

FOUNDED IN 1487

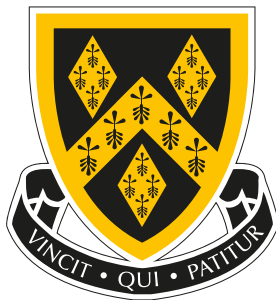
STOCKPORT

GRAMMAR SCHOOL



Just for Starters

INFORMATION BOOK



FOUNDED IN 1487

WELCOME

Welcome to Stockport Grammar School. Founded in 1487, we are proud of our history, our place within the local community and of our traditions. However, we are also a school that looks to the future and how we can build on our prior and current successes.



We are a co-educational, independent day school, which prides itself on educating the whole child so that our pupils can leave the school confident and ready for their next step. We believe it is essential for pupils to develop a range of skills and characteristics while at school through a broad and wide-ranging education.

Our academic outcomes are excellent: pupils achieve superb exam results through innovative and highly skilled teaching and pastoral support. The huge range of co-curricular opportunities allows pupils to develop their talents and perform at a high level in their chosen fields, whether that is music, sport, drama or one of our many other activities.

But all of this is only possible if a pupil feels happy and secure. Pupil wellbeing is very important to us: we ensure that support is in place so that pupils can thrive.

Mrs Sarah Capewell
Head of Senior School



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CONTENTS

	Page
Welcome	1
Introduction to the Lower School.....	3
Pastoral Care.....	5
Co-Curricular Activities	6
Hallam Library	8
Learning Support	9
Art and Design.....	10
Biology	12
Chemistry	14
Classics	15
Computer Science	16
Drama	18
English	19
French	20
Geography.....	21
German	22
History.....	23
Life Studies	24
Mathematics.....	25
Music	26
Physical Education	29
Physics.....	32
Religion, Philosophy and Ethics.....	34
Spanish.....	35
Technology	36
Product Design	37
Food and Nutrition	38
Textile Technology	39
Introduction to the Middle School	40
Introduction to the Sixth Form	41



AN INTRODUCTION TO THE LOWER SCHOOL

The first three years at Stockport Grammar School are a crucial foundation. To get the most out of this time, pupils are encouraged to fully engage in school life, both in and out of the classroom. Strong home-school communication is welcomed, whether through informal contact with the Form Tutor, who oversees pastoral care, or direct consultation with the Head of Year, Head of Lower School, Deputy Head (Pastoral) or the Head. Addressing concerns early helps enhance progress.

The First Year

Pupils join us from a range of primary schools. Since the Entrance Examination is already a selection process, pupils are mainly taught in their form groups. If pupils have any questions or concerns, they should talk to their Form Tutors, no matter how small the issue may seem.

The Lower School Curriculum

The Lower School curriculum is designed to match our pupils' abilities, offering a wide variety of subjects. While most pupils have followed the National Curriculum for Key Stages 1 and 2, we take a more flexible approach to Key Stage 3. Generally, pupils take nine GCSE subjects, and they can choose from over twenty subjects at A Level.

The Lower School Timetable

The Senior School operates on a two-week timetable cycle, with alternating 'blue' and 'yellow' weeks. Each cycle consists of ten school days before repeating. Pupils attend five one-hour lessons per day, a structure that minimizes the number of books they need to carry and provides greater flexibility in delivering a comprehensive curriculum. The system is clearly indicated in the School Calendar and is quickly mastered by pupils.

Options

In the Second Year, pupils start choosing the languages and creative subjects they want to continue studying in Third Year. They can pick five subjects from options like Latin, French, German, Spanish, Art, Design Technology, Food & Nutrition, Textiles, Computer Science, Classics, Drama, and Music, with a requirement to study at least two languages.

Mrs. Helen Tadman, the Careers Co-ordinator, helps pupils with their GCSE subject choices. In January of their Third Year, pupils and their parents attend an Options Evening for more guidance. Final decisions are made after the Parents' Evening in the Spring Term.

Reports

Reports are sent to parents through the Parent Portal at the end of the Summer Term, showing term and exam performance. These reports are in addition to regular assessments and Parents' Evenings. The report includes grades for Approach to Learning and Attainment, with explanations provided for each grade.

Parents' Evenings

You will be invited to two Parents' Evenings during your child's first year at SGS. The first, held early in the Autumn Term, is an information evening where you can discuss how your child is settling in with the Pastoral staff. You'll also meet your child's subject teachers and review their academic progress. If you have any concerns during the school year, please contact your child's Form Tutor, the Head of First Year, or the Head of Lower School.



Examinations or Assessment Tests

All Lower School pupils take examinations in the Summer Term, along with informal end-of-unit tests conducted by different departments throughout the year. These exams help gauge progress and provide valuable experience in revision and preparation. By the time they reach their GCSEs in the Fifth Year, pupils are familiar with what is expected and how to prepare. Internal exams are especially useful for improving exam techniques through practice.

Homework

In the Lower School, pupils typically have up to one-and-a-half hours of homework each night, with about thirty minutes for each of three subjects. Homework should be completed carefully to build understanding and establish good work habits. Properly organizing homework helps develop consistent work patterns.

Approach to Learning

Approach to Learning grades are given regularly for each subject and are added to the Parent Portal. Form Tutors discuss these grades with pupils during Form Time. Guidance on interpreting the grades is provided at the first Parents' Information Evening.

Discipline

A disciplined environment is crucial for pupils to feel secure while developing their personal, social, and academic skills. Our approach is based on common sense, mutual respect, and shared responsibility, involving cooperation between pupils, the school, and families, along with a few key School Rules.

Our goal is to encourage self-discipline, honesty, and consideration for others in a supportive setting. We address behavioural issues constructively to guide pupils towards reaching their potential. The school maintains high standards for dress, behaviour, and conduct, aiming to foster a sense of security and pride in the school. Sanctions are used to promote improvement and reinforce pupils' responsibilities, not as punishment, but as a way to encourage better behaviour.

Clubs and Activities

Lower School pupils are encouraged to participate in a wide range of co-curricular activities in addition to school sports teams, choirs, bands, and orchestras. Options include Animal Club, Mindfulness Club, Basketball, Chess, Classics Club, Creative Writing, Dance, Drama, Swimming, Tactical Games Club, Fencing, Languages Club, and many more. Outdoor activities like Kayaking, Mountain Biking, and Climbing are also available. A complete list is on the website.

School Meals

We are committed to providing our pupils with nutritious, appealing meals that support their creativity, energy, and focus throughout the school day. Our menu offers a variety of healthy options to suit different tastes. All Senior School pupils stay for lunch, which is billed separately each term. If you have any dietary concerns, please contact our Catering manager, Mrs. K Gosling, at goslingk@stockportgrammar.co.uk. Please remember that the school is nut-free, so snacks containing nuts should not be brought to school.

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

Mrs Helen Lawson

Head of Lower School



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 meet with their Form Tutors each morning and can address any concerns, no matter how minor. Form Tutors take the time to understand each child individually and discuss any issues with parents. First Year pupils usually have two Form Periods per week, designed to help them adjust to the Senior School and gain confidence in their new environment.

HEADS OF YEAR AND HEADS OF SECTION

Form Tutors work closely with the Heads of Year who oversee the pastoral care for each year group and Heads of Section (Head of Lower School, Middle School, and Sixth Form), who oversee the pastoral care for each year group. They ensure that pupils receive the support they need as they advance through the school.

LOWER SCHOOL FRIENDS

Starting at a new school can be challenging. The Lower School Friends Scheme, run by Lower Sixth Form pupils, helps First Years adjust to their new environment. These older pupils offer support and advice as new pupils settle in.

SCHOOL NURSE

Pupils are supported by two School Nurses who help communicate between staff, pupils, and parents to ensure each pupil receives proper care. They handle medication protocols and care for conditions like asthma, diabetes, and epilepsy. The School Nurses and Chaplain also contribute to pastoral care. Additionally, counsellors from Beacon Counselling in Stockport are available at school to offer one-to-one support for various issues.

HOUSE SYSTEM

Every pupil is assigned to one of the school's four Houses: Arden, Nicholson, Warren, and Vernon. Each House has a supportive, family-like atmosphere that includes all year groups. The House system helps pupils develop responsibility, organisation, and teamwork skills. Sixth Form House Senior Prefects represent their House, work with teachers and pupils to ensure good communication, and help organise events and teams for Inter-House competitions.



CO-CURRICULAR ACTIVITIES

INFORMATION ON FIRST YEAR CO-CURRICULAR ACTIVITIES

We offer over 40 co-curricular activities for First Year pupils, including Dance, Debating, Cooking, Climbing, Art, Animation, Fencing, and Football.

Activities, including Music and Sports, run daily at lunchtime and after school. We encourage pupils to try new things and continue with their current interests. At the start of the First Year, pupils can attend a Co-Curricular Fair to learn about and sign up for trial sessions. These activities are a key part of helping pupils grow into well-rounded individuals.

- 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

For details on the Summer Term programme, check the Beyond the Classroom section of our website.



CO-CURRICULAR ACTIVITIES



THE HALLAM LIBRARY RESOURCE CENTRE

We 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!

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

Mrs Catherine Harvey, 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 Mrs Harvey at the earliest opportunity so that she 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 30 mins of homework
Second Year	2 lessons with 30 mins of homework
Third Year	3 lessons with 30 mins 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.



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.



BIOLOGY

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
GCSE.....five 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 variation; 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.

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 to look after 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 pupils with an interest in Biology to expand and extend their talents. In offering a wider syllabus than A Level, it allows gifted pupils 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 pupils 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
 GCSE..... five 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.

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 pupils regularly earning gold awards.



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 following the adventures of Caecilius and his family in ancient Pompeii 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?

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?

All Second Years study Latin, using the Cambridge Latin Course which follows the life of Caecilius and his family in Pompeii. Latin and Classical Civilisation can both be taken as options in the Third Year. Latin builds on the work done in Second Year; pupils also learn about the beginnings of the Roman world, their gods, monsters, and heroes. The Classical Civilisation course is unique to SGS, covering Greek and Roman culture and history, as well as an introduction to the epic poetry of the Homeric World. Both subjects provide an excellent foundation for GCSE study.

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.

The Classics Play

The Classics Play has been running for fourteen years. In 2023, performers from various years collaborated with the Music, Dance and Drama departments to stage Virgil's *Dido and Aeneas*. In 2024, Lower Sixth Formers adapted Aristophanes' *The Birds* into a modern-day production.

Do you go on any trips?

In 2023 the department took a party of pupils from the Fourth Year and Sixth Form to Rome. 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.



COMPUTER SCIENCE

We aim to:

Develop innovative future leaders in the digital world who can use computational thinking to solve real world problems. We provide our pupils with the knowledge and tools to use technology responsibly, safely, and ethically. We introduce pupils to several IT systems so they can be confident to utilise their skills in their future careers.

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

What is Computer Science like in the Lower School?

In the first two years pupils develop a breadth of knowledge and skills across the three main content areas: Computer Science, Information Technology and Digital Literacy. They develop their Computer Science skills through units of work that develop programming and computational thinking. They learn about the key fundamentals of Computer Systems, Data Representation, Networking and Cyber Security. They also develop the digital literacy skills and knowledge required to be an effective, safe and discerning user of a range of computer systems. Throughout all units of work pupils develop knowledge and understanding of information technology by re-using digital artifacts to create digital projects and undertaking creative projects that involve selecting, using, and combining multiple applications.

In the Third Year there is more of an emphasis on pure Computer Science and pupils focus on their programming and computational thinking skills. Pupils develop the key fundamental knowledge and skills to understand topics such as Data Representation, Computer systems, Network and Cyber Security and the Impact of Computers. Pupils use a variety of desktop and web-based platforms to create, share and submit pieces of work.



What topics will I study?

First Year: Introduction to SGS, Online Safety, Scratch, Spreadsheets, App Development, What Are Computers

Second Year: Cyber Security, Python Programming, Computer Systems, Spreadsheets, Office 365, Web Design

Third Year: Python Programming, Data Representation, Computer Systems, Advanced Python Programming, Networks & Cyber Security, Impact of Computers

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, trips or competitions?

There are lots of exciting competitions and clubs to attend. Competitions will run at different times in the year and will include Cyber Centurion, Bebra and Pi Wars. There are also clubs including Pygame Game Development, Micro bit and Animation Club.

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*, *Cinderella* and *A Christmas Carol*, as well as regular collaborations with the Music department including *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’

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
- Encourage an interest in the culture of this important neighbour, as well as 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 Year three lessons with two 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.

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: pupils 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 pupils 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

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. Pupils 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.



We aim to:

- Provide a learning environment in which pupils can enjoy language learning activities and find intellectual stimulation.
- Introduce pupils to the culture of this fascinating country.
- Support the acquisition of study skills across the curriculum e.g. language awareness, independence and ICT skills

What staff and facilities are available to the department?

There are three full-time and two part-time German teachers. We also have a German assistant. German teaching takes place in the Languages Building and pupils have one lesson per cycle in one of our Language Labs where we use Sanako software.

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

Lower School.....3 lessons with 2 x 30 mins of homework
 GCSE.....5 lessons with 3 x 30-40 mins of homework
 A Level 11 lessons with additional individual study

What is German in the Lower School like?

We follow the coursebook *Stimmt!* which is a lively, interactive resource aimed at pupils who are new to the subject. We want our pupils to have fun speaking and writing the language and we use traditional and modern methods in our lessons. As well as key skills practice in speaking, listening, writing and translation, there are also language games and lots of pair work.

First Year topics include: introductions, pets, family, free time and school

Second Year topics include: holidays, film and TV and German food

Third Year topics include: when I was little, my role-models and ambitions

Are there any trips and clubs?

There are two German trips available to pupils at SGS.

There is a Second Year trip to Cologne and Aachen and also a trip to Munich for those in Third Year and above. These run on alternate years.



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 starts with an introduction to the medieval world and key historical concepts. Pupils study the events of 1066, the Norman Conquest, and the power of Medieval monarchs and religion, including the Crusades. The final term covers the Black Death, Peasants' Revolt, Wars of the Roses, and leads into the Tudor period. Pupils end the year with an investigation into a Non-European civilization.

Second Year: In Second Year, pupils study the history of the United Kingdom from the 16th to 18th centuries, focusing on political changes from the Reformation to Charles I's execution. They also explore superstition, science, witchcraft, Africa before the slave trade, the effects of the slave trade, the British Empire, and the Industrial Revolution. The year ends with a focus on local history.

Third Year: In Third Year, pupils study the First World War, including its causes, trench warfare, and social impact. They also explore the women's suffrage movement in Britain, followed by a short study of Tsarist and communist Russia. The course covers the causes and key events of the Second World War, such as Dunkirk, the Battle of Britain, Stalingrad, and D-Day. The year concludes with in-depth studies of the Holocaust, the post-war world, and the Cold War, laying the foundation for GCSE studies.

Are there any trips?

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?

The History Society, aimed at younger pupils, offers opportunities to work with museum artefacts, hear from war veterans, and attend talks by notable historians.



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.

Pupils 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.



We aim:

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

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. However, very soon, 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.

What topics will I study?

You will cover a variety of topics under the areas of

- Number
- Algebra
- Shape and Space
- Probability and Data Handling

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

In Lower School we have six lessons with up to two hours of homework which is usually set on Sparx Maths; an online platform which provides individualised homework tasks on the topics currently being covered at a level appropriate to you.

What happens further up the school?

In Second and Third Year we split the year group into two and start to set according to ability. All classes cover the same content and there is scope for movement during the year. We formally start IGCSE Mathematics in Fourth Year, although a number of the topics covered in Lower School are either tested at GCSE level, or provide the foundations on which to build on further. There is the option to take up GCSE Statistics as an additional qualification in Fifth Year and those who have demonstrated strong mathematical ability in the subject are taught GCSE Further Mathematics. Many pupils go onto study A Level Mathematics, with a pleasing number choosing to study A Level Further Mathematics, as well.

Are there any extra activities, trips or competitions?

Each year, we participate in various team and individual national maths competitions, including the UK Mathematics Trust Challenges for all age groups and the MEM Challenge. Middle School pupils can study GCSE Statistics and Further Maths. Fourth Year pupils have the chance to visit Disneyland Paris to explore the maths behind rollercoaster design. We also offer Pi Club and Tactical Games Club at lunchtimes for First and Second Year pupils, with activities for all skill levels. To further support our pupils, we compete in the National Cipher Challenge and the Alan Turing Cryptography competition. Additionally, we provide twice-weekly study sessions for all year groups for extra maths support.

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.



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
 GCSE five 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.



First and Second Years performing at Liverpool Anglican Cathedral in 2023

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 groups are set out 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 *Chicago*, *Godspell* and *Dido and Aeneas*.

- Big Band
- Boys' Vocal Group
- Brass Ensemble
- Chamber Choir
- Chamber Groups
- Chamber Music
- Chorus
- Concert Band
- First Orchestra
- Guitar Ensemble
- Junior Brass Ensemble
- Junior Chamber Choir
- Junior Jazz Band
- Junior Percussion Ensemble
- Junior Strings
- Junior Woodwing
- MARS Recitals
- Second Orchestra
- Senior Jazz Band
- Senior Percussion Ensemble
- String Orchestra
- Theory Class
- VOX
- Wind Orchestra

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.



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.

Are individual music lessons available?

Around 300 music lessons take place each week. Pupils can choose from many instruments including Violin, Guitar, Saxophone, and Piano. For a full list please scan the QR Code.



Studying Sport, Physical Education, Health and Fitness

Aims

Our 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. We provide 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 utmost 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 programme 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 number of academic staff also support the school's major sports and help co-ordinate the extensive Saturday morning fixture programme.

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), an 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.



PHYSICAL EDUCATION



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

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 1,000 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.



FOUNDED IN 1487

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.



U13 Netball Team – Sisters n Sport Shield Champions 2023

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

What topics can I study?

Physics investigates the most fundamental issues, from the smallest particles making up the atom to the creation and development of the universe. We look at how aspects of Physics affect our everyday lives.

The main topics through to GCSE are Forces and Motion, Waves, Electricity, Energy, Matter, Electromagnetism, Radioactivity, Astrophysics and experimental skills.

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 Levelten lessons with additional individual study

What is Physics in the Lower School like?

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

Pupils have three lessons per two-week cycle. During the first three years, up to 30 minutes of homework will be set once each week to be completed (ideally that evening if possible) 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 new skills and help to 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.

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.



Are there any extra activities, trips or competitions?

We offer the First Years a STEM club through the first 2 terms and we have a planetarium day.

Our popular Astronomy Club is open to pupils in the Second, Third and Fourth Years exploring the practical and theoretical sides of Astronomy.

Every year we take a team of Third Year pupils to the Physics Olympics. Many of our Fourth Years attend a series of Science Lectures with our annual day trip to Science Live.

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 pupils to Florida to visit the Kennedy Space Centre.

The Upper Sixth have an annual trip to Jodrell Bank.

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 and a trip to MOSI to see and learn more about the Soyuz capsule.

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 and an increasing number of online challenges open to younger pupils.





We aim to:

- Encourage pupils to develop intellectual curiosity.
- 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.
- Foster cross-curricular connections through investigating a range of contemporary issues.

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

Discussion and debate form a large part of the lessons and pupils are encouraged to appreciate the difficulties to be found in making value judgements, particularly regarding religious, philosophical and ethical issues. The emphasis on developing critical thinking skills as well as gaining knowledge is deliberate and reflects the wider aims of the 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.

What topics can I study?

The course covers central themes in Religion and Contemporary Society, Philosophy and Ethics. Pupils will have the opportunity to grapple with a wide range of issues such as the rise of atheism, war, poverty, capital punishment, arguments for and against the existence of God, the problem of knowledge and moral theory, to name but a few.

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

In Third Year, pupils will have two lessons per cycle dedicated to the study of Religion, Philosophy and Ethics.

Are there any extra activities, trips or competitions?

In First, Second, and Third Year, pupils have the opportunity to increase their knowledge of religious, ethical and philosophical issues through visits to six different places of worship across their three years in Lower School – comprising two visits per year. These include visits to a church, mosque, synagogue, gurdwara, Hindu temple and Buddhist centre. Pupils will then have the opportunity to reflect on, and discuss, their experiences during the course of their Life Studies lessons.

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.
- Enthuse pupils 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 four teachers and we also have a Spanish assistant. The Languages building has five classrooms and a dedicated Sixth Form 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. All classrooms have the latest ViewSonic interactive screens to enhance the learning of the pupils.

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

Second Year 3 lessons (3 hours) with 2 x 30 minutes of homework
 Third Year 3 lessons (3 hours) with 2 x 30 minutes of homework
 GCSE 5 lessons (5 hours) with 4 x 40 minutes of homework
 A Level 10 lessons (10 hours) with additional individual study

What is Spanish in Lower School like?

There is no setting or streaming by ability. Pupils are taught in groups of approximately 20 pupils. We use the core textbook, Viva, supplemented by our own materials. We subscribe to various language websites including Language Gym, Wordwall and Linguascope which support and extend pupils in their learning.

Second Year topics include: greetings, family, pets, hobbies, school and town. We also cover the present tense.

Third Year topics include: holidays, TV and technology, food and eating out. We also cover the past and future 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. We also encourage pupils to get involved with various in-house and national translation and writing competitions.

Are there any extra activities, trips or competitions?

All pupils studying Spanish have the opportunity to take part in an educational and cultural trip to Madrid, which runs every two years over a weekend in June. Work experience trips are also available, organised by an independent company. The department also organises study visits for exam classes to HOME cinema and MMU to experience the language outside of the classroom.

Spanish club runs once per week at lunch time and is open to all pupils who are interested in learning more about Spain and its culture.



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 pupils 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 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 Building. 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 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 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.



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.

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.



What is Textile Technology in the Lower School like?

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.



AN INTRODUCTION TO THE MIDDLE SCHOOL

The transition from Third to Fourth Year marks a shift in education, beginning a two-year cycle leading to GCSEs in Fifth Year. In Middle School, pupils are encouraged to take more responsibility for their learning, supported by Form Tutors who guide their personal and academic progress. As pupils make decisions about careers and further study, we prepare them for the choices ahead. By the end of Middle School, our goal is for pupils to have reached their academic potential and grown into responsible, caring young adults.

How many GCSE courses are pupils expected to take?

Most pupils take nine GCSE subjects, including Maths, English Language, English Literature, at least two sciences, and subjects of their choice based on interests. Studying a modern foreign language is recommended. Additional GCSEs in Greek and Statistics are available outside of regular lessons.

Subjects introduced at GCSE:

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.

For more information about the Middle School, scan the QR code:



Head of the Senior School, Mrs Sarah Capewell, speaking to GCSE pupils

AN INTRODUCTION TO THE SIXTH FORM

Sixth Form is a key stage in our pupils' education. It focuses on specialised study, unlike the broad range of subjects at GCSE, and requires pupils to take more responsibility for their own learning. These years, from 16 to 18, involve significant personal and intellectual growth in preparation for life after school.

Subjects introduced at A Level

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.

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.

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.

Philosophy:

Philosophy 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.

For more information about the Sixth Form, scan the QR Code:



Sixth Form Pupils on A Level Results Day 2024



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