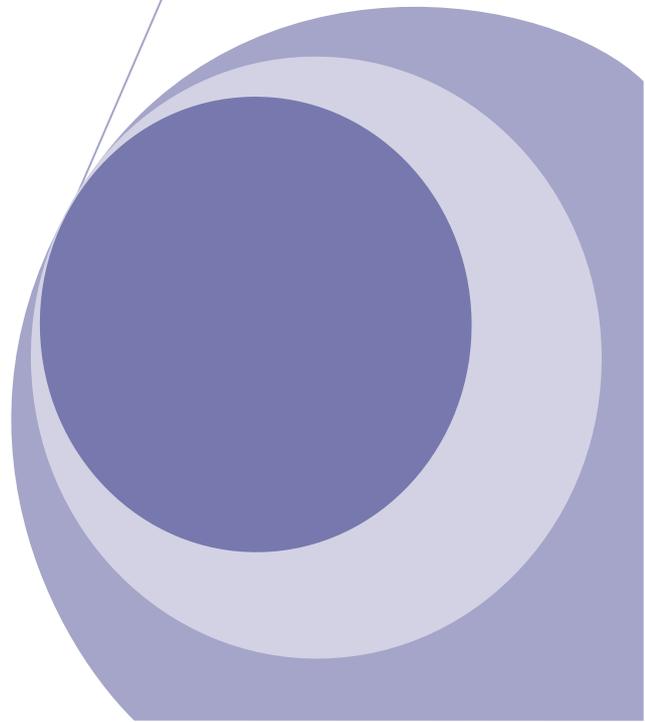


# Rye College: Curriculum

*"Creating Bright Futures for All"*

**May 2018**

**Mr D Downes, Head of College**





## Curriculum Entitlement for Key Stage 3

In Years 7, 8 and 9, students receive the following number lessons per fortnight.

### Year 7, 8 and 9 curriculum

Mathematics <i>8 lessons</i>	History <i>3 lessons</i>	Design Technology <i>4 lessons</i>
English <i>9 lessons</i>	Geography <i>3 lessons</i>	Drama <i>2 lessons</i>
Science <i>6 lessons</i>	French <sup>1</sup> <i>2 lessons</i>	Art <i>3 lessons</i>
Physical Education (including dance) <i>6 lessons</i>	Life Education <i>2 lessons</i>	Music <i>2 lessons</i>

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<sup>1</sup> For those student requiring additional Mathematics and English, French is replaced with an extra hour in both subjects each week

## Curriculum Entitlement for Key Stage 4

The range of GCSE qualifications on offer to students in Years 10 and 11 reflects the interests and aspirations of the students.

Below is a list of the qualifications currently being studied by students at Rye College and the number of lessons allocated per fortnight.

2018-19 Y10 Compulsory	2018-19 Y10 Choices All 6 lessons per fortnight All GCSE unless named	2018-19 Y11 Compulsory	2018-19 Y11 Options All 5 lessons per fortnight All GCSE unless named
English Language and Literature <i>9 lessons</i>	Triple Science <i>(12 lessons total)</i>	English Language and Literature <i>8 lessons</i>	Triple Science <i>(15 lessons total)</i>
Mathematics <i>8 Lessons</i>	Geography	Mathematics <i>8 Lessons</i>	Geography
Double Award Science <i>9 Lessons</i>	History	Double Award Science <i>10 Lessons</i>	History
Physical Education (core) <i>3 lessons</i>	French	Physical Education (core) <i>4 lessons</i>	French
	Food & Nutrition (VCert.)		Certificate in Digital Applications
	Engineering		Product Design
	Art		Food & Nutrition (VCert.)
	Textiles		Engineering
	Graphic Communication		Art
	Dance		Dance
	Drama		Drama
	Photography		Photography
	Music		Music
	Physical Education		Physical Education
	Health and Fitness (VCert.)		

# Meet Our Colleagues

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## Curriculum Areas

### The Basics

Subject	Teacher
<b>English Language and English Literature</b>	Mrs. Chillingworth, Faculty Leader
<b>Mathematics</b>	Mrs. Harrison, Faculty Leader

### English Baccalaureate (EBacc)

Subject	Representative
<b>Science</b>	Mr. Franks, Faculty Leader
<b>History</b>	Mrs. Murphy, Faculty Leader
<b>Geography</b>	Mrs. Willett, Teacher
<b>Modern Foreign Languages -- French</b>	Mrs. Ball, Teacher

### Other Subjects

Subject	Representative
<b>Art</b>	Miss Loveless, Faculty Leader
<b>Dance</b>	Mrs. Greenough, Teacher
<b>Design Technology</b>	Mr. Simmonds, Teacher
<b>Drama</b>	Mrs. Wall, Teacher
<b>Music</b>	Mr. Lewis, Teacher
<b>Physical Education</b>	Mr. Mann, Teacher
<b>Textiles</b>	Miss Loveless, Faculty Leader

# The Rye College Curriculum

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## English Faculty

### Key Stage 3 English

English is a vital subject at the heart of the curriculum, which teaches and develops so many essential skills. Our desire is to provide students with a wide range of engaging, inspiring and thought-provoking texts, both from literary heritage and contemporary authors, along with introducing and embedding the key skills they will need to be highly successful in their GCSEs. One of the ways we do this is to regularly assess students in reading, writing and speaking and listening against the GCSE assessment objectives. As reading will improve students' abilities in all aspects of the subject, we strongly feel that reading for pleasure is something all students should be engaging in, so all KS3 students have one lesson a week in the Library, with their homework predominantly focused on reading for pleasure at home. We have a Higher Level Teaching Assistant (HLTA) who is focused on providing intervention and support across both key stages so students have the best chance of excelling.

### GCSE English Language and GCSE English Literature

**Faculty Leader:** Mrs. Chillingworth

**Awarding Body:** Eduqas

**Notes:** Students are expected to purchase the studied texts

The new English Language specification allows for a wide range of fiction and non-fiction texts spanning the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. Students will be encouraged to make connections between their readings and analyse the writer's craft. Reading and writing will be equally weighted for final English Language qualifications, with speaking and listening remaining in the teaching programme. Students will develop skills to use more challenging writing skills including narrating and arguing.

The new English Literature specification allows for a wealth of literature to be covered including: 19<sup>th</sup> century novel, a Shakespearean play, poetry from 1789 and British fiction or drama from 1914. Students will also be presented with an unseen text in the examination. The texts we are planning on covering include: 'Romeo and Juliet', 'An Inspector Calls', A Christmas Carol and a prescribed poetry anthology.

## Mathematics Faculty

### Key Stage 3 Mathematics

At Rye College, we want our students to become as passionate and enthusiastic about mathematics as we are. We promote a positive learning culture within our classrooms where students feel safe to answer questions and make mistakes so that they can move forward and progress in mathematics.

In Years 7 and 8, we ensure students have secured their learning of number and build upon their mathematics skills to develop their understanding of mathematics. In addition, we introduce students to a range of problem solving strategies.

Students in Years 9, 10 and 11 complete a three year GCSE course to ensure that students are ready and well prepared, not only for their mathematics examination, but to be able to problem solve effectively and to use these skills in the real world. Mathematics features in every aspect of our lives and is such an important part of the world we live in.

We regularly track progress through termly assessments or end of topic tests and have implemented a gap analysis week after the assessments so that areas of weakness can be addressed. All years are set into ability groups and students who struggle are supported by a Higher Level Teaching Assistant.

### GCSE Mathematics

**Faculty Leader:** Mrs. Harrison

**Awarding Body:** Edexcel

The new Mathematics content has been divided into six main domains: Number; Algebra; Ratio, Proportion and rates of change; Geometry and measures; Probability; and, Statistics.

All six areas are accessed via three external examinations. Examinations make up 100% of the assessment. Paper 1 is a non-calculator assessment whereas a calculator is allowed for Papers 2 and 3. All papers are 90 minutes in duration and contribute equally to the overall grade. There are two tiers available: 'Foundation' tier, with Grades 1-5 available; and 'Higher' tier, with Grades 4-9 available. Students sit all three exams at the same tier. The college decides the tier of entry.

GCSE Mathematics is an important qualification for many courses and careers. Almost all jobs and careers require GCSE Mathematics, but the following are some that use Mathematics extensively: Economics, Medicine, Architecture, Engineering, Accountancy, Teaching, Psychology, Computing, Banking, Insurance, Marketing, Pharmacy, Science, Environmental Studies and Business Management.

The Mathematics team run a revision club every week to help improve students' progress.

## Science Faculty

### Key Stage 3 Science

The faculty ethos is that learning should be student-led, active and contextualised. We explore how science fits into our everyday lives and how it challenges our understanding so that students appreciate key scientific concepts and its relevance.

At Key Stage 3, students study a combination of Biology, Chemistry and Physics. Units cover a variety of topics including cells, interdependence, particles, energy and forces. Practical work is an important part of science teaching and is included in as many lessons as possible. Students are assessed at the end of each topic and receive feedback twice before each topic assessment.

### GCSE Combined Science

**Faculty Leader:** Mr. Franks  
**Awarding Body:** AQA

The combined sciences provide the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.

GCSE Combined Science, a double award GCSE course, provides students the opportunity to investigate and understand these key ideas, incorporating learning from across each of the three sciences (Biology, Chemistry and Physics). Students will get hands-on with a range of practical investigations, which are integrated into the course content, to create an interactive learning experience.

### Triple Science: GCSE Biology, GCSE Chemistry and GCSE Physics

**Subject Teachers:** Mr. Franks, Mrs. Fountain, Mrs. Ballard, Mrs. Moore,  
**Awarding Body:** AQA

*Students studying Triple Science will work towards three GCSE qualifications: one for each Science. This option is for students who are seriously considering the future study of science at A-level and university with a view to associated careers. Therefore, this course will only be offered to students who have consistently high level outcomes during their Year 9 studies, across the three sciences and have a proven track record in science.*

Learning takes place in the laboratory with theoretical work being illustrated by practical activities. There are eight investigations for each subject area: students keep a practical log of their work and are assessed on their findings in the examinations.

The three subjects are studied separately and assessed through examinations.

### GCSE Biology

Students have the chance to gain a good understanding of human biology, organisms, evolution and the environment. The course will help put **Biology** in the context of students' everyday lives with

topics ranging from 'keeping healthy' to 'humans and their environment'. The course is designed to help them understand how science can be used to explain the world in which they live and the impact of humans. Teachers are encouraged to develop students' practical skills with hands-on work which helps to engage and enthuse them. Students can see how science is used to solve problems ranging from cures for infectious diseases to creating bio fuels. It can open the doors to future careers in medicine and the life sciences.

### GCSE Chemistry

**Chemistry** gives students the opportunity to gain a good understanding of: the nature of substances and how they react together; how **Chemistry** is used in business and industry and how our use of raw materials in fuels and manufacturing can affect the global and local environment. The course is designed to help students understand how to formulate a scientific approach to understanding and explaining the world and solving problems. Many of the materials considered are substances that students will come across in their daily lives like drinking water, vegetable oils and metals. This helps engage students by putting their learning in context. Students are encouraged to develop practical skills with hands-on work which helps make the subject come alive in the classroom.

### GCSE Physics

**Physics** offers students the chance to gain a good understanding of: the use and transfer of energy waves; radiation and space; the application of Physics. Physics is designed to give students the tools and concepts they need to be able to construct a scientific approach to solving problems. Students will learn to ask and answer questions about the fundamental laws that govern natural phenomena. Students are likely to be engaged by the aspects of the specification that they can relate to their everyday life, such as the efficiency of electrical appliances and braking distances, as well as larger concepts like nuclear fission and fusion and evidence of the Big Bang.

## Humanities Faculty

### Key Stage 3 History

Knowing our past gives us the context that enables us to understand the world, its people and events in the present day. Through the study of significant people and events incorporated in our history curriculum, our students are provided with knowledge that they need to understand the vast and varied world around them in the present day. The curriculum is exciting, broad and balanced and follows a chronological study of both British and wider world events.

At Key Stage 3 students explore 'What is History?' before moving through the medieval period to the Tudors. Following on from that, students journey through a study of the early modern period which includes the transatlantic slave trade and the study of the British Empire and its legacy. Students then study of the Victorian period and the monumental events of the 20<sup>th</sup> century including World War I, World War II, a study of America and the civil rights movement.

Our curriculum at Key Stage 3 is linked to Key Stage 4 in terms of content and skills, giving the students a firm foundation that they can build upon at GCSE. The curriculum is accessible to all levels of learner and our programme of homework enables the students to discover more about the past in an independent forum. The study of history gives students the opportunity to develop their critical thinking skills through source investigations and the study of interpretations thus enhancing their life skills. Opportunities to develop debating skills, argumentative writing skills and presentation skills are embedded into the curriculum, which will be of great benefit to students throughout their life.

### GCSE History

**Faculty Leader:** Mrs. Murphy

**Awarding Body:** AQA

During this course, students will expand their knowledge considerably of Britain and the wider world. Students will develop the skills of explanation and interpretation and will develop how to make judgments that are rooted in evidence. Students will look at a range of key historical themes, contexts, focusing on different views of history and different representations of the past.

GCSE History is made up of four topics. There are two exams with two topics in each exam. The topics are equally weighted: meaning they are all worth 25% of the course.

#### Paper 1 – Understanding the Modern World

1. Germany – Democracy to Dictatorship 1890 – 1945: This will cover what Germany was like before WWI, through to the rise of Hitler and the Nazi Party.
2. Conflict in Asia 1950 – 1975: The Cold War dominated international relations in the second half of the 20<sup>th</sup> century and in this unit students will study two significant conflicts during this time. This will cover the Korean and Vietnam conflicts and the reasons for American involvement in them.

#### Paper 2 – Shaping the Nation

1. Britain – Health and the People – this takes students from Medieval Britain through to present day thus giving students an insight into life in Britain during The Medieval Period,

The Renaissance, Early Modern Times, The Industrial Revolution and into the 20<sup>th</sup> and 21<sup>st</sup> centuries.

2. Norman England – this topic looks at the significant events of 1066 and the extent of the changes that the Norman Conquest had on Anglo-Saxon England. A deep insight into medieval life will be gained through this unit.

### Key Stage 3 Geography

As Michael Palin stated, “Without Geography – you are nowhere!” Knowing where we are, and how we fit into this world, helps us to see how we can progress globally into a new transnational world. Through a study of the world around us, the Geography curriculum helps to ground students in their culture and place in the world. Through the studies of other countries and the comparisons made, we can better understand our own situations.

At Key Stage 3 students develop the skills of a geographer: from map work to location finding before moving through a series of Human and Physical geography units. Students will explore the world around them, both through local geographical examples and by studies of other countries from every continent. Within the course, students’ debating and decision making skills are tested, so that topical events can be explored and discussed from a range of angles. All the topics and skills feed into the GCSE course framework, so that students have already created the foundations of skills and knowledge needed to excel in their higher-level courses.

Lessons are tailored to all levels and styles of learning, to ensure that all can access and enjoy the lessons, whilst challenging students to develop independent thinking skills which benefit them across the curriculum. “Geography is the subject which holds the key to our future... Geography prepares for the world of work – geographers, with their skills of analysis are highly employable.”

### Geography GCSE

**Subject Teacher:** Mrs. Willet  
**Awarding Body:** AQA

During this course, students will expand their knowledge considerably in both physical and human geography and the wonders of our world. Students will take part in both coastal and urban fieldwork. Topics that are included are natural hazards, tropical rainforests, rivers and coasts. We also study population change, development and resource management.

The subject content is divided into four units, which include:

- Living with the physical environment;
- Challenges in the human environment;
- Geographical applications and skills.

## Key Stage 3 French

A foreign language is an excellent skill to develop and is the sign of someone with clear thinking skills and communication skills. Foreign language qualifications can lead to many areas of work, or can be a passport to a higher stage in many careers. Foreign language graduates are, in fact, among the highest paid professionals according to a recent survey. You will also develop an understanding of other countries and other cultures.

Our students develop their speaking, listening, reading and writing skills in French through a structured approach. Starting with basic introduction, students build towards conversational French so that they are able to holiday in France with confidence! Alongside developing students' linguistic skills, we look at French life and culture. This includes introduction to French literary heritage through the study of short extracts and poems.

For all years, homework is set on Classcharts and students are expected to spend time learning vocabulary and structures covered in class. There are vocabulary tests and end of unit tests as appropriate.

## GCSE French

**Subject Teacher:** Mrs. Ball

**Awarding Body:** Edexcel

Study languages and have a passport to the world! The study of languages develops confidence, curiosity, communicative skills as well as a wealth of cultural capital. All specific language skills are developed through a range of interesting and stimulating themes. The transferable skills from learning French are invaluable.

French is assessed through four units of equal weighting: speaking, listening, reading and writing.

## Arts Faculty

### Key Stage 3 Arts

We believe creativity is critical to a student's education and personal development. The Arts are the intrinsic language of humanity and have helped us to express ourselves, explore the world around us and come together as a community for millennia. In Key Stage 3 Art, we support our students to become confident, independent thinkers, with open minds and open hearts. Students study a wide range of art and artists – we look at many different artists, from Henri Matisse and Vincent Van Gogh to Frida Kahlo and Georgia O'Keeffe. We also look globally at other cultures and how different society's beliefs and structures create different artworks.

Students work in a range of media to develop a multitude of different technical skills, such as drawing, painting, 3D work, ceramics, textiles, collage and printing. Our curriculum is designed to be engaging, exciting, challenging and thought provoking as we are committed to ensuring that student's develop their social and personal skills as well as their creativity and art skills in our lessons.

We promote a supportive environment where all can succeed and everyone strives for improvement at all times. Our Key Stage 3 lessons prepare students for studying Fine Art, Textiles, Graphic Communications and Photography at GCSE.

### GCSE (Fine) Art

**Faculty Leader:** Miss Loveless  
**Awarding Body:** Edexcel

Fine Art is a highly practical course which allows students to develop and explore their own ideas and personal themes. We are exceptionally proud about the resources and facilities that we offer at Rye College which allow students to experiment with and refine their skills is a huge array of materials. Students will explore painting, drawing, printmaking, textiles, ceramics, sculpture, mixed media, found objects, spray painting and more! Art is a highly conceptual and contextual subject and students will explore a range of topics including 'Image and Identity' and 'Who Are You?', as well as personal themes set by the student in response to given broad titles such as 'Fragments' and 'Beginning and/or End'.

Studying Art allows students to explore who they are and different ways in which they can express their identity. Taking GCSE Art encourages students to develop their creativity, independence, confidence and self-belief. Students develop skills in team work, problem solving, resilience, resourcefulness, communication and critical thinking. We expose students to a huge array of artists and cultures; encourage students to develop an open mind and an understanding of different people from a multitude of times, places and backgrounds. Art helps students to develop as people as well as practitioners, and our range of study includes mental health, religion, social media, gender, sex, politics, current affairs, history, philosophy, race, anatomy and more!

Fine Art requires a lot of extra study, homework is set every week and students are expected to independently manage their workload. The Art room is open at lunchtimes and afterschool for students to access our resources and they can book in extra sessions with the Art team when they require additional support with techniques, written work or idea development.

The course structure is as follows:

- Component 1 - Personal Portfolio 60%;
- Component 2 - Externally Set Assignment 40%.

During the course, students will have many extra-curricular opportunities such as trips to London galleries to gather primary research, life drawing classes, carnival makes, teaching primary aged pupils and working with the local community.

An art and design qualification is an ideal starting point for a student aiming to pursue a career in the creative industries. Students can progress on to a range of Arts courses, including Arts A-Levels and BTEC Diplomas. Many of our students then progress on to Foundation Art and University courses. We currently have past students studying at Goldsmiths, Central St. Martins, Camberwell, UAL and the London College of Fashion. Creative thinking and problem solving are highly valued in the current economic climate and Art provides many transferable skills which help students to access other courses.

## GCSE Graphic Communication

**Subject Teacher:** Miss McCarthy

**Awarding Body:** Edexcel

Graphics is a practical based course, which enables students to explore a range of artistic practices within the discipline of visual communication. The course is ideal for creative students who are looking to develop their skills in design. Students will develop integrated knowledge, skills and understanding of the following: advertising, illustration, branding and information design.

Through contextual studies work, students develop their understanding of the work of artists and designers and use this information to develop their own project ideas. They have the opportunity to further engage in the work of artists through trips to London galleries in Years 10 and 11. Students develop projects based around themes set by their class teacher. From a GCSE Graphics course, students can progress on to an art and design based A-level or BTEC. An Art and Design qualification is an ideal starting point for a student aiming to pursue a career in the creative industries.

## GCSE Photography

**Subject Leader:** Miss Loveless

**Awarding Body:** Edexcel

Photography is a subject that focuses on lens based image making. The course is ideal for creative students who may enjoy art but are not confident in their drawing or painting ability. Students build their visual recording skills through a range of projects, which focus on a variety of photographic disciplines including both digital and film photography and also experimental darkroom techniques.

Students complete projects based around themes set by their teacher; these currently include a surrealist project, a cubist project then a darkroom project. From a GCSE Photography course, students can progress onto an 'A' Level in Photography or a Level 3 Diploma in Photography. A GCSE in photography prepares students to think visually and work independently, and can lead to a career in photography, media or film.

## GCSE Textile Design

**Faculty Leader:** Miss Loveless  
**Awarding Body:** Edexcel

Textile Design is a highly practical course which allows students to develop and explore their own ideas and personal themes. We are exceptionally proud about the resources and facilities that we offer at Rye College which allow students to experiment with and refine their skills is a huge array of materials. Students will explore printmaking, batik, sewing, knitting, weaving, appliqué, embroidery, dyeing, shibori, emulsion transfer, pattern making and more! Textile Design is a highly contextual subject and students can approach it from a practical angle as well as a conceptual angle. They will explore topics such as 'Cultural Identity' as well as personal themes set by the student in response to given broad titles such as 'Fragments' and 'Beginning and/or End'.

Studying Textile Design allows students to explore who they are and different ways in which they can express themselves. They will also be able to explore the idea of social identity and how fashion can help us to express our personalities, beliefs and ideas. Our course encourages students to develop their creativity, independence, confidence and self-belief. Students develop skills in team work, problem solving, resilience, resourcefulness, communication and critical thinking. We expose students to a huge array of artists, designers and cultures and encourage students to develop an open mind and an understanding of different people from a multitude of times, places and backgrounds. Textiles helps students to develop as people as well as practitioners, and our range of study includes mental health, religion, social media, gender, sex, politics, current affairs, history, philosophy, race, anatomy and more!

Textile Design requires a lot of extra study, homework is set every week and students are expected to independently manage their workload. The Art Room is open at lunchtimes and afterschool for students to access our resources and they can book in extra sessions with the Art Team when they require additional support with techniques, written work or idea development.

The course structure is as follows:

- Component 1 - Personal Portfolio 60%;
- Component 2 - Externally Set Assignment 40%.

During the course students will have many extra-curricular opportunities such as trips to London galleries to gather primary research, trips to Fashion shows, carnival costume makes, teaching primary aged children and working with the local community.

A Textile Design qualification is an ideal starting point for a student aiming to pursue a career in the creative industries. Students can progress on to a range of Arts courses, including Arts A-Levels and BTEC Diplomas. Many of our students then progress on to Foundation Art and University courses. We currently have past students studying at Goldsmiths, Central St. Martins, Camberwell, UAL and the London College of Fashion. Creative thinking and problem solving are highly valued in the current economic climate and Textiles provides many transferable skills which help students to access other courses.

## Key Stage 3 Drama

Students study drama and learn how to create, perform and evaluate plays and performances. The drama course provides students with the opportunity to explore issues and ideas, understand plays, improvise, rehearse and present work to others. The study of drama develops confidence, creativity, collaborative and communication skills. Drama students gain the skills of problem solving, flexibility, empathy and risk-taking, all of which are recognised as vital in the workplace and throughout adult life.

## GCSE Drama

**Subject Teacher:** Mrs. Wall  
**Awarding Body:** AQA

Drama offers students the opportunity to combine practical application of skills with the written examination of knowledge and understanding. The course involves the study of a set play which is assessed by a written examination. To prepare for this and gain knowledge and understanding of the play, lessons will consist of practical exploration, as well as written analysis. Students also learn about the work of live theatre makers.

The second component of the course involves students working in groups to devise and present their own original performance. This is filmed and sent to the exam board along with a reflective coursework essay which is an analysis and evaluation of the process. The final aspect of the course involves a performance of a script to a visiting examiner through which a candidate's acting skills are assessed. All lessons are preparation for these assessments and, therefore, involve a combination of creating, performing and writing.

The study of drama develops confidence, creativity, collaborative and communication skills. Drama students gain the skills of problem solving, flexibility, empathy and risk-taking, all of which are recognised as vital in the workplace and throughout adult life.

## Key Stage 3 Music

Music at Key Stage 3 is fully inclusive. We believe that everyone is a musician - as the Arts are the universal language of mankind. Therefore, students have the opportunity to learn how to play, sing, perform, compose and analyse a wealth of music across a broad spectrum of styles from around the world. Our schemes of work inspire creativity and develop confidence and interpersonal skills. Students explore and use a range of instruments, as well as play in bands, compose using professional music technology software, understand musical notation and develop a deepening understanding of the importance and impact of music historically and in the contemporary age.

Further development of musicality is supported through extra-curricular activities, from vocal ensembles to drumming workshops and a school contemporary orchestra, to name a few. Exciting Christmas and summer concerts showcase talents. Students have the opportunity to learn an instrument in depth with instrumental tutors from Adapt Theatre and have access to completing OfQual accredited graded practical examinations with the London College of Music, if desired.

We believe in the power of music and developing students' skills in the subject, whilst always making sure that it is practical, academic, creative and fun!

## GCSE Music

**Curriculum Leader:** Mr. Lewis

**Awarding Body:** AQA

GCSE Music combines practical music making (performing and composing) with music theory, listening and analysis. Students are expected to perform throughout the course and take part in any music ensembles that are available either in or out of college. All students produce a portfolio of their own compositions and are assessed on their ability to perform as an ensemble and individual. There is also a listening and analysis examination based on musical excerpts from different musical genres and styles, as well as set works studied throughout the course which includes in depth study of music by *The Beatles*.

GCSE Music is an absorbing, interesting, highly challenging and *fun* course. **It is essential that students reach a reasonable standard on their chosen instrument, or be confident singers, before starting the course.** If students are unsure if they meet the requirements of this GCSE, they should discuss with the Music department before making their choices. Students interested in music technology and software are encouraged to study music, as they can use computer software as a form of performance. Instrumental lessons are highly encouraged and are available in college, if requested.

Assessment is divided between three components:

- Component 1: Understanding Music = listening and analysis exam (40%);
- Component 2: Performing Music = solo performance and ensemble performance (30%);
- Component 3: Composing Music = composition to a brief and free composition (30%).

GCSE Music could lead onto higher education music related courses that along with further training could result in employment in the music industry such as a film composer, professional musician, and sound technician. It is a highly regarded qualification for entry to a wide range of courses at universities and colleges of higher education. The course will also provide students with the skills, understanding and knowledge to access employment in many other industries.

## Technology Subjects

### Key Stage 3 Design Technology

Design Technology incorporates the following areas: Design Technology, Information and Communication Technology (ICT) and Food Technology.

Students learn about the design and making process used to understand how we use design to solve everyday problems and create exciting ideas. Students learn a wide range of hand making and computer skills which will allow them to make a variety of products and software programs. Areas of focus include: planning for manufacture and designing to meet customer needs as well as a client's brief. Students build upon skills learnt throughout the key stage to understand materials and their properties. Selecting the correct materials and using adequate process are vital when designing a new product.

Using our design skills, we answer the design brief to make sure that we only use appropriate resources, creating a product that is not only appealing to our target audience and has as little impact on our environment as possible. Looking at the six Rs (reduce, re-use, recycle, rethink, refuse, and repair) and sustainability, we explore the world of manufacturing and production methods used in the workshop and in industry.

Students are taught the importance of safe and responsible use of internet and mobile digital devices. Through Design Technology lessons, assemblies, tutor periods and all curriculum areas, eSafety is reinforced so that students are aware of and can manage the risks of using the internet.

Everybody needs to be able to cook! In Food lessons, students learn about nutrition and healthy eating, cooking dishes including stir fry, bread, pasta, pizza, biscuits, risotto, chilli, pastries and healthy snack bars. Students also learn to be safe and hygienic in the kitchen. Students develop the skills to cook and produce food for themselves and their families.

In addition, students learn about staple foods and the main food groups. Students are equipped to make better choices about their diets and healthy life-styles.

This three-year course is designed to dovetail into the GCSE in Engineering and VCert. Food and Cookery, reflecting the assessment criteria and focus areas the qualifications develop.

### Cambridge National Engineering Design

**Subject Teacher:** Mr. Simmons

**Awarding Body:** OCR

The OCR Cambridge Nationals in Engineering Design qualification is aimed at learners aged 14 to 16 who are interested in, and want a good introduction into, the world of engineering design – whether it be as a springboard into an apprenticeship or a route to further study in the many and diverse engineering fields: Product Design, Mechanical, Civil and Aeronautical. There are four units of study, each with its own assessment:

#### Unit R105 – Understanding Design

In this unit, students will investigate the critical factors when designing products – what clients require and how these products could be manufactured in industry.

### **Unit R106 – Product Analysis and Research**

In this unit, students will:

- Disassemble engineered products;
- Examine how they work, investigating, where necessary, any relevant scientific principles (for example, a pump functions because it is engineered to create a pressure difference).

### **Unit R107 – Developing and Presenting Engineering Designs**

In this unit, students will learn the design skills needed to effectively present, and understand, a broad range of communication skills:

- Computer Aided Design (SketchUp, 2D Design, TinkerCAD);
- Technical Drawing (TD) and Sketching;
- Representing test results and data graphically for presentations;
- Storyboarding techniques for presentations.

### **Unit R108 – Design Realisation (Making Engineered Products)**

Interpret technical drawings (for example, an orthographic or oblique projection) and make a series of models, based on both these and students' own designs, using an appropriate selection from a variety of materials:

- Engineer's modelling foam and foam-board;
- Wood;
- Metal (ferrous and non-ferrous);
- Plastic.

## **VCert. Food and Cookery**

**Subject Teacher:** Mrs T Bate

**Awarding Body:** NCFE

This qualification is intended for learners aged 14 to 16, who are interested in food preparation in a commercial catering environment and wish to develop skills and knowledge that will prepare them for further study and employment within this sector. It will particularly appeal to learners who are looking for a course that is practical in nature. The course will give learners the opportunity to develop an understanding of:

- Practical food preparation skills and techniques;
- Meal and menu planning;
- Cooking methods and recipes;
- Commercial practice;
- Career opportunities in the catering sector;
- Food hygiene and safety.

Learners will complete three mandatory units (one externally assessed and two internally assessed):

**Unit 1: Practical skills in Food and Catering (internally assessed)**

Learners will create a number of small practical outcomes to demonstrate their competency in 12 core skills outlined in the specification. This will include the transferable skill of teamwork.

**Unit 2: Extended making project (internally assessed)**

Learners will undertake an extended making project that showcases the skills and knowledge they have developed in Unit 1 and the knowledge they have acquired in Unit 3. The project will be in response to a brief. Learners will develop skills in planning and development, making, testing, evaluation and communication.

**Unit 3: Fundamentals of Food and Catering (externally assessed)**

Learners will study the essential information relating to food and catering including:

- Ingredients and commodities;
- Meal and menu planning;
- Commercial practice;
- Possible careers within the catering industry.

## Physical Education

### Key Stage 3 Physical Education

Rye College is dedicated to promoting both the mental and physical growth of all our students. Through participation, enjoyment and enrichment, students are encouraged to become confident in their abilities, lead healthy lives, and work within communities.

All of us may not reach elite levels of skill, but there is a world of enjoyment, intrinsic and social satisfaction, available to everyone who can dip their toes into a life-long commitment to activity, learning, or just being happy with themselves.

Throughout the key stage students are given opportunities to participate and develop skills in a wide range of sports and physical activities. Students are given opportunities to reflect on their and others' performances and find ways to improve them. At the same time, they will learn how a healthy lifestyle can enrich their whole lives.

### GCSE Physical Education *or* VCert. Health and Fitness

**Subject Teacher:** Mr. Mann

**Awarding Body:** AQA/NCFE

**Notes:** Students will be advised which choice is appropriate by their teacher.  
Recommendations will be based on prior academic and practical ability.

### GCSE Physical Education

This course provides a solid foundation for students planning to further study Physical Education or pursue careers in the sporting and fitness industry. The course has large theory content and practical assessments are robust. Consequently, those students who are academically able are not guaranteed high outcomes. Students will develop their knowledge and practical skills in a range of physical activities by examining the effects of exercise and training on performance. Students will develop an understanding of the importance healthy lifestyles and participation. The course is assessed through two terminal examinations on human body and influences in sport. In addition, there are three practical assessments with a coursework element.

### VCert. Health and Fitness

This course provides a solid understanding of how physical activity and healthy choices impact on students' physical, social and mental well-being. The course is assessed via an internal project and one external examination. Practical activities are provided through the core physical education provision but are not assessed.

### Key Stage 3 Dance

Dance allows students to develop their confidence, creativity and team working skills. We are dedicated to promoting a vibrant, supportive learning environment where all students feel they can succeed. The Key Stage 3 curriculum is built to be challenging both mentally and physically in order to encourage students to become thinking dancers. We aim to develop physical, expressive and technical dance skills through an endless variety of engaging activities.

We teach imaginative units of work that include world dance, capoeira and themes that focus on professional works such as 'The Car Man' by Matthew Bourne. Units are designed to allow progression each term - a fantastic platform for students wishing to take dance further into GCSE.

## **GCSE Dance**

**Subject Teachers:** Mrs. Greenough, Ms Daines

**Awarding Body:** AQA

Our college strongly supports and believes in the arts for the multitude of lifelong creative and expressive skills it provides for our students. So many of our students have been inspired by dance and this has led a great development in their confidence, problem solving and creative thinking.

GCSE dance continues to support the bright futures of many hard working young dancers. Dance students will strengthen their physical and expressive skills through three areas of assessment that include performance, choreography and critical appreciation of dance. During the two year course, students will develop skills in a range of dance styles, with a strong focus on contemporary dance. Students will develop their skills in choreography and will have the opportunity to showcase their work in a number of performances.

Students will be studying six professional dance works, allowing students to develop their critical appreciation of dance as an art and an academic subject. We do all that we can to provide the most exciting, creative and educational opportunities for our dancers. This includes workshops with outside companies, community performances and visits to see live professional works. Studying Dance at GCSE, opens up a vast range of pathways for pursuing the performing arts.

## Key Stage 3 and 4 Life Education

Life Education comprises Philosophy, Religion and Ethics (PRE) and Personal, Social, Health and Economic Education (PSHEe). The PRE curriculum is in line with statutory requirements outlined in the East Sussex Locally Agreed Syllabus which states that the aim of religious education is “to give children and young people opportunities to explore the spiritual dimension of human experience and fundamental questions of human life, relating these to the beliefs, values and practices of believers and others and to their own developing beliefs and values.”

Within the PSHEe curriculum sits the statutory and recommended education for young people that does not ordinarily get taught in other curriculum subjects. This includes topics such as: Careers Education, work related learning, personal and financial well-being, drugs, tobacco and alcohol education, Relationships and Sex Education (RSE), and Citizenship.

Life Education is taught in one lesson per week at Key Stage 3, supplemented by Assemblies, tutor sessions and bespoke events. Students will tackle age-related subjects, and are encouraged to share their own and listen to others’ views and beliefs in a safe, mutually respecting environment.