



thirds-upper 4ths.
curriculum

Handbook 2011/2012

KEHS
KING EDWARD VI
HIGH SCHOOL FOR GIRLS

introduction

“

... teachers have the flexibility and freedom to respond to girls' particular interests and needs.

”

KEHS

KING EDWARD VI
HIGH SCHOOL FOR GIRLS

Summary of teaching time. Number of Periods per week.
(A single period lasts 35 or 40 minutes)

2011/2012	Thirds Year 7	Lower Fourth Year 8	Upper Fourth Year 9
English	3	4	5
Drama	1	-	-
Mathematics	4	4	4
French	4	4	4
Chemistry	2	2	3
Physics	2	2	3
Biology	2	2	3
Latin	-	4	3
Geography	2	2	2
History	2	2	2
Creative Living	2	2	2
Music	1	2	1
Art/Design	2	2	2
Religious Studies	2	2	2
PDM	-	1	1
Form Period	1	-	-
Culture and Communication	1	-	-
PE	4	4	2
Information Technology	1	-	-
Total	36	39	39

In this document we aim to give parents an overview of the work covered by their daughters in the 3rds, Lower 4th and Upper 4th Years (Years 7, 8, 9 in National Curriculum nomenclature).

Departments indicate the teaching approaches used and where relevant, how work is assessed.

It is a broad based indication. Within each department, individual teachers have the flexibility and freedom to respond to girls' particular interests and needs. We see this as being of central importance in fulfilling the school's aims.

Information about homework, timing of reports and communication with parents is all available in the admissions handbook. Information about the curriculum in the Lower 5th and Upper 5th is available during the Upper 4th year and about the 6th form in the Upper 5th year.

Art and Design

AIMS

We aim to deliver and maintain the highest levels of Art and Design education through sound and stimulating programmes of study to all ages and levels of ability. We endeavour to create an environment conducive to good working practices both of teaching and learning, where pupils and staff can flourish.

CURRICULUM

General themes are set for the first three years, for example, Colour, Line, Portraiture, Still-Life. These themes can be interpreted in many and various ways and are planned at the beginning of the academic year. Work is constantly reviewed and refined as projects progress. New subjects and responses generate new energy and greater originality and freshness. All artwork is underpinned by the teaching and acquiring of new skills and experiences. This may range from drawing and sketching from observation to imaginative painted compositions, or from working in clay or textiles, to collage and mixed media work. Final pieces are presented for display and are kept in a girl's individual folio of work. Each girl keeps a personal sketchbook in which she documents and records all aspects of her work; initial ideas, experimentation, solutions to problems, plans and intentions. She may also keep accounts or references to the work of artists and designers whom she has encountered during her work. At the end of Upper 4 all her work and her three sketchbooks are given to her to keep.

Over the last few years just over a third of a year group go on to study GCSE Art and Design. The range of work covered in the first three years is a vital and sound grounding for this higher level.

APPROACH

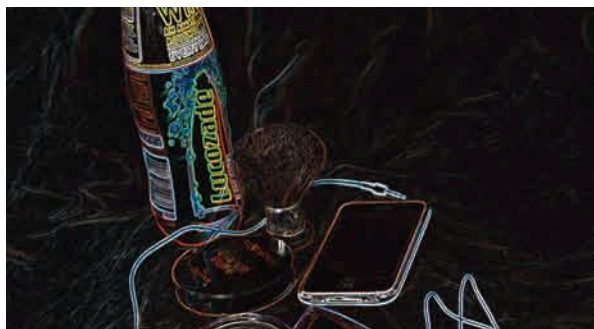
Pupils are taught in specialist studios in their form group. Lessons usually start in a formal way with the presentation of ideas and tasks; discussion and the exchange of responses are encouraged. Once a task is underway the teacher will spend time with individual girls ensuring that all are working to their capacity and fully engaged in the activity. Our intention is to build confidence, independence and worth by developing intuition, imagination, good skills and the creative self in a positive and rewarding way.

ASSESSMENT

Work is assessed as it progresses and feedback, advice and encouragement are given. There are no examinations in Art and Design in the Lower School. However, a major review and assessment takes place at the end of each summer term and report grades are based on this assessment.

EXTRA-CURRICULAR ACTIVITIES

The Art department is open on several days per week during the lunchtime break to enable girls to attend Art Club. They can also work in the Textiles studio and in the pottery. Workshops are sometimes held and these have included jewellery making and printmaking. Girls in the Lower School sometimes enter work for competitions.



Biology

AIMS

We aim to stimulate curiosity, interest and enjoyment in Biology and its methods of enquiry, thus inculcating a respect for and an understanding of living systems. Students will begin to acquire a systematic body of scientific knowledge and begin to develop understanding of the subject.

We hope to develop abilities and skills that are relevant to the study, practice and application of Biology and which are useful in everyday life. Students develop experimental and investigative abilities, always encompassing safe practice.

We seek to produce an understanding of the nature of scientific ideas and activity together with appreciation of the technological and environmental applications of Biology and the economic, ethical and social implications of these issues.

CURRICULUM

In the first 2 years we follow our own course (not KS3) This provides a foundation for GCSE.

The 3rds (year 7) have the opportunity to use apparatus, e.g. microscopes and choice chambers, to get an experimental feel for the subject. The analysis of data is dealt with, including skills such as graph production and data logging. Human and plant reproduction are also covered. Biodiversity is considered during the summer term with a programme that includes work in the school grounds.

The Lower 4th (year 8) has 4 major topic areas, Micro-organisms, Insects, Ecology and Forensic Science. A trip to the Natural History Museum in London concludes the year and prepares the pupils for Key Stage 3 and GCSE.

In the Upper 4th (year 9) we start the GCSE syllabus (O.C.R. Gateway Biology Specification). Unit B1 "Understanding Ourselves" is covered in the first 2 terms. This includes a range of human biology topics. In the 3rd term we begin Unit B2 "Understanding Our Environment" where organisms in their natural environment are studied.

APPROACH

Lessons involve demonstration, group work, practicals, poster work, ICT, the use of video, DVD, OHP and interactive whiteboards. Girls also carry out individual practical work involving making of slides and data collection. Experimental work is planned at an individual and group level.

ASSESSMENT

Homework is set each week to test knowledge and understanding. Attainment is formally assessed by end of topic tests and a summer examination in all year groups.

EXTRA-CURRICULAR ACTIVITIES

In 3rds, girls can attend junior science club during the lunchtime. Girls in 4th and U4th can attend Conservation Club.

Chemistry**AIMS**

There is hardly an area of our lives that is not touched by Chemistry: food; pharmaceuticals; materials; the environment; and much more. Life is what it is due to atoms and molecules and Chemistry explains much of this and more. In a technologically advancing world Chemistry is a necessity for a future scientifically literate society.

Within Chemistry the department aims to stimulate students' curiosity in science and develop an interest and enjoyment in Chemistry. The department enables the students to develop a wider scientific understanding so that they are able to support their views with reasoned arguments.

CURRICULUM

All pupils will have had a taste of Science previously, but they will enjoy the transition to more practical work and a greater depth of study in Years 7 to 9.

After initial work relating to safety and basic apparatus, pupils in Year 7 look at the various ways that chemicals and the changes associated with them are classified. Topics include physical and chemical changes, elements, mixtures and compounds and metals and non-metals.

In Year 8 the various sources of chemicals and their reactions are studied by looking at the air and water. Chemical formulae and equations are used throughout this year and beyond.

In Year 9 the department starts work towards GCSE with an in depth look at the theory of Chemistry, with girls studying atomic structure and bonding as well as the practical topics relating to salts and ion tests.

APPROACH

In the study of Chemistry there is a large emphasis on practical work, particularly in Years 7 and 8. Through the underlying themes, within the subject, the girls develop a knowledge and understanding of scientific ideas, which they can relate to everyday life.

The pupils work in small groups as part of a team as well as independently. Information Technology is used in a variety of ways to aid the learning process.

During the first three years studying Chemistry the pupils will experience a variety of approaches, styles of working and assessment methods. Teaching approaches may include: group experiments, individual experimental work, teacher demonstrations, class drama, class discussions, the use of videos and problem solving situations.

ASSESSMENT

Assessment in Chemistry involves written homework, topic tests, yearly examinations and teacher observation.

Homework tasks will vary and may include: completing an exercise to practise, enforce or apply aspects of the class work; learning a unit of work for an end of topic test; writing up experimental and investigative work; research and collection of information for an individual or group project.

In addition to the yearly examinations most of the topics studied throughout Chemistry will be tested by topic tests. These tests are designed to show what a student can do as well as identifying areas where consolidation is required. 'Informal' teacher assessment is ongoing during all lessons in response to oral work, teamwork, practical experiments, skill development, project work etc.

EXTRA-CURRICULAR ACTIVITIES

The Science department organises a Junior Science Society, open to pupils in Year 7 where the enjoyment of the subject is developed and encouraged through an experimental approach. Girls also take part in a variety of local and national competitions.

Classics**CLASSICAL STUDIES (3rds)**

A brief introduction to the Classical world is made, including study of the gods of Ancient Greece and an exploration of some areas of daily life through the medium of stories, games, dressing-up, and art activities. Some basic Greek language will also be studied.

LATIN (Lower 4th-Upper 4th)**AIMS**

All girls begin to study Latin in the Lower 4th year. Our main aim is for pupils to enjoy and benefit from a study of the language and civilisation of the Roman World (including some study of the Greeks and Egyptians). We hope that pupils will develop an awareness of their cultural and linguistic heritage, and appreciate the unique contribution made by the Classical World to modern society. Pupils will be able to enhance their command of language and thus improve their linguistic skills in English and French, and to lay foundations for subjects which may be studied in the Lower 5th year (Classical Greek, Spanish, Italian, German, Russian). Pupils should appreciate the central position that Latin occupies in the curriculum, with numerous cross-curricular connections.

CURRICULUM

The Cambridge Latin Course is used, and in this course language and aspects of Roman civilisation are studied side by side. In the Lower 4th Book 1 and the first 4 stages of Book 2 are covered. Book 1 is based on Pompeii and topics studied include houses, everyday life, entertainments, religion, slavery, education and the destruction of Pompeii. The early part of Book 2 is based on Roman Britain, and topics include the invasion, life in the countryside, and the Palace at Fishbourne. By the end of the year pupils can expect to know a wide variety of vocabulary, all cases of the first 3 noun declensions, the present, imperfect, perfect and pluperfect tenses of regular verbs in all conjugations, and some irregular verbs. The infinitive, imperative, pronouns and adjectives will also be known. In the Upper 4th year pupils will complete Book 2 with a study of Alexandria and Roman Egypt, and Book 3 where further aspects of Roman Britain are dealt with (Bath, Chester, the army, travel and communication). In language work pupils will meet participles, subjunctives, more irregular verbs, and other pronouns. Uses of the subjunctive, gerundives, and time

phrases are also introduced. Vocabulary encountered will be wide.

APPROACH

In a modern course like the CLC stress falls less on grammar than in older courses. Rote learning and a precise knowledge of syntax, accidence, and vocabulary are important for accurate comprehension and translation, but they are not ends in themselves. A variety of methods are used to supplement the textbook, eg some English-Latin, comprehension exercises, cartoon strips, word searches, crosswords, derivation work, group activities, acting etc. Roman life topics are also studied by a variety of methods. The CLC E-Learning resource is extensively used, along with DVDs, videos, maps, oral tapes etc. In addition to the work that pupils do in neat a variety of other work stems from a study of Roman civilisation. The use of ICT is encouraged, with pupils doing a formal project each half term. Model making, posters, Roman food, and mosaics etc are other possibilities.

ASSESSMENT

In their first 2 years of Latin girls have 2 homeworks per week. In language work there is regular practice in translation and comprehension, and the learning of the vocabulary checklists at the end of each stage is a very important task. Girls who do not gain satisfactory marks can expect re-tests. Translation in neat is usually given a grade and comprehension a mark. A comment will indicate areas for praise or improvement. Roman life work in neat will usually receive a comment. In addition to the end of year examinations, the progress of each pupil is checked by the use of the CLC Attainment tests. The CLC web site allows pupils to assess their own progress by using the various tests and exercises.

EXTRA-CURRICULAR ACTIVITIES

The Thirds have a Roman Day in the Summer Term when they are visited by a Roman soldier and Roman lady from Chester, and take part in various activities. A trip to St Albans is made in the Summer Term of the Lower 4th year, and the Upper 4th visit Bath in the Spring Term. Trips to Italy and Greece are regularly undertaken.



English

AIMS

The Department aims to enable girls to become confident and proficient users of both oral and written English, as well as intelligent and discriminating readers. We stretch and stimulate their imagination through their response to the writing of others and their own creative work. We want our students to enjoy literature and language in all its forms and aim to provide a strong basis for the study of English Language and English Literature at GCSE level and beyond.

CURRICULUM

All girls have four lessons of English per week (in the Thirds, one is a Drama lesson) and one hour's homework. Texts taught in each of the first three years aim to cover a range of issues, periods and genres. We try to ensure that girls study at least the following each year: a Shakespeare play; a modern play; a pre 1914 prose text; a post 1914 prose text; pre and post 1914 poetry and a text from a culture other than English. These texts form the focus of our teaching and much of our additional work on language is developed within the context of them. In the Thirds we spend additional time focusing on various aspects of presentation, grammar, and punctuation alongside the introduction of key literary terms. In the Lower and Upper 4th these concepts are revisited as part of a more detailed analysis of texts and the development of a critical vocabulary.

APPROACH

In seeking to instil a love of literature and providing girls with powerful communication skills, we employ a range of teaching styles. We endeavour to create a relaxed and friendly environment within our classes in order to encourage active participation. Whole class, group and paired discussion work (with opportunities for note taking), presentations, drama activities, quiet time for reading or being read to, collaborative and independent writing tasks and IT based lessons are just some of the strategies we use.

ASSESSMENT

Assessment is carried out in a variety of ways: through classwork, both oral and written; homework, whether it be short answer questions, essays, creative compositions, research or notes; formal testing, for example spelling and grammar and annual examinations. One neat piece of written homework is set per fortnight. Reading, rough notes or preparation tends to be set in between. Work is fully and meticulously annotated and commented on as appropriate. The end of year examination is common to all three forms across the year. It usually includes an analysis of an unseen poem, a response to literature studied during the year and some creative or discursive writing.

EXTRA-CURRICULAR ACTIVITIES

The English Department frequently organises trips to theatres, workshops and lectures, as well as hosting visiting authors and theatre companies. The Department runs a prose reading group for younger girls, and a senior debating society, a Shakespeare society, and a cinematic society. The Department also runs creative writing groups where budding young writers are encouraged to share their work with each other and with a wider audience at the regular performance workshops.

French

AIMS

The French department aims to enable pupils to communicate directly with French speaking people orally, to enable them to understand spoken and written French from a variety of sources (magazines, radio and television broadcasts) and to awaken their interest in France and French speaking countries around the world by presenting them with up to date background material. We hope that through an appreciation of other cultures, pupils will develop a more acute understanding of their own culture.

CURRICULUM

Four skills (speaking, listening, reading, writing) are introduced from the start. French is used in almost all classroom situations by staff and pupils. Maximum oral input from pupils is sought. Paired and group work is favoured in order to maximise participation. Gradual accuracy in writing is acquired by regular practice and the use of computer software and word processing skills.

All pupils take French and are taught in forms with no setting. Some have already learned French at Junior School but many are beginners. Consolidation and extension form part of the course as well as the acquisition of new material.

Although the emphasis is put on practical communication, this is supported by a systematic study of grammar.

The course is currently based on books 1, 2 and 3 of Formule X and associated resources but we also incorporate a variety of other support materials.

The main topics are self, family, home, town, school, food and drink, daily routine, shopping, leisure activities, holidays and travelling.

APPROACH

Pupils are normally taught by the same teacher in the first two years of the course. They may then change teacher for the three years leading up to the GCSE examination.

Our main aim is to maximise the use of French in the classroom and increase confidence in communicating. English is used mainly for clarifications and explanations. We have two French Language Assistants who help out by working with part of a class on a regular basis using guidelines given by the member of staff responsible.

We attach importance to introducing pupils to the cultural aspects of the French-speaking world.

ASSESSMENT

All pupils should be able to demonstrate the ability to understand and respond to spoken language, to communicate in speech, to read, understand and respond to written language and the ability to communicate in writing. Pupils are assessed in class on a regular basis. Pupils are set homework once per week. This can be a learning homework or a short written exercise.

There is no formal examination in the Thirds, but there is a one and a quarter hour examination in the Lower 4th year, which consists of a written paper including a listening comprehension test. In the Upper 4th year there is a similar examination but it includes a grammar test and lasts two hours.

The same examination is provided for all three forms in a given year.

FRENCH SESSIONS

Three times a week at lunchtime, we offer help to any student who wishes to practise, revise, extend and reinforce any aspect of the French Language.

EXTRA-CURRICULAR ACTIVITIES

Every year, pupils have the opportunity to take part in both the French poetry competition organised by the Anglo-French society of Birmingham, which takes place at Birmingham University.

There is usually a trip for the Upper 4th to Montpellier in the south of France. Pupils stay with a French family, have lessons in the morning and visit the area in the afternoon.

On Junior open days, pupils take part in a range of French related activities.

Geography

AIMS

Geography is an essential component for preparing pupils for life in the 21st century world. As a department we aim to present our students with challenging approaches to the subject and create a high quality teaching and learning environment. Geography encourages young people to learn about and take part in decision-making, understand domestic, European and global links, develops knowledge and understanding of the concept of sustainable development and thus fosters citizenship. It also enables pupils to develop a range of personal qualities: to gain self-knowledge, develop perseverance, initiative, independence, the ability to co-operate with others and encourages social and environmental responsibility. We encourage our pupils to become autonomous learners and useful, informed members of the global community.

Geography stimulates pupil interest and curiosity in the world and enables them to appreciate the value of the landscape. It deepens their understanding of the world, its peoples and how people and places interconnect and interrelate. Pupils are encouraged to question, seek explanations and make informed judgements about the use and stewardship of natural and built



environments via study of a variety of current issues so that they develop open, enquiring minds.

CURRICULUM

Schemes of work are based on the National Curriculum although we do not stick rigidly to it, extending study and adapting topics where and when appropriate. In Year 7 we focus upon a variety



of themes within the United Kingdom, exploring the pattern of people, activity and landscape. In Year 8 study is extended to include European themes including landscape development, economic activities, issues and hazards. By Year 9 we look at the global dimension via discussion of population, urban, environmental and resource issues. In each year, activities will help to develop a variety of pupil skills and extend their geographical terminology.

APPROACH

As a department we share a common purpose: to help our students to realise their full potential, both academic and social and to experience a sense of achievement via their study of geography. We are helping our pupils to make sense of a complex world by using a variety of activities and experiences during lessons, visits and fieldwork. We seek to enable all students to discover and take delight in the splendours of our planet. Pupils are encouraged to apply their knowledge and skills in new situations. Tasks set are usually open-ended to enable girls to exhibit high-level skills. Our challenge is to assist our girls to develop progressively more mature forms of reasoning as they acquire knowledge and to help them to develop their understanding.

ASSESSMENT

The aims and objectives of assessment are specific to each year group. It helps pupils to review their progress, develop a positive self-image and provides constructive advice for their future improvement. Homework assignments are set each week, there are cross-year tests set periodically and research reports written following fieldwork or extended investigations. Information provided by assessment is accessible to pupils and parents. We review pupil progress regularly in order to enable pupils to maintain progress.

EXTRA-CURRICULAR ACTIVITIES

Geographical Society organises various club activities for pupils, including, for example, visits and quizzes. The girls are also organising and promoting green initiatives in school such as recycling and energy efficiency.

History

AIMS

Our overall aim is to elicit, engage and excite each girl's innate curiosity about the past, developing a genuine, enduring interest in History. We hope that our pupils will have a thirst for knowledge and will want to know not only what occurred in the past, but also why and how it happened. It is important to us that our pupils can begin to make sense of the present through their knowledge and understanding of the past. We promote and strive to instil in the girls an appreciation and respect for the past, and for its peoples, societies and cultures. Equally, the study of History provides pupils with the opportunity to develop essential skills of analysis and evaluation, and we aim to cultivate those as fully as possible. Of course, we value enjoyment of History and seek to inspire girls to share this through exploring and discovering compelling events, personalities and ideas that have shaped the past and continue to have resonance today.

CURRICULUM

Our scheme of work takes into account the knowledge, skills and understanding that girls will have obtained in History at Key Stages 1 and 2. In years 7 through 9 we deliver a ranging curriculum within which girls study a variety of medieval, early modern and modern historical topics. Girls are given a copy of the course content at the beginning of each academic year.

In the Thirds the course focuses on Britain and the medieval world in the years 1066-1500, concentrating on topics such as the Norman Conquest; medieval religion and the Church in Europe; the Crusades; the development of castles; the structure of medieval society and life in the Middle Ages in towns and the countryside; as well as significant events such as the Black Death and Peasants' Revolt.

In the Lower 4th topics centre around changes in the early modern world, including a study of religious changes in early modern Europe, and especially in Tudor England; European exploration and expansion; and the slave trade and experiences of black peoples in the Americas.



In the Upper 4th we begin by considering the changing role and status of women in Victorian and Edwardian Britain, including women's political activism and the campaign for female suffrage. We then look at the causes and nature of the First World War and its impact on the Home Front in Britain.

APPROACH

The overall approach that is adopted in our teaching is a questioning one that seeks to foster an appreciation of History as an interpretive discipline. Teaching methods vary and are intended to challenge bright pupils. Girls are encouraged to think for themselves, and we seek to develop their abilities to work both collaboratively and independently. Whole class or group discussion is an important feature of lessons. Considerable emphasis is placed on the evaluation of source material, always within a solid contextual framework. There are opportunities not only for written essay work, including extended assignments, but also for presentations, drama and other creative tasks, for example posters, documents and letters. Guided independent work is encouraged, promoting use of the School Library and discerning application of ICT.

By the end of the Upper 4th, girls should have gained a broad understanding of different historical periods and developed an array of analytical skills that will provide them with a firm foundation for work at GCSE level.

ASSESSMENT

Girls are given one History homework assignment per week. Numerical marks are used by the department, and there is a 'levels of response' mark scheme, a copy of which is distributed to the girls at the beginning of the academic year. All assessed work is carefully annotated, in particular to indicate where improvements can be made.

EXTRA-CURRICULAR ACTIVITIES

There are numerous extra-curricular opportunities in the History Department. Most notably, we offer a distinctive and popular Living History Society, run jointly with King Edward's School (for boys), which includes pupils from all levels of the two schools. Many of our keenest members come from the first three years. Meeting weekly, it is involved in 'Living History' displays, through which girls can empathise with the past via a raft of activities, from archery to coin-making, scrivening to spinning. Recently, the Society has planted a medieval herb garden within the School grounds, and on weekends it participates in events at places such as Avoncroft Museum, the Tower of London and the Mary Rose Museum in Portsmouth. In addition, the Department offers regular weekend day trips to museums and sites of historical interest, as well as periodic foreign trips, for example to Normandy.



ICT

AIMS

The aim of ICT lessons is to ensure that all pupils acquire a working knowledge of common ICT applications, both to help them in other subjects and to give them an understanding of ICT outside the school environment. In school they will learn how to use ICT and so be confident with the computer, both in lessons and when working independently.

CURRICULUM

Thirds and Lower 4th

The ICT curriculum is currently under review and details of course content will be published on the school website later in the year.

There are two computer rooms and also computers in the library and many of the teaching rooms. They are all part of the school network. The two computer rooms can be booked for lessons in other curriculum areas, and there is free access to these rooms whenever they are not required for lessons, and also before and after school.

Every pupil has her own user identity for the network, protected by a password. Everyone also has an individual email address, and those who have internet facilities at home can use this to send homework to and from the school network.



ideas and insights in appropriate mathematical language is an important skill and needs practising.

The Mathematics department recognises the importance of mental arithmetic and encourages the use of appropriate non-calculator methods for solving problems. Throughout the first year the use of calculators is discouraged. After this a basic scientific calculator is necessary and will be sufficient for the demands of Mathematics throughout the school until A level. It is important that calculators, with other technology, are seen as aids to an efficient solution and, to this end, their appropriate use is taught.

CURRICULUM

Although the National Curriculum has provided a core programme of study for Primary Schools there is still a diversity of approach and content. For this reason there is inevitably a certain amount of repetition built into the first year specification. This allows consolidation of ideas and methods. We also introduce new concepts, particularly algebra, early in the first year. The methods encountered in this first year of study are consolidated and built upon in later years, with new topics introduced where appropriate. Importance is laid on the structure of solutions, ensuring that working is complete and accurate. In the Thirds the basics of number, algebra, geometry and statistics are consolidated. Trigonometry and graph work are among the topics included in the Lower 4th. This is extended in the Upper 4th by the consideration of further algebraic methods, including simultaneous and quadratic equations, and topics such as circle theorems.

APPROACH

Throughout the school an investigative approach to Mathematics is encouraged with regular independent project work until GCSE. Investigation encourages the ability to think mathematically, generalising rules and explaining them from patterns and testing and proving hypotheses. A range of different investigations are used and creative thought is encouraged. Investigation also teaches the value of proof, an important part of the Mathematics curriculum. To explain a pattern or justify a rule thoroughly it is necessary to prove that it is correct. Different types of investigation require different types of proof, ranging from formal algebraic proofs to written demonstrations.

ASSESSMENT

Throughout the first five years girls can expect two Mathematics homeworks a week. One of these would be assessed in class, the other done in neat and marked by the teacher, who will



Mathematics

AIMS

Mathematics, although necessary for a full understanding of many other subjects, is primarily taught to be appreciated as a subject in its own right. Attention is drawn to the inherent beauty and structure found in Mathematics and a creative, confident approach to the subject is encouraged. The interdependence of the various different branches of Mathematics and the uses that have been found for them are explored to create an ability to use Mathematics across the curriculum. Within Mathematics classes throughout the school girls are encouraged to work both independently and in small groups. Communicating their

give a grade for achievement and a comment indicating areas for improvement or praise. In addition to the end of year examinations, tests are given in class time when appropriate. All girls take part in the National Mathematics Challenges, some going on the International Invitational Challenges as a result.

EXTRA-CURRICULAR ACTIVITIES

The Maths Department runs a morning of Mathematics activities in September for the Thirds. The activities include Art, Magic and a relay race. Girls are encouraged to pursue Mathematics outside the classroom through participation in the UKMT Mathematics Challenges, the Team Maths Competitions and through individual and group projects.

Music

AIMS

The Music Department plays a significant role in the life of the school. This role is not only cultivated via the curriculum, but it is also enhanced through the many extra-curricular activities offered by the department.

Irrespective of background, girls are introduced to areas of musical learning which promote knowledge, skills and understanding in music, in relation to both their own and others' musical traditions.

Through the music curriculum pupils are given the opportunity to become self-aware and to develop self-expression - the practical work breeding patience and empathy, while the listening and appreciation encourage discipline and respect.

CURRICULUM

The syllabus for the lower school is organised into modules and each is taught for approximately one half term. The department promotes a curriculum with relevant differentiated experiences and, where appropriate, tasks are set with extension possibilities.

The material of the curriculum is dealt with progressively, so that by the end of Key Stage Three all have a breadth of musical experience. Pupils should develop considerable confidence when using the language and also when analysing what they hear and /or see notated, using technical vocabulary and relating to a historical perspective. A firm understanding of the musical elements and of musical language is emphasised.

Girls are encouraged to use their own Instrument In class and regularly perform their own compositions and the works of others, having studied various musical excerpts from a variety of stylistic periods.

APPROACH

Music education at KEHS is delivered in a friendly atmosphere with clear boundaries, where the enthusiasm and high expectations of staff naturally stimulate interest and response. The department recognises the value of singing, so there is an emphasis on this in the schemes of work. All may then use this instrument with some assurance, enjoy choral participation and be able to hear better their practical work. Similarly in the first year, the application of computers in music is introduced in composition exercises, although the department does also recognise the importance of manuscript work alongside this, and insists that girls read and write the musical language throughout Key Stage Three. Classroom assignments can require girls to work individually, in pairs or in groups, and this variety often leads to better motivation and shared inspiration.

ASSESSMENT

For every module studied each pupil will be assessed, either alone or as part of a pair or group, in at least one of the three essentials. For Listening and Appreciation the assessment will often be a written exercise involving technical vocabulary, music theory, historical and stylistic perception and aural challenges.

EXTRA-CURRICULAR ACTIVITIES

All girls are encouraged to engage in music activities beyond the classroom. Through these they become dependable and diligent and enjoy a pleasurable quality team experience.

There are many musical opportunities at KEHS and various are shared with King Edward's School. At present they include symphony orchestras, string orchestra, wind bands, brass band, jazz ensembles, choirs, and chamber music. Furthermore the pupils themselves often initiate small groups performing pop and Asian music that are all welcomed and supported.

The extra-curricular activities available provide performances for and on behalf of the school. Many school events allow ensembles to have an opportunity to perform, including concerts, the Music Festival, Instrumental Evenings, Lunchtime Recitals, and assemblies. Performances are sometimes organised in venues in other parts of Britain and abroad as well.

These events assist in increasing both community and public understanding of, and confidence in, the musical work of the school, and in the huge variety of learning offered via a thorough music education.



Personal Decision Making (PDM)

AIMS

The aim of this course is to equip girls with positive life skills during their time here and beyond school. We hope these skills will enable them to make the most of themselves in terms of study, lifestyle, relationships and in their interest in the local and global community. The girls will be making choices throughout their lives. The PDM course endeavours to provide

guidance to help them make informed choices and to enhance the skills needed to make decisions and stand by them; skills such as weighing up alternatives, assessing risk, looking at evidence, fostering self worth, assertiveness and considering the impact of their decisions on others. The PDM department aims to help girls understand and participate in society as informed, competent and caring individuals.

CURRICULUM

There are three main areas of study. The course considers the individual, the individual and others, and the individual in the community. All three are looked at in each year group through a spiral curriculum so that issues are revisited at a level appropriate to the pupils. For example in the area of Personal Health, the Lower 4th consider healthy lifestyles in terms of smoking, diet and fitness, while in the Upper 4ths drug awareness is covered. In relationships education, friendships are looked at in the Thirds, families are considered in the Lower 4ths, and sexual relationships are discussed with older girls. The individual in the community is concerned with citizenship and involves raising issues of human rights and discussion of the workings of local and national government. The Lower 4th are involved in an exciting project as part of their "Democracy and Decision Making" unit, where they work in teams on projects to improve Birmingham. Recent projects have included clearing up canals, dealing with litter and graffiti, crime in subways and homelessness.

The content of the course has evolved over a number of years and is based largely on feedback received from pupils. The PDM department is happy to add sessions to the programme as requested by pupils.

APPROACH

The PDM department consists of a dedicated team of staff who, through training and their own expertise, are well qualified to inform students and lead discussion on, what can be, difficult topics.

Providing knowledge is a key element to support the making of informed decisions. This is usually achieved through printed handouts, quizzes, games, drama, debates, videos and computer programs. These activities, as well as giving facts, also enhance skills and question attitudes. We use a number of outside experts such as health professionals, the police and community workers to lead workshops. A number of courses provide practical skills. These include first aid, self-defence and relaxation techniques such as yoga.

EXTRA-CURRICULAR ACTIVITIES

The very nature of the course encourages pupils to take part in extra curricular activities run by the school, especially those concerned with community service and groups such as Amnesty International. The PDM department itself organises a number of events in the life of the school. Mock elections always take place to mirror general elections. The PDM department has introduced whole school events such as a Human Rights day. Senior girls visit Parliament for a tour of the House of Lords and an educational workshop on passing laws.

Physical Education

AIMS

The Department has clearly defined aims which are implemented through the curriculum and extra-curricular activities. The role of the department is to contribute to the general education of the individual girl through the physical medium. Worthwhile and enjoyable experiences are provided which encourage a positive attitude towards physical activity. As a result of this girls will hopefully continue with sport during their adult life.

Girls are given a clear understanding of the need for physical fitness and their awareness is raised about the various factors which influence health, fitness and performance. Moral values are developed in terms of fair play, modesty, integrity and commitment. The enthusiasm of staff is an important factor within the department and all aim to transfer this to the girls. During physical activity, emphasis is placed on the girls' safety and when using equipment the girls are taught how to handle it safely and to use correct techniques when performing. Opportunities are provided for social development through working, communicating and planning with others during curriculum time but also through extra-curricular activities. These are provided on a recreational and competitive level so that individuals can participate in a range of activities or pursue excellence in the sport of their choice. We have links with local clubs and girls are also encouraged to develop further by joining these clubs.

CURRICULUM

THIRDS

Through the Autumn and Spring terms girls participate in Hockey, Netball, Dance and Gym and taster sessions in Swimming and Fitness.

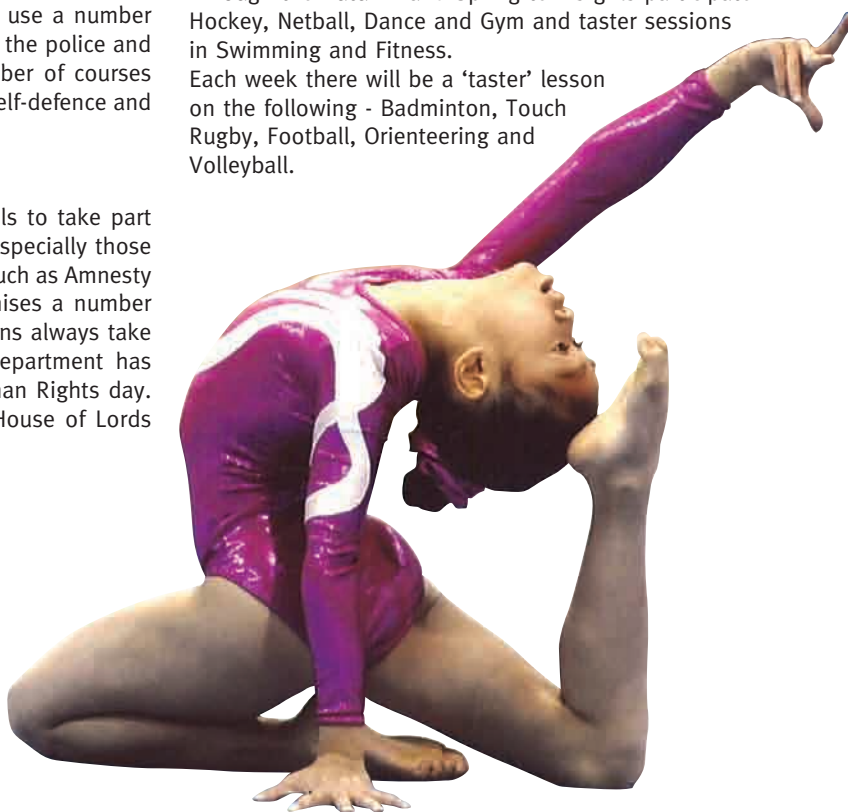
Each week there will be a 'taster' lesson on the following - Badminton, Touch Rugby, Football, Orienteering and Volleyball.

In the Summer term girls rotate between Athletics, Rounders and Tennis

LOWER FOURTH

Through the Autumn and Spring terms girls participate in Hockey, Netball, Dance and Gym and taster sessions in Swimming and Fitness.

Each week there will be a 'taster' lesson on the following - Badminton, Touch Rugby, Football, Orienteering and Volleyball.



In the Summer term girls rotate between Athletics, Rounders and Tennis.

UPPER FOURTH

In the Autumn and Spring terms girls rotate between Hockey, Netball, Dance and Gymnastics.



APPROACH

There is a wide range of activities offered through the delivery of the PE curriculum, providing opportunities to develop independent learning and a variety of skills. The PE Department is able to use a range of teaching methods to develop learning, understanding, performance and decision making. We hope to provide a positive environment in which girls have plenty of opportunities to develop self-confidence and communication skills as well as developing skills and fitness.

ASSESSMENT

The main purpose of assessment within the department is to provide positive reinforcement, but also give all pupils confidence so that they can improve their performance and knowledge for each activity.

The department has recently enhanced the assessment procedures utilised, so that all girls have the opportunity to develop their own evaluation and analysis skills. We want to encourage them to reflect on their own performance and focus on their achievements. It is hoped that this will be a valuable process which is likely to motivate the pupils to aim to achieve higher standards.

Teacher assessment takes place constantly through observation and discussion. These assessments are recorded for each pupil after each block of work and are based on effort, performance, understanding and knowledge. Other opportunities for assessment include recording standards for activities such as athletics and health related fitness.

In Dance and Gymnastics, Lower and Upper 4th pupils have the opportunity to choreograph and perform their work, which is then assessed based on various criteria.

EXTRA-CURRICULAR ACTIVITIES

The department encourages all girls to become involved in some aspect of the extra curricular programme. There is a wide range of activities on offer and participation can be on a recreational basis or girls can become more competitively involved. We have weekly fixtures against schools both locally and further afield and are involved in various other competitions for different activities. Throughout the autumn and spring terms we work towards a final Dance Production with over a hundred girls from the 3rds to Upper 6th involved in all aspects of the performance.

During the Winter season we offer - Hockey, Netball, Swimming, Lifesaving, Beginners Swimming, Rugby, Gymnastics, Fencing, Volleyball, Badminton, Fitness and Dance.

In the Summer we offer - Tennis, Rounders, Cricket, Athletics, Swimming, Lifesaving, Beginners Swimming, Fitness, Fencing and Gymnastics.

Physics

AIMS

Physics is taught as a separate science throughout the school. The purpose of the physics lessons in the Thirds and Lower 4th years is to prepare the girls for the GCSE course that we commence in the Upper 4th. We aim to provide an insight into what physics involves, develop practical skills and facilitate an enjoyable and positive experience to develop confidence.

CURRICULUM

The schemes of work for the 3rds and Lower 4th years have been developed in-house and are under continual review. The National Curriculum Programme of Study is not strictly followed, although much of the content is covered. Many areas of physics are introduced including measurement, motion, forces, light, electricity, electromagnetism, heat, waves, radioactivity and astronomy. The Upper 4th scheme of work is based on topics selected from the GCSE specification.

APPROACH

A range of teaching methods are employed ranging from teacher-led exposition to group activity work. Practical investigative work is employed extensively, including the use of ICT.

ASSESSMENT

Summative assessment opportunities are provided through the end-of-term summer examinations in the 3rds to Upper 4th. The same examination is provided for all three forms of a given year group. This allows a measure of comparability between forms. Throughout the year, individual teachers set their own tests for formative assessment purposes. These tests are generally at the end of topics, and there is at least one or two a term. Individual teachers record marks.

EXTRA-CURRICULAR ACTIVITIES

In the 3rds, girls have an opportunity to attend lunchtime activities in Junior Science Club.

In the U4 the opportunity exists to attend astronomy activities at lunchtimes. Interested girls can go on to sit the GCSE Astronomy examination in the L5.

Religious Studies

AIMS

Our school is situated close to the heart of a vibrant multi-faith, multicultural city. Students come from a wide range of backgrounds - some religious, some not, all are equally welcome, all are equally valued. Girls are encouraged to stand firm within their own faith or belief system whilst demonstrating a willingness to consider sympathetically the beliefs and sincerely held views of others. The positive ethos in the Department encourages lively engagement with religious issues; students feel they have a voice and a right to be heard. A spirit of dialogue, mutual respect and empathy prevails.

A wide variety of teaching methods are used. Students may lead lessons themselves; group work and debates are encouraged. Many artefacts and visual aids enhance learning, as do frequent visits and visitors. ICT skills and independent learning are actively developed and linked to assessed assignments.

CURRICULUM

The Thirds (year 7) course begins with a unit entitled 'Looking Inwards, Looking Outwards, thinking about ourselves and our experiences of living'. Students enjoy exploring the philosophical underpinning of 'Ultimate Questions' and reflecting on their own life experiences. The second unit explores sacred literature (the Old Testament/ Jewish Tenakh in particular) and natural links are made with the Jewish faith. An Independent Project is also undertaken which allows students to explore their own faith/world view. The Lower 4th (year 8) course continues with a focus on Judaism and a visit is made to a local Synagogue. Study continues with an exploration of Jesus and the Christian faith. Students with Christian backgrounds and a Christian minister (including an ex KEHS student) are invited to lead lessons. The Upper 4th (year 9) provides an opportunity to study both Christianity and Islam in some depth. Students are encouraged to study a Christian Gospel and also carry out an Independent study on a local Cathedral. Students should

also develop an understanding of Islam and what it means to live as a Muslim in Britain today. A visit to a local Mosque or a visit from a Muslim speaker is usual. Towards the end of the Upper 4th year study of the Hindu faith commences and is continued in the Lower 5th General RS Programme which also includes exploration of the Sikh and Buddhist traditions.

ASSESSMENT

Teacher assessment is ongoing and focuses primarily on active participation in lessons and maintaining high standards in written, creative and ICT tasks. In addition, pupil self assessment and target setting is actively encouraged to enable pupils to take ownership and management of their learning. Homework is set once a week and marked regularly. No grading system is applied, instead a combination of teacher comments and target setting is employed. There is no examination in the 1st year but formal examinations take place at the end of the Lower and Upper 4th years. It is stressed that assessment of this kind is seen as secondary to the on-going assessment of a pupil's response and performance throughout the year.

APPROACH

We regard it as a pleasure and a privilege to work with students from a variety of backgrounds - religious or not. We seek to stimulate enquiry and awaken students to the active pursuit of knowledge and understanding of religious traditions. We promote self-awareness and honest self assessment by reflecting on issues of personal meaning and identity. We encourage reflection, dialogue, creativity and a sense of the spiritual.

EXTRA-CURRICULAR ACTIVITIES

In addition to many local visits, links with Birmingham University, and a wide range of visiting speakers, the Department has led a number of subject-specific visits abroad (to Israel, Poland, China, the Czech Republic, Holland, Belgium, France and Egypt) to facilitate extended learning. The Department has also enjoyed great success in regional and national R.E. competitions.



Creative Living

AIMS

The aim of Creative Living is to give the girls the opportunity to take part in and experience activities that would not otherwise be available to all students, thus providing enrichment and variety within the curriculum. In doing so, they gain skills and develop interests that are often sustained beyond the Upper Fourth year.

The skills that the students develop are essentially practical and combine modern technology with traditional crafts. The course encourages girls to be expressive and imaginative in



their approach, to solve problems and develop their creative abilities. Creative Living is designed to instil confidence and creativity across the ability range in each year group with the purpose of raising the level of achievement for all learners.

Creative Living encourages girls to reflect on their own performance, to develop independent learning skills, and understand the value of working with other people in order to achieve a successful outcome. Although the primary objective is to instil these values in the context of non-specification courses, Creative Living also services to effectively reinforce approaches to learning within the academic curriculum.

CURRICULUM CONTENT

The Creative Living programme is constantly being updated, so the content varies from year to year. In recent years it has contained the following courses: Animation, Ceramics, Drama, Electronics, Food Studies, ICT, Photography, Teambuilding and Textiles.

Animation

The girls work as a team to produce a short animated video to explain a principle of physics in an entertaining way to non-scientists for entry into the Institute of Physics SciCast competition.

The class is split into groups with different roles that are interdependent with each other. Each class member has the opportunity to try all the different skill areas: using photographic equipment, animation and graphic art software, model making and set building, scientific research, voiceover performance, mutual assessment and management of workflow.

Ceramics

In this course, pupils will develop a variety of basic ceramic hand-building skills, such as coil-building, slab building, carving and relief work.

Girls will learn how to make and refine their work and will also be taught how to fire and glaze their final outcomes.

Digital Photography

Pupils are introduced to basic digital photography techniques.

They learn how to use a digital SLR camera and basic skills on the photoshop computer program. They then produce photographs using the computer package. Pupils are also encouraged to try experimental techniques and special effects using photoshop.

Pupils use the Winterbourne Garden at the University of Birmingham, next to KEHS as a wonderful resource for their project.

Drama

Each year's course aims to either devise a piece of Theatre based on original ideas and research, or work with a published, scripted extract, to rehearse it and produce a final performance in front of the group.

The skills to be developed include: good practise in teamwork by both leading and supporting the group as necessary, improved communication skills, increased confidence, working imaginatively and creatively towards a final product, working to deadlines and exploring devised theatre, or interpreting a published script.

Electronics

This is an introductory course in electronics using the 'Tracktronics' program. The pupils will learn how to solder simple circuits including switches, motors and different types of LED.

They will then put these skills into practice to design and create a final project of their choice.

Film Photography

Pupils are introduced to basic black and white photography.

They learn how to use a film SLR camera and develop a film. They then develop their prints using an enlarger. Pupils are also encouraged to try experimental developing techniques in the darkroom.



Pupils use the Winterbourne Botanic Garden at the University of Birmingham, next to KEHS as a wonderful resource for their project.

Food Studies

Over years 7, 8 and 9 the girls will experience a wide variety of cookery skills, moving from basic methods, hygiene and safety, to adapting recipes and working independently.



Healthy eating and nutrition underpin much of the course, whilst sensory evaluation and topical issues are regularly explored.

Creativity is encouraged and all girls participate in the 'Active Kids Get Cooking' award promoted by the British Nutrition Foundation, Sainsbury's and the Food Standards Agency.

ICT

The course in ICT involves producing marketing materials for a cinema. They start by creating a poster to advertise up and coming events at a local cinema and then develop this theme by producing an automatic presentation then a website. This enables the girls to use a variety of computer programs to create related products.

Music

Pupils will experience the art of Dalcroze Eurhythmics in the creative living sessions devoted to music. In Dalcroze Eurhythmics virtually every musical concept is taught and experienced through movement of all parts of the body. This is very effective way to enhance musicianship as well as improving co-ordination, concentration and other skills needed to be a good performer. This in turn increases confidence and the ability to feel music with the whole body, allowing development of auditory memory, communication, expression and creativity.

While the focus is on music, the benefits can be felt by all of the arts where movement plays a role - dance, acting, musical theatre, the circus - as well as enlivening our understanding of the plastic and static arts such as painting and sculpture.

Teambuilding

This course is designed to encourage pupils' independent learning skills and confidence through leadership and teambuilding activities.

The girls experience a range of lessons from building newspaper towers and bridges to learning classic knots for an exciting rope challenge.

The course aims to help the girls to have the confidence to attempt new tasks, make effective decisions and review those decisions.

Textiles

The course in textiles is entitled 'remake, remodel' to encourage the pupils to think about the environment and ethical consumerism. Their task is to make something beautiful and desirable out of something ugly and unwanted. This could be using unwanted textiles to produce new items of clothing or bags or it could be creating jewellery or home wares out of other unwanted items found in the home.





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