

FOUNDED IN 1487

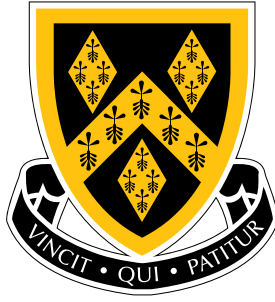
STOCKPORT

GRAMMAR SCHOOL



Just for Starters

INFORMATION BOOK



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Welcome to Stockport Grammar School, a highly successful and friendly school providing an outstanding education for children of all backgrounds.



We are fully co-educational as we believe that this is the best preparation for the world and workplace that our pupils will enter when they leave us. We know how important it is for them to feel confident working with and alongside others, regardless of gender, ethnicity, social or cultural background. Rather than separating boys and girls, we would rather encourage pupils to consider and discuss the experiences and viewpoints of those whose gender is different to their own.

We pay close attention to the needs of each individual pupil, developing their abilities, character and confidence. An exceptionally high standard of pastoral care creates a warm, caring and supporting environment, producing excellent relationships between pupils and their teachers.

Small classes and outstanding teaching by motivated and gifted staff produce pupils with independent and curious minds, able to work together to challenge ideas and to take the initiative in their learning. Pupils enjoy their lessons, gain excellent examination results and are well prepared for future study.

An enormous range of co-curricular opportunities in sport, music, drama, academic societies and outdoor pursuits nurtures the talents of individual pupils, helps to produce well-rounded young people and enriches the life of our community.

Founded in 1487, we have a long and distinguished history, but we look to the future and seek to ensure that we equip all our pupils to face the changes and challenges ahead with drive, enthusiasm and consideration for others.

Mrs Sarah Capewell
Head of Senior School



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AN INTRODUCTION TO THE LOWER SCHOOL

The first three years at Stockport Grammar School are regarded as an important foundation. In order to gain maximum benefit from the initial three years, all pupils are expected to devote themselves wholeheartedly to the life of the school both inside and outside the classroom. The more they put into the school, the more they will gain. In order to achieve this benefit, contacts between home and school are encouraged and warmly welcomed. This may be through informal contact with the Form Tutor, who has responsibility for the pastoral care of every pupil in the form, or by direct consultation with the Head of Year, Head of Lower School, Deputy Head (Pastoral) or the Head. The sooner concerns are discussed, the more progress is enhanced.

The First Year

Pupils join us from a range of primary schools. As the Entrance Examination is a selection procedure in itself, there is no setting or streaming. Pupils learn much of value from each other. The pupils relate to their Form Tutors who should be asked about any uncertainties, however small they may seem.

The Lower School Curriculum

The Lower School curriculum is designed to suit the particular abilities of our own pupils, offering a wide and varied programme of study. 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 strictly, but each subject shadows the requirements of Key Stage 3. Most pupils are entered for nine subjects at GCSE (KS4) and a range of over twenty subjects are offered at A Level.

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. Reducing the day to five lessons means that the children do not have so many books to carry around with them and the ten-day cycle allows more flexibility in delivering a wide curriculum. The children soon adapt to the system and it is clearly marked in their School Calendar.

Options

In the Second Year, pupils begin the process of choosing which languages and which creative subjects they wish to continue to study in Third Year. Pupils can choose five subjects from Latin, French, German, Spanish, Art, Design Technology, Food & Nutrition, Textiles, Computer Science, Drama and Music with a stipulation they must study at least two Languages.

The school's Careers Co-ordinator, 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 as to how to make their choices. Options are finalised after the Parents' Evening in the Spring Term.



Reports

Reports are sent to parents via the Parent Portal at the end of the Summer Term which gives a view of both term and examination performance. These are in addition to regular assessments, which are also sent to parents, and Parents' Evenings. The report includes the Approach to Learning and Attainment grades which have been awarded to each pupil. Each is awarded on a graduated 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 the first half of the Autumn Term. This is an information evening, at which you will be able to discuss with Pastoral staff how your child is settling in. You will be given the chance to meet all 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 or Assessment Tests

Examinations are taken in the Summer Term by every pupil in the Lower School. There are also end of unit tests which are run on a more informal basis by separate departments throughout the year. While examinations provide an indication of progress, they also provide invaluable experience in revising and learning. By the time GCSEs are taken in the Fifth Year, pupils know what is expected of them and how they should 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 Lower School, each pupil usually has up to one-and-a-half hours of homework every night, with thirty minutes being allocated to each of three subjects. It should all be done with the greatest possible care, because this is how understanding is acquired and work patterns and disciplines are established. The organisation of homework contributes significantly to the development of consistent work patterns.

Approach to Learning

Approach to Learning grades are given for each subject on a regular basis throughout the year. They are published via the Parent Portal; Form Tutors discuss the grades with the pupils in Form Time. Advice on how to interpret the grades is given at the first Parents' Information Evening.

Discipline

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 is a system of discipline founded on common sense, mutual respect and shared responsibility. 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. In a world of precious few positive constants, our pupils are encouraged to see that the whole school environment is working to their advantage as they seek to translate potential into achievement.

Coupled with this system of discipline is a scale of sanctions which can be invoked to encourage betterment and to heighten awareness of the pupil's responsibilities to their family, the school community and themselves. Sanctions are not seen as retribution but as a deterrent and an exhortation to do better.

Clubs and Activities

Pupils in the Lower School are encouraged to join many co-curricular activities in addition to those associated with school games teams, the choirs, the bands and the orchestras. Amongst the activities available for younger pupils are the Animal Club, Mindfulness Club, Basketball, Chess, Classics Club, Creative Writing, Dance, Drama, Swimming, Tactical Games Club, Fencing, Languages Club and many more. Outdoor activities include Kayaking, Mountain Biking and Climbing. A full list can be found on the website.

School Meals

We are committed to ensuring our pupils are provided with nutritious, appetising and wholesome meals to aid their creativity, energy and concentration throughout the school day. That is why we provide a comprehensive menu offering a range of healthy meals to satisfy any palate. All Senior School pupils stay for lunch and it is charged for separately per term. Our Catering Manager Mrs K Gosling is available to discuss any dietary requirements your child may have. She can be contacted on goslingk@stockportgrammar.co.uk. Please note that Stockport Grammar School is a nut free site and snacks containing nuts should not be brought to school.

If you require any further information, please do not hesitate to contact me on 0161 456 9000.

Mrs Helen Lawson

Head of Lower School



PASTORAL CARE

At Stockport Grammar School we believe it is the right of every child to feel happy and secure. Along with high quality teaching, we are also dedicated to providing excellent pastoral care.

FORM TUTORS

Form Tutors are primarily responsible for the pastoral care of pupils in their form. Pupils see their Form Tutors every morning and can ask about any uncertainties, however small they may seem. Form Tutors take the time to get to know each child individually and discuss with parents any difficulties that may arise. First Years also usually have two Form Periods per week. Form time for the First Year is aimed at ensuring pupils settle in to the Senior School and become confident in their new environment.

HEADS OF YEAR AND HEADS OF SECTION

Form Tutors work closely with the Heads of Year and Heads of Section - Head of Lower School (First to Third Year), Middle School (Fourth and Fifth Year) and Sixth Form - who have overall responsibility for the pastoral care of each child in their year group/section and ensure appropriate support as children progress through the school.

LOWER SCHOOL FRIENDS

Starting at a new school can be a daunting prospect for anybody. The Lower School Friends Scheme is run by Lower Sixth Form pupils who give their time to help First Years settle into their new environment. They help new arrivals to find their way around in the first few weeks and are available to reassure or advise them as they settle into school life.

SCHOOL NURSE

Pupils benefit from the support of two School Nurses. The School Nurses build good communication links between staff, children and home to make sure all pupils are well cared for as individuals. They are also responsible for developing protocols and care plans for the administering of medicines in school and the management of existing medical conditions such as Asthma, Diabetes and Epilepsy.

The School Nurses and Chaplain also make important contributions to our pastoral provision. Our pastoral care is additionally supported by counsellors from Beacon Counselling in Stockport who are available in school to support pupils on a one-to-one basis on a range of pastoral matters.

INDUCTION

A few days into the Autumn Term all First Year pupils take part in a three day adventure to Ilam Hall Youth Hostel in Derbyshire. The Hostel provides a comfortable and secure base from which to explore the area and undertake specially designed tasks. The children are accompanied by their Form Tutors and other members of the Pastoral team. The cost of the trip is met by the school.

HOUSE SYSTEM

Every pupil is assigned to one of the school's four Houses: Arden, Nicholson, Warren and Vernon. The Houses have a family atmosphere, with a support network that crosses all of the year groups. The House system gives pupils the chance to exercise responsibility, organisational skills and the ability to work as a team. The Sixth Form House Senior Prefects are the representatives of their House. They liaise with teachers and fellow pupils to ensure good communication and help to organise events and teams for Inter-House competitions.



INFORMATION ON FIRST YEAR CO-CURRICULAR ACTIVITIES

We have a wealth of opportunities available outside the classroom at Stockport Grammar School. More than 40 different activities are on offer to pupils in the First Year. Whether your child is interested in Dance or Debating, Cooking or Climbing, Art or Animation, Fencing or Football, there is something to suit every pupil's taste.

Co-curricular activities, as well as Music and Sports practices, run every day at lunchtime and after school, so there is always something to get involved in. We encourage pupils to try new activities as well as pursuing established interests. At the start of the First Year, the pupils are invited to a Co-Curricular Fair, where they can find out more about the activities and sign up for trial sessions. These activities support our pupils in developing in to happy, well rounded adults and are an important part of character education.

The list below gives you an idea of what was on offer in the Autumn Term last year. For the Summer Term programme you may visit the Beyond the Classroom section of the website.

- Allotment Club
- Amnesty International
- Archery
- Athletics
- Arts Award
- Badminton
- Ballet
- Big Band
- Boardgames Club
- Boys' Dance
- Boys' Vocal Group
- Brass Ensemble
- Brass Quartet
- Cello Choir
- Charities Club
- Chemistry Club
- Christmas Cake Club
- Chorus
- Christian Group
- Classics Club
- Climbing Club
- Concert Band
- Contemporary Dance
- Creative Writing
- Digital Skills Club
- Eco Schools
- Fencing
- First Orchestra
- First Year Book Club
- First Year Dance Club
- Girls' Hockey
- Golf
- Guitar Ensemble
- Harry Potter Club
- Junior Chamber Choir
- Junior Jazz Band
- Junior Percussion Ensemble
- Junior Strings
- Junior Woodwind
- Kayak Club
- Knitting and Nattering
- Mandarin Club
- Mini Model United Nations
- Now and Then Quiz League
- 'On the Same Page' Book Review Magazine
- PRISM (LGBTQ+ Group)
- Second Orchestra
- Spanish Club
- Spotlight On Talk
- String Orchestra
- Swimming
- Tactical Games and Chess Club
- Tap Dance
- Theory Class
- U12 and U13 Netball
- U12 Rugby
- Visual Designers Club
- VOX
- Wind Orchestra



CO-CURRICULAR ACTIVITIES



THE HALLAM LIBRARY RESOURCE CENTRE

We aim to help pupils to:

- Broaden their reading horizons
- Keep up-to-date with current affairs
- Research information for projects
- Catch up on homework
- Search for information effectively
- Develop their thinking skills
- Dip into a magazine
- Present their specialist knowledge
- Attend stimulating talks
- Find out more!

To support these aims the Hallam Library provides a welcoming and modern study space with networked computers and Chromebooks. The facilities enable pupils to read widely, study quietly and develop information literacy skills so that they become confident, discerning users of the wide range of information resources available today.

The Library stock, comprising of some 18,000 books, is continually updated to ensure that its range is both wide and of good quality. Resources are selected to support the curriculum and reflect pupils' interests and requests. Pupils can also access our online subscriptions from the Library and beyond.

In addition to class visits, various activities run throughout the year to promote the Library aims - these include reading groups, author and poet visits, a programme of 'Spotlight on...' talks, shadowing book prizes such as the Carnegie Medal for children's literature and a variety of additional activities to maintain enthusiasm for reading and discovery. The Library also welcomes Year 6 pupils from the Junior School offering them the opportunity to extend their reading.

The Library is open between 8am and 5.30pm every weekday during term time. Pupil library assistants support the smooth running of the Library during the lunch break and after school.



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.

We aim to:

Sustain a lively and creative working environment where high standards are fostered and maintained and where pupils recognise the subject as part of a living tradition.

What staff and facilities are available to the department?

The department is housed in its own building. There are four studios and a further resource area located on the top floor. A range of disciplines are taught including Painting and Drawing, Textiles, Print, Ceramics, 3D and Graphics. An important component of the subject is that ideas flow between the various disciplines and this forms an integral approach to the teaching practised in the department. A large number of pupils' pieces are displayed around the school.

How much time will I spend on this subject per ten-day cycle?

First Year	2 lessons with ½ an hour of homework
Second Year.....	2 lessons with ½ an hour of homework
Third Year	3 lessons with ½ an hour of homework
GCSE	5 lessons plus homework
A Level	10 lessons with additional individual study

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, textiles, 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. Sketchbook use is encouraged and is key in helping to collate information and develop ideas and skills and is developed 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 basis for those who wish to pursue the subject to GCSE and beyond.



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What happens further up the school?

GCSE Art and Design is a popular choice. The department follows the AQA syllabus that allows course based individual programmes that are marked internally and moderated externally. During the Fourth Year and at the start of the Fifth Year, pupils begin to complete a Portfolio (Unit 1) of work, which accounts for 60% of the total marks. An Externally Set Assignment (Unit 2), which includes a 10 hour period of timed supervision in which to produce a final piece, is completed at the end of the Fifth Year and makes up the remaining 40%. The course encourages candidates to develop their technical skills and a wide range of media is explored. In addition, pupils are encouraged to visit galleries and museums.

A Level sets in Art and Design usually consist of between eight and twelve pupils and teaching is divided between two members of staff. Two endorsements are offered: Art, Craft and Design, and Textile Design. We follow the AQA syllabus that provides the opportunity for thorough exploration and investigation of the subject. Techniques and principles established at GCSE are expanded upon and a wider range of media is introduced. A greater emphasis is placed on a personal response and the influence of artists, designers and other secondary sources are expected to feature increasingly in the development of work.

Pupils complete two components over the two years of the course. The first of these is a Personal Investigation (Component 1) into an idea, issue, concept or theme, supported by written material. The focus of the investigation must lead to a finished outcome or series of related outcomes and demonstrate an ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. During the second half of the Upper Sixth, pupils complete an Externally Set Assignment (Component 2) that culminates in a 15 hour period of supervised time, following a preparatory period, in which to produce resolved work. Both components are marked using the same criteria, with Component 1 accounting for 60% of the overall mark and Component 2, the remaining 40%.

Are there any trips?

It is important that pupils are aware of Art and Design in the wider context and theoretical attachments, in both historical and contextual terms, are a major part of the department's teaching. A pupil's ability to discuss their own, and other artists', work illustrates their understanding of the balance between objective and subjective as well as the practical and academic. At the start of the year, visits made to galleries are complemented by drawing days at sites away from the school studios and further gallery visits are encouraged throughout the year. Previously, the department has organised trips both nationally and abroad including to New York, Washington, Paris, Amsterdam, Berlin and Barcelona as well as to London, Liverpool and to Yorkshire Sculpture Park, and members of the Sixth Form have benefited from a residential drawing trip to Anglesey.

Are there any extra-curricular activities?

The department runs a dedicated Art Club after school on one day each week. Here, pupils from across the 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 and this is a splendid way for pupils to get involved in the backstage aspects of these major productions. For older pupils issues linked to art theory and practice are discussed in the Art Matters Club that meets at regular intervals during lunchtime.



We aim to:

- Encourage pupils to study living organisms and processes in a scientific manner
- Balance subject knowledge with the development of investigative skills
- Give pupils opportunities to design, carry out and evaluate practical experiments using a very wide variety of laboratory apparatus
- Emphasise the importance of health and safety in the laboratory setting to ensure the well-being of all pupils and staff working there

What staff and facilities are available to the department?

Five dedicated Biology laboratories are available, as well as a Sixth Form teaching room. Each laboratory is extremely well equipped, containing all basic laboratory apparatus and a variety of specialist equipment. We have integrated computers and projectors so that we can use PowerPoint or other computer presentations in the laboratories if we so choose. The Biology department staff consists of six full-time teachers, two part-time teachers and three highly qualified technicians.

How much time will I spend on this subject per ten day cycle?

Lower School.....three lessons with one hour of homework in total

GCSEfive lessons with two hours of homework

A Level eleven lessons with additional individual study

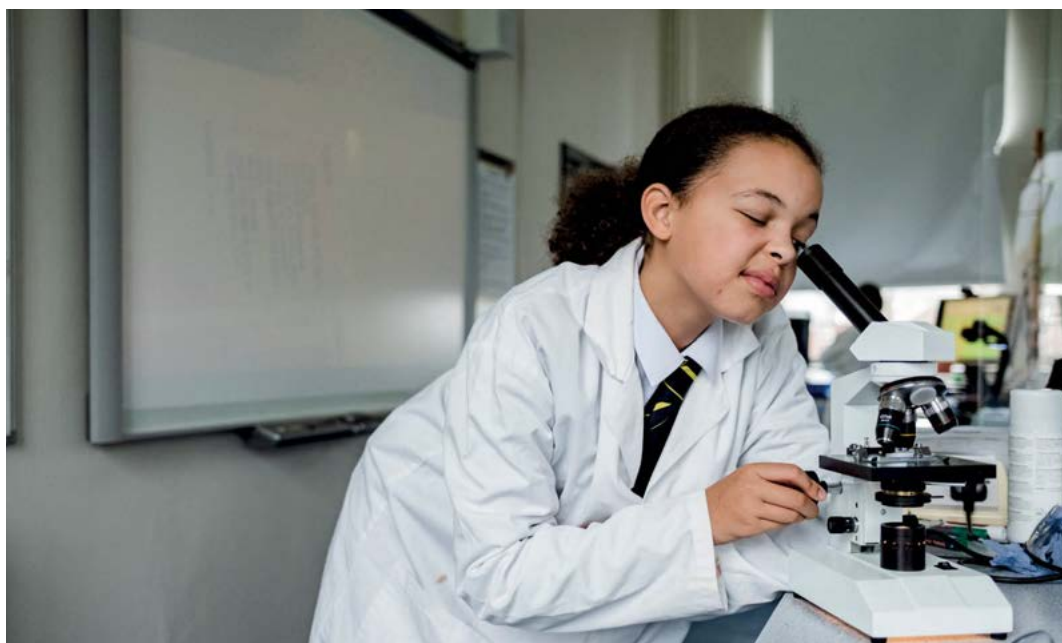
What is Biology in the Lower School like?

In the first three years Biology is taught as a separate science. Pupils are introduced to the world of living organisms and cover many of the basic topics that are fundamental to the study of Biology.

First Year topics include: characteristics of life, cells, tissues, organs and organ systems; animal reproduction; bones, muscles and joints and forensic science.

Second Year topics include: variety of living organisms and classification; DNA and variations; nutrient cycles; food chains and food webs; drugs education.

Third Year topics include: basic biochemistry; enzymes; diffusion and osmosis; diet and digestion; gaseous exchange and respiration.



Pupils are encouraged to study living organisms and processes in a scientific manner. Topics are taught balancing subject knowledge with the development of investigative skills, including opportunities to design, carry out and evaluate practical experiments. 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.

What happens further up the school?

At GCSE we follow the Edexcel IGCSE Specification which enables pupils to:

- acquire knowledge and understanding of biological facts, concepts and principles
- develop an appreciation of the significance of biological facts, concepts and principles and the skills needed for their use in new and changing situations
- appreciate the importance of accurate experimental work to scientific method and reporting
- form hypotheses and design experiments to test them
- sustain and develop an enjoyment of, and interest in, the study of living organisms
- evaluate, in terms of their biological knowledge and understanding, the benefits and drawbacks of scientific and technological developments, including those related to social, environmental and economic issues

The design of the course provides a basis for progression to further study in Advanced Level Biology.

At A Level we follow the AQA Biology Specification. At any one time, pupils are engaged in two separate lines of study, each taught by a different member of staff. Practical work is integrated into the theory lessons where appropriate. Ecology is studied partly theoretically in the classroom, but largely on a four day intensive Field Study Course.

Are there any extra-curricular activities?

The Animal Club is targeted towards Lower School pupils. They are taught how to look after the animals in a safe and correct manner. 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.

The Biology Challenge

Pupils in the Fourth Year are entered for the Biology Challenge. This is a national online competition which takes place in school. Its aims are:

1. To encourage an interest in Biology beyond the school curriculum and stimulate curiosity in the natural world
2. To involve as many pupils as possible in a challenging and interesting Biology competition
3. To act as a junior version of the British Biology Olympiad, raising its profile and encouraging participation

The Biology Olympiad

The British Biology Olympiad challenges and stimulates gifted students with an interest in Biology to expand and extend their talents. In offering a wider syllabus than A Level, it allows gifted students to demonstrate their knowledge and to be suitably rewarded and publicly recognised by the award of medals, certificates and other prizes. It is hoped that competing in the Olympiad will encourage students already interested in this valuable, wide-ranging and rewarding subject to continue their study beyond A Level.

Above and beyond Biology

An extension group meet weekly to explore and extend their knowledge of current topics of interest.

We aim to:

Inspire and excite pupils about the Chemistry of the world in which they live. We hope to achieve this by teaching the basic principles and experimental techniques that are the foundations of Chemistry using interesting situations that are applicable to the modern world.

What staff and facilities are available to the department?

We have five well equipped laboratories. One of the laboratories incorporates six fume cupboards for A Level experimental work of a more hazardous nature. The department is staffed by seven full time teachers and three highly qualified technicians.

How much time will I spend on this subject per ten day cycle?

Lower School..... three lessons plus homework
GCSEfive lessons plus homework
A Level ten (L6) or eleven (U6) lessons with additional individual study

What is Chemistry in the Lower School like?

Chemistry is taught as a separate science. The course is designed to offer as much practical work and investigative Chemistry as possible to help pupils develop the skills of fair testing and analysis. The pupils gain an appreciation of Chemistry's place in society by exploring subjects such as pollution. In the Third Year we build the foundations for success at GCSE, both in the chemical theory of atoms, formulae and equations and by making links with the other sciences in practical experiments.

What happens further up the school?

At GCSE we follow the Edexcel GCSE syllabus. The range of topics is extended and practical skills are further developed. This is a traditional, linear course with all exams taken at the end of the Fifth Year. Whilst there is no coursework component, the practical demand is high and the pupils undertake a huge range of experiments to further their understanding of the content being taught.



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The A Level course follows the OCR syllabus. This is also a traditional, linear course with three exams taken at the end of the Upper Sixth year. The first topics in the course are selected in order to refresh and expand the candidates' knowledge and understanding of atomic structure and bonding and also to instil an appreciation of the mole concept and its many applications. Later sections of the course cover topics such as energetics, equilibria, kinetics, transition metals, periodicity, acid-base reactions and organic chemistry. The emphasis is on achieving a much greater understanding of why and how chemical reactions take place and creating links between the various branches of the subject. Practical work is heavily integrated into the course and is assessed as part of the Practical Endorsement.

Are there any extra-curricular activities?

There is a Lower School Chemistry Club which meets once a week to perform exciting experiments which are outside the normal sphere of the syllabus. Chemistry Clinic is run weekly by Sixth Form Chemists where Lower School pupils can get support with topics they find difficult. Third, Fourth and Fifth Years can take the opportunity to run their own research project for which they might win a CREST award. Each year we enter the Royal Society of Chemistry's Chemquiz where the team is made up from pupils in the Second, Third and Fourth Years.

Second Year pupils are invited to attend the annual Salters' Festival of Chemistry based at a local university. The festival provides pupils with the opportunity to attend university for the day and perform a series of supervised experiments in university laboratories.

Fourth Years can attend *Science Live!* where they can hear famous scientists speak.

Sixth Formers can enter the RSC's Schools' Analyst Competition and attend sessions to prepare ahead of the Cambridge Chemistry Challenge and RSC Chemistry Olympiad where we have a good record of success, with some pupils coming in the top 5% of the worldwide entrants during the 2021-2022 academic year.



What is Classics?

Classics is the study of human nature examined through the prism of the Ancient World. We compare the past with the present to gain an understanding of the universal truths of human behaviour, regardless of era, society and creed. The subject appeals and challenges in different ways throughout a pupil's time at the school. From discussing the behaviour of the gods in the First Year to translating Virgil from the original Latin, from analysing the heroic quality of Achilles to describing the beauty of a Classical sculpture or analysing Ovid's descriptive power; Latin and Classical Civilisation offer great depth of study to enquiring minds.

What staff and facilities are available to the department?

There are four full-time Classics teachers. The department makes full use of the large number of visual resources available for this subject. The department is visually exciting with models of the sanctuaries of Zeus at Olympia and the Acropolis in Athens. There are also dioramas showing the famous battles of Alexander the Great.

How much time will I spend on this subject per ten day cycle?

First Year one lesson with 30 minutes of homework
 Second and Third Year three lessons with two 30 minute homeworks
 GCSE five lessons with four 30 minute homeworks
 A Level ten lessons with additional private study

What is Classics in the Lower School like?

First Years study the myths of the Ancient Greeks - Theseus and the Minotaur, Heracles, the Trojan War and many others - before moving on to learn about important aspects of life in Ancient Greece. Second and Third Years study Latin, we help the pupils to approach this most challenging of subjects with confidence and determination.

What happens further up the school?

At GCSE, pupils can choose between Latin and Classical Civilisation or, for true Classicists, study both. In GCSE Classical Civilisation, pupils will read Homer's *Odyssey* – the first and greatest adventure story, composed nearly three thousand years ago. The pupils will learn to appreciate and respond to this wonderful poem. They will also look at the importance of



Performers in *Dido and Aeneas*

gods and mythological heroes to ancient Greeks and Romans. They will learn to interpret a variety of primary sources including ancient art and architecture, produced in Mycenae, Athens and Rome.

A Level Classical Civilisation involves the study of a number of different aspects of the immense cultural achievements of ancient Greece and Rome. The pupils will study Homer's *Iliad*, to many the greatest achievement of western culture. Despite the intervening years, the poem retains its power and relevance. They will follow this by studying Virgil's *Aeneid*, the great epic poem of ancient Rome, which tells the story of the journey of the hero Aeneas from the embers of Troy to a new life in Italy. There are also two innovative topics which focus on themes which retain their relevance today: "Invention of the barbarian" focuses on the attitudes of the Greeks towards the Persians and the East in general, "Love and Relationships" looks at the works of ancient poets and philosophers on this theme.

A Level Latin is the culmination of many years study of the language. By this stage pupils will be translating original Latin, written two thousand years ago, with confidence and an emerging sensitivity. Pupils learn to appreciate Ovid's rich humour, Virgil's epic grandeur and Tacitus' biting sarcasm. Classical courses continue to be popular choices at University for many of our pupils. Extension sessions which focus on a variety of Classical topics are offered to Fifth Year and Sixth Form pupils. Topics covered may extend on the GCSE and A Level syllabuses or may be of more general interest.

Are there any extra-curricular activities?

There are a number of clubs offered by the Classics department. First Years can join Classics Club which gives pupils an opportunity to explore the ancient world through a variety of craft and other educational projects, such as animating Homer's *Odyssey* in Lego, or recreating the glory of the Parthenon with kitchen rolls and MDF. In most years, the Classics Play is performed in the Spring Term. Lower Sixth pupils work together on a production of an ancient Greek tragedy. Suitable pupils in the Third Year are offered the chance to take Ancient Greek GCSE in the Fourth Year, after a course of extra-curricular lessons. The department also helps to run 'Symposium' a regular lecture/discussion group in the library.

The Classics Play

The Classics Play has been running for fourteen years. In 2022, a cast of Lower Sixth Formers put on an adaptation of *The Frogs* by Aristophanes. In 2023, performers from various years collaborated with the Music, Dance and Drama departments to stage Virgil's *Dido and Aeneas*.

Do you go on any trips?

In 2023 the department took a party of pupils from the Fourth Year and Sixth Form to Rome. We will be visiting Athens, Delphi and Olympia in 2024. The Sixth Form have been on trips to the British Museum in London, Chatsworth House in Derbyshire and the Ashmolean Museum in Oxford. Regular theatre trips and museum visits are also offered.

We aim to:

Ensure that all pupils are computer literate and have the opportunity to reach their potential in using the computer facilities, not only in discrete Computer Science lessons, but across the whole curriculum.

What staff and facilities are available to the department?

The department is staffed by two full time, and two part-time members of staff. There are three main ICT suites which are part of the school wide network. In addition, many departments have their own computers that are used by pupils to carry out research and present their work. Each ICT Suite has an interactive whiteboard and colour laser printer.

How much time will I spend on this subject per ten day cycle?

First and Second Year two lessons plus homework
 Third Year three lessons plus homework
 GCSE five lessons plus homework

How big are the classes?

First and Second Year Computer Science is taught in form groups of up to 24. Third Year is an option group of around 20 pupils. GCSE classes are generally smaller.

What will I be learning?

In the first two years pupils develop an understanding of how to use and program a computer to achieve a variety of solutions to everyday tasks. This includes research, communication, security and collaboration along with some computing theory and programming techniques. Pupils have their own e-mail address and access to the Internet, through our filtered line, to access the variety of resources both in school and from external providers. If pupils choose Computer Science in the Third Year they begin to learn the theory and practical skills needed to go on to be a GCSE candidate. This includes advanced programming, cryptography, database design and the theory of algorithms. Pupils who move on to the GCSE course will then develop extensive programming as well as learning about how computer systems work and communicate.



Can I do my homework at school?

Yes, whenever the Computer Science Suites are open. Pupils can also access the school network from home using the Citrix gateway. This means that work started in school can be continued at home and vice versa. Pupils are also encouraged to use Citrix when working from home as it means their work is stored on our servers and is backed up each night. This removes the need for transporting important files on USB pen drives. Pupils also have access to Office 365 which allows them to store files in the cloud and then access them in school.

When can I use the computers?

Pupils can use the computers before school in the library and at lunchtime in CR3 (Library Computer Room). ICT staff are also available some lunchtimes to offer support and catch up to pupils who need it.

Are there any clubs?

Animation Club meets in Computer Room 2 (CR2 is in the Woodsmoor Building) one lunchtime per week and covers many aspects of computer animation using software and modelling clay.

Can I play games?

Our policy is that the network is provided for educational purposes only. Pupils are not allowed to play computer games on the school computers unless it is part of a class activity specified by a teacher.

Access to resources

Pupils can access email and the school network via the Internet. We also have a virtual learning environment VLE (Frog) that has lesson resources and homework tasks, ClickView which is an online video library and Office 365 which gives access to cloud storage and the Microsoft Office applications on any device.



We aim to:

- Enable pupils to respond creatively to a variety of stimuli, and to use a range of dramatic forms and techniques to express ideas and feelings.
- Give pupils the confidence to communicate effectively both verbally and non-verbally, whilst developing effective collaborative skills with others in a group.
- Equip pupils with the tools to constructively analyse and evaluate both their own work and that of others.

What staff and facilities are available to the department?

Drama is taught by three fully qualified Drama teachers and is housed in three well-equipped studios. Many of the school's large spaces are used for extra-curricular productions, including the Main Hall, Hallam Hall and the Quads.

How much time will I spend on this subject per ten day cycle?

First and Second Yearone lesson
 Third Yearthree lessons plus homework
 GCSE five lessons plus homework
 A Level ten lessons with additional individual study

What is Drama in the Lower School like?

A number of drama skills are taught alongside each other throughout the curriculum. Specific skills such as acting, script work, staging, devising, or the study of different theatre genres and periods in theatre history will be taught. Pupils will work individually, in pairs, small groups and as a whole class. In most lessons they will participate in active independent learning to create pieces of drama which they, their peers and their teachers will evaluate. Developing skills such as teamwork, time management, focus and control will be integral to each lesson. Regular workshops and theatre visits are also organised.

Are there any extra-curricular activities?

Opportunities to be engaged in extra-curricular drama are extensive. We have a weekly Drama Club, where pupils are encouraged to get involved and have fun. 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. Pupils have the opportunity to be involved as performers and backstage in the three annual productions and numerous showcases and workshops. Recent productions have included *The Wind in the Willows*; *The Lion, The Witch and the Wardrobe*; *The Play That Went Wrong*; *A Christmas Carol* and *A Midsummer Night's Dream*, as well as regular collaborations with the Music department including *Annie*; *Les Misérables*; and *Chicago* and *Dido and Aeneas*.

The department also offers the LAMDA qualification and leads the Arts Award qualification. Drama is offered at GCSE and at A Level. The Edexcel syllabus is followed.



The cast of the 2023 production of 'The Wind in the Willows'

- Knowledge about how language works and is correctly employed
- Responses to literature of all genres and at an increasing level of sophistication
- Language skills in a variety of ways: to express feelings and experience; to persuade; discuss and analyse
- Formal and informal oral communication skills

What staff and facilities are available to the department?

The department has a staff of seven full-time teachers and three part-time teachers. We occupy rooms in the new Woodsmoor Building. We make extensive use of the Library and the ICT Suites, author visits and workshops are arranged throughout the year.

How much time will I spend on this subject per ten day cycle?

Lower School.....six lessons with up to two hours of homework
IGCSE.....English and English Literature (Compulsory)
seven lessons with two hours of homework each week
A Levelten/eleven lessons with additional individual study

What is English in the Lower School like?

Work is taught in such a way that several aims are covered at a time. For example the close reading and study of a text can encourage creativity through the production of writing in a variety of forms. Presentation and oral communication skills are developed through discussion or dramatic role play and, as an integral part, specific technical skills such as spelling and grammar are learnt. We also organise theatre trips.



English pupils recreate masquerade masks while studying Romeo and Juliet

What happens further up the school?

At IGCSE we concentrate on preparing pupils for the compulsory English and English Literature examinations, which are based on non-literary and media texts as well as the study of classic plays, poetry and novels. Pupils are given the opportunity to respond analytically, personally and imaginatively to texts which are studied in class.

At A Level we study modern prose texts such as *The Great Gatsby*, and *The Handmaid's Tale* alongside Shakespeare's plays, modern drama and love poetry through the ages. Theatre visits are organised and at the end of the Lower Sixth, a residential visit to Stratford or London is arranged.

Are there any extra-curricular activities?

Pupils are encouraged to enter writing competitions. There is a Lower School Creative Writing Society, during which pupils meet to generate their own creative pieces, often with multi-media input. Their pieces appear in our Literary Magazine, 'Like, Literary'. There are also reading groups, including an Extension Reading Group for those who enjoy a challenge. Debating and MUN are also popular weekly activities for many pupils.

We aim to:

- Provide a learning environment in which pupils can both enjoy language-learning activities and find intellectual stimulation
- Develop pupils' fluency and accuracy in the four skill areas of listening, speaking, reading and writing
- Equip pupils to be successful in public examinations and beyond

What staff and facilities are available to the department?

The department is staffed by six teachers and occupies five classrooms and one smaller room, used by Sixth Form groups. There are also two language laboratories, one of which is a multi-media centre. Both are equipped with the latest *Sanako* language learning software which allows pupils to listen to the language at their own pace and record oral answers.

How much time will I spend on this subject per ten day cycle?

First Yearfive lessons with three 30 minute homeworks
 Second and Third Year three lessons with two 30 minute homeworks
 GCSE five lessons with two hours of homework
 A Level ten lessons with additional individual study

What is French in the Lower School like?

Pupils are taught in form groups. We use the core textbooks, *Tricolore* and *Dynamo*, supplemented by our own materials. Topics covered include: self-identification, where you live, pets, sports and hobbies, clothes, food and drink, shopping and a variety of other real-life situations. Pupils are encouraged to speak and write at length. Activities are varied and include the use of pair work, group work and projects, as well as interactive whiteboard activities. Lower School pupils have the opportunity to take part in several competitions, some run in school and some organised nationally. All First Years enter the national French Spelling Bee and there are reading and translation competitions for older pupils.

What happens further up the school?

We currently prepare pupils for the AQA GCSE French examination. On average each group has 18 pupils. The course book used is *AQA French GCSE Higher* and we study topics such as



First Year pupils on their trip to France

health, leisure, holidays, home, environment, work and education. Pupils are encouraged to speak and write at length for their own self-expression as well as for the purpose of the public examination. We subscribe to the language learning website *Language Gym*, *Wordwall* and *Linguascope* which allows pupils to practise vocabulary on their own at home. The department has an excellent record of results with a high percentage of candidates gaining the highest grades.

At A Level there is usually one group in Lower Sixth and Upper Sixth. Each group consists, on average, of ten pupils. The groups are taught by two teachers, each of whom is responsible for a particular area of the specification. Of the ten lessons each cycle, two are in the language laboratory. Upper Sixth pupils study two set texts (currently the novel *L'Étranger* by Camus and the film *La Haine*) and a range of language topics, such as culture, politics, social issues and multiculturalism. Built into the courses are opportunities for thorough revision, consolidation of grammar and chances to visit productions of French plays and conferences. Pupils sit the AQA A Level examination.

Are there any trips?

Pupils have the opportunity to participate in a language and culture trip to Northern France towards the end of First Year; pupils stay in a PGL centre near St Omer and enjoy a variety of activities which allow them to practise their language skills and have fun together. In Middle School, we currently offer an exchange trip to Paris for pupils in Fourth Year. Trips to see French films at the Home Cinema in Manchester are also organised.

Is there a Language Assistant?

The Language Assistant works mainly with the Sixth Form but each Fourth and Fifth Year set has the chance to work with the Language Assistant once a week.



Aim:

The Geography department aims to promote, encourage and develop an interest and enthusiasm for the study of Geography. We seek to develop pupils as geographers in three key areas:

- Geographical knowledge and understanding: develop their knowledge and understanding of the characteristics, processes and challenges found in different physical and human environments at a variety of scales and locations
- Geographical Skills: students will learn a range of skills to critically analyse different geographical issues and challenges to draw reasoned conclusions
- Geographical Resourcefulness: our pupils will become able to confidently draw upon their knowledge, understanding and skills as well as use their initiative and creativity in pursuit of solutions to the various geographical challenges they will study

Staff and Facilities:

The department is staffed by six geographers and occupies five rooms in the Hallam Building. The rooms are all equipped with networked computers with Internet access and interactive whiteboards. The department also has access to a class set of iPads.

Subject time per ten day cycle

Lower School.....three lessons with two 30 minute homeworks
GCSE.....five lessons with four 30 minute homeworks
A Levelten lessons with additional individual study

What happens in the Lower School

The curriculum begins to develop the students as geographers by providing them with an introduction to different geographical areas of study across a range of different themes and geographical scales. This includes a study of their local area and then, more broadly, a study of the rest of the UK, the European Union and the wider world. Key geographical skills are developed throughout the Lower School curriculum.

Key areas of study include:

- First Year: UK Geography, Settlement, Map Skills and Coasts
- Second Year: Population, Weather and Climate and Tectonics
- Third Year: Global Development, UK Landscapes and Rivers

What happens further up the school?

GCSE:

The department follows the Edexcel A GCSE course.

The course develops a wide range of geographical skills and builds a good base of knowledge and understanding across a number of different areas.

Students will study a range of topics, some physical and some human, but all with some interaction and interconnection. Physical topics include rivers, weather hazards and ecosystems and their management. Human topics include urban change, global development and resource management. There will be two major field work opportunities, one focusing on a physical area of study, the other on a human area of study which will feature as part of the final examinations. There is no coursework.

A Level:

The course aims to equip students with a high level of knowledge, understanding and skills through the study of a range of physical and human geographical environments and processes which are all relevant and important to the changing world in which we live. A broad division is made between physical and human geography and each student will be taught by members of staff who are specialists in their field. Students attend a residential field trip for a coastal study and travel to Manchester to explore the extensive regeneration that has taken place in the city.

The A Level is linear and will be assessed at the end of the Upper Sixth via three different exam papers and an independently researched piece of coursework.

Field Trips

We endeavour to take pupils out of the classroom as often as possible to experience Geography in the field. There are core field trips across Lower School, GCSE and A Level, and we offer further trips on a voluntary basis. Students have recently visited Iceland, the Azores Islands, Llanduno, Stockport and Yorkshire's Holderness Coast. Trips are organised regularly to the Peak District and Manchester for Lower and Middle school field work.

Clubs

A Level geographers are encouraged to join the local branch of the Geographical Association and/or the Royal Geographical Society (the department is a schools member of both) and regularly attend lectures at Manchester University and elsewhere in the region where possible. We offer a Lower School Geography in Art Club which aims to investigate geographical themes and landscapes through different forms of art. SGS now enters and coaches pupils for the Royal Town Planning Institute Young Town Planner Award and the Royal Geographic Society Young Geographer of the Year Award.

The school is invariably represented at the local round of the GA Worldwide Quiz by a team of Fifth Years who compete with success.



Pupils on the 2022 trip to Iceland

We aim to:

- Provide a learning environment in which pupils can enjoy language learning activities and find intellectual stimulation
- Support the acquisition of study skills across the curriculum e.g. systematic learning, clarity of presentation, language awareness, independence, dictionary and ICT skills

What staff and facilities are available to the department?

The department is staffed by six full-time and part-time German teachers. We also have a German assistant. The Languages building has five classrooms, a dedicated Sixth Form classroom, a language laboratory and a multi-media centre. Both are equipped with the latest *Sanako* language learning software which allows pupils to listen to the language at their own pace and record oral answers.

How much time will I spend on this subject per ten day cycle?

Second and Third Yearthree lessons with two 30 minute homeworks
 GCSE five lessons with two hours of homework
 A Levelten lessons with additional individual study
 All A Level pupils have one session per week with the German assistant

What is German in the Lower School like?

There is no setting or streaming by ability. The course book used in the Lower School is *Stimmt*, a lively course book with interactive accompanying material. Other materials used include German websites and TV programmes. We subscribe to the websites Language Gym, Wordwall and Linguascope which support and extend pupils in their learning.

Second Year topics include: greetings, pets, countries and towns, food, colours, numbers, time, age and birthdays, timetable and school subjects, days of the week.

Third Year topics include: weather, seasons, past tense, holidays, trips and arrangements, lost property, illnesses and exercise, money and shopping, directions, suggestions for activities, TV programmes, birthday celebrations and past and future tenses. We encourage a competitive spirit by running reading competitions for Lower School and encouraging participation in national translation and writing competitions.

What happens further up the school?

In Fourth and Fifth Year we follow the AQA GCSE syllabus. On average each group has 18 pupils. By the end of the course, pupils should be able to communicate effectively in most situations when visiting Germany on holiday or on an exchange visit. The course also offers excellent preparation for further study of the language. Pupils use the website Language Gym to practise exam vocabulary and grammar. The department has an excellent record of results with a high percentage of candidates gaining the highest grades.

At A Level sets are, on average, between eight and ten pupils. The groups are taught by two teachers, each of whom is responsible for a particular area of the specification. The course book used is *AQA German for Year 12*. We prepare pupils for the AQA examination.

Topics taught in Lower Sixth include:

- Family and relationships
- German festivals and traditions
- The city of Berlin
- Television and communication technology

Topics taught in Upper Sixth include:

- The multicultural society (immigration/integration)
- Politics, Germany and the EU
- Literature (*Die Verwandlung* by Kafka)
- Film (*Goodbye Lenin*)

Are there any trips and clubs?

All pupils who study German are invited to take part in a trip to Munich which takes place in February. We visit the main historical sights and more modern ones such as BMW World and the stadium of Bayern Munich. There is also a visit to Neuschwanstein fairy tale castle and German lessons in a local language academy.

The department also organises study visits for the Sixth Form to Berlin every two years. Trips to Home Cinema and the Goethe Institut in Manchester to see German and other foreign films are offered.



Pupils on the German trip to Munich

We aim to:

- Encourage children of all ages to learn about the past
- Help them to develop an understanding of the history of their own country and also the history of other nations and peoples. Through studying History, pupils are able to improve their ability to analyse, argue and conduct research.

What staff and facilities are available to the department?

The department is staffed by six teachers and occupies six rooms in the Woodsmoor Building. Although we issue a large range of books, especially to Sixth Formers, we also have an extensive library in the department catering for all age groups and courses. The School Library has also acquired new stocks of books for Sixth Form historians, which are particularly relevant for the Historical Investigation at A Level.

How much time will I spend on this subject per ten day cycle?

Lower School.....three lessons with one hour of homework
GCSE..... five lessons with two hours of homework
A Levelten lessons with additional individual study
then eleven in the Upper Sixth to cater for the NEA

What is History in the Lower School like?

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 what history is and the key concepts they need to know before they embark on their history curriculum journey. 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, Peasants' Revolt, the Wars of the Roses and events leading up to the Tudor period. At the end of the First Year our pupils complete an investigation into a Non-European civilisation to help broaden their understanding of the medieval world further.

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.

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.



What happens further up the school?

In IGCSE History we study the following key areas:

- Europe and the world from 1919 to 1939, with special reference to the peace treaties, the League of Nations and aggressive nationalism in the 1930s, including the rise of Hitler
- An in-depth study on Germany 1918 to 1945, including Weimar Germany and the Third Reich
- An in-depth study on the Cold War 1945 to 1989 and the recent history of the Middle East
- Coursework on American History in the inter war period

A Level History

A Level History is a linear subject in line with national reforms. The course is divided into three parts - a Depth Study, a Breadth Study and a Historical Investigation (NEA). The Depth Study is on English History between 1625 and 1660, including the reign of Charles I, the Civil War, the rule of Oliver Cromwell and ends with the Restoration in 1660. The Breadth Study covers a much longer period of Russian History from 1855 to 1964, which includes Russia under the Tsars, such as the reign of Nicholas II, and then under the communists from 1917 to the rule of Khrushchev in the 1960s. The A Level provides the opportunity to study History in much greater depth and pupils have the opportunity for greater independent learning.

Pupils also complete a historical investigation on American civil rights history. This extended essay allows the student to research an area of interest independently and to use a range of primary and secondary materials of their choice.

Does the department make any links with local history?

In recent years, the First Years have visited Tatton Park, and the Third Years have been given talks by members of the armed services who fought in the Second World War. Pupils are also encouraged to investigate war memorials in their home town and to research relatives' experiences for the Era of World War Two unit.

Are there any 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.

Are there any clubs or societies?

A History Society has been formed primarily for younger historians. Pupils have the opportunity to work with artefacts borrowed from local museums and to hear from veterans of conflicts from the last century. We also provide the opportunity to listen to talks given by important historians.



Pupils lay wreaths on the First World War Battlefields trip.

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 PSHCE, Religious Studies and Philosophy 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 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

The First Year course offers support through the curriculum to help pupils adjust to the transition into Secondary School. We explore topics including Personal Identity, Beliefs and Values, Rights and Responsibilities, World Religions and Health and Safety (Basic First Aid). These topics are designed to offer a comprehensive introduction to the subject and offer pupils a flavour of what to expect throughout their academic career in Life Studies.

Second Year

The Second Year aims to provide pupils with an understanding of the context in which they live today. The subject draws their attention to the challenges raised by politics and highlights the importance of promoting Fundamental British Values. We consider issues pertaining to political systems in the UK and address the impact of contemporary events on prejudice, discrimination and stewardship. Pupils will explore the impact of Healthy Relationships and introduce Gender and Sexuality through our RSE (Relationship and Sex Education) lessons. Finally, we conclude the year with an introduction to Careers Education by using 'Start Profile' software to explore their individual skills and interests. We also host a Careers afternoon to expose pupils to the world of work.

Third Year

The Third Year course aims to provide pupils with the opportunity to examine philosophical and ethical issues. Pupils engage in debate and develop their critical thinking skills when undertaking philosophical enquiries. When approaching the KS4 options deadline; we support pupils as they consider the subject choices and pathways, and utilise the abundance of resources available to them on the Start Profile software and in the careers room. Pupils also continue their study of PSHCE; focussing on Relationships and Sex Education (RSE), 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 Relationship and Sexual Education (RSE), personal finance, discrimination and racism, work experience, driver's education, careers and basic first aid.

We aim:

To instil in pupils an appreciation of how fascinating, creative, satisfying and useful Mathematics can be.

What staff and facilities are available to the department?

The department has fifteen members of staff and occupies eleven classrooms. The department is well supplied with computers and other practical equipment.

How much time will I spend on this subject per ten day cycle?

Lower School..... six lessons with up to two hours of homework
GCSEseven lessons with two hours of homework
A Levelten lessons with additional individual study

Are pupils put into sets according to ability?

All pupils who enter the school have passed a stringent mathematical examination. In the First Year, the pupils are taught in mixed ability groups. Although all pupils have a sufficient level of competency, there seems no upper limit to the ability of a significant number of our intake. Therefore it is our policy to begin setting according to mathematical progress from the Second Year onwards. Some transferring between sets is possible during the year and it is reviewed fully at the end of each year.

What can you offer the gifted pupil?

All the teachers in the Mathematics department are experienced in dealing with gifted pupils, and every year Stockport Grammar attracts a significant number of particularly able pupils. The text books we use go well beyond public examination syllabuses and we have a wealth of challenging material for those who make outstanding progress.

Each year we participate in national competitions. The United Kingdom Mathematics Trust (UKMT) organises annual Mathematics Challenges for Junior, Intermediate and Senior age groups and we enter large numbers of candidates, many of whom are invited to take part in follow-up rounds. Pupils also have the opportunity to take part in the Parallel Maths Project and the MEM Challenge, organised by the Liverpool Mathematical Society. In Middle School, there are opportunities to study GCSE Statistics and GCSE Further Maths.

What is Mathematics in the Lower School like?

We hope pupils will settle into the school quickly and at first we will revise a number of topics, like fractions and decimals, which pupils will have covered at Junior School. However, for all pupils who need minimal revision, we have lots of extension material, puzzle sheets and investigations to keep everyone stimulated and stretched. Very soon, however, we launch into the teaching of algebraic techniques. 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.

Can I use a calculator?

The use of calculators is not encouraged until the start of the Second Year because we expect our pupils to be very good at mental and pencil-and-paper arithmetic.

What options are available to Sixth Form Mathematicians?

Our Sixth Formers take the Edexcel Mathematics course. They study Pure and Applied Mathematics (Mechanics and Statistics).



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How good do you have to be to do Maths at A Level?

It is recommended that all students taking Maths at A Level have a grade 7 or above. The vast majority of candidates at Stockport Grammar School are in this category, which enables us to make fast progress and teach beyond the syllabus.

Can I do Further Maths?

It is possible to study Further Maths at A Level. This is separate to the Maths A Level. In Further Maths, pupils study more Pure and Applied topics which build on their knowledge from the Maths A Level.

Do any of your A Level Maths pupils go on to study Maths at University?

Maths is a versatile subject and affords a sound training in a logical discipline. Those wishing to read Maths and most forms of Engineering at university are advised to study both Maths and Further Maths at A Level. Pupils who have studied Further Maths in the past have gone on to read subjects such as Maths, Engineering, IT, Chemistry and Economics. A number of students are prepared for entrance to Oxford and Cambridge Universities. Oxford requires prospective Maths, Computer Science and Physics candidates to sit formal Maths entrance examinations. The Cambridge Colleges make use of their Sixth Term Entrance Papers (STEP) for Maths candidates.

What else goes on?

We regularly have pupils who qualify for the British Mathematical Olympiad at Junior, Intermediate and Senior levels. We provide encouragement in school for suitable candidates. The Junior competition provides a challenge for the brightest pupils in the first two years. In addition to the UKMT and FMSP National Maths competitions, we also enter team Maths competitions which take place at local universities and have been very successful in recent years. There are open help sessions after school for any Middle School and Sixth Form pupils who need extra help and there are also drop-in lunchtime help sessions once a week for Lower School pupils. All pupils are encouraged to see their teacher for any extra help or explanations they need.

Are there any clubs?

Tactical Games is open to all First and Second Year pupils. Activities are designed to suit all abilities and interests. Maths is also very important in Cryptography so we enter teams in the National Cipher Challenge and Alan Turing Cryptography competitions which run for periods during the year.

We aim to:

- Ensure that Music at Stockport Grammar School is lively, varied and exciting
- Capture the interest and develop the skills of all pupils
- Offer playing and singing of an appropriately high standard to over one third of the school
- Give every pupil the opportunity to learn an instrument

What staff and facilities are available to the department?

The Music staff currently consists of two full-time teachers, two part-time teachers and a Music department administrator, together with 21 visiting peripatetic staff on all the mainstream instruments as well as instruments such as the jazz piano and electric guitar. There is enthusiastic support from other subject teachers, many of whom take part in school music ensembles. There are three main teaching/rehearsal rooms as well as the Hallam Hall and eleven smaller practice rooms. The department has excellent computer facilities including midi keyboards and software such as *Cubase*, *Soundtrap*, *Noteflight* and *Sibelius 7*. A number of instruments, particularly large and expensive ones, are often available for loan or use in lessons and practices. There is an impressive range of percussion and keyboard instruments, including a three-manual *Copeman Hart* organ in the Main Hall and a *Yamaha C8* Grand Piano in the Hallam Hall. All First Year pupils are given introductory lessons with specialist teachers on a number of mainstream orchestral instruments.

How much time will I spend on this subject per ten day cycle?

First and Second Yeartwo lessons with up to one hour of homework
 Third Yearthree lessons with up to one hour of homework
 GCSEfive lessons with two hours of homework
 A Levelten lessons with additional individual study

Do I have to do music?

In the First Year, pupils have the opportunity to learn instruments with a number of specialist instrumental teachers. In the Second Year, each form is divided into two sets. In the Third Year, Music is an optional subject with an extra lesson per cycle to allow greater breadth as well as preparation for GCSE Music.



Pupils performing at St Paul's Church during the 2022 London Music Tour

What happens further up the school?

At **GCSE** the Edexcel syllabus comprising of performing, composing, listening and appraising is used. At **A Level** we also follow the Edexcel syllabus, which we believe offers the best course both for aspiring professional musicians and for those who will specialise in other fields.

Are there any ensembles I can join?

There are numerous choirs, orchestras, wind bands and chamber music groups, all of which are formed according to age and experience. The regular extra-curricular programme is set out in the table below. In addition to the groups listed there are also school musicals with intensive rehearsal schedules as well as aural and theory classes.

What opportunities are there to perform?

The department offers an impressive and varied range of performing opportunities through an extensive programme of evening concerts and lunchtime recitals within school and high profile appearances in the Manchester area. In recent years, events have included concerts at the Royal Northern College of Music and St. George's Church, Stockport. There have been recent tours of London, Belgium, Salzburg, Barcelona, Lake Garda and the Lake District, including performances in distinguished venues such as Cologne, St Mark's Venice, Brussels and Salzburg Cathedrals.

There is a competitive Music Festival each year judged by a distinguished adjudicator and opportunities exist for pupils to take part in musicals, such as the recent outstanding productions of Annie, Les Misérables, Oliver!, Godspell and Dido and Aeneas.

CLUB	YEAR GROUPS	LOCATION	DAY AND TIME
Big Band	All	MU1	Monday 3:50pm
Boys' Vocal Group	First & Second Year	MU1	Thursday 8:30am
Brass Ensemble	All	MU1	Tuesday 1pm
Chamber Choir	Third Year to Sixth Form	MU1	Monday 1pm-1:40pm
Chamber Groups	All	MU4	Wednesday 8:30am
Chamber Music	All	MU1	Wednesday 8:30am
Chorus	Third Year to Sixth Form	Hallam Hall	Friday 3:50pm
Concert Band	All	Hallam Hall	Wednesday 1pm
First Orchestra	All	Hallam Hall	Thursday 3:50pm
Guitar Ensemble	All	MU3	Wednesday 1pm
Junior Brass Ensemble	All	MU3	Wednesday 8:30am
Junior Chamber Choir	First & Second Year	W7	Friday 3:50pm
Junior Jazz Band	All	MU1	Thursday 8:30am
Junior Percussion Ensemble	All	Hallam Hall	Monday 12:30pm
Junior Strings	All	MU2	Wednesday 8.30am
Junior Woodwind	All	MU2	Friday 8.30am
MARS Recitals	All	Hallam Hall	Monday 4pm
Second Orchestra	All	Hallam Hall	Friday 3:50pm
Senior Jazz Band	All	MU6	Friday 8.30am
Senior Percussion Ensemble	All	Hallam Hall	Wednesday 3:50pm
String Orchestra	All	MU1	Tuesday 1pm
Theory Class	All	MU3	Tuesday 1pm
VOX	First & Second Year	MU1	Friday 1pm
Wind Orchestra	All	Hallam Hall	Thursday 1pm

We have had many representatives in local musical ensembles including the Hallé Youth Orchestra and Choir and the Kinder Children's Choir. Several of our pupils have participated in national ensembles: National Youth Orchestra, National Children's Orchestra, National Children's Choir and the National Youth Choir.

Are individual music lessons available?

Our team of highly qualified and committed visiting musicians provide specialist tuition, within a rotating timetable, to around 300 children each week. In addition there are around 250 private lessons taken outside school.

Do you have any scholarships or bursaries available?

Music Bursaries providing free lessons for all or part of a pupil's school career may be available. They are offered to existing pupils who show particular aptitude and potential and who are willing to consider instruments which are less popular but have significant roles in band or orchestra. In addition two 25% School Fee Music Scholarships are available each year for pupils who show outstanding musical potential.

What can my musical studies lead to?

Preparation for Associated Board Practical and Theory Examinations culminates in a termly visit by an examiner to the school; in recent years, 17 of our pupils have reached Distinction level at Grade 8. A number of our recent leavers are studying Music at university or conservatoire, including Oxford, Cambridge and the Royal Northern College of Music.

Around 300 music lessons take place each week:

Instrument Taught	Name of Teacher and Qualifications
Violin	Miss V Clarke, <i>BMus (Hons), PGDip RNCM</i> Mrs C Studman, <i>BMus(RNCM), GRNCM</i>
Cello	Mr B Cashell, <i>BA (Hons)</i>
Double Bass	Miss R Nolan <i>BMus, MMus, PGCEi</i>
Guitar	Mrs C Whittaker, <i>GMus, PGDip(RNCM)</i>
Electric/Classical Guitar	Mr P Anderson, <i>BA (Hons), MMu</i>
Flute	Mrs J Murray, <i>ANSM, LRAM, Cert. Ed.</i>
Oboe	Ms M Shibata, <i>BMus (Hons), MMus MISM</i>
Saxophone	Mr T Evans, <i>MMus Solo, BMus (Hons), LRSM</i> Mrs N Walton, <i>GRNCM, PPRNCM</i>
Bassoon/Flute	Miss S Nixon, <i>BMus(Hons), PGDip, PPRNCM (Dist)</i>
Horn	Mrs D Powell, <i>BMus(Hons), PGCE</i>
Trumpet/Cornet/ Lower Brass	Mr A Dallimore, <i>GRNCM, PPRNCM</i> Mr D Moore, <i>BMus(Hons), CTABRSM</i>
Piano	Mr O Hamilton, <i>BMus (Hons), MMus</i> Mr K Lee, <i>MMus, CTABRSM</i> Miss E Owen, <i>BMus (Hons) (RNCM), DipABRSM</i> Mr M Padget, <i>MMus (Hons), BMus (Hons) RNCM, DipABRSM</i>
Percussion	Mr M Landon, <i>BMus(Hons)</i> Mr S Parkinson, <i>HND, DipMus</i>
Singing	Mrs R Robinson, <i>BMus, MMus, PGDip</i> Mrs C Mikic, <i>BA (Hons 1st class)</i> Mrs K Lally, <i>BMus (Hons 1st class)</i>

Studying Sport, Physical Education, Health and Fitness

Aims

Stockport Grammar's PE and Sporting provision is modelled on the belief that we provide 'Sport For All' and 'Elite' for some where participation and competition is equally valued. Stockport Grammar School provides exceptional sporting opportunities for every child. We offer a diverse and inclusive programme of activities in which every pupil participates, through our curriculum and extensive co-curricular programme. In addition to being inclusive, we aspire to the highest level of elite performance in our major sports and whilst active engagement across all year groups, sports and genders is of an upmost importance, the desire to compete and have healthy competition is also key to the development of all of our pupils. Our teams achieve national success and many of our pupils attain representative honours, including international selection.

The activities on offer are designed to be enjoyable and to challenge pupils' physical abilities. We also aim to provide as many as possible with the opportunity to represent the school.

Staff and Facilities

The successful PE and Games program at SGS is run by a large department of over twenty staff members inclusive of fully qualified PE teachers and dedicated sports coaches. In addition, a small number of academic staff also support the school's major sports and help co-ordinate the extensive Saturday morning fixture program.

The school benefits from excellent sports facilities including a gymnasium, sports hall, climbing wall, squash court, 25m swimming pool, five netball courts (seven tennis courts in summer), one all-weather pitch (eight tennis courts in summer), four artificial cricket nets, and a recently refurbished fitness room including a mixture of cardio and free weight equipment.

Physical Education and Games

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: athletics, ball skills, badminton, basketball, cross-country, dance, hockey, fitness testing, football, gymnastics, health related fitness, squash, swimming and volleyball.





Subject time (per 10-day cycle)

- First Year – two lessons of physical education, two lessons of games and one lesson of swimming
- Second, Third, Fourth and Fifth Year – two lessons of physical education and two lessons of games
- Sixth Form – team players have access to four games lessons while others participate in recreational sporting activities for two lessons

Examinations

Those pupils who enjoy PE, or perhaps wish to pursue a career in sport, will have the opportunity to undertake GCSE PE in Key Stage 4 and A Level PE in Sixth Form.

Extra curricular

The school fields a large number of teams in both its 'major' and 'opportunist' sports. During an average academic year Stockport Grammar School is represented across 12 sports, comprising of 190+ teams, playing in over 100 fixtures across both the Junior and Senior School involving upwards of 900+ pupils. The major sports represented include rugby, football, tennis and cricket for the boys, and hockey, netball, tennis and cricket for the girls. Both boys and girls can take part in school teams for cross-country, swimming and athletics. Fixtures also feature in the sporting calendar for girls' football, girls' rugby, boys' hockey, basketball and badminton. All of these play on a regular basis (both Saturdays and midweek), and up to 350 pupils can be seen representing the school on a Saturday.

In addition to school teams, SGS also runs the inter-house sports competition which has a central role within the school. Incorporating twenty diverse activities, it provides a very important level of competitive representative experience for large numbers of pupils.

Clubs are organised in an increasing number of activities. These include dance, fitness, climbing, basketball, swimming, ultimate frisbee, rounders, running club, badminton and kayaking. These activities are not concerned with producing school teams as such (although some fixtures may occur), but rather to encourage widespread participation, enjoyment and a love of healthy living.

Summary

We understand that children participate in sport to have fun and to feel challenged. If children don't have fun, and are not challenged they will lose motivation and may not participate. Sports development requires that children play age appropriate activities so they are able to experience, comprehend, and execute the game as it relates to their own stage of physical and mental development. We believe in creating environments which encourage young players to develop their technique, skill, creativity and game understanding. We do this by:

- Ensuring fun and enjoyment for all
- Minimise coach talk in each session
- Maximise number of touches per player per session
- Introduce as much game play as possible
- Encourage pupil leadership
- Master fundamental techniques and skills
- Create lifelong memories

Stockport Grammar School strives to be the best we possibly can be and we have high expectations of each other both on and off the pitch. SGS players and staff are expected to represent the school with great respect and dignity and we pride ourselves on the reputation we have worked hard to achieve.



Our U13 Netball Team were crowned the Sisters n Sport Shield Champion during the 2022-2023 season

We aim to:

- Present pupils with a challenging yet enjoyable experience
- Stimulate and encourage questions about the physical world
- Develop observational and analytical skills with a firm emphasis on practical work

Why study Physics?

Physics investigates the most fundamental issues, from the creation and development of the universe, to the smallest particles making up the atom. Aspects of Physics affect our everyday lives. We consider how satellite communications and computers have revolutionised how we organise our lives and the ways in which advances in Medical Physics continue to improve diagnosis and treatment.

How much time will I spend on this subject per ten day cycle?

Lower School..... three lessons with two 30 minute homeworks
GCSE..... five lessons with two hours of homework
A Level ten lessons with additional individual study

How will I learn Physics?

Physics is taught as an individual science by one of our seven specialist Physicists. All lessons take place in one of our five modern, well-equipped Physics laboratories, each with its own computing facilities, visualiser and digital projector. The department prides itself on its resources and range of modern equipment. We are supported by three Physics technicians. The Physics block has been purpose built and was designed to satisfy our demands for state-of-the-art resources. There is a mixture of traditional ideas and modern concepts. We recognise that pupils need a sound foundation in the subject but we also explore modern applications.

What is Physics homework like?

During the first three years, homework will be set once each week to be completed that evening and handed in for marking the following lesson. It will usually relate directly to the work in class and will give pupils an opportunity to practise and help advance their understanding. Pupils might also be asked to research a topic. In each of the first three years there is a major independent research project which involves library lessons. In the First Year pupils are asked to research and then create a Space poster about a planet or other object in space of interest to them.

What is Physics in the Lower School like?

In the Lower School, pupils will develop an understanding of the key areas such as Light and Sound, the Earth and Space, Energy, Forces, Electricity, Electronics, Magnetism and simple Nuclear Physics. Each year builds on the previous year's work. There is an emphasis on practical work and the subject's relevance to everyday situations.

What happens further up the school?

At GCSE we follow the Edexcel IGCSE. We feel that this is very well suited to the needs of our pupils and provides a sound basis for further study. It allows us to teach Physics with a modern approach and carry out a variety of practical tasks.

At A Level we follow the AQA A level course. The course allows the study of the most up-to-date scientific developments and technology. We have laboratories fully equipped for this course and its significant practical element and IT dependence.



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What else can I expect?

We offer a STEM club to pupils in the first year. Our popular Astronomy Club explores the practical and theoretical sides of Astronomy and is open to pupils in the Second, Third and Fourth Years.

Will I be able to enter competitions?

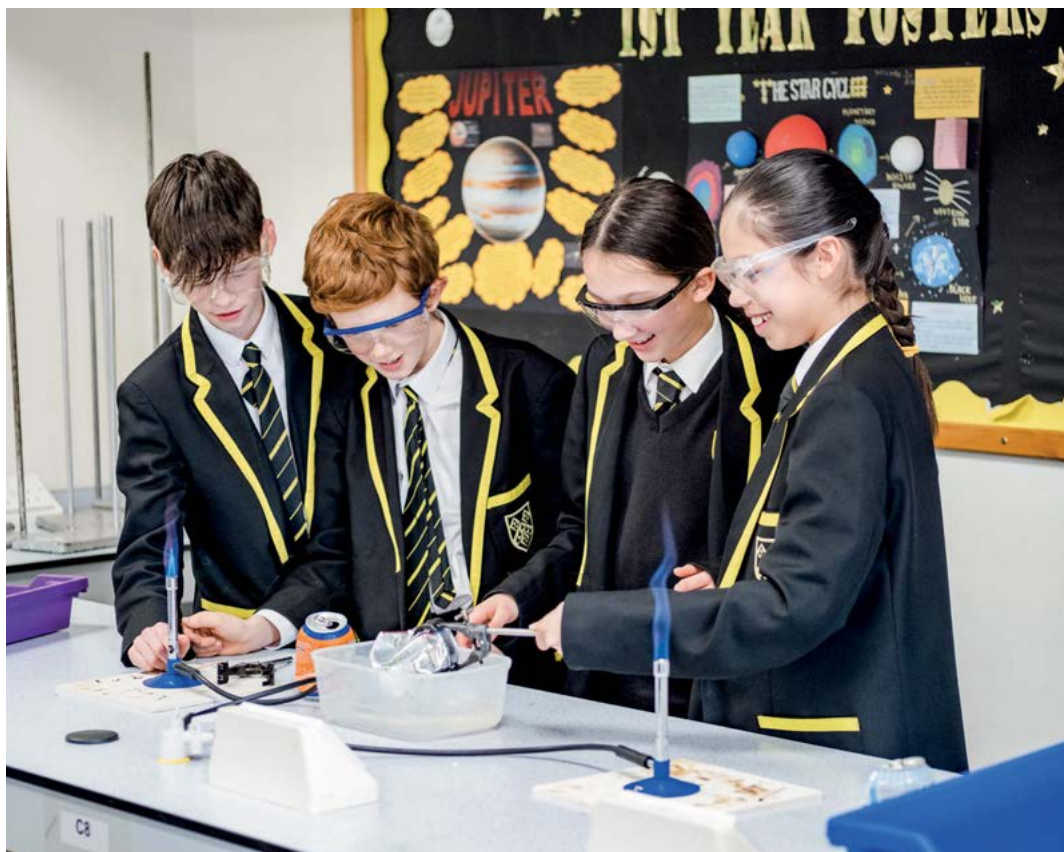
Each year we enter several Upper Sixth pupils for the National Physics Olympiad. In the Fourth Year, Fifth Year and Lower Sixth there are similar national competitions called the Junior, Intermediate and Senior Physics Challenges.

A recent addition has been the Astronomy Challenge open to Fourth Year, Fifth Year and Lower Sixth pupils.

Are there any trips?

Every year we take a team of Third Year pupils to the Physics Olympics at a local school and a team of Sixth Form pupils to the Physics Olympics at Liverpool University. Many of our Fourth Years attend a series of Science Lectures with our annual day trip to Science Live and, similarly, the Sixth Form attend lectures with our trip to Physics Live.

Sixth Form are also offered a trip to The Christie for the Medical Physics Open Evening. Each year we take a group of Sixth Formers to visit CERN in Geneva to learn more about the Large Hadron Collider and every three years we take a group of Fifth and Sixth Form students to Florida to visit the Kennedy Space Centre. We also take advantage of other opportunities to take pupils on trips as they arise. In the past this has included a Brian Cox lecture, a trip to Jodrell Bank and a trip to MOSI to see and learn more about the Soyuz capsule.



We aim to:

- Encourage pupils to develop intellectual curiosity, including an interest and enthusiasm for gaining knowledge of different systems of belief, ethics and ways of life, including religious, moral, philosophical and cultural
- Promote an understanding and appreciation of the impact that beliefs and values have on actions
- Enable pupils to develop key critical thinking skills of analysis, interpretation, evaluation and argument
- Empower pupils to become independent learners who are creative and collaborative
- Engender pupils with an awareness and appreciation of the role that Religion and Philosophy play in the lives of individuals and communities, fostering cross-curricular connections through investigating a range of contemporary issues

Do I need to have a religious belief?

There is absolutely no reason for students of religion to be religious. All that is asked is that pupils adopt an open mind and attempt to appreciate the subtleties, nuances and intellectually demanding nature of the concepts contained in religious beliefs and practices.

What is Religion, Philosophy & Ethics in the Lower School like?

In the First, Second and Third Years, pupils have the opportunity to increase their knowledge of religious, ethical and philosophical issues, as well as developing their philosophical acumen, in the course of their Life Studies lessons. The emphasis on developing critical thinking skills as well as gaining knowledge is deliberate and reflects the wider aims of the department and school. In particular, pupils will approach moral, social and political problems from a range of perspectives in an attempt to cultivate a more sophisticated understanding of the complexity of contemporary world issues.

Also in Third Year, pupils will have one lesson per week dedicated to the study of Religion, Philosophy and Ethics. This course covers central issues in the Philosophy of Religion, Moral Philosophy and Comparative Religion. Debate forms a large part of class discussion and pupils are encouraged to appreciate the difficulties to be found in making value judgements, particularly regarding religious and ethical issues.

What happens further up the school?

Religion, Philosophy & Ethics is offered at **GCSE** where the course will comprise of two main components: Study of Religion and Religious, Philosophical and Ethical Themes. The course requires pupils to gain an in-depth knowledge and understanding of two major world religions (Christianity and Islam) through a study of the various beliefs, teachings and sources of wisdom central to those traditions. The course also enables pupils to examine fundamental questions regarding the nature and existence of God and the impact of religion in the 21st century through a study of topics such as peace and conflict, and human rights and social justice. This provides an opportunity to apply philosophical and religious teachings to a variety of ethical and contemporary issues, all of which have relevance in our everyday lives. The course makes no assumption concerning faith background. Indeed, the atheist's position is welcomed as just as valid as that of the theist. What is demanded is an ability to construct well-reasoned arguments to support your view and a willingness to challenge the often unthinking acceptance of the consensus.

At A Level the department offers Religious Studies as well as Philosophy which is taught as a distinct subject. Both courses allow pupils to consider a wide range of philosophical and ethical topics, ranging from war and euthanasia to the nature of the world around us and our place in it.



We aim to:

- Provide a learning environment in which pupils can both enjoy language learning activities and find intellectual stimulation
- Support the acquisition of study skills across the curriculum e.g. language awareness, independence, dictionary and ICT skills
- Encourage enthusiasm about the language and culture of Spain and other Spanish speaking countries

What staff and facilities are available to the department?

The department is staffed by two teachers and occupies five classrooms and one small classroom. There are also two language laboratories that pupils are timetabled to use once per cycle, one of which is a multi-media centre. Both are equipped with the latest *Sanako* language learning software which allows pupils to listen to the language at their own pace and record oral answers.

How much time will I spend on this subject per ten day cycle?

Third Yearthree lessons with two 30 minute homeworks
 GCSEfive lessons with four 30 minute homeworks
 A Levelten lessons with additional individual study

What is Spanish in Third Year like?

Pupils are taught in groups of approximately 18 pupils. We use core textbook *Mira Express* supplemented by our own materials. Topics include: self-identification, where you live, pets, sports and hobbies. We also cover three main tenses. Pupils are encouraged to speak and write at length. Activities are varied and include the use of pair work, group work and projects as well as interactive whiteboard activities.

What is Spanish at IGCSE like?

At SGS we offer Spanish as an accelerated IGCSE course, taking pupils up to the required standard in just three years. It is aimed at those who have shown an aptitude for languages so far. The skills and techniques learnt in other modern foreign languages will consolidate the work in Spanish and indeed help in learning the language more quickly.

The course content is very similar to that for French and German covering topics such as health, leisure, family, home, environment and education. We currently prepare pupils for the CIE IGCSE Spanish examination.

Spanish is taught in smaller sets than usual with the average group having 12 pupils, thereby allowing for more individual tuition. The course would appeal to those who enjoy languages and who are willing to take on a challenge. We aim to encourage the pupils to speak and write at length expressing their own opinions, as well as for the purpose of the public examination. We use the IGCSE Spanish coursebook and also subscribe to the language learning website *Vocab Express* which allows pupils to learn the official exam board vocabulary on their own at home. The department has an excellent record of results.

What about Spanish at A Level?

Sets are, on average, between six and ten pupils and are taught by the main Spanish teacher. Of the ten lessons, two are in the language laboratory allowing the pupils to work independently and to develop the listening skills required for the examinations. Lower Sixth pupils study a range of language topics that expand on what they have learnt at IGCSE.

Upper Sixth pupils study a set text and a film, along with a range of language topics. Built into both courses are opportunities for thorough revision and consolidation of grammar and there are also chances to attend study days and conferences.

Are there any trips?

All pupils studying Spanish have the opportunity to take part in an educational and cultural trip to Madrid, which runs every two years during the first week of the October Half Term. Work experience trips are also available, organised by an independent company. Information about these trips can be provided on request.

Is there a Language Assistant?

The Language Assistant works mainly with the Sixth Form seeing each pupil three times per cycle, but each Third, Fourth and Fifth Year set also has the chance to work with him or her once or twice per cycle.

Are there any clubs I can join?

Spanish Club is run once per week at lunch time and is open to all pupils who are interested in learning more about Spain and its culture. A Level students are encouraged to attend the Speaking Club, also held at lunch time, to improve their fluency and confidence in spoken Spanish.



Pupils on the 2023 trip to Madrid

Design and Technology is an inspiring and challenging subject. It gives young people the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology. We provide a lively dynamic environment in which students have the confidence to create innovative ideas and the capability to bring their ideas to life.

Technology is comprised of three subject areas:

- Product Design
- Food Preparation and Nutrition
- Textiles Technology

All pupils study Design and Technology in the Lower School. In the First Year, pupils have the opportunities to study Food Preparation and Nutrition, Product Design and Textiles. This is on a rotation carousel where they will spend approximately 13 weeks in each area. During the Second Year, pupils also rotate amongst the three areas of Technology, however at the end of the Second Year pupils will opt whether to choose one of the Technologies as part of their options going into Third Year.

Pupils also choose again at the end of the Third Year where Food & Nutrition, Product Design and Textiles can be opted for at GCSE level. Pupils cannot opt to take Textiles **and** Product Design as pupils do the same exam paper for GCSE. Further up the school, Product Design and Textiles can be opted for as an A Level option, with both proven to be very popular.

We aim to:

- Combine practical skills with knowledge and understanding in order to design and manufacture quality products in a variety of scales of production
- Analyse and evaluate industrially manufactured products and production processes to develop an understanding of commercial practice
- Develop and demonstrate a wide range of graphical presentation, and practical techniques, develop strategies for developing ideas, planning and producing products
- Consider how past and present design and technology, relevant to a designing and making context, affects society
- Recognise the moral, cultural and environmental issues inherent in design and technology
- Develop creative, technical, problem solving and practical skills
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

What staff and facilities are available in Technology?

There are twelve members of staff in the Technology department, including the Technician support. The department is located in the Sports and Technology Centre which was opened by the Duchess of Gloucester in November 2001. The building provides fabulous accommodation for Product Design, Food Preparation and Nutrition and Textiles Technology.

What is Product Design in the Lower School like?

First Year: Pupils are introduced to a wide range of materials and processes during the First Year. They start the course by learning about Health and Safety within the workshop and the basic classification of materials. For their first DT project they will they construct a hanging mobile from softwood and MDF.

This teaches them to use basic hand tools and a range of machine tools such as pillar drills, fret saws, coping saws, bobbin sanders and vertical belt sanders.

Second Year: Pupils cover a range of jewellery techniques: casting, enamelling and etching. They then complete a design project to produce a gift for a local museum. They will work with a variety of metals such as brass, copper and aluminium.

Third Year: Pupils are introduced to a wide range of manufacturing techniques such as casting and brazing. They gain experience in CAD and are taught how to use it to produce components on a computer-controlled laser cutter and a CNC lathe. They design and make a picture frame holder, a clock based on the Memphis design movement and a desk tidy using a range of material classifications such as timbers, plastics and metals.

What happens further up the school?

A GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The course involves pupils designing and manufacturing products using a range of materials including wood, metals, plastics and composites. They will study industrial processes to give them an understanding of how everyday products are produced commercially.

The use of ICT will form a key element of the course with CAD (computer aided design) and CAM (computer aided manufacturing) being used in the development and realisation of their ideas.

The students will have an exam which accounts for 50% of their final GCSE grade. They will also complete NEA coursework which also accounts for 50% of their grade. This will involve creating a sketchbook with research, designs and manufacturing details along with a final practical piece manufactured in the school's workshop.

At A Level, the department offers Eduqas Product Design. This course offers a considerable breadth of experience for pupils who have studied Product Design at GCSE.

It equips students with design skills for the future, recognising design needs and develops an understanding of how current global issues, including integrating technology, impacts on today's world. The course also encourages creativity and innovation.

The Product Design course encompasses a wide range of design disciplines, but is firmly rooted on the skills required to design and make high quality products. Students will design and manufacture products that are fit for purpose, satisfy wants and needs, and enhance our day-to-day lives.

Opting for the product design option at A level can lead to careers such as Architecture, Product Design, Engineering, Furniture, Prosthetics and Automotive design.

The students will spend two years manufacturing a high quality, final product. They will also produce a portfolio alongside this detailing their ideas, concepts and relevant research.

They will sit an exam at the end of Upper Sixth.

What else do we offer?

The department has had considerable success over the last few years entering teams for the Engineering Education Scheme, Young Engineers for Britain and Arkwright Scholarships. We also currently offer the Samsung Competition and have had great success in the Industrial Cadets Gold award.



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What is Textile Technology in the Lower School like?

What do you do in the Lower School?

Textile Technology is taught to First Year pupils and gives them hands-on practical experience of the skills involved in the design and production of textile products including fashion garments.

The **First Year** course involves the pupils in a design and make project that will focus on surface pattern design alongside building confidence and skills when using a sewing machine. Theoretical aspects of the course will cover the material technology of fabrics and the production processes commonly found in industry.

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 sewing machines and by hand. They will be introduced to new skills such as CAD/CAM, heat transfer and button application. They will take part in a design and make project in which they will construct a buttoned pencil case. They will also learn about environmental issues that are linked to the Textiles industry.

In **Third Year**, Textiles is offered as an option and if enough pupils opt to study the subject, it may be possible to run a dedicated Textiles group. Pupils will be involved in a range of project work using surface decoration and pattern drafting techniques to produce a variety of different products. They will gain a further commercial insight by relating their work to the mass production of textile products in industry, including the use of computer aided design and manufacturing. Pupils also study the environmental impact of the textiles industry and investigate ethical issues such as Fair Trade.

GCSE Textiles

GCSE Textiles students follow the same specification as the Design and Technology students. They will opt to answer the Textiles section of the examination paper.

On the course you will:

- Get to demonstrate creativity through designing and making a range of textile products.
- Develop your pattern drafting and garment construction skills.
- Study commercial practice and keep up to date with technological advances in fabric manufacture and current issues in the textiles and fashion industry.

The course involves pupils designing and manufacturing products using a range of natural and synthetic fabrics. They will study industrial processes to give them an understanding of how garments are produced commercially.

The students will have an exam which accounts for 50% of their final GCSE grade. They will also complete NEA coursework which also accounts for 50% of their grade. This will involve creating a sketchbook with research, designs and manufacturing details along with a final garment manufactured in the school's Textiles department.

At **A Level**, Textiles is offered as an endorsement through the A Level Art & Design course. Students are introduced to a variety of experiences that employ a range of Textiles media and techniques. Work is developed through research, the development of ideas, and making, working from first-hand experience and, where appropriate, secondary source material. A Level sets in Textiles usually consist of between four and eight students and teaching is divided between two members of staff. We follow the AQA syllabus that offers the opportunity for thorough exploration and investigation of the subject. Techniques and principles established at GCSE are expanded further and a wider range of media is introduced. Students can take their work in a fashion direction or if they prefer, they can focus on textiles art. The emphasis is placed on a personal response and the influence of artists, designers and other secondary sources are expected to feature increasingly in the development of work. While very rewarding, a strong commitment to the subject is important in order to gain fully from the course.

What facilities are available to the department?

The state-of-the-art facilities for the teaching of food include two superbly equipped food rooms with extensive equipment and resources.

What is Food and Nutrition in the Lower School like?

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, layered salad, apple crumble and scones.

Second Year: The course builds on First Year work by focussing on the importance of correct nutrition for a healthy lifestyle. During a term of Food, 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 and the science behind the ingredients. The course culminates in Second Years developing and making a pasta sauce recipe and completing a technical challenge.

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, and Swiss rolls.



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.

What else do we offer?

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.

AN INTRODUCTION TO THE MIDDLE SCHOOL

The move from the Third to Fourth Year marks the end of one stage of education and the beginning of the next. A two-year cycle starts in the Fourth Year, leading to GCSEs which are taken at the end of the Fifth Year. One of our aims in Middle School is to encourage pupils to take more responsibility for their own learning with the support of Form Tutors who will continue to oversee their progress, personal and academic, as they make further choices relating to careers and areas for extended study. Almost all our pupils will go on to study A Levels and degree courses and we prepare our pupils in Fourth and Fifth Year for the decisions that lie ahead of them. At the end of their time with us in Middle School we hope that our pupils will have fulfilled their academic potential and matured into caring, responsible young adults.

How many GCSE courses are pupils expected to take?

Most of our pupils will pursue nine subjects at GCSE. Pupils currently study Maths, English Language, English Literature and at least two sciences and then select the remaining subjects to suit their personal interests and aptitudes. The study of at least one modern foreign language is recommended. Currently, additional GCSEs in Greek and Statistics can also be taken outside of lesson time.

When are internal examinations / assessments and GCSE examinations taken?

There will be two sets of school examinations in the Middle School to help prepare for the GCSE examinations, one in the Fourth Year and Trial GCSEs in January of the Fifth Year. GCSE examinations are in the Summer Term of the Fifth Year. By this stage, pupils should be very familiar with the mode of questioning used by a particular GCSE subject examination board, and will have revised the factual material required a number of times making the task of final revision considerably easier.

What about coursework / Non-Examination Assessments?

At present coursework and NEAs play a significant role in the Middle School. In some subjects, studies and investigations undertaken during class and homework time are graded as part of the GCSE assessment. It is therefore crucial for pupils to take these tasks seriously, to spend the allocated amount of time on them and to adhere to deadlines.

Achieving good NEA marks requires a responsible use of homework time and willingness to acknowledge and discuss difficulties as they arise. It also requires pupils to be in school as absence can have a serious impact upon coursework development.

How often are reports sent home?

Reports will be issued twice in the Fourth and Fifth Year. As well as teachers' comments, the pupil's approach to learning will be graded on a graduated scale and the attainment level judged on a scale to indicate progress at GCSE. Recently, reformed GCSEs are now awarding grades 9-1 with a 9 grading reserved for outstanding performance. In some subjects pupils can be entered for various levels of examination, depending upon their ability and these levels determine the grade bands available to the candidates. In most subjects we enter candidates only for the Higher Tier, but subject teachers may suggest pupils are entered for a Foundation Tier if this is in their best interests.

Should A Levels be taken into consideration when choosing subjects at GCSE?

At Stockport Grammar School we know that almost all our pupils will go on to Advanced Level study. However, the gap between GCSE and Advanced Level GCE can be large and there is a possibility of difficulty with the transition. The courses undertaken in the Middle School are therefore generally wider ranging and explore greater depths than are strictly



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necessary for GCSE in order to provide a better preparation for Advanced Level work. If there is a good chance of a pupil wishing to take a particular language or a science to a high level, then that subject should be taken for GCSE since it will be almost impossible to pick it up after it has been discontinued.

What if future career plans are undecided?

A pupil may only have a limited idea of a general area of interest. It is important not to close too many doors and the school's curriculum is designed to guard against such errors. Careers as an area for discussion will appear far more frequently in the pupils' lives from the Fourth Year onwards, as this marks the beginning of specialisation through the narrowing of the range of subjects being studied.

Who will advise on subject choices?

Pupils should take the opportunity to seek advice widely and conscientiously from their Head of Middle School, parents, Careers Co-ordinator, Form Teacher and Head of Year. Subject Teachers also have considerable expertise to contribute to decision making in the light of present and future intentions. The Careers Room at school is full of relevant information and Careers choices play a prominent part in Life Studies lessons in the Fifth Year.

What role do parents play?

Pupils should be able to manage their own work at this stage, but parents still have a vital role to play in support and encouragement. The school encourages contact from parents should they have any concerns about any matter whether academic, pastoral, medical or social. Points of contact include your child's Form Teacher, Head of Year, Head of Middle School, Deputy Heads or the Head.

Should you require any further information, please do not hesitate to contact me on 0161 456 9000.

Mrs J Fitzgerald,

Head of Middle School.



What is Business?

Business is an exciting and dynamic course which examines how businesses work internally, and how they respond to changes in the wider world and society. Pupils learn a range of skills in marketing, human resources, finance, business strategy and global business. It is well-suited for pupils who can write well, have an interest in the world of business and entrepreneurship, and possess good numerical skills. We follow the EDEXCEL specification at A Level. IGCSE Business Studies is offered as an option in the Fourth Year. This cohort follow the Cambridge International Examinations specification.

What will I study in Business?

We start the course by learning about how entrepreneurs create ideas, market their products and manage people. The initial emphasis is small businesses and is useful for those with such ambitions in mind. We then extend our learning to cover finance, resource management and how the wider economy and society impacts on business.

As we progress through the course, we look at business strategy for medium and large businesses, how businesses expand into global markets and the importance of competitiveness. We study change management in an increasingly uncertain world. There are three examinations; the final exam is a synoptic paper and you will need to be able to make connections between all of the different elements of business and consider how businesses fit into the wider world.

What facilities and staff are available in the department?

The department is based in the Woodsmoor building and enjoys three well-equipped, spacious teaching rooms. Our classrooms have whiteboards located around the classroom to facilitate group work and independent learning. There are three full-time teachers and one part-time teacher in the department and we also train and develop associate teachers from Manchester University.

How useful will Business be to me when I leave school?

Business is very useful for anyone considering starting their own business or working in business. It also supports a range of professional careers including accountancy, law and management, while also giving pupils who are interested in design and technology increased customer-focus. Business is very highly regarded by the Confederation of British Industry (CBI) and is accepted by the vast majority of universities and in all respected university business schools.

Who should study Business?

Business as a subject covers a variety of disciplines and skills so it is suitable for a range of pupils from the humanities subjects, together with those considering A Levels that are practical in nature. It combines especially well with Design Technology, English, Maths, Economics and humanities subjects such as Geography and Psychology. You should have the ability to produce good, extended writing, and have good numeracy skills.



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AN INTRODUCTION TO THE SIXTH FORM

Sixth Form studies and Sixth Form life are a crucial stage in the education of our pupils. They introduce an element of specialisation of study which is very different from the broad range of subjects taken at GCSE and they demand that pupils take a much greater responsibility for their own learning. The years from 16 to 18 require considerable personal and intellectual advances in preparation for life after school.

At the same time, pupils are not left to fend for themselves; they are monitored and guided by their Sixth Form Tutors, who provide support and encouragement for them personally and academically. The work of the Sixth Form Tutors is co-ordinated by the Head of the Sixth Form, Mr D J Stone and the Heads of Year, Mrs H R Ashton and Mrs K L Britton, who take a close interest in the progress and welfare of every pupil.

Most Lower Sixth Form students will start with four subjects, each allocated ten periods of teaching per two week cycle. There are also two Games afternoons per cycle.

The pattern changes in the Upper Sixth, by which time each pupil will have chosen whether to proceed with three or all four subjects. In the Upper Sixth, each subject is allocated eleven periods of teaching per two week cycle.

An Enrichment Programme runs alongside the academic curriculum for those pupils studying three A Levels - this offers short courses in a range of topics designed to equip pupils with the attributes they need to succeed in their next steps. Many pupils opt to take the Extended Project Qualification (EPQ), which is an independent research project that provides sound preparation for the challenges that lie ahead at undergraduate level.

Advice must be sought from the Head of Sixth Form and Head of Year if pupils wish to continue with four subjects. Departments also offer additional support in preparation for Oxbridge and other competitive university applications.

It is of great importance that every Sixth Former spends at least three to four hours per week outside formal lessons on academic work in each chosen subject in the Lower Sixth; this includes homework and extension work such as wider reading. The Sixth Form demands a high level of commitment to academic work. Sixth Formers' progress is assessed and reviewed via regular ATL (Approach To Learning) and school reports. In addition, there is at least one academic Parents' Evening each year.

Entry to the Sixth Form is based on GCSE results, with offers being tailored to each individual pupil, be they current Fifth Year pupils or those looking to join us for Sixth Form. Entrants are expected to have secured high grades in their GCSEs and, if they are continuing with a subject they have taken at GCSE, they are expected to ideally obtain a grade 6 or higher in that subject. In the Sixth Form, there are Preliminary, Interim and Trial Examinations for the pupils across the two years leading up to A Level. The Interim School examinations, which are sat at the end of the Lower Sixth, are important in helping the pupils to measure progress and potential at the mid-point of Sixth Form.

Subject choices merit careful attention. Genuine interest, career considerations and ability are the three vital elements. In the summer of Lower Sixth the pupils begin to prepare university applications. These have to be submitted in the Autumn Term of the Upper Sixth. Many university courses require particular subjects and/or particular A Level grades. For example, Medicine requires Biology and usually Chemistry, whereas Engineering requires Physics and Mathematics.

Whilst all A Level subjects at SGS provide excellent preparation for employment and for Higher Education, the purpose of Sixth Form work is also to prepare pupils for life in the broadest possible way. Whatever they choose to study, it is vital that pupils continue to develop good organisational and time management skills as well as learning to work independently; assets which are valued highly amongst employers and Higher Education alike.

Every Sixth Former should have a wide variety of interests and activities. Sport, Music, Drama, Model United Nations, Young Enterprise, the Duke of Edinburgh awards, and many other clubs and societies offer the opportunity not only to participate but also, as senior pupils, to organise and lead, to work as part of a team, and to take responsibility for themselves and for others.

Throughout their time in the Sixth Form, the pastoral support for each pupil will be overseen by their Form Tutor, Head of Year and the Head of Section. We place great emphasis on the bonds built between staff and pupils in the Sixth Form where there is unquestionably a new dynamic that is reflected many ways. In the Sixth Form, there are three strands to the Pastoral Curriculum. Key issues are addressed in the forum of the Shaa Sixth Form lectures, where guest speakers visit the school on a half termly basis to address PSHE themes. The Form Period Programme provides an important means for follow up discussion and tutor led sessions on target setting, academic progress, self-appraisal etc. Within the Enrichment Programme, the courses available provide opportunities for pupils to consider relationships, mental health, and wellbeing as part of the Skills for Life course; alongside the examination of ethical issues and refreshing their ICT, budgeting and cookery skills.

We hope that Sixth Form life at Stockport Grammar School will help pupils to develop as useful, contributing members of society; to be responsible, considerate, self-disciplined, reliable, socially aware and persevering. The challenges are there, in the rich academic and extra-curricular opportunities on offer.

If you require any further information, please do not hesitate to contact me on 0161 456 9000.

Mr David Stone
Head of Sixth Form



Sixth Form pupils on A Level Results Day 2023.

ECONOMICS

What is Economics?

Economics is an exciting and dynamic social science which examines how individuals, governments and societies make choices, and is used to analyse a wide range of global and topical problems. Economics teaches you to critically analyse arguments, data, and diagrams so it is suited to pupils who possess very good diagrammatic and written skills. An interest in current affairs and the everyday world is very important for pupils doing this course. We follow the OCR specification.

What will I study in Economics?

In Microeconomics we will discover how firms set prices and learn about the workings of free markets. Then, we will learn how markets fail, covering topics such as pollution, healthcare and education, together with an examination of how governments intervene in markets to correct market failure. We apply microeconomic principles to specific markets such as transport, leisure and media. In Macroeconomics we learn about the recent performance of the UK economy with respect to topical issues such as the recession of 2008-09, the financial crisis and the budget deficit, together with a strong underpinning in macroeconomic theory. We also consider the international dimensions to economics by studying international trade, globalisation, the Eurozone and the economics of developing countries.

What facilities and staff are available in the department?

The department is based in the new Woodsmoor building and enjoys three well-equipped, spacious teaching rooms. Our classrooms have whiteboards located around the classroom to facilitate group work and independent learning. There are three full-time teachers and one part time teacher in the department and we also train and develop associate teachers from Manchester University.

How useful will Economics be to me when I leave school?

Economics is very useful for those considering a career in government, business, finance, and a wide range of professions in the public and private sector. Economics teaches you to analyse so the skills you will learn are widely respected and valued. It is well regarded by the most competitive universities, including Oxbridge.

Who should study Economics?

As a social science, Economics can be studied by pupils who favour either humanities, science subjects, or a combination of both. It offers Maths and Science students a broader academic portfolio with the same level of academic rigour. It also combines well with related humanities subjects such as Geography, Business and History. You should have good extended writing skills and be comfortable with diagrams, numeric data and logical thinking.



What is Psychology?

Psychology is the study of the brain and behaviour and as a discipline tries to provide explanations for why people act in the way that they do. Psychology is a science and therefore includes the collection of data leading to the creation of theories. It is a very challenging subject that often helps individuals understand themselves and those around them in more detail.

What does the course involve?

We follow the AQA specification which has an emphasis on both the theoretical and research elements of the subject. The course enables pupils to develop an understanding of the main approaches within the subject by studying a variety of different aspects of behaviour. As part of the course, pupils study Cognitive Psychology by investigating memory. They look at the ways that memory might work and is affected by different factors. Developmental Psychology examines early childhood experiences and how these might influence our future behaviour.

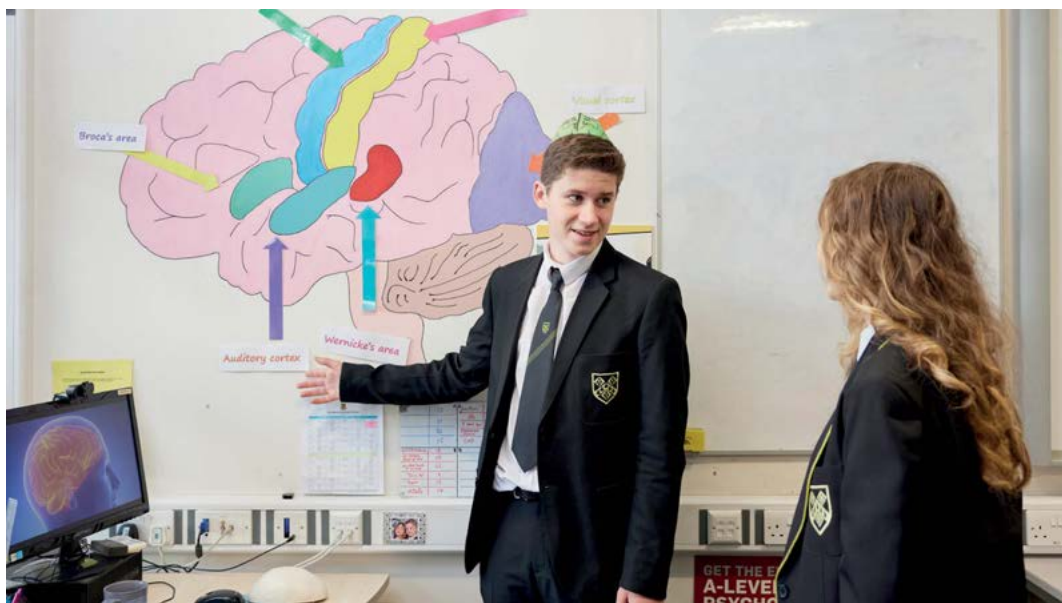
Psychopathology considers what it means to be normal or abnormal and uses OCD and phobias to illustrate abnormal behaviour. Social Psychology investigates how the presence of others affects our thoughts, feelings and behaviour.

The second year of the course also allows us to investigate behaviours in more detail. We study Relationships to explain how they are formed, maintained and what happens during a break up. Aggression is also studied including biological and psychological explanations for aggressive behaviour, including aggressive crimes, explanations for aggression in prisons, and the influence of the media, including violent computer games, on aggressive behaviour.

Throughout the course there is an emphasis on research methods allowing us to conduct some small scale investigations in order to understand how psychologists gain their evidence as a basis for their theories. There is no coursework involved in the assessment of Psychology.

Who should study Psychology?

Psychology is a subject that is accessible to most pupils as it follows scientific principles and also has an emphasis on essay writing allowing it to complement a wide variety of options in the Sixth Form. The subject would be useful for pupils who wish to study Psychology at university, but also any Social Science, or to enter jobs that involve working with other people, for example management.



Why choose A Level Politics?

- Politics impacts on us all every day and studying Politics allows us to be able to see how the world around us is being shaped. Politics combines well with other subjects such as History, English, Economics, Geography, Psychology and Business Studies.
- Politics is viewed by universities and employers alike as an academically rigorous subject which shows an interest in and awareness of current issues. Students have done a range of degree courses and then moved into areas such as: Law, Accountancy, Administration, Civil Service, Health Service, Police, Teaching, Politics, Media, Journalism and Medicine.
- To study Politics, it is expected that you will already have an interest in current affairs and this will be utilised throughout the course.
- Students will develop a wide range of skills throughout their course of study, including the ability to comprehend, synthesise and interpret political information; identify connections and analyse political knowledge; as well as construct and communicate arguments clearly and coherently.
- There are opportunities to visit the UK Parliament, local and regional assemblies as well as attend politics lectures and debates when they occur.

What topics would I study?

Politics A Level is split into three sections. The first section of the course is an in depth look at UK government and politics. This explores eight specific topics:

- Democracy and participation in the United Kingdom – Is UK democracy in crisis?
- Political parties – How different are the Labour and Conservative parties?
- Electoral systems – Is it time to reform the voting system in the UK?
- Voting behaviour – What impact does the media have on elections?
- The UK constitution – Is it time to have a written constitution?
- Parliament – Should the House of Lords be abolished?
- Prime Minister and the executive – How powerful is the Prime Minister?
- The Supreme Court and the impact that the EU has had on the UK – Has the Supreme Court gained power in recent years?

The second section of the course is a study of political ideology and the impact that they have had on our politics. There are three core ideologies that you would study and one optional ideology. You would study liberalism, conservatism, socialism and we would then choose from various options such as feminism, nationalism, multiculturalism and environmentalism. The main focus of this unit would be to investigate the main beliefs of each ideology and the differing beliefs of five key thinkers.

The final section studied would be a focus on the politics of the USA. This would be a comparative unit whereby you would compare and contrast the political systems of the UK and the US. For example, you may compare and contrast the power of the President of the US and the Prime Minister of the UK. Despite the talk of Presidents such as Trump and Biden, are they really that powerful?

A Level Politics is a linear course. There are three exams in Upper Sixth. There isn't any coursework. For more information speak to Mr Leng or lengt@stockportgrammar.co.uk

What is Philosophy?

In its most literal sense, Philosophy means the love of wisdom. It is an attempt to understand the world, and our place in it, through a well-structured, critical analysis of the fundamental assumptions and concepts that are taken for granted in everyday thinking. Although philosophers are often interested in abstract questions concerning the nature of reality, how we can ever be said to know anything, and the kinds of things we should value, the answers that are given to these questions are likely to have a direct impact upon what we believe and how we subsequently live our lives. For example, if I think that my mind and body are one and the same thing, and can defend my belief through rational argument, then surely this will have an effect on how I live my life? In A Level Philosophy, we explore such questions and examine the answers that have been given to them by some of the greatest thinkers, including Aristotle, Descartes, Hume, Kant, and Wittgenstein.

What topics are taught at A Level Philosophy?

The department follows the AQA Philosophy syllabus. Over the two years, you will study issues relating to knowledge and reality, where philosophers ask questions such as 'How do we know anything?' and 'Is the way that the world appears to me the way that it is, in-itself?'. You will tackle central questions in the Philosophy of Religion, such as 'Can we demonstrate the existence of God through rational argument?' and 'Are there compelling arguments against the existence of God?'. You will also explore key themes in the Philosophy of Mind concerning the nature of consciousness and the relationship between mind and body, as well as Moral Philosophy where ethical theories such as Utilitarianism, Deontology and Virtue Ethics are applied to contemporary moral issues.

Assessment

The course consists of 100% external assessment. There is no coursework element. Students will take two, three-hour examinations, which cover the four main topic areas, at the end of the Upper Sixth. These are:

Paper 1: Epistemology and Moral Philosophy

Paper 2: Metaphysics of God and Metaphysics of Mind

Where to next?

Training in Philosophy develops the ability to think clearly and reason logically, to expound and evaluate arguments, to reject facile assumptions and search for coherent principles of thought and action. As such, Philosophy is a subject that combines well with all academic disciplines. It is highly respected by the top universities and employers as it is seen to aid the development of these key analytical and critical thinking skills. Indeed, it is students who are prepared to challenge conventional ideas and are willing to offer an alternative perspective that are likely to prosper in higher education and beyond.

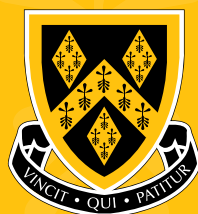
Who should study Philosophy?

No particular background in terms of specific subjects studied at GCSE is expected or required and no prior knowledge of Philosophy is necessary for candidates to undertake a course of study based on this specification.



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