



**BROMLEY
HIGH SCHOOL**

GDST
GIRLS' DAY SCHOOL TRUST

CURRICULUM HANDBOOK

YEARS 7-9

BROMLEY HIGH SCHOOL

YEAR 2018/19

“Fides et Opera”

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September 2018

Dear Parents,

This Guide seeks to give a succinct outline of the curriculum in Years 7-9 and a brief introduction to academic life at Bromley High School. Our motto, *Fides et Opera*, points at the twin pillars of the school's continuing outstanding academic success: our faith in the exceptional qualities of our pupils and their commitment to work hard in all they do.

In Years 7, 8 and 9 pupils enjoy a broad curriculum, enriched by interesting trips and activities, adapted to the needs of bright girls and taught by highly qualified subject specialists. In Year 7, our key objectives are that girls should be stimulated and enthused by their lessons and that they should make firm friendships as they enjoy the fun of being challenged academically and participating in a wide range of exciting activities. By Year 8, girls will be expected to think for themselves and ask challenging questions; to reflect thoughtfully and research widely; to articulate their own ideas with confidence and to respect those of others. In Year 9, your daughters will already be considering their GCSE options and laying the foundations for success in public examinations.

We look forward to discovering your daughters' individual interests and talents as they make their own unique contribution to Bromley High's long tradition of scholarship.

Yours sincerely,



Angela Drew
Headmistress
Bromley High School



PASTORAL CARE

The pastoral care of each individual in the school community is of the greatest importance: every girl should act to promote the happiness and well being of every other pupil.

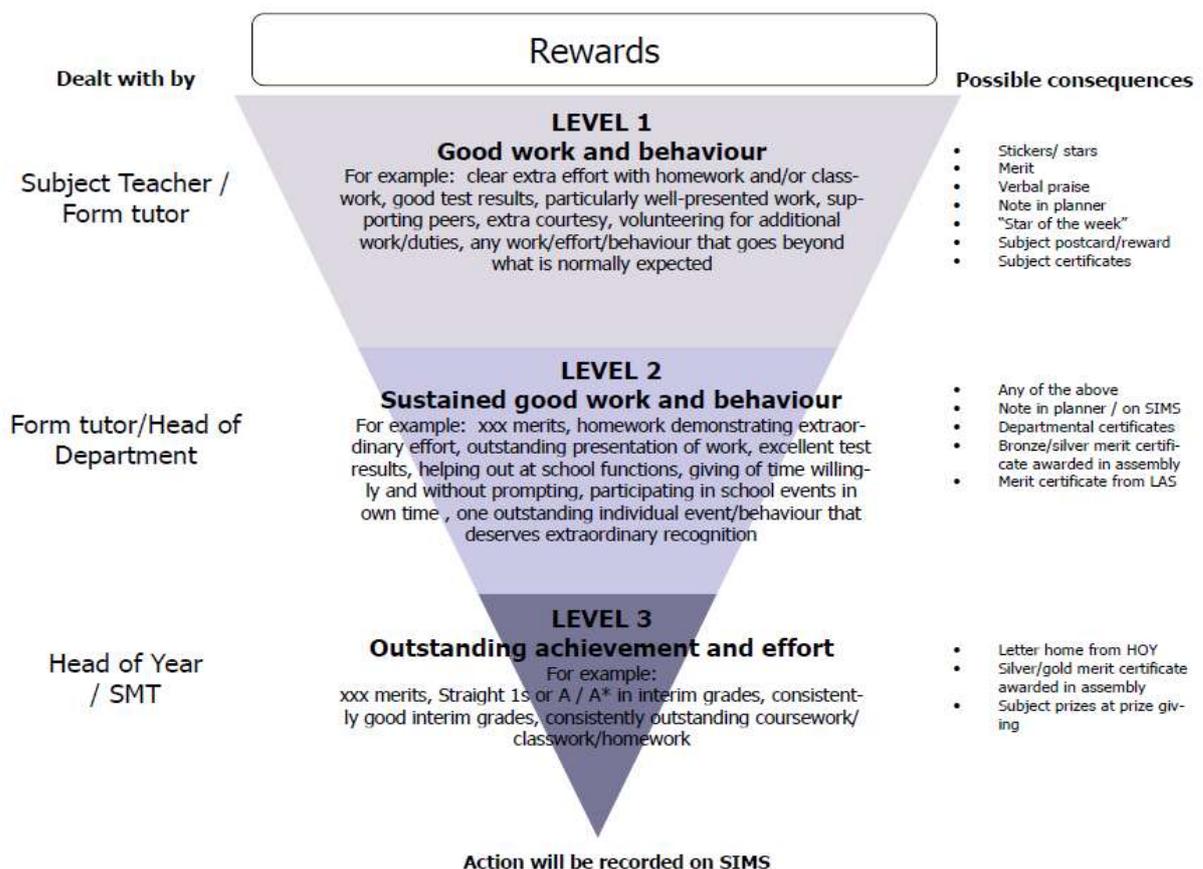
Every girl is in the immediate care of her Form Tutor who sees her twice daily and takes the closest interest in her welfare and academic progress. Girls will normally raise any questions or concerns with their Form Tutor but will find ready sympathy and support from all their teachers. If parents are welcome to contact their daughter's Form Tutor or Year Head who may consult with the Deputy Head Pastoral who has overall responsibility for pastoral care throughout the School. A fully qualified school nurse offers care on site throughout the day and a professional counsellor is available on Wednesday and Friday afternoons.

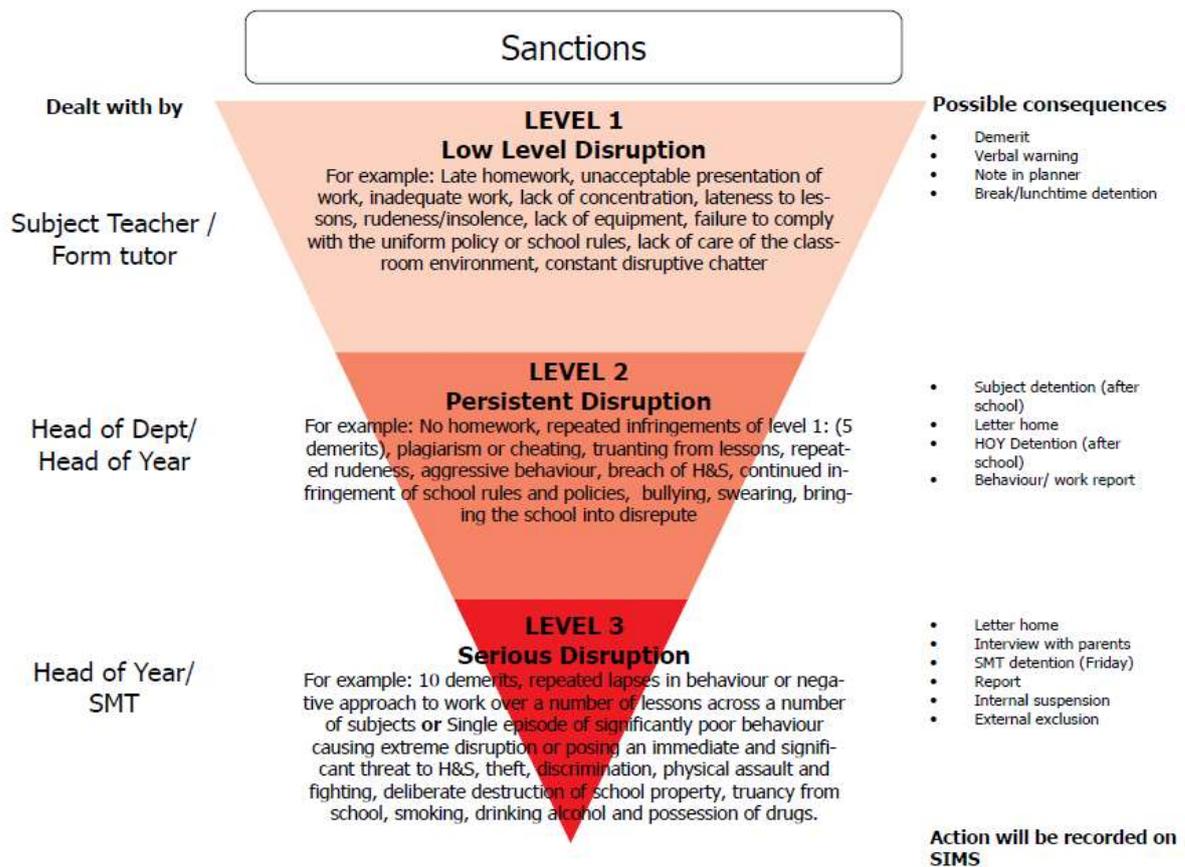


The pastoral team has welcomed a new addition; a solid-liver, short-haired German Pointer puppy. She joined the school staff in September and is currently enjoying her puppy training classes, getting to know her way around the school and gradually meeting everyone. She has been named Maya by the girls and when fully trained she will take a role in supporting the pupils, who will be allowed to accompany her on her walks and help teach her. We hope she will be a fun, warm and comforting presence in the school.

A POSITIVE LEARNING ENVIRONMENT

Bromley High is a happy and well ordered school where girls keep to reasonable rules and maintain high standards of work and behaviour. Girls are expected to arrive at lessons, fully equipped and ready to contribute to an environment which promotes concentration and collaboration. The levels of reward and sanctions are illustrated below.





ASSESSMENT AND REPORTING

Assessment takes place regularly to enable teachers to monitor pupils' progress closely. In Year 7 MidYIS assessment (from CEM at the University of Durham) helps to inform the individual level of challenge and support offered to each girl.

Testing for dyslexia and other learning needs also takes place early in Year 7 via an on-line screening test, Lucid Rapid, which identifies traits associated with dyslexic tendencies. Parents will be consulted in the event that additional tests are required to help us to assess the most appropriate support strategies. Girls with additional learning needs are identified and teachers are advised on the best teaching and learning methods to suit each individual.

In year 7 girls receive interim grades during each term. Formal examinations take place in May or June and a full report is issued at the end of the Summer Term. A Parents' Evening is held in the Autumn Term and all girls have an Academic Review with their form tutor.

In years 8 and 9 girls receive interim grades during each term and have a full report at the end of the Summer Term. A Parents' Evening is held in the Spring Term. An academic review is held for the girls during the course of the year.

CURRICULUM PLAN YEARS 7-9

The school operates a two week cycle and period allocations are given per fortnight. All periods are 50 minutes in length.

Subject	Year 7	Year 8	Year 9	Total number of 50 minute periods
English	7	6	6	19
Maths	6	7	7	20
Physical Education	5	4	4	13
French	5	4	4	13
German/Spanish	4	4	4	12
Biology	3	3	3	9
Chemistry	3	3	3	9
Physics	3	3	3	9
Geography	3	3	3	9
History	3	3	3	9
Religious Studies	3	3	3	9
Art	3	3	3	9
Design Technology	3	3	3	9
Music	2	3	3	8
Computing	3	3	2	8
Latin and Classical Civilisation	1	2	3	6
Drama	2	2	2	6
PSHE	1	1	1	3
Total	60	60	60	

KEY STAGE 3 HOMEWORK ALLOCATIONS 2018-2019

	Subject	Total Allocation per 2 weeks (maximum)
Year 7	Art	40 mins
	Computer Science	30 mins
	DT	40mins
	Drama	30 mins
	English	100 mins
	Geography	40 mins
	History	40 mins
	Latin	20 mins
	Mathematics	100 mins
	Music	20 mins
	MFL	60 mins
	PT	40 mins
	Science	120 mins
Total Per Week		6 hours 10 minutes maximum per week
Year 8	Art	50 mins
	Computer Science	30 mins
	Drama	30 mins
	DT	40 mins
	English	100 mins
	Geography	40 mins
	History	40 mins
	Latin/Classics	30 mins
	Mathematics	100 mins
	MFL	60 mins
	Music	20 mins
	PT	40 mins
	Science	120 mins
Total Per Week		6 hours 15 minutes maximum per week
Year 9	Art	50 mins
	Computer Science	40 mins
	Drama	40 mins
	DT	50 mins
	English	120 mins
	Geography	50 mins
	History	50 mins
	Latin/Classics	40 mins
	Mathematics	120 mins
	MFL	70 mins
	Music	30 mins
	PT	50 mins
	Science	150 mins
Total Per Week		7 hours 45 minutes maximum per week

STUDY SKILLS

Methods of learning and memorising are taught and practised throughout the early years so that your daughter will develop her own most efficient methods of studying and revising by the time she reaches public examinations. Before internal examinations, girls are helped to plan their revision timetables in good time by form tutors and receive discrete revision skills sessions. A section of the Pupil Planner focuses on study skills and revision advice is also available on Pupil Portal.

HOMework TIPS

- 1 Enter full details of tasks set in your planner and keep to deadlines. Always copy up missed work promptly. In the event of prolonged absence ask staff to photocopy notes.
- 2 Find a quiet place to work, where you can work at a convenient, well-lit desk or table without the distraction of mobile phones or Facebook/ twitter.
- 3 Avoid leaving learning homeworks until the last minute. Leave sufficient time to review and test your knowledge of material more than once.
- 4 Spend the right amount of time on homework: neither far too little nor far too much. Avoid working too late.
- 5 Start with the subject you find most difficult so that you complete it while you are fresh.
- 6 Plan and think about essays before beginning to write; check the precise wording of the task; plan paragraphs carefully in order that they present a compelling argument; leave time to improve expression and check spelling and punctuation.

REVISION ADVICE

Everyone develops methods which suit them, but you might find these hints helpful:

- Plan your revision time carefully using a calendar. www.getrevising.co.uk has an on-line revision planner that many find helpful. Divide your time into bite-size chunks and start by checking that you understand exactly what you have been taught and what you need to revise. Teachers will help you with this and answer questions on topics imperfectly understood.
- Start revision several weeks before the examinations
- Examination questions will test both memory and understanding. Test yourself by devising questions on topics and see how much you recall and can explain.
- Writing summary notes on a card, drawing mind-maps or posters, using mnemonics or setting facts to tunes can all be helpful with fixing points in your mind – you will find your own creative ways of memorising material.

LIBRARY

The Library offers a quiet place to read and study. Newspapers, journals and magazines and a vast book stock, informed by girls' recommendations, are constantly updated. The Librarian is always pleased to help girls choose books and resources and a special collection of books to support the English Department Reading Challenge is also provided.

The Library is open at all break and lunch times and before and after school. Girls have access to a photocopier and plentiful computing facilities through which to access online databases

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

Purpose of the PSHE programme at Bromley High School

Personal, social, health and economic (PSHE) education is a planned, developmental programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

Core Themes

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

There is a whole school approach to the themes. In addition to the cross-curricular input, girls in Years 7 - 11 have PSHE sessions once a fortnight. External Speakers during the year may cover Road Safety, Smoking, Environmental Issues and Self-Awareness.

The topics covered may include:

- Assessing situations in terms of safety
- Alcohol and Drug Awareness
- Personal Hygiene and Body Image (with the School Nurse)
- Sexually Transmitted Diseases and Human Reproduction including moral values held by different cultures and groups.
- Anxieties and Worries: Feeling Good
- Study Skills
- Employment Opportunities and Issues

Girls are encouraged to think about relationships, particularly those with their friends and family. We stress the importance of effective communication and decision-making.

We would like all girls to have a 'virtual tool box' at their disposal with a range of strategies in it to cope with the challenges of day to day life, to support their academic work, relationships and decision making.

A key aspect of the PSHE programme is to introduce the girls to the Positive programme, which explores how psychological behaviour can improve wellbeing and performance.

SCHOOL HEALTH SERVICE

On entry to Year 7 parents will be asked to complete a Health Questionnaire on behalf of their daughters. The School Nurse will review this information and will contact the parents of those girls who have a history of a medical condition or a serious allergy. All Year 7 pupils will be invited to a Health Interview during the Autumn Term. Parents are welcome to attend this interview or to make an appointment at any time if they wish to discuss their daughter's health with the Nurse.

Year 7 & 8 pupils have a timetabled health lesson on menstruation and body hygiene with the Nurse. Sessions are also delivered to all year groups by outside expert professional agencies as part of the PSHE programme.

HPV Vaccination – is offered in Year 8. This vaccine consists of two injections. The administration of this vaccine is arranged externally by Bromley Healthcare.

BCG Vaccination – The BCG vaccination will no longer be routinely offered to school-aged pupils in the Bromley.

In Year 10 girls are invited for a Health Interview with the School Nurse, the emphasis of which is health education. During Year 10 a booster of Diphtheria and Tetanus and Polio vaccine and Meningitis ACWY is offered to complete the course of immunisations started as a baby.

Care of Sick Pupils During the School Day

The School Nurse looks after ill and injured pupils during the course of the school day. If a pupil is unwell during a lesson they will need to collect a blue medical treatment form from their subject teacher before being sent to the school nurse.

Having been assessed, treated and rested, girls are encouraged to return to lessons. If they are too unwell, the nurse will arrange with a parent for the pupil to be collected to return home.

The Nurse will administer medication provided consent has been given via your daughter's returned medical consent form. If there are any other medications to be given to a pupil during the school day that are not on the school medical consent form, then an "Administration of Medication While at School" form needs to be completed by the parent. This can be found on the home page of the school portal under "Letters". Hard copies of this form can be obtained from the school office.

Health records are updated regularly and we ask parents to keep us informed of any relevant health information so we can care for your daughters in the most appropriate way, whilst they are at school. Parents are asked to update medication held in school (e.g. asthma pumps, epipens etc.) as they reach their expiry date. A spare inhaler should be provided and given to the school nurse and two in date Adrenaline pens should also be provided if the pupil has been prescribed them for a severe allergy.

A professional counsellor is available on Wednesday and Friday from lunch-time, and appointments can be made. Please let the School know if you do NOT wish this service to be available. Parental permission is sought before formal appointments are made.



SUBJECTS

ART AND DESIGN

Head of Department: Mr C Finnegan

Aim

To teach art within a broadly based syllabus, where the visual elements and a critical understanding of art are developed and explored by individual girls.

Syllabus

In Key Stage 3, all girls will study the basic elements of visual language: line, tone, colour, space, form, pattern and texture. Visual literacy will develop through drawing and painting; ideas are creatively explored through a variety of materials and processes. Areas of study will include ceramics, printmaking, textiles, construction, photography and ICT. All project work is linked to the work of artists, designers and craftspeople, allowing girls to develop a critical awareness of creative work from contemporary and past cultures. This investigation and research enables pupils to place their own creative output into a critical context and helps prepare them for future development. Towards the end of Year 9, pupils will be able to demonstrate an increasingly mature and deeper understanding.

Assessment

Informal assessment takes place continually through discussion as projects develop and progress. Evaluations completed by pupils upon completion of projects provide an excellent opportunity for self-reflection of progress and approaches to study. Formal assessment of homework challenges is made through the projects in the form of teacher and peer assessment based on the following criteria:

- Use of expressive and technical skills
- Understanding of visual elements and materials
- Investigating and resourcing
- Developing and sustaining an idea/theme
- Demonstrating a critical understanding of work within an art historical context
- Ability to review and modify
- Creative and appropriate presentation of project work

Homework

This may cover observational drawing, design-based studies and visual research. Excellent presentation is encouraged. A record of assessment is kept in each pupil's sketchbook.

Resources

The department offers excellent facilities; four purpose built studios, one of which is a ceramic studio, a fully equipped darkroom and a dedicated sixth form area and exhibiting space. The department also benefits from an ICT area where the pupils have open access to Adobe Photoshop and other industry standard graphics packages. There is an extensive range of books and periodicals in the Art Library with a reading and resource area available for pupils during lessons and at lunchtime and after school.

Extra-Curricular

The studios are available during lunchtimes for pupils to continue their coursework, complete homework or experiment with materials. The teaching staff and the Sixth Form also offer a range of Art Clubs.

In previous years we have invited Year 9 to join a 5day study tour. This visit provides an excellent opportunity for the pupils to experience and soak up another culture. Whilst on the trip the girls record their experiences visually in a sketchbook. Recent destinations have been Venice, Rome and Amsterdam.



COMPUTER SCIENCE

Head of Department: Mr E Shannon

The Computer Science curriculum taps into the pupil's ability to master the art of programming alongside the use of software. Skills are developed which will enable girls to think computationally and to become responsible and discriminating Digital users.

Year 7 Practical Skills Building

Pupils will complete projects in:

Introduction to computer skills

Sequencing & subroutines

Algorithmic thinking

Introduction to programming using Small Basic

Future technology innovation

E-Safety

Homework – This may involve a task on a worksheet to consolidate and extend work done in class or girls may be required to carry out independent research in preparation for a forthcoming lesson. Most homework tasks will contain an extension activity to stretch the more able. Tasks set for homework will be marked according to the set mark scheme with marks of eight and above considered to be good or very good.

Year 8 The World of Development

Advanced computational thinking – algorithms & decomposition

Web development

Games development

Intermediate introduction to programming using Python

Year 9 Project Skills Development

App development

Python & Micro:Bit programming

Future technology (AI)

Cryptography & Cyber Security

Introduction to Computational Logic

The curriculum will incorporate whole-year competitions where pupils will do some investigation and research of their own and come up with technological inventions or theories (such as the impact of AI on society: the moral and ethical implications), in addition to the exciting annual programming competitions.

DESIGN, TECHNOLOGY & ENGINEERING

Head of Department: Mr P Holton



Aims

The curriculum program within DTE is designed to help learners engage with the modern world of design, new technologies, and prepare them for a life of learning. Projects develop the key skills needed for further study and work, and will help girls make sense of a faster paced technological society. From prototyping medical systems for developing countries to using robotics to manufacture products, the breadth of knowledge covered in DTE is immense and ever evolving to keep pace with our technology driven society. Learners will find close links with the broad sciences, computer science, and mathematics as a central subject in the broader STEM agenda, but girls will also learn about psychology in design, review the history of engineering, and apply learning from subjects across the curriculum from geography to art. The three year course is practical at its core, with clear epistemology delivering Design Thinking skills supported by industry standard CAD approaches and a collaborative framework throughout.

Syllabus

Pupils complete two projects each year which run on the theme of social design needs, followed by a Summer term of skill development and micro projects. Engagement with computer aided design, a broad choice of materials, processes and techniques, and the opportunity to learn about industry changing practices like Human Centred Design mean that at every age, there will be challenge for all learners. The enrichment opportunities around the course include trips, guest speakers and workshops, design competitions, designer of the month awards to recognise excellence, and clubs including robotics, entrepreneur challenges and the Crest award scheme..

Assessment

All learners receive a workbook and health and safety passport, which will travel with them throughout the lower school. They will develop computer skills through the online cloud based work platform Google Suite, where they will be encouraged throughout each year to use personal one to one devices and collaborative documents to enhance how they learn and work. Six assessments throughout each year will help each learner to understand their progress, set personal targets, and identify areas of development in our extremely broad course.

Health and Safety

Health and Safety in the workshop is of prime importance and all year groups are regularly reminded of workshop safety and rules. As the pupils progress through the school with their passports, they will open up opportunities to work independently and progress until they reach the GCSE course whereby they will be completely independent designers and makers.

DRAMA

Head of Department: Mr S Graham



Syllabus

We encourage creativity and an experimental approach to practical work and much of the emphasis in lessons is on transferable skills. In addition at this level girls study the social and historical elements of drama and carry out independent research into specific theatrical genres.

Resources

Most Y7-9 lessons are taught in the Senior School Hall but we also have a Drama Studio and each space is fully equipped with light, sound and ICT facilities. We also enjoy the use of an outdoor stage

Key Stage Three Drama Festival

The academic year culminates in the Key Stage Three Drama Festival in July. This is an inter-form competition where pupils work together to devise and produce their own plays and where the performances are formally judged and prizes, including the coveted Silver Tray, are awarded.

Extra-curricular Drama

Musicals and plays are staged on a regular basis. Recent productions involving Key Stage 3 pupils include *Oliver Twist* and *Grease*.

The Y7 Drama Club allows girls freedom to explore their own interests and to gain more opportunities to perform.

Speech and Drama lessons are taught by two specialist staff and run in parallel to the existing timetable. These are extremely popular and LAMDA results are excellent.

ENGLISH DEPARTMENT

Head of Department: Mrs S Morter



AIMS:

We aim to encourage independent thinking and learning, to foster a genuine and deep connection to the written word and to motivate pupils to challenge the status quo and be able to defend their own views and ideas.

- **Reading** – encouraging a love of books, reading a wide range of texts independently, becoming discriminating and responsive readers
- **Writing** – developing confidence in writing for a range of purposes, developing a distinctive style, learning to write correctly using different formats, layouts and ways of presenting work
- **Speaking and listening** – developing fluency and sensitivity in oral work, learning to speak and listen in a wide variety of contexts
- Word Level activities – focusing on spelling strategies, use of vocabulary, word patterns and classes, use of a dictionary and thesaurus
- **Sentence and text level activities** – focusing on sentence construction, punctuation, paragraphing, use of Standard English

Building Blocks: the Key Stage 3 course is designed to allow pupils to progress effectively within an exciting but logical teaching and learning framework. Throughout the Key Stage, pupils will cover a full range of learning experiences that become progressively more challenging and ambitious.

Year 7

Organisation

In Year 7, pupils are taught in form groups. Seven fifty minute lessons per fortnight are allocated to English studies.

Programme of study

This is designed to build on the experience and attainment of all pupils up to the end of Key Stage 2 and to lay the foundations for Key Stages 4 by ensuring the establishment of essential knowledge and skills.

Speaking & Listening

- oral skills are developed through a wide range of activities, including: individual presentations, whole class debating, performance of poetry, paired interviews, listening comprehensions, improvisation and role play activities.
- pupils are encouraged to make use of the Internet and specified websites for individual talks, presentations, research and debates.

Reading

- The course ensures that a basic core of reading is covered by all forms; this includes a unit on Charles Dickens, the science fiction genre, poetry including both a range of pre1900 and contemporary poems, the language of persuasion, a prose text and a play script.
- A reading scheme must be maintained which encourages all pupils to read regularly across a range of genres and record their reading experiences.

Writing

- A range of tasks are set which include personal/autobiographical writing, narrative and descriptive writing, writing and analysis of poetry, discursive writing for different audiences and purposes, reviews of books read, responses to literature, writing in different formats and genres (e.g. informal letters, diaries, character studies, script, dialogue, instructions).
- There is a concentration on the drafting process, focusing on effective planning and note-taking, as well as basic annotation.

SPAG! (spelling, punctuation and grammar)

- The course is designed to ensure that all pupils understand basic grammatical elements, structure of whole texts and paragraphs, sentence construction, the management of tenses, the principles of correct punctuation, the use of direct speech and Standard English and various spelling rules and strategies. There will be regular and focused tests to ascertain progress and to provide support if necessary.
- Activities focusing on vocabulary and word groups, encourage the use of the dictionary and thesaurus as an ongoing feature of the course.

Homework and Assessment

- Homework is set each week with regular written assignments. Other options may include reading, preparation for oral assignments, research or grammatical exercises. The written homework may be part of a longer unit, taking more than one homework.
- There is continuous assessment throughout the year and indeed Key Stage. All girls complete standardised reading, spelling and sentence completion tests at the start of the year, all of which assist in the identification of possible dyslexia or other language disorders. Pupils will complete one piece of assessment at the end of each half term and will receive an attainment grade. In addition, work will be marked with specific targets throughout each half term which pupils will record on target sheets. An assessment folder is provided for pupils to store all formal assessment pieces which is retained at school but is available on request.

GEOGRAPHY

Head of Department: Miss Z Jupp

Aims



At KS3 the Geography department aims to introduce and develop the concepts of Physical, Human and Environmental Geography. Students will develop a knowledge of places at different scales and in different continents using a range of geographical skills such as maps, photographs ICT, GIS and fieldwork. The department encourages independent research and thinking through geographical enquiry to inspire curiosity about the world around us.

Syllabus

Year 7 studies are largely based on the UK. Ordnance Survey maps, photographs and ICT exercises are all incorporated. The use of GIS (Geographic Information Systems) is introduced and pupils engage in geographical enquiry through topics such as Map Skills, Rivers and Volcanoes. There is also the chance to build your own erupting volcano.

Year 8 studies cover a range of physical and human patterns and processes at national and global scales. Girls learn about Weather and Climate (including a microclimate fieldwork investigation), Population and Migration, and Tourism.

Year 9 studies have a more global context covering Global Fashion, Glaciation and International Development.

Homework

A variety of assignments is set whilst lesson activities may include group work and discussion, the use of topical resources, video, role play, map work and IT.

Assessment

All pupils are assessed in line with the school marking policy. Each unit of work ends with an assessment and there is an end of year examination. Constructive feedback is given for class and homework and students are expected to respond to teachers comments.



Field Trips

The Geography Department is committed to an enquiry based approach to learning and aim to integrate fieldwork throughout Key Stage 3. Examples of recent trips include a visit to the River Tillingbourne to conduct a river study, microclimate data collection in Box Hill and a visit to the North Kent coastline to investigate coastal management.

HISTORY

Head of Department: Ms K Lewis

*“Not to know what has been transacted in former times is to be always a child. If no use is made of the labours of past ages, the world must remain always in the infancy of knowledge.” Cicero (106-43BC).
Writer, politician and Roman orator.*

The main aim of the History Department is to instil a love of the subject and to encourage our students to make sense of their world in a critical and principled manner. We aim to make History stimulating, challenging and relevant to our pupils whilst preparing them with the skills required to enhance their knowledge and understanding of the past. A combination of exciting content and the development of transferable skills have proven to be a winning combination.

History Syllabus



Year 7

Short Introduction 'What is History?'

The Norman Conquest

The Medieval World: Peasant Life, the Power of the Church and the Crusades

Renaissance and Reformation

Year 8

Elizabeth I: Power, Performance and Propaganda

The English Civil War: Causes and Consequences

The French Revolution

The British Empire: Winners and Losers

The Atlantic Slave Trade



Year 9

Who lacked power in Edwardian England? Women's Suffrage and the Extension of the Franchise

Enquiry: the Causes of World War One

Why were the Big Three Unable to Secure a Lasting Peace at Versailles?

The Russian Revolution and Stalin's Reforms

Weimar and Nazi Germany

The Holocaust

Skills Developed in Years 7-9

Key Concepts: Causation, Change and Continuity, Significance, World Views, Interpretations and Evidence.

Key Skills: Knowledge and Communication.

Assessment

Each assessment is designed to allow students to demonstrate their progress in a specific historical concept, and to develop their communication skills. Each assessed piece of work is marked with reference to attainment and effort. A departmental marking policy is available for each girl and pupils are encouraged to refer to it constantly. Results are recorded to build up a picture of pupils' progress, and encouraging and constructive feedback given to support improvement.

LATIN AND CLASSICAL CIVILISATION

Head of Department: Miss C Nicholls

LATIN

All girls study Latin in Year 7, following the Cambridge Latin Course Book I. They will start to learn basic vocabulary and grammar through following Caecilius and his family in Latin stories; time will be allotted to emphasising vocabulary and its links to other languages. The stories will also allow pupils to explore the history and culture of the Romans, and time will be dedicated in class and for home work to look at these topics further. Such topics include things like the city of Pompeii, life for men and women, the Roman theatre and slavery.



Co-curricular activities usually include a Latin drama competition, an author visit and a residential visit to the Bay of Naples.



In Year 8, pupils continue with the Cambridge Latin Course book I. They further their vocabulary knowledge and understanding about the grammar through translating stories and exploring whether Caecilius and his family survive the eruption of Vesuvius. Time again will be dedicated to learning the vocabulary at home and in class through different games and links to modern languages.

Pupils will also study different background topics, including life after death, gladiators, the Roman baths, Roman education, Roman local politics and the eruption of Vesuvius itself.

Co-curricular activities usually include a trip to the British Museum and a residential visit to the Bay of Naples.

In Year 9, the year group is divided: some girls continue with Latin; some study Classical Civilisation. Those continuing with Latin will follow the Cambridge Latin Course Book II which is set in Roman Britain and Roman Egypt. They will start to learn the vocabulary list for GCSE Latin, much of which they will already know, as well as continuing to develop their grammar knowledge through following the new characters in different stories. They will also learn about life in Britain before the Romans, the Roman invasion, Boudicca's rebellion, Fishbourne palace, Egyptian history, Egyptian gods, and the city of Alexandria.



Co-curricular activities usually include a trip to Butser Farm and Fishbourne Palace and a residential visit to the Bay of Naples, Rome, Greece or Sicily.

CLASSICAL CIVILISATION

In Year 9, girls are offered the opportunity to study Classical Civilisation instead of Latin. This involves the study of the lives and works of the Romans, Egyptians and the Ancient Greeks but requires no knowledge of Latin or Ancient Greek. This involves a range of topics such as the Greek gods and goddesses, Greek myths, the Trojan War, Boudicca's revolt, Roman Britain, Egyptian history, Egyptian gods and goddesses and the play Antigone. Students will be expected to recall a wide range of factual content, describe key aspects in depth and analyse the material, as well as comparing it to other cultures and arguing their own opinion.

Co-curricular activities usually include a trip to Butser Farm and Fishbourne Palace and a residential visit to the Bay of Naples, Rome, Greece or Sicily.

MATHEMATICS

Head of Department: Mrs L. Bromfield

Organisation



In Years 7 and 8 classes are set, but all classes follow the same course. The programme of study for Key Stage 3 is organised into apparently distinct domains of Number, Algebra, Shape and Space and Data Handling, but pupils build on their Key Stage 2 knowledge and ability to make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They are also encouraged to apply their mathematical knowledge in science, geography, computing and other subjects. From year 7, girls are taught in sets so that girls who find

mathematics more difficult are given extra support in smaller groups and more able girls are given additional appropriate challenges. The department reviews sets at the end of each year, based on internal assessments and the input of individual class teachers. Set changes may take place at other times in exceptional circumstances.

In Year 9, pupils begin studying the 3-year course which leads to the IGCSE examination in Year 11.

Teaching and Learning involves a mixture of exposition, individual and pair/group work, investigations (both on the computer and on paper) and practical work. Pupils are encouraged to take an active part in their learning by asking and answering questions. The girls are taught good practice in setting out their solutions and are encouraged to be competent in mental arithmetic, to use calculators with confidence and to develop their problem solving skills. Algebra is the language of mathematics and its importance is reinforced regularly. All pupils are expected to possess their own calculator and bring this to every maths lesson. They should be confident in the use of their own calculator model and be able to use it efficiently to attempt to solve more complex problems.

The text books used are Mathematics Extension 7 for year 7; a mixture of Mathematics Extension 8 and Mathematics Core 8 for year 8; and in year 9 pupils use the Edexcel IGCSE Textbook 1.

All are full of examples, investigations and problems to extend the ambitious mathematician and to provide practice and consolidation. Excel, Autograph, Geometers' Sketchpad, Desmos, Mymaths and Maths Workout are examples of mathematical software and internet-based resources which will be used to enhance the girls' understanding across a range of topics.

Syllabus

Number work includes types of number, approximation, fractions, decimals, ratio, percentages, directed numbers, BODMAS, limits of accuracy, standard form, simple interest and money problems. Algebra includes simplifying, substituting, formulae, linear equations, expanding brackets, factorising, quadratic equations, inequalities, graphs and transformation of formulae. Shape and Space includes angles and angle facts, polygons, constructions, areas and volumes, symmetry, coordinates, transformations, scale drawings and Pythagoras. Data Handling introduces collecting and organising data, interpreting graphs, drawing statistical diagrams, averages, grouped frequency distributions and probability. Once concepts have been introduced, problem-solving is a key strategy used to extend pupils' knowledge and fluency in the topic and to provide links with other topics.



Additional opportunities

There are many opportunities to use mathematics beyond the classroom and we encourage girls to discover this. We also encourage participation in the UKMT Maths Challenges, Team Challenges and other activities such as the Maths Department's Christmas Quiz and Easter Egg Hunt. Older girls have the opportunity to take part in Maths Master Classes and mathematical visits and lectures.

MODERN FOREIGN LANGUAGES DEPARTMENT FRENCH, GERMAN AND SPANISH

Year 7

When entering Year 7, girls will all study French, with either German or Spanish for their second language. French will be taught for 9 x 50 minutes a fortnight up to October half term, then they will study their second language alongside French. They will then be taught 4X50 mins of French and 5X50 mins of German or Spanish a fortnight. Girls are setted in the Autumn Term according to how much French they have already studied. They are taught in mixed ability groups in Spanish or German as these languages are usually ab initio.

The department is well stocked with audio-visual and ICT equipment. A sound understanding of the structure of each foreign language provides a basis for using it with confidence and, through a variety of lively activities, girls are encouraged to speak, write and understand the written and spoken language.

Girls will hear conversations between native speakers, enact short role-plays in pairs, for example greeting one another or discussing siblings, read authentic materials in the Target language and learn the phonetics of the language to enable them to write accurately.

The main text book for Year 7 French is *Studio*, for German *Stimmt!* and *Viva Book One* for Spanish.

Topics covered include: Greetings, alphabet, pets, description of house and rooms, places in town, exchanging information about one's family, likes and dislikes, food and drink, telling the time and counting,, favourite things, descriptions of a person's appearance and personality.

Grammar topics covered include:

- Definite and indefinite articles
- Personal pronouns
- Imperatives
- Present Tense
- Personal Pronouns
- Interrogatives
- Separable and Inseparable Verbs
- Cases
- Plurals
- Impersonal Verbs
- Prepositions
- Adjectives

Homework

There will be written homework and learning of new vocabulary and grammar. The pupils may also be required to prepare an account or to read.

Assessment

Homework, classroom assignments are given comments and targets. Vocabulary test are normally marked out of 10. A mark of 5 or above is considered acceptable. Girls may be asked to repeat work which falls below the required standard. Examinations are set in the Summer Term, testing all four skills, speaking, listening, reading and writing.

Differentiation

The text books are designed for a wide range of ability with fully-integrated, differentiated activities including support and extension material. Full use is made of these where necessary. Bi-lingual children are treated as individual cases after some assessment has been made of their particular strengths and weaknesses and extension support work is designed accordingly. Extension activities are an integral part of the Schemes of Work.

Year 8

All girls will continue to study the same two foreign languages for an equal number of periods, 4 x 50 minutes per fortnight. The aim this year is to continue the development of communication (written and spoken) and comprehension (reading and listening) skills, within the prescribed topic and language areas of the GCSE syllabus.

Girls will be taught in ability groups for French but remain in their mixed ability groups for Spanish and German. Each individual's progress within her group will of course be closely monitored.

Wide use is made of authentic listening and reading materials, computer software and DVDs such as "*Hallo aus Berlin*". Pupils are encouraged to develop ICT skills within the context of Modern Languages and may be required to produce homework or other assignments in this form. The presentation of surveys lends itself particularly to this and develops a wide range of language skills in the process.

In French, girls will continue to use *Studio*. Topics will include: talking about daily routine, school, jobs people do, where people live, the weather, going out, accepting and refusing invitations holidays and leisure activities.

Grammar topics covered are: present tense of all regular verbs and some irregular verbs, modal verbs, using "depuis", "quand", "si", immediate future, perfect tense with "avoir" and "être", comparison, expressions of quantity.

In German, girls continue to use *Stimmt 1*, moving on to *Stimmt 2* in the Autumn term.

Topics for this year include: food and drink, likes and dislikes, sports, instruments, hobbies, arranging to go out, the weather, week-end plans, family and friends, household chores, sport.

Grammar Topics covered are:

Dative case, impersonal phrases, word order, modal verbs, prepositions with accusative case, comparison, past tense.

In Spanish, girls continue with *Viva*.

Topics and grammar covered are similar to those in French and German.

Assessment

Homework, classroom assignments are given comments and targets. Vocabulary tests are normally marked out of 10. A mark of 5 or above is generally considered acceptable; girls may be asked to repeat work graded below this level.

The Department's aim in assessment is to give positive encouragement and guidance to the girls, through regular marking of class and homework and giving individual targets. Oral work, learning of vocabulary and comprehension are assessed as well as grammatical accuracy.

Differentiation

The textbooks used are designed for a wide range of ability with fully integrated, differentiated activities including support and extension material. Full use is made of these where necessary. Bilingual children are treated as individual cases after some assessment has been made of their particular strengths and weaknesses and extension support activities are designed accordingly. Extension activities are an integral part of the Scheme of Work.

Girls are encouraged to correspond on line via the language blog with schools abroad. Girls also work on fully networked computers on a variety of language software. In addition girls will be asked to word-process some pieces of work, especially for display.

Year 9

All girls continue to study their two languages for 4 x 50 minutes a fortnight. The aim this year is to continue the development of communication (written and spoken) and comprehension (listening and reading) skills within the prescribed topic and language areas of the GCSE specification.

In French girls will remain in their setted groups following on from Year 8. The sets are reviewed regularly. Girls in Spanish and German will be setted in 2/3 groups according to ability and numbers.

The main textbook for French will be *Studio*; girls will move on to *Expo 3* as soon as they are ready. Numerous French DVDs are also used in order to develop the girls' listening skills.

In German, pupils work with *Stimmt 2* then *Stimmt 3*. Wide use is made of authentic listening and reading materials and DVDs. The girls have the opportunity to take part in the long established German exchange with St Ursula Gymanasium in Brühl.

In Spanish, girls will continue to use Viva.

Pupils are encouraged to develop ICT skills within the context of Modern Languages and may be required to produce homework or other assignments in this form. The presentation of surveys, for example, lends itself particularly to this and develops a wide range of language skills in the process.

Topics covered in French include future plans, parts of the body, food and drink, holidays.

Grammar topics covered are: modal verbs, reflexive verbs, "il faut" + infinitive, some direct object pronouns, comparisons and the simple future and imperfect.

Topics covered in German include describing your town and home, pocket money, buying food and presents, camping, transport, TV and lost property, future and past trips. Many areas from earlier years are re-visited. Grammar topics covered are: irregular present tense, adjective endings, word order (simple and in clauses), prepositions with accusative and dative, modal verbs, perfect tense (regular and irregular).

Topics covered in Spanish include food, shopping, tourism, interests and health.

Homework

Written homework may take the form of an exercise to reinforce a specific language point, an account, a letter or a dialogue. Learning homework concentrates on vocabulary and grammar points or oral question responses and role-plays.

Assessment

Homework, classroom assignments are given comments and targets. Vocabulary tests are normally marked out of 10. A mark of 5 or above is generally considered acceptable. Girls may be asked to repeat work graded below this level. The department's aim in assessment is to give positive encouragement and guidance to girls through regular marking of class and homework, with individual comments made where necessary. Oral work, learning of vocabulary and comprehension are assessed as well as grammatical accuracy. Girls will sit a Foundation Level GCSE paper at the end of the year in Reading, Listening and Writing, plus a short Oral.

Differentiation

The textbooks used are designed for a wide range of ability with fully integrated, differentiated activities including support and extension material. Full use is made of these whenever necessary. Bi-lingual children are treated as individual cases after their particular strengths and weaknesses have been assessed and support strategies developed accordingly. Extension activities are an integral part of the Schemes of Work.

Exchanges

Girls in this year and above are encouraged to take part in the French, Spanish and German trips offered by the Department.

The seven-day German exchange to Brühl near Cologne usually involves a visit of one week by the German girls when one or two group outings will be organised - destinations vary but have recently included Hever, Canterbury or the London Dungeon. The English girls then return to Germany for a week. Dates vary according to German school holidays. Whilst in Cologne, group visits are arranged, for example a visit to the local chocolate factory, the zoo and Phantasialand.

The French department organises a homestay visit or exchange visit for girls in Year 9 to develop their language skills and have a taste of French culture.

The Spanish department organises a five-day trip to Andalucia, both for their language work and also as a confidence boost.

Options

Year 9 pupils will be choosing their GCSE options during the second half of the year. The department aims to give advice and support to pupils, emphasising the equal worth of all languages, yet the need to consider individual aptitude and preference. Career avenues will be discussed to ensure pupils make the best possible long-term choices.



MUSIC

Head of Department: Ms C Daniel

Aims

The Music department aims to stimulate a love of and an interest in Music. All work is related and interlinked to the areas of Listening and Appraising, Composing and Performing.

Syllabus

A wide curriculum is followed: Classical, Pop, World Music, Rhythm, Melody, Harmony, Aural, Theory, Analysis, Music Technology, Film Music, Song Writing, Ukuleles, Musicals, Rap.

Differentiation

Learning is both experiential and differentiated by task and outcome in order to ensure that individual pupils reach their potential and are stretched beyond.

Resources

Electronic keyboards, percussion and orchestral instruments are used in lessons and GarageBand, Logic and Sibelius programmes are available for pupils to explore Music Technology from year 8. Teaching takes place in the purpose-built, well-equipped Music wing.

Performance

The curriculum is enhanced by individual lessons in voice and a wide range of instruments, given by a team of 24 teachers, details of which can be obtained from the Director of Music. As an 'All Steinway' school, piano provision is exceptional, with both Model D and Model B concert grands for recitals in addition to Steinway uprights in all practice rooms. Girls are continually encouraged to participate in the ensembles which rehearse each week - Wind, String, Jazz or Rock group, Orchestras, Choirs or smaller ensembles.

Girls are able to join the Choirs which perform in school, at local and London venues during the year and tour all over the world; recent tours have been to the Spain and New York. The Music, Dance and Drama departments work closely together on annual productions, with the most recent performance of *Grease* taking place at the Churchill Theatre in Bromley.



PHYSICAL EDUCATION

Head of Department: Mrs V Clemens



Aims

What does success look like for sport at Bromley High? What is our vision and what are our pupils working towards? Leading the Bromley High “Success” criteria are the following 6 values:

Enjoyment

If we are going to ensure participation in sport and the promotion of healthy lifestyles, we must promote enjoyment. We have designed a curriculum and adjusted activities to ensure that enjoyment is able to be a central aim.

The reason many are drawn to sport is the possibility of being able to ‘play’ and enjoy themselves. Pupils who enjoy their sporting involvement are those more likely to adopt an active lifestyle once they leave our school.

We provide a varied and broad curriculum, allowing pupils to experience multiple activities. The hope is that one of these activities will be something they enjoy enough to continue participation into adulthood.

Health and Fitness

These two are imperative. We live in a time where obesity levels are ever ascending and government focus continues to highlight PE and pupil activity. Sadly for some (if not many) of the pupils in our schools today, the activities they take part in within their PE lessons might be their only active time during the week; in lives full of homework and Facebook! Getting pupils resting heart rates high and enabling them to feel the joy and satisfaction of working hard are essential. We strive to foster a lifelong love of working hard!

Sport For All; this is a government slogan from the 80’s which seems to have hung around for over 30 years now. We wish to refine this slogan, aware that organised sports may not appeal to everyone (not everyone will want to be on the Netball or Hockey teams for example), but health and fitness certainly are for all.

Not all of our lunchtime clubs are competitively team-sport focused. There are a large number in fact that are recreational clubs to ensure variety and something for everyone. Our recreational clubs include Pilates, Zumba, Table Tennis, Swimming, Running Club amongst others.

It’s our job to ensure our pupils understand the importance of health and fitness, and feel positively in taking part in any activities with this element in mind.

Movement

With the Health and Fitness in mind, we need to get pupils moving and playing as much as possible. That sounds very obvious, but if you look at some of the more 'traditional' styles of teaching, there can often be large periods of time where pupils are sat and listening to coaching points or queuing up for turns to perform a skill. Our aim in the PE department is to get our pupils moving and playing as much as possible. We aim to squeeze every possible movement opportunity out of our 50min lesson. If pupils were to wear a Heart Rate monitor during their school day, we hope that it would be possible for anyone charting their progress to clearly recognise the time that they spend with the PE department.

Character

As well as leaving school with lifelong participation in sport, we believe that sport has the unique opportunity to really develop pupil character. Persistence, Resilience, Courage, Commitment, Determination, Empathy, Sportsmanship, Selflessness, Delayed Gratification and the Ability to 'Rethink' and Try Again are all things that can be fostered within a sporting programme; so they remain central to our aims. Developing pupils as individuals is just as important as developing them as Athletes (perhaps more so). Learning how to win with dignity and lose with grace, but also to fully commit in the pursuit of a goal are life-skills we feel benefit each and every pupil.

Achievement

If pupils are getting things correct 100% of the time there is a clear indication that they are not being appropriately stretched and challenged. With our sports lessons, practices and matches we want our pupils and players to be practising on the edge of their ability. 100% accuracy does not come from high-level challenge. Having pupils working on the edge of their ability, however, means that they will be making mistakes and that they will not succeed all of the time. If we see a Netballer, for example, scoring 100% of their shots at shooting practice, then we make the practice harder and challenge them again.

This achievement target and not having 100% success extends to our fixtures programme. It is possible to have 100% win rate success with all fixtures – you just play the schools you know you can beat each time, but as a department we question what pupils are learning in doing that? Far more can be learned from a close fought loss; our losses show us which areas we need to target for improvement. A healthy balance of wins and losses is our overall aim. Without tough matches how will our pupils learn resilience and the determination not to give up and to fight their way back when losing?

Creativity

We want pupils to be able to explore when they play sport. Sport is often enjoyable because of the moments of 'Magic' that can happen. If our attitude to mistakes is correct, then pupils will be willing to be creative enough to let these moments of 'Magic' happen, not just during practice, but also during their competitive games.

Dance and Gymnastics are a central part of our PE curriculum and perfect opportunities for pupils to showcase their creativity.

These 6 aims contribute our sporting ethos for the department. Everything we do in every lesson, practice and fixture is with these aims in mind and these are the success criteria with which we measure ourselves.

Curriculum

The excellent facilities available within the Physical Education Department enable girls to enjoy a broad curriculum all year round. The girls enjoy five lessons a fortnight in Year 7 and four in Years 8 and beyond.

Between September and Easter pupils will cover; Badminton, Dance, Football, Gymnastics, Health-related Fitness, Hockey, Netball, Tag Rugby and Swimming. The girls have extensive use of the sports hall, gymnasium, pool and AstroTurf, as well as occasional supervised sessions in the fitness suite. In the summer term, Athletics, Tennis and Cricket will all feature as part of the curriculum.

Extra Curricular

As a department we are proud of any girl who puts on our kit to represent the school in matches. Every girl who attends training sessions and is committed to their sport will be placed in a team. Girls join the school with differing levels of sporting experience and we place great value in providing teams for all girls; irrespective of their level of experience. There are competitive matches for A-D teams in both our Hockey and Netball programmes, as well as swimming galas for both the proficient and improvers.

A broad programme of extra-curricular activities takes place during lunch hour and before and after school. Clubs are very popular and can be found on the sporting co-curricular timetable. Alongside games teams, the annual dance production and morning gymnastics club are open to all.

The Department runs an extensive fixtures programme encompassing after school matches, and afternoon and occasional Saturday tournaments. The GDST also organises a varied programme of competition within the Trust schools.

All girls representing the school at any physical activity must regularly attend clubs/practices. Fixtures and team sheets are posted on the fixture noticeboard with dates and all matches and after school training sessions are included in our calendar. Girls are expected to check the calendar in advance to prevent clashes with outside activities. We are delighted when parents are able to support our sports teams, so always feel free to join us on the touchline.

Health and Safety

All girls must wear shin pads and properly fitting mouth guards for hockey. Please note that all girls will need a mouthguard before joining the school in September.



PHILOSOPHY & THEOLOGY

Head of Department: Dr A Major

Aims

Through an exploration of the principal faiths and philosophies, the girls consider different ideas of God, how religious texts have guided moral values and how practices can affect daily life. We do not adopt any particular faith perspective but, through study and debate, we engage with fascinating and fundamental questions, allowing pupils to study and debate within a safe and encouraging environment.

Syllabus

Year 7: After introducing ideas such as God, symbols and belief we examine the histories of some of the world religions, their relationship to one another and their place in today's world.

Year 8: Girls study some of the other six world religions, their views on the nature of God and practices today.

Year 9: We move to broader philosophical issues considering topics such as The Problem of Evil and Suffering, Faith and Commitment and Life after Death.

Assessment

Work is comment marked according to two criteria: attainment and effort. We look for evidence of the three key skills required for Philosophy and Theology:

To recall, select and present knowledge of the religions and the philosophical concepts studied.

To show understanding and application of the work studied.

To express and explain their own responses as well as being able to evaluate the different responses to the issues and beliefs studied.

Homework

Homework may include completing class work, a written assignment, reading or research. It may also be an opportunity for group collaboration. Homework assignments can be found on Firefly under the relevant year and topic.

Differentiation

On occasion, different tasks will be set for different levels of ability; there is extension and support material available in most areas of the syllabus.

SCIENCE

Head of Science: Dr A Rowley

Aims

We seek to foster an interest in and curiosity about science, a respect for living things and an awareness of ethical, spiritual and technological issues. Girls are expected to develop a fuller understanding of scientific phenomena and to hone their critical and imaginative thinking. Practical work is designed to increase confidence in Science, help girls to learn to work safely and to improve observational and manipulative skills.

Organisation

In **Year 7 and Year 8** girls are taught Science in their form groups. Biology, Chemistry and Physics are taught separately by subject specialists following a combination of the Activate program of study and schemes of work developed by the Science Department.

In **Year 9** pupils are set and groups are smaller as they undertake the Edexcel iGCSE. This is taught over three years with examinations at the end of Year 11.

Syllabus

Biology

Year 7	Year 8
Working scientifically	Nutrients & food tests
Cells	Diet & the digestive system
Microscopy	Bacteria & enzymes
Plant and animal cells	Drugs, alcohol & smoking
Cells, tissues, organs & systems	Photosynthesis in plants
Skeleton	Aerobic & anaerobic respiration
Adolescence	Food chains, food webs & ecosystems
Human reproduction	Competition & adaptation
Plant biology	Variation
	Inheritance, natural selection & extinction

Chemistry

Year 7	Year 8
Working scientifically	Metals & non-metals
Particles (atoms & molecules)	The periodic table
Elements, atoms & compounds	The elements of groups 1, 7 & 0
Air	Acids & metals
Acids & alkalis	Metals, oxygen & water
Mixtures, solutions & solubility	Displacement reactions
Separation techniques	The Earth and its atmosphere
	Types of rock & the rock cycle

Physics

Year 7	Year 8
Working scientifically	Electricity, circuits & current
Forces	Series & parallel circuits and resistance
Sound	Magnets & magnetic fields
Light	Food, fuels & energy
Space	Energy, power & energy transfer
	Speed
	Pressure & forces

Assessment

Assessment of progress and performance is achieved by a variety of means: these include homework marks, end of topic tests, investigative and research tasks, presentations and the end of year examination results. Girls' progress is monitored by the teachers' record of written, practical and oral work, via parent evenings and reports, and by discussion within the Science Department. Girls are encouraged to set personal targets.

Homework

Homework tasks set may include written work, learning, research, thinking or observation. Homework is used to consolidate understanding and to support learning: opportunities are provided wherever possible for thinking skills to be applied.

Differentiation

Pupils' different abilities are accommodated within the department's schemes of work. Differentiation is achieved by task, by dialogue, by textbook or worksheet and by context. Graded questions and alternative exercises are offered. Pace may vary and expectation will be matched to ability. .

ICT

Girls are encouraged to use ICT applications to: word-process their work; model scientific situations; capture, store and manipulate data using data-logging equipment and iPads; present graphs using programs such as Microsoft Excel; research topics; consolidate, extend and revise work covered in class. We aim to introduce activities that allow girls to bring in their own devices to aid lessons. Some homework tasks will need to be completed by access to the Activate Kerboodle platform that is used to enhance the work covered in Years 7 and 8.

Extra-curricular activities

The department offers Science Club and a STEM Club on a weekly basis with occasional trips to museums, exhibitions and other establishments to cultivate a broad interest in science. For example, The Big Bang Fair and Rocks The House at The Natural History Museum. Each year the department celebrates National Science Week and participates in the Salters Festival of Chemistry, The Biology Challenge and Olympiad Competitions and The Physics Olympiad.

