, Poetry by Heart and the Lower School Book Club. By the Third Year, pupils will be engaging with demanding authors (Shakespeare, William Golding, Maya Angelou, George Orwell and Carol Ann Duffy- to name a few) and will be stretching their critical faculties far beyond the expectations of the National Curriculum, proving the best possible preparation for Key Stage Four.

The department also offers a range of opportunities for students outside the classroom, including theatre trips, creative writing clubs, poetry contests and more.



## **Food and Nutrition**

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 and Nutrition.

Areas studied include nutrition; the wise selection of foods in order to promote good health; food safety and hygiene. Our lessons are a mixture of theory and practical, 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 homemade bread, pastry and pasta products, sauce making such as bechamel, ragu and hollandaise and a variety of baked sweet goods. All our recipes are available to download via Frog.

### **Food and Nutrition in First Year**

Pupils develop a good understanding of the nutritional requirements of a healthy diet through a combination of theory and practical sessions. The focus of this course is on fruit and vegetables. Pupils will learn how to incorporate these into exciting and nutritious dishes as well as learning about food provenance and seasonality. Dishes include, tzatziki dip, ragu sauce, apple crumble and scones.

### **Food and Nutrition in Second Year**

The course builds on First Year work by focussing on the importance of correct nutrition for a healthy lifestyle. During Food lessons, pupils learn about carbohydrate foods and learn how to make and cook with a range of staple foods including, bread, pasta, rice, noodles and flour-based products. This work is supported by instruction on a range of more advanced food preparation techniques. The course culminates in Second Years developing and making a pasta sauce recipe and completing a bake off style technical challenge.

### **Food and Nutrition in Third Year**

Pupils who opt for Food and Nutrition extend their skills and knowledge in preparation for further study at GCSE. Food and Nutrition in third year aims to equip pupils with the knowledge, understanding and skills to be able to feed themselves and others better. Pupils will develop advanced practical cookery skills and techniques as they explore the underlying principles of food science, nutrition, food traditions and food safety. This course aims to inspire pupils to be inquisitive, creative and confident cooks. Dishes include sweet and sour chicken, eggs benedict with a homemade hollandaise sauce, palmiers with homemade flaky pastry.

### **What happens further up the school?**

At GCSE, the OCR Food Preparation and Nutrition course is designed to investigate the relationship between nutrition, diet, food choice and health. It develops pupils' ability to make informed choices regarding healthy diet and the effect of availability of food products. It also provides them with the skills of an informed consumer when choosing goods and services. The course is assessed by a one and a half hour written paper (50%) and two pieces of NEA (15% and 35%) which involves carrying out experiments on properties of food (15%) and then completing a three hour practical session on a topic set by the exam board (35%).

### **Trips**

Fourth and Fifth Years visit Borough Market in London to investigate Street food. We also invite a range of outside speakers such as butchers and fishmongers and members of the Vegetarian Society.

### **Clubs and Activities**

There is a Creative Cuisine Club for First Years where they can create interesting sweet and savoury dishes. A club is also run for Lower School pupils, where pupils get to make their own Christmas cake. Pupils can even enter the SGS Masterchef Competition which is sponsored by Almond family pubs as well as other national food competitions.





## Studying French

We aim to introduce pupils to the French language and 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 five 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 (five lessons per cycle)

In the First Year, we cover topics including descriptions of yourself, family and pets, leisure activities, school, food and restaurants, daily routine, home town and directions. Topics are used to explore vocabulary and grammar: in the First Year we cover the present tense of all regular verbs and some important irregular verbs, the perfect tense and how to talk about the future. The notion of gender, articles, adjectives, possessive adjectives and prepositions are also studied. All First Year pupils take part in the National French Spelling Bee competition and there are also Reading competitions throughout Lower School in all Languages.

### French in Second Year (three lessons per cycle and three lessons of German)

In Second Year, we consolidate and extend our knowledge of some of the important topics covered last year e.g. leisure activities, festivals and where you live. We consolidate and expand on the three time frames introduced in First Year and also study negatives. Pupils learn to talk about holidays and online activities and enjoy watching the film *Le Petit Nicolas* at the end of the year.

### French in Third Year (three lessons per cycle and three lessons of German, Spanish or Latin. Pupils opt for at least two languages but they can do three if they wish)

In the Third Year we aim to revise talking about the past, present and future, whilst enriching our vocabulary on some familiar and some unfamiliar topics. We complete a unit of work on the city of Paris and also look at the description of a holiday in the past tense, using both perfect and imperfect tenses. We also cover topics such as relationships with family and friends. We introduce GCSE-style speaking and writing tasks at this stage.

### Trips, Clubs and Activities

First Year pupils usually have the opportunity to travel to France in June and take part in a week of activities. We offer a French Exchange trip to Paris for Fourth Year pupils and our Sixth Form students have the opportunity to undertake a period of work experience in Nantes. There is also a Middle School Trip to Madrid for pupils studying Spanish and a German Trip to Munich for those in Third Year and above who study German.



## **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, Italy, USA and the Azores. The department is equipped with five dedicated classrooms which are well resourced. The current Third, Fourth, Fifth and Lower Sixth students will be embarking on two upcoming cross-cohort trips to study a range of geographical processes and issues.

## **Geography in First Year**

Pupils begin by considering the question 'What is Geography?' before embarking on an exploration of the physical and human geography of the UK. They then study core topics - Places at different scales (including studies of UK, Europe and Map and Atlas Skills), Mega cities and Coasts.

## **Geography in Second Year**

The course begins with a study of population, exploring how and why global population has changed so much over the last century and the implications that these changes have for both today and the future. This is then followed by a unit exploring Tectonics, followed by a study of Weather and Climate where the pupils are introduced to key elements of the weather and climate in relation to the UK.

## **Geography in Third Year**

Third Year pupils start with topics from the Edexcel A GCSE course, which, if they choose to they continue in Fourth Year. Pupils study Global Development, UK Landscapes and Rivers.

## **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 Worldwise Quiz. Pupils can join the Lower School Geography in Art Club, which aims to investigate geographical themes and landscapes through different forms of art.



## 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. We also strive as a department to promote diversity within history and cover a range of histories in the Lower School.

## History in First Year

The course begins with an introduction to the medieval world to set the context of their studies. We begin the course with a short study into the Silk Roads, the Islamic Empire and the place of Europe within that world. Pupils then 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. This is followed by studying the power of medieval monarchs and the factors that limited them. They also study the power of religion in the medieval world that ultimately led to the Crusades. The final term focuses on the Black death, Mansa Musa, the Wars of the Roses and events leading up to the Tudor period.

## 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 and science are covered with a specific enquiry into superstition, science and witchcraft. The course then moves forward to the study of Africa prior to the slave trade followed by a study into the effects of the slave trade. We then study the British Empire and the impact of the Industrial revolution on the people of Britain. Towards the end of the year, the emphasis is on local history.

## 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 and the legacy of the war are among events studied. In addition, we explore the struggle by women in Britain in the early twentieth century for the vote, and ultimately assess the factors that led to the vote being given to women. Subsequently, we then complete a short study on Tsarist and communist Russia and investigate the impact that communist rule had on Russia prior to the Second World War. Our attention turns to the causes and events of the Second World War. We take a look at key turning points of the War, including Dunkirk, the Battle of Britain, Stalingrad and D-Day. 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 unit, we take the opportunity to study aspects of the Cold War, 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. A major trip takes place every Easter. Destinations vary, having 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 castles and museums.



**We aim to:**

Enable pupils to develop independence of thought and an understanding of themselves as individuals, members of communities and global citizens. The course is comprised of an eclectic mix of PSHE, Citizenship (local/national/international) and Current Affairs which is aimed at providing pupils with a fast-paced, contemporary course that offers something for everyone.

Students are engaged in the study of a diverse range of topics from health and safety to religion and politics, and all pupils are provided with a comprehensive examination of some of the most important issues for young people today.

The department utilises a variety of software, media and resources to make lessons interesting and interactive. All teaching rooms are equipped with an interactive white board (IWB) and we have a departmental computer suite. 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 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.

**What is Life Studies in the Lower School like?****First Year**

In the 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.

**Second Year**

In the Second Year, we consider issues pertaining to conflict and politics, political systems in the UK, the impact of contemporary events on prejudice and discrimination, and stewardship. 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 the importance of promoting fundamental British Values.

**Third Year**

In the Third Year pupils examine a variety of 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, personal finance, drugs education and creating a Utopian society as their final Key Stage 3 project.

**What happens further up the school?**

Fourth and Fifth Year Life Studies lessons take place once a week and utilise debate, discussion and group work to explore modern day topics and current events. The course aims to give pupils the opportunity to gain essential life skills and investigate everyday adolescent issues. Some examples of the topics that will be covered over the two year period are Sexual Relationship Education (SRE), personal finance, discrimination and racism, work experience, driver's education, careers and basic first aid.

*A complete overview of our Key Stage 3 and 4 programme is available in the Pastoral section of the school website.*





## Studying Mathematics

Our aim is for all pupils to find Mathematics challenging and rewarding. A creative and confident approach to the subject is encouraged and pupils are asked to work both independently and in small groups, communicating ideas using appropriate mathematical language and symbolism. Each pupil will have a notebook where examples and explanations are recorded for reference and revision purposes. They will also have a text book as well as a class work book in which exercises are completed. Three pieces of homework are set each ten day cycle and they should take up to half an hour each to complete. Some of these tasks may be set online, making use of the website [www.MyMaths.co.uk](http://www.MyMaths.co.uk) and [www.mangahigh.co.uk](http://www.mangahigh.co.uk). All pupils are provided with individual login details and are encouraged to look at topics in advance or to consolidate understanding following what has been covered in class.

Pupils are regularly assessed in Mathematics, from which test scores and focus areas for improvement are recorded in pupil planners. This means every pupil has a record of their progress and what they can do to improve their learning. Follow up sheets to tests are given to pupils as required and are also available on Frog (a shared area that pupils can access from home). One teacher in the Mathematics department has responsibility for Numeracy Support to ensure that pupils who find Mathematics particularly challenging are helped to make maximum progress. Copies of the full syllabuses are available on the shared area of the school network.

## Mathematics in First Year

The First Year is designed to revise, and then develop, arithmetic theory and to introduce algebra and geometry. Investigational and problem solving work is used to develop independent thinking and stretch all pupils. Great emphasis is placed on correct and logical setting out of solutions showing all relevant working. Topics include number patterns, factors and indices, equations, statistics, probability, formulae, parallel lines, coordinates and volumes.

## Mathematics in Second Year

Mathematics becomes more demanding as the Second Year progresses and we start to group pupils by ability. 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 transformations, circumference and area of circle, polygons, percentages, Pythagoras' Theorem and straight line graphs.

## Mathematics in Third Year

Whilst all ability groups cover the same syllabus, they vary in the pace at which new theory is introduced and absorbed. We place pupils in sets to enable each individual to achieve their full potential. This judgement is based on performance in lessons, tests and exams throughout the Second Year. At the end of the Third Year, all pupils are re-grouped into new sets, allowing us to reduce class size for the GCSE course. The Third Year course introduces trigonometry, quadratic equations, inequalities, cumulative frequency diagrams, standard form, simultaneous equations and proportion.

## Co-curricular

Each year our most 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. We also enter pupils into the MEM Challenge, organised by the Liverpool Mathematical Society. Pupils also have the opportunity to participate in the Parallel Maths Project. The department facilitates support sessions and pupils are encouraged to see their Maths teacher if they need extra help.



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## 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, whilst also providing for and enthusing those with a more limited musical background. All pupils learn to play mainstream orchestral instruments in the First Year. In the Second Year, classes are divided into two groups. Music classrooms are well equipped with a substantial range of percussion instruments, keyboards and 40 computers, complete with Sibelius 7, Cubase, Audacity, Soundtrap, Noteflight and Muscore softwares for score writing, sequencing, electronic composition and research.

## Music in First Year

In the First Year, every pupil is given the opportunity to try a number of orchestral instruments with the tuition of specialist staff as part of their classroom Music curriculum. Much time is spent enabling pupils to learn instruments to which they are suited and extending the practical and theoretical skills of those who already play instruments. All pupils study pitch and rhythm notation and develop their keyboard playing skills throughout the year. In addition, pupils study topics such as African drumming, Minimalism and Musical Moods. Emphasis is also placed on whole-class singing.

## Music in Second Year

Musical knowledge is extended in the Second Year with the study of Blues Music, including related styles such as Rock n Roll and Swing. This is followed by a unit on keyboard playing. Pupils develop their composing skills through keyboard melody and chord-writing tasks and work with Noteflight and Soundtrap software. In the Spring Term pupils study World Music styles from Latin America, India, China and the Caribbean. They also study fusion styles combining different world traditions such as Bhangra and Bossa Nova. The year concludes with a project on Programme Music.

## Music in Third Year

Third Year pupils begin the year with a unit on Reggae. They then study music from the Baroque, Classical and Romantic periods and undertake related composing and performing using Noteflight and Soundtrap software. They also study Film Music, including the use of leitmotif themes to represent specific characters, and compose their own “hero” and “villain” themes. A significant emphasis is placed on understanding musical elements and music theory in preparation for the GCSE course. Regular opportunities exist for solo and ensemble performance. The year concludes with a unit focusing on the study of Experimental Music, exploring some of the more innovative approaches to music developed in the 20th and 21st centuries.

## Extra-Curricular Music

Opportunities to perform are extensive. We have numerous choirs, bands, orchestras and chamber-music groups, which perform in prestigious venues such as the Royal Northern College of Music. Recent tours have taken us to venues such as Keswick’s Theatre by the Lake and the Cathedrals of Brussels, Bruges, Ghent, Salzburg, Cologne and St. Mark’s Venice. SGS Chamber Choir has performed several times on the BBC Radio 4 Daily Service programme. Our performance schedule includes after-school recitals; a competitive annual Music Festival; several whole school concerts and a tradition of music and drama collaborations including recent productions of Dido and Aeneas, Oliver!, Godspell, Annie and Chicago. Music Bursaries are available which offer free lessons for children willing to learn the more unusual instruments. Commendations and colours are awarded in recognition of pupils’ commitment to their ensembles, team work and leadership.



Stockport Grammar's PE and Sporting provision is modelled on the belief that we provide sport for all and elite for some where we believe that both participation and competition should go hand in hand.

## Studying Physical Education

Physical Education 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. PE at Stockport Grammar is about providing a broad and balanced curriculum where students will be exposed to range of activities. In PE, participation, effort and attitude are highly valued and we hope that our varied programme helps encourage lifelong participation in sport.

## Games

In addition to PE, SGS also runs a games programme where our large department of over twenty staff members inclusive of fully qualified PE teachers and dedicated sports coaches teach the school's major sports. It is here where students begin to practise, develop and enhance their skills, where (if selected) they will represent the school on our extensive Saturday morning fixture programme. Our major sports include rugby, football, hockey, netball, cricket, tennis and athletics.

## Physical Education in the Lower School

In the First Year, all pupils have two hours of physical education, two hours of games and one hour of swimming within the ten day cycle. In the Second and Third Years, all pupils have two hours of PE and two hours of games within the ten day cycle. The main winter games for boys are rugby and football, and for girls it is hockey and netball. In the summer, boys concentrate on cricket and athletics, whilst girls focus their attention on tennis, athletics and rounders. The PE curriculum is diverse with activities including: athletics, badminton, basketball, cross-country, dance, hockey, fitness, handball, fitness, and volleyball.

## Extra-Curricular Physical Education

The inter-house sports competition has a central role within the school where it provides a very important level of representative experience for large numbers of pupils. Sports clubs are organised in a variety of activities including dance, archery, fitness, fencing, climbing, basketball, swimming, badminton and table tennis. These are not concerned with producing school teams, but rather to encourage widespread participation. The school fields a large number of teams, all of which have an excellent reputation in regional and national competitions. Girls' hockey, netball, and tennis, and boys' football, rugby, tennis and cricket have the highest participation numbers along with mixed cross country, swimming and athletics. School also fields teams in basketball, girls' football, girls' rugby and girls' cricket with provision and interest in these sports steadily growing.

## Prizes

School sports colours and commendations 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 bookshop. 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 explore the concept of energy and how processes happen through energy transfers leading to an understanding of efficiency. An introduction to forces includes the measurement of forces, the difference between mass and weight and an investigation into factors affecting friction. The Earth and Space module explains how the movement of the Earth relative to the Sun accounts for day, night and the seasons. It also includes some work on the Moon 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. Finally we experiment with light, gaining an understanding of rectilinear propagation and shadows, which leads to the study of eclipses.

## Physics in Second Year

Pupils are introduced to the idea of density leading into work on pressure. Pupils investigate expansion caused by heating and how heat is transferred by conduction, convection and radiation. Concepts of static electricity and circuits are explored through practical activities. Pupils then experiment with magnetism which develops into work on electromagnetism. 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 more phenomena of light such as refraction. We return to forces, this time with the focus on motion and motion graphs, weight and apparent weight, Hooke's Law and moments. 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. Finally, pupils have a brief introduction to nuclear physics and radioactivity. 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 a STEM club for First Years. Activities include making working models such as boats and cars.

The department also runs a science fair for pupils in the First, Second and Third Years. Pupils can enter individually or in groups of two or three. The task is to pursue a science project of their own choosing which leads to a competition judged by a group of senior prefects who take science A levels.

The department also runs an Astronomy Club open to pupils in the Second, Third and Fourth Years.





## Studying Textiles Technology

Textiles Technology is based in the Technology block with access to a wide range of technological facilities. We introduce pupils to a broad range of Textiles content within the classroom by covering a combination of research, design, making and theory. Pupils are encouraged to experiment with both manufacturing and creative processes to enable them to design and make textiles products that are of a high quality. They also learn about the important issues linked to the textiles industry, these include environmental, ethical, moral and cultural issues.

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

- Analysing and evaluating textiles products and processes
- Engaging in focussed tasks to develop and demonstrate textiles techniques
- Engaging in strategies for developing ideas, planning and producing textiles 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 textiles technology

All pupils follow a course that covers Textiles Technology in the First Year. They can opt to study Textiles Technology in the Third Year too.

## Textiles Technology in First Year

In Textiles, pupils will be taught about fabric classification and how products are constructed. They will take part in a Design and Make project in which they will construct a cushion. They will be introduced to a variety of techniques for applying surface patterns to textiles such as block printing and appliqué and how these can be applied to commercial products. This project teaches them to use basic hand processes and sewing machines. They then complete a Design and Make project to produce a gift for a local museum shop.

## Textiles Technology in Second Year

Pupils will continue to develop their skills from First Year by building their confidence creating stitch and pattern on both the machines and by hand. They will be introduced to new skills such as CAD/CAM, heat transfer and zip insertion. They will take part in a Design and Make project in which they will construct a zipped case and will also learn about environmental issues that are linked to the Textiles industry.

## Textiles Technology in Third Year

Pupils studying Textiles Technology in the Third Year will study a theory course covering Materials Theory, Design History and Sustainability and the Environment. Pupils will learn how to design products using pattern drafting techniques and use these in the production of a sports bag. They will use a computer controlled embroidery machine to decorate their final product. Third Year textiles pupils continue to develop their skills by then designing and making a fashion top. The focus and inspiration for this project is researching different eras of fashion trends and design movements. The final project in Third Year is an upcycling project which links perfectly with the research into environmental issues within the textiles industry.







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