



St Mary's Worcester

Leading education for girls

**Key Stage 3 (Years 7 – 9)
Curriculum Booklet**

ENGLISH

The Framework for teaching English in The National Curriculum forms the foundation for our schemes of work in the English Department. In years 7 -9 students will develop their skills of reading, writing, speaking and listening through their study of a variety of texts covering the three genres: poetry, prose and drama.

Every year girls will study at least one novel:

Year 7: *War Horse, Skellig,*

Year 8: *Holes, Boy In The Striped Pyjamas*

Year 9: *The Woman In Black, Pride and Prejudice*)

Every year a Shakespeare text will be studied.

Assessment takes place every half term in the form of reading or writing tests so that we can track the progress of students.

Enrichment

The English Department is very proud of its wide and varied contribution to the extra-curricular life of the school. Opportunities include:

Spelling Bee
Debating Society and Public Speaking
Newspaper Group / Blog
Book Clubs
Regular visits to the theatre
Journalism workshops
Competitions and competition shadowing
Reading Partners Scheme

MATHEMATICS

Students follow the National Curriculum for Mathematics and this forms the basis of the schemes of work for the department. Pupils will study Number and Algebra, Shape, Space and Measures and Handling Data.

Mathematics will be delivered using the Formula One maths scheme and the department is well equipped with the series of Formula One Maths textbooks and teachers handbooks. For each year group books are used at 2 levels to cater for teaching groups of differing abilities.

Regular assessment takes place in the form of short end of topic tests and longer tests covering several topics so that we can track the progress of students. Homework is set twice a week. One homework is often set from

MyMaths.co.uk but the other would be a written homework.

Pupils are encouraged to take part in the National Maths Challenges and the department run a variety of enrichment activities including a Maths Games Club.

SCIENCE

YEAR 7

Biology

Tissues and transplants
This unit takes a look at organ transplants; what they are, their history and why they are needed. Within this context, the concepts of cells, tissues, organs and organ systems are explored, together with the use of the microscope.

Sex and science

This unit explores the uses of natural and modern reproductive strategies, in terms of saving endangered animals and human procreation.

Ecology matters

This unit looks at the work ecologists do in advising the building industry. Material covered includes habitats, adaptations and feeding relationships.

Classified

This unit considers how we organise things into groups to make life easier. This is extended to cover biological classification and variation in terms of its genetic and environmental causes.

Chemistry

Acids and alkalis

This unit introduces ideas about acids, alkalis and indicators in the context of acid manufacture. There is also an introduction to ideas about risk assessment and hazard classification.

Bubbles, bangs and burning

The main theme is fairgrounds and fireworks including associated issues of fire safety, pyrotechnics and explosions. The unit introduces the idea of chemical changes and includes work on key criteria

for deciding whether a change has taken place. There is also an introduction to the reactions of acids with metals and limestone, and the tests for common gases.

What a waste!

This unit looks at how different sorts of waste are disposed of in the UK and some of the problems this causes. Within this context the different properties of solids, liquids and gases and the implications of their handling and storage are considered, together with an introduction to the particle theory of matter.

Materials from the Earth

The unit briefly introduces the ways that all rock types are formed, but concentrates mainly on the various processes involved in the formation of sedimentary rocks – weathering, erosion, transport, deposition, compaction and cementation. The context for the unit is using materials from the Earth, and the need to study rocks to locate useful materials.

Physics

Energy and sustainable living

This unit uses sustainable living to introduce the idea that stores of energy are needed to make most things happen, and that burning fossil fuels to transfer energy may be contributing to global warming. It goes on to look at ways of reducing our use of fossil fuels, and at alternative energy resources. It includes food as an energy store.

Electrical circuits

This unit uses the context of household electrical wiring to cover the measurement of current in series and parallel circuits. It also looks at some of the uses and dangers of electricity, and at the idea of using models to help us to think about things.

Forces and their effects

This unit revises the concepts of forces and their effects and extends pupils' knowledge of friction, gravity and speed. These ideas are presented using a theme of outdoor sports, such as climbing and kayaking, to link to ideas about forces, friction and floating.

The Solar System and beyond

This unit uses the theme of amateur astronomy, showing that there are many observations that can be made without the need for a full-scale observatory. It revises ideas about the Sun, Moon and Earth that pupils met in KS2 by looking at how observations of the Sun, Moon and stars can be explained. The unit goes on to look at why we have seasons, and then to the wider picture of the Solar System, stars, galaxies and space exploration.

YEAR 8

Biology

Food, glorious food!

This unit covers diet, digestion and the transport of and uses for the nutrients in digested food. All of this is looked at within a context of food advertising (including diets and supplements).

Going for gold

Using the theme of sports (particularly athletics), this unit covers the chemical reaction of respiration in living organisms

and the structure and function of the human respiratory and circulatory systems.

Doctors and diseases

The work of doctors and the diseases that they come across provide the theme for this unit. Work also includes microbes, population growth, uses of microbes, disease transmission, disease prevention, natural defenses, vaccines and medicines.

The way of the dodo

This unit revises work on habitats, classification, adaptation and feeding relationships from Year 7. This is extended by considering the differences between how scientists find out about these things for extinct organisms and those that are still living. Population changes, fieldwork techniques and the interdependence of organisms within a community are also introduced.

Chemistry

In the drink

This unit uses the context of safe water supplies to introduce and develop the idea that many everyday substances are actually

mixtures and that these mixtures can be separated, using a variety of techniques, to produce useful materials.

Materials and recycling

This unit uses the context of recycling to examine how we sort and classify materials. This includes the classification into metals and non-metals, and revision of previous work on solids, liquids and gases. The unit also develops the more advanced concepts of elements and compounds, and links these to the more abstract ideas of particle models and chemical formulae.

All that glitters

This unit uses the theme of the materials used in jewellery to revisit ideas about elements and compounds, and extends understanding by considering particles, equations, symbols and formulae. Through the theme, the unit deals with the differences between elements, compounds and mixtures, and considers the properties and uses of alloys. It also revises ideas about chemical reactions and the effect of heat on materials is considered in relation to physical and chemical changes.

Explaining the Earth

This unit examines the different types of rock and the processes which bring about their formation, leading to the idea of a rock cycle which operates within a huge geological timescale. It also looks at ways in which the formation of rocks has been explained in the past. The unit's context is finding out about the Earth to help to predict and to mitigate natural disasters such as volcanic eruptions and earthquakes.

Physics

Heat transfers

This unit looks at heat transfers in the context of clothing, and how modern outdoor clothing allows people to be comfortable in a wide range of external temperatures.

On the move

This unit revises work from Year 7 on balanced forces, and looks at how drag forces can be reduced. It goes on to look at forces that are spread out over an area, magnetic and electromagnetic forces, and

finally at levers. The work is set in the context of transport and how we use it.

Light fantastic

This unit revises work from KS2 on light, which is then extended to consider how light travels and what happens when it meets an object. The work is set in the context of cameras and photography, and also considers how photography has contributed to scientific discoveries and how images are used in today's society.

Sound and hearing

This unit considers pitch and frequency, the ear, differences between light and sound, and ultrasound. It focuses on how different animals use sound to communicate, navigate and hunt.

YEAR 9

Biology

Science and fiction

This unit uses the theme of fiction (mainly film) as a basis for exploring inheritance in plants and animals. How variation is influenced by the environment is also

considered, as are selective breeding, cloning and genetic modification.

A model career

This unit uses the theme of modelling to revise work on organ systems and diet. These ideas are built on further by considering the locomotor system, the benefits of exercise and the dangers of smoking and drugs.

On the farm

This unit is about farming and covers photosynthesis, how plants are adapted to obtain the raw materials they need, aerobic respiration in plants, synthesis of substances from glucose, and some of the problems associated with modern farming techniques.

Crime scene investigations

This unit uses the theme of forensic science to revise work on microscopes, organs, sexual reproduction and lifecycles from Year 7. There is also a more formal look at both animal and human behaviour (ethology and psychology).

Chemistry

Building for the future

This unit uses the context of building materials to explore the properties of metals and rocks. It builds on work in Year 8 (on metals) to introduce neutralisation reactions of metal oxides and carbonates. It also revises and extends work in Year 8 on the rock cycle. It ends with a look at other building materials in the context of sustainability.

Sculpture Park

This unit develops ideas on the reactivity of metals and issues related to corrosion. The context is the use of metals for sculpture.

Cleaning up

This unit looks at the effects of pollution – both natural and that caused by humans – with the emphasis on the causes and effects of acid rain. It goes on to look at ways of monitoring pollution and why this needs to be done, and concludes by looking at the evidence for global warming and some of its consequences.

Flying materials

This unit is set in the context of the materials used to build and fly aircraft. It looks at how materials are selected according to their properties, and how synthetic materials can be made and combined. It introduces the idea of conservation of mass, and looks at combustion reactions and other reactions that can be used to transfer energy.

Physics

Buying energy

This unit looks at energy and energy transfers, and builds on earlier work on electricity to develop ideas of energy transfers in circuits. The theme for the unit is the effect on the environment of using electricity generated using fossil fuels, and how this can be reduced.

Satellites and space

This unit revises ideas about mass and weight, and extends them to look at the effects of gravity in the Solar System, and how ideas about the Solar System have changed. It is set in the context of using satellites to observe the Earth and other bodies in the Solar System.

Record breakers

This unit revises work from Year 7 on speed, introduces the speed equation and revises the effects of balanced and unbalanced forces on moving objects. It goes on to look at acceleration quantitatively, and then at why moving objects have a terminal velocity. It is set in the context of speed records, concentrating mainly on *ThrustSSC*, the first supersonic land vehicle.

Dam it!

This unit looks at the link between forces and pressure, pressure calculations, pressure in gases and liquids, levers, turning forces and moments. It is set in the context of dams and the machinery required to build them.

Enrichment

All pupils have the opportunity to take part in the following activities:

Lower school science club yr 7-8
Obtain a CREST bronze science award yr9-13

Take part in at least two science trips.
Previous visits have included

Leicester Space Centre
Bristol Zoo
Think Tank Birmingham
Techniquet Cardiff
Cheltenham Science Festival
Institute of Physics Lecture for schools and
Colleges.
Science Live

RELIGIOUS STUDIES

The Religious Studies department plays a central role in the life of St Mary's School. The department is committed to the promotion of Religious Education within the curriculum and as an integral part of school life.

The Religious Studies Department works to enable each student to live and grow in a way that reflects human dignity and purpose by raising questions about their own role, purpose and direction. We hope to encourage pupils to come to a respect and tolerance for the beliefs of others through greater knowledge and understanding of the world faiths. To make links, where possible to the ethical and

religious beliefs of students of other faiths to encourage tolerance and equality.

All students study Religious Studies at Key Stage 3.

Year 7 is all about 'introductions' to Religious Studies at St Mary's. Pupils will have the opportunity to explore broad themes within Religious Studies including how people have found meaning in this life and their answers to some of the big questions. There is a particular focus on spiritual expression, meaning of life, authority and the person of Jesus.

In Year 8 the focus is on co-operation. Pupils are asked to study the ways in which religion can encourage people to co-operate and can sometimes result in conflict. Pupils are encouraged to emphasise with those less fortunate than themselves through experiential work on poverty and reflect on the fair treatment of others. The course also builds on the work completed in year 7 by exploring in greater depth how world religions express spirituality, give meaning to life and live out their faith.

The approach in year 9 is more philosophical in its approach. Pupils are

asked to reflect on some of the questions that have perplexed philosophical minds for thousands of years. The nature of truth and the credibility of the miraculous claims in the past and present are investigated. The problem of evil is introduced with pupils being encouraged to question what is meant by evil and good.

Enrichment

The department runs a variety of trips and visits throughout the year. Recent visits have included Coventry Cathedral, with a particular focus on Peace and Reconciliation, Singers Hill Synagogue, The Islamic Exhibition as well as enabling attendance at the Beatification Mass of Blessed Newman during Pope Benedict's visit to the United Kingdom.

MODERN FOREIGN LANGUAGES

We are a department of three well-qualified, experienced and enthusiastic staff. We thoroughly enjoy teaching our subject and our aim is to make languages fun, accessible and worthwhile but at the same time we are not afraid to insist on a good grammatical grounding as a basis for success.

All pupils learn French in Years 7-9. Spanish is introduced in Year 8. Pupils choose between French and Spanish at the end of Year 9 which they will continue to GCSE. Some pupils may wish to study both languages by opting for the second language as one of their three option subjects.

In French we use the course 'Métro' and in Spanish 'Listos'

Trips and Enrichment

We know that nothing can make language study more relevant and rewarding than a visit to the foreign country. We offer trips to the Mother House in Normandy, participate in a French exchange with a neighbouring school and organise visits to Spain. In addition enrichment sessions, often led by 6th formers, give pupils the opportunity to learn more about the language and cultural in a less formal setting.

LATIN AND CLASSICAL CIVILISATION

We use the Cambridge Latin Course, and in KS3 aim to cover books 1 and 2. This introduces the students to essential

vocabulary, mainly connected with families, houses, towns and domestic life. The students receive a thorough grounding in important grammar points, which supports their study of English and modern foreign languages. They practise their language skills through regular translation and comprehension exercises. We also learn about Roman life: in Years 7 and 8 we look at several aspects of family life, education, theatres, gladiators and we learn about the eruption of Vesuvius in 79 AD. In Year 9 we learn about the Romans in Britain, and learn about Boudicca by working on some Latin texts. In Year 9 students work towards the OCR entry level certificate in Latin, which has a language and a civilisation component.

Enrichment

The Classics Department is a lively and busy department and excellent results are achieved in the Classical subjects. Academic achievement is supported by a variety of clubs, including Greek club (an opportunity to learn Classical Greek – this can lead to a GCSE) and Greek drama club. Trips include the Roman baths in Bath (this links in with our study of Roman Britain in Year 9) and the British Museum.

We participate in the international CICERO Latin competition for 6th formers.

HISTORY

History fires pupils' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It helps pupils develop their own identities through an understanding of history at personal, local, national and international levels. It helps them to ask and answer questions of the present by engaging with the past.

Pupils find out about the history of Worcester, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies. They investigate Britain's relationship with the wider world, and relate past events to the present day.

As they develop their understanding of the nature of historical study, pupils ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgements they make. They appreciate why they are

learning what they are learning and can debate its significance.

History prepares pupils for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity, and helps pupils become confident and questioning individuals.

At St Mary's, girls focus on the key concepts of the subject, Chronological understanding: Cultural, ethnic and religious diversity: Change and continuity: Cause and consequence: Significance and Interpretation.

Themes of study are chosen to fulfil the breadth of study required and to help develop the key processes of (a) Historical enquiry, (b) Using evidence and (c) Communicating about the past.

- (a) Leads girls to identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses.

- (b) Leads girls to identify, select and use arrange of historical sources which are evaluated in order to reach reasoned conclusions.
- (c) Leads girls to present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary.

Assessment reflects the demands of the subject outlined above and will take place each half-term, using National Curriculum levels.

Visits are an extremely valuable learning experience in History and every girl in every year should have the opportunity to participate in a History visit.

GEOGRAPHY

'We do not inherit this planet from our parents, but borrow it from our children.'

Geography is a subject which is taught throughout KS3 in the Senior School and is a popular option choice at GCSE and AS/A2 level, enjoying excellent results in public examinations. Many students taking

the subject through to sixth form level go on to read Geography or allied environmentally based subjects in Higher Education.

The underlying aim in the teaching of this subject at St. Mary's School is to foster an attitude of understanding and responsibility towards our planet. The skills acquired in a geographical education are such that they will be fundamental to a student's thinking and actions in later years, whether or not they choose to follow the subject beyond Key Stage 3.

What is more important in our world today than:

- Our responsibility for the environment
- Global co-operation
- An understanding and tolerance of other peoples and cultures

The geography courses at St. Mary's help students to learn from the real world, about the real world and in the real world.

In Years 7, 8 and 9, we follow a scheme of work based on the Oxford 'Geog.1.2.3' course. Amongst the topics followed in Year 7 are 'What is Geography?', 'Water

on the Land’, ‘Map Time’, Settlements & Shopping’, ‘Geology Detectives’ and ‘Earthquakes & Volcanoes.’ In Year 8 we study ‘Population and Resource Issues’, ‘Coastal Processes & Management’, and an extended unit covering the ‘Climate of the British Isles’ and the ‘Ecology & Management of Forest Ecosystems.’ Finally in Year 9 we tackle ‘World Geography & Development,’ ‘Globalisation’ and an extended unit on ‘Urban Planning Issues.’

Enrichment

Field studies obviously play a vital role in studies and each class at KS3 will spend a day out of school: in recent years, Year 7 have followed a geology detective trail in the Severn Valley or visited the Lapworth Geology Museum; Year 8 attend study courses in the Wyre Forest; while Year 9 have visited South Wales and conducted Fieldwork in the local area. The Geography department ran successful expeditions to Iceland and the USA in 2007 and 2010 respectively.

FOOD TECHNOLOGY/HOME ECONOMICS

Pupils in Years 7-9 follow a structured, exciting curriculum, which gives practical skills, assessment, motivation and encouragement.

Pupils regularly take part in practical sessions in our recently refurbished food room. They are given the opportunity to be creative and adapt recipes according to their specific needs. Pupils are encouraged to work independently during practical lessons as their skills develop.

Year 7 Topic: Healthy Eating

- To encourage pupils to eat healthily, following current nutritional guidelines
- To teach basic food and cookery skills
- To teach pupils how to work safely in a kitchen
- To be able to adapt recipes to make them more healthy

Examples of practical sessions – fruit salad, fruit crumble, smoothies, scones, cereal bars, and pasta salad.

Year 8 Topic: Convenience foods

- To encourage pupils to understand health implications of eating too many convenience foods
- To understand the different types of convenience foods available today
- To be aware of the advantages and disadvantages of convenience foods
- To encourage cooking from scratch
- To understand the importance of packaging and labelling
- To be aware of food intolerances

Examples of practical sessions – soup, pasties, cookies, bolognese sauce, brownies, fairy cakes, French bread pizza.

Year 9 Topic: Multicultural foods

- To encourage awareness of food from around the world
- To understand different cultures, beliefs, festivals, ceremonies linked to food around the world
- To be aware of staple foods
- To be able to recognise a selection of herbs and spices used in multicultural cooking

- To understand the importance of a food journey (field to fork)

Examples of practical sessions-Pizza, pasta sauce, vegetable curry, spring rolls, samosas, chicken and mushroom pilau, apple scone round.

The pupils in Years 7-9 also have the opportunity to complete a Sainsbury's Active Kids Get Cooking Award, which encourages them to work on a short investigation where they can carry out some independent practical work too. If the pupils achieve all the necessary criteria they will be awarded with a certificate.

Enrichment – From September 2011, pupils in Yr 8-9 will be offered enrichment in this area. There will be a session called 'Bake' where pupils can develop their baking skills and they will be given the opportunity to try out new, exciting recipes. All ingredients will be provided from home.

ICT

Year 7

Spreadsheet Modelling.

This unit will start with revision of basic spreadsheet features and then moves onto using spreadsheet software to create models to solve everyday problems and create what if scenarios. The end of the topic covers using spreadsheet software to display data graphically using suitable chart or graph types and correct labelling.

Desktop Publishing.

In this unit year 7 learn how to create an eight page booklet using desktop publishing software. We spend some time considering what good features of publication layouts are and they then use these ideas to design and create their own booklets. They research and prepare the text and images for their booklets and learn how to use key features of DTP software to create an attractive, informative booklet.

Data Handling.

This unit takes starts with revision of basic database terminology and goes on to consider how to create effective data

capture forms. We look at different ways to store data logically and two methods of searching databases to find specific information.

Searching for Information.

During this unit, pupils will learn how to search effectively for information. They will learn about search engines, search terms, how to assess the suitability of search results, how to search for images and copyright issues.

Year 8

Spreadsheet Modelling.

This unit builds on the spreadsheet modelling unit in year seven. Pupils have the opportunity to create more complex spreadsheet models and use more advanced features and functions. The topic is based on a realistic scenario where a spreadsheet model can be used to solve realistic business problems.

Publishing on the web.

In this unit year 8 learn how to create a website using desktop publishing software. We spend some learning relevant

terminology and considering what the good features of website design are and they then use these ideas to design and create their own websites. They research and prepare the text and images for their websites and learn how to use key features of DTP software to create, for example navigation bars, hyperlinks and hotspots. They also get the opportunity to write their own HTML code to create animation and unique effects.

Data Handling

In this unit pupils get the opportunity to create their own databases, including tables, data entry forms, queries and reports. The scenario again is a realistic business setting and pupils consider ways that they can make their databases user friendly and efficient. They use a number of different validation techniques to ensure the quality of the data stored and various methods to search for and present information. More advanced pupils will use mail merge to present data extracted from their databases in a word processed document.

Impact of ICT on Society

In this final unit pupils learn about the different ways that organisations gather and store data about us. We look at the pros and cons of data being gathered and stored in this way and go onto consider the provisions of the Data Protection Act. Pupils get the opportunity to see why the Data Protection Act was passed and how it protects individuals from the misuse of electronically stored data.

Enrichment

There is one enrichment session per week for Year 7 & 8 during which pupils get the opportunity to use different software to achieve a variety of outcomes including graphics, sound recording and editing, 3D drawing, writing computer games and movie making.

Year 9

In ICT Year 9 start working towards a GCSE in ICT. The following is an extract from the GCSE Handbook that all pupils are given at the start of Year 9.

Over the next two years you will be following a course of study aimed at

achieving a GCSE in ICT. The examination board for your GCSE is AQA. More detailed information on the specification and requirements of the course can be found on their website.

The GCSE course comprises three units. You will tackle two units in year nine and one in year ten as follows:

Year 9 – Unit 3 Practical Problem Solving in ICT – Controlled Assessment

This unit will ask you to solve a practical problem which you might meet in education, the community or in the work place using ICT. The problem that you will be asked to solve will be set for you.

Year 9 – Unit 2 The Assignment: Applying ICT – Controlled Assessment

A description of a situation will be given to you and you will be asked to solve one or more tasks using ICT.

Year 10 – Unit 1 Systems and Applications in ICT - Theory

This Unit covers three main topics:

- Current and emerging technologies and their impact on individuals, organisations and society.
- A range of ICT tools and techniques and the ways in which

they are used in different contexts to develop ideas and solve problems.

- Legal, social, economic, ethical and environmental implications of the use of ICT for individuals, organisations and society.

Enrichment

There is one enrichment session per week during which pupils get the opportunity to come and get individual help and support with any aspects of their GCSE work where they are experiencing difficulties.

MUSIC

All students in the school study music throughout key Stage 3 where they develop a range of skills and enthusiasm for the subject. The girls study a wide range of musical styles from the more traditional (History and Theory of Music, Blues, Jazz); the world music (Gamelan, Salsa, Japanese); the creative (Story-telling, Film Music) and the innovation and creative possibilities of new technologies.

Music at St Mary's enjoys a high profile and consistently achieves excellent results at all levels. All pupils are encouraged to

develop their potential for music making, leading to enjoyment and fulfilment through attainment. The musical life of the school flourishes, and is seen by all pupils as inclusive. The schemes of work go beyond the national curriculum, and extend studies to Advanced level. An experienced and well qualified team of peripatetic staff prepare pupils for Associated Board examinations, for which the school is a centre, as well as for the many school ensembles. The work of the peripatetic staff compliments and supports the wider music curriculum.

The Music Department aims to provide opportunities for pupils to take part in music making regardless of skills or experience, whilst providing challenges and varied opportunities for established musicians.

At St Mary's we work to bring the aspirations of pupils, parents and staff to enable all girls to develop their musical talents as fully as possible. Regular performance playing in an ensemble or performing a solo enables pupils to gain confidence and embrace the St Mary's seven attributes of leadership.

The Music Department has a very busy enrichment timetable throughout the year, with ensemble groups and choirs involved in concerts and regular performance for the school and the wider community

Currently St Mary's offers pupils the opportunity to take part in the following groups, which rehearse at lunchtimes or after school

- Senior Orchestra
- Junior Orchestra
- String Group
- Flute Group
- Saxophone Group
- Chamber Choir
- Theory Classes

Pupils are encouraged to compete in competitive music festivals and join the county youth orchestra, wind and brass bands. Pupils are given extensive performing opportunities from productions to overseas concert tours.

DRAMA

In Years 7-9, students will follow a skills based course which offers all pupils the chance to flourish as their developmental needs are supported. At the same time,

girls with established, natural, creative tendencies will continue to blossom. Vocal versatility will be developed in terms of both vocabulary choices and delivery style and physical theatre techniques will be explored to develop good posture, poise and presence. Through the discipline, commitment and teamwork required to hone and refine imaginative ideas into cohesive artwork worthy of presentation to an audience, girls will develop into confident, articulate and engaging communicators who can adapt their skills to any situation.

The Autumn term will focus on performance techniques alongside the study of a published playscript: “Little Women” (Year 7), “Antigone” (Year 8) and “The Crucible” (Year 9).

KS3 pupils will also participate in the annual St Mary’s Shakespeare Festival - *Shakespeare*. They will use their familiarity with the narrative of the Shakespeare plays studied by their year group in English to work on their own, creative adaptations of the plays. They will identify the dramatic devices in the plays which inspire and engage them and rework those ideas into short productions of Shakespeare *by* young people *for* young

people. This will form the Spring term study for Year 7, 8 and 9.

The Summer term will round off with the pupils’ own devised work to given themes inspired by their set texts and by their Shakespeare work. (Year 7 – “On the Home Front”, Year 8 – “Blood Ties” and Year 9 – “Modern Witches”.) KS3 pupils will also gain a technical grounding in this term with work on Costume and Props for Year 7, Set Design for Year 8 and Lighting and Sound for Year 9.

Assessment will be ongoing of practical development, alongside formal, termly, written assessments in which girls evaluate their own work and the work of others, refining their understanding and application of technical vocabulary.

ENRICHMENT

The Drama and Theatre Studies department works closely with the English department to ensure that all girls have the opportunity to experience quality live theatre. Annual theatre visits are arranged for all year groups. In addition, the GCSE and A Level courses involve regular live theatre experiences which may, where appropriate, be opened up to all pupils.

There is an annual whole school production, alternating between musical theatre and a full scale Shakespeare play. Girls will have the opportunity to explore roles not always available to them in other schools. ALL girls are welcome, regardless of experience or perceived ability, with design and technical roles on offer as well as performance roles.

Running concurrently is a smaller, invitation theatre troupe, with entry by audition. *Witty Fools* work to a high standard on smaller scale theatrical pieces culminating in performance as part of the school’s Summer Arts Festival.

Individuals also have the opportunity to work with staff on preparation for auditions, interviews and competitions, including National Youth Theatre auditions and preparation for the BBC’s *Off By Heart* Shakespeare competition.

The school’s highly talented, self-sufficient Technical Theatre Crew is always on the look out for new members to develop skills in Stage Management, Lighting and Sound. The Crew not only works on the school’s internal presentations, but works with visitors to the school who require technical support.

Extra tuition is also available with the peripatetic LAMDA teachers working towards the Speech and Drama qualifications of the London Academy of Music and Dramatic Arts.

TEXTILES

In Textiles we aim to give girls creative opportunities to design and make innovative products.

Girls study textiles for one hour a week during Key stage 3 giving them the excellent opportunity to gain a variety of design technology skills in mixed ability groups. The Textiles curriculum at St Marys enables pupils to learn to combine practical, intellectual and technological skills with creative thinking to design and make products that meet human needs.

Key Concepts

Designing and making
Understanding user needs
Cultural understanding
Creativity
Critical evaluation

Key Processes

Generate, develop, model and communicate ideas in a range of ways
Respond creatively to design briefs
Apply knowledge and understanding of a range of materials
Plan and organise
Evaluate and reflect critically

A number of different practical projects and outcomes are achieved in each year group including bags, cushion covers, pencil cases, phone cases, hats, skirts and wall hangings. Projects will emphasise the following points according to year group to show progression of skills.

Year 7

Hand sewing skills including Appliqué
Safe use of equipment
Making templates, marking and cutting fabric
Threading a sewing machine and basic machine skills
Basic seams and hems
Personalised designs
Felt making
Designing and making using recycled materials taking inspiration from an Artist

Year 8

Sewing Machine skills
Decorative textile techniques, Tie dye, Batik and printing methods
Interior product design
Patch work
Inserting a zip
Designing and making inspired by cultural understanding and colour theory

Year 9

Sewing machine confidence
Garment construction skills using a commercial pattern
Advanced seams, hems and shaping techniques
Fashion design for sustainability
Fashion project including fashion drawing techniques
Surface embellishment and needle felting based on natural objects
Screen printing

Enrichment

Alongside visits and trips, lunch time enrichment sessions enable girls to extend their interests in a more relaxed, informal setting and undertake seasonal textile projects and short focused tasks.

ART

The Art Department at St Mary's will motivate, inspire and encourage a curiosity in art. It aims to give a well balanced and rich artistic education. It is committed to enabling all pupils to enjoy and give opinions on art and to produce practical work of a high standard.

Pupils are offered the opportunity to work in a wide range of media and to experience a variety of processes including painting and drawing, working in three dimensions, mixed media, and printmaking.

The expression of pupils' individuality is important and this is supported through personal guidance in small teaching groups.

Pupils in Years 7, 8 and 9 have one Art lesson a week. All year groups are introduced to work of a diverse range of artists and cultures and these are used to contextualise their practical projects. In these, pupils build on skills, knowledge of materials and techniques, ensuring a diverse and rewarding experience.

Year 7

The formal elements: line, tone, colour and form.

Opportunities to paint, draw and print and to work in relief.

Mask making.

Year 8

Developing, researching, planning and designing a mixed media outcome.

Work in 3 dimensions.

Further exploration into colour and manipulation of media.

Year 9

Development of painting skills.

Work in mixed media.

Enrichment opportunities.

Art Club

PHYSICAL EDUCATION

Physical Education at St Mary's is based around providing opportunities to explore, excel and achieve in a number of different sports and activities. Currently, students receive two hours of PE per week which includes both team sports and individual activities.

As a department, we encourage full participation from all of our students as PE

not only provides them with the opportunity to be physically active, but also allows them to develop leadership and team work skills.

We offer exam based study at both GCSE and A level which compliments the practical elements of this subject. We are a very busy department and provide opportunities for girls to compete against other schools in a variety of different sports in solo fixtures, leagues and tournaments.

Winter Term

Years 7-8: Netball, Hockey, Fitness and Dance.

Years 9-11: Netball, Hockey, Fitness and trampolining.

Spring/ Summer Term

Years 7-11: Rounders, Athletics and Tennis.

Enrichment

Sport plays a major part in the enrichment opportunities currently on offer at St Mary's. Girls are able to opt for practices in Netball, Hockey, Table Tennis and Running and Dance, and these activity options will change to summer-based

sports as we enter the summer months. Sporting enrichment allows those girls on one of the sports teams to practice for fixtures and tournaments, as well as offering more recreational opportunities for those students who want to stay fit and healthy.