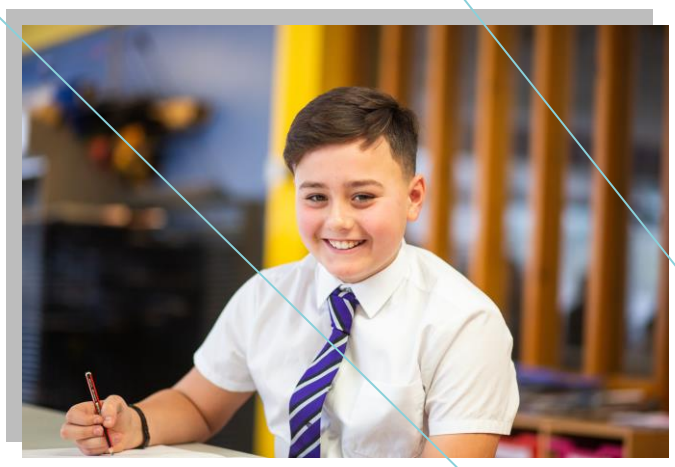

Rye College: Curriculum

"Creating Bright Futures for All"

May 2019

Introduction

Our curriculum offer is simple: broad and balanced with an academic core through which all students can study at least one arts qualification.

It combines a foundation in the national curriculum subjects, a focus on academic achievement in English, Mathematics and science with a broader offer of suitable academic, vocational or technical qualifications. In recent years, our students have found much success in the creative arts – and this is a commitment we see in our curriculum offer for the next academic year.

Our new curriculum pathways are designed to increase the number of students entered for English Baccalaureate subjects such as the three sciences, humanities and French as well as offering all students the opportunity to study a complementary subject – currently more often than not, in the arts.

Years 7 and 8 are focused on youngsters becoming 'good learners across a range of subjects' so that by the time we consider curriculum options in Years 9 and 10 students have a core body of knowledge and skills, an understanding of their qualification choices and are prepared for success in public exams at the end of Year 11.

Rye College Curriculum (two week timetable of one hour lessons)

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
YEAR 7	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Hi	Hi	Hi	Gg	Gg	Gg	Ar	Ar	Ar	Pa	Pa	Pa	Pa	L	L	L	L	T	T	T	T	LE	LE	PE	PE	PE	PE
Y7 Ad E/M	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Hi	Hi	Hi	Gg	Gg	Gg	Ar	Ar	Ar	Pa	Pa	Pa	Pa	Ma	Ma	En	En	T	T	T	T	LE	LE	PE	PE	PE	PE
YEAR 8	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Hi	Hi	Hi	Gg	Gg	Gg	Ar	Ar	Ar	Pa	Pa	Pa	Pa	L	L	L	L	T	T	T	T	LE	LE	PE	PE	PE	PE
Y8 Ad E/M	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Hi	Hi	Hi	Gg	Gg	Gg	Ar	Ar	Ar	Pa	Pa	Pa	Pa	Ma	Ma	En	En	T	T	T	T	LE	LE	PE	PE	PE	PE
YEAR 9	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Hi	Hi	Hi	Gg	Gg	Gg	Ar	Ar	Ar	Pa	Pa	Pa	Pa	L	L	L	L	T	T	T	T	LE	LE	PE	PE	PE	PE
Y9 Ad E/M	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Hi	Hi	Hi	Gg	Gg	Gg	Ar	Ar	Ar	Pa	Pa	Pa	Pa	Ma	Ma	En	En	T	T	T	T	LE	LE	PE	PE	PE	PE
YEAR 10	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	SC	Sc	HUMANITIES Choice						ARTS Choice					SECOND ARTS choice							PHYSICAL Choice					
A8/P8	BUCKET 1								BUCKET 1 & 3									BUCKET 2 & 3									BUCKET 2						BUCKET 3					BUCKET 2 or 3						BUCKET 3					
YEAR 11	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	SC	Sc	HUMANITIES Choice						ARTS Choice					SECOND ARTS choice							PHYSICAL Choice					
A8/P8	BUCKET 1								BUCKET 1 & 3									BUCKET 2 & 3									BUCKET 2						BUCKET 3					BUCKET 2 or 3						BUCKET 3					

LEGEND

Ma	Maths	Hi	History	L	French	PE	Physical Education
En	English	Gg	Geography	T	Design Technology	LE	Life Education
Sc	Science	Ar	Art	LE	Life Education	Pa	Dance, Drama and Music

Curriculum Entitlement for Key Stage Three at Rye College

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

Mathematics – 8 lessons	History – 3 lessons	Design Technology – 4 lessons
English – 9 lessons	Geography – 3 lessons	Art – 3 lessons
Science – 6 lessons	French[1] – 4 lessons	Performing Arts (Dance, Drama and Music) – 4 lessons
Physical Education (including dance) – 6 lessons	Life Education – 2 lessons	

Curriculum Entitlement for Key Stage Four at Rye College

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.

2019-20 **Key Stage 4 Compulsory**	**2019-20** **Key Stage 4 Choices** All 6 lessons per fortnight / All GCSE unless named
English Language and Literature 9 lessons	Triple Science (12 lessons total) Geography History French Food Preparation and Nutrition Engineering Art Textiles Graphic Communication Dance Drama Photography Music Sports Science: (OCR Cambridge National)
Mathematics 8 Lessons	
Double Award Science 9 Lessons	
Physical Education (core) 3 lessons	

[1] For those student identified as requiring further progress in Mathematics and English, French is replaced with one hour each of Mathematics and English.

Meet Our Colleagues

Curriculum Areas

The Basics

Subject	Representative
English Language and English Literature	Mrs. Chillingworth, Head of English
Mathematics	Mrs. Harrison, Head of Mathematics

English Baccalaureate (EBacc)

Subject	Representative
Science	Mr. Franks, Head of Science
History	Mrs. Richford, Head of History
Geography	Mrs. Willett, Head of Geography
Modern Foreign Languages - French	Mrs. Ball, Teacher

Other Subjects

Subject	Representative
Art	Miss Loveless, Head of the Arts
Dance	Miss Daines, Teacher
Design Technology	Mr. Simmonds, Head of Engineering
Drama	Mrs. Wall , Teacher
Engineering	Mr. Simmonds, Head of Engineering
Graphic Communication	Miss McCarthy
Food Preparation and Nutrition	Mrs. Bate, Teacher
Music	Mr. Maxim, Teacher
Physical Education	Miss Perry, Teacher
Photography	Miss Halvey, Teacher
Textiles	Miss Loveless, Head of the Arts

The Rye College Curriculum

Your Core…

Key Stage 3 English at Rye College

English is a vital subject at the heart of the curriculum, which teaches and develops so many essential skills. Our mission 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' ability 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 an English specialist tutor, as well as a Higher Level Teaching Assistant (HLTA), who are highly effective at providing intervention and support to students across both key stages, to ensure that all students have the best chance of excelling.

GCSE English Language and GCSE English Literature

Head of Subject: **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 19th, 20th and 21st 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: 19th 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.

Key Stage 3 Mathematics at Rye College

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 secure their learning of number, and then introduce and develop new topics to build upon their skills to develop a strong understanding of Mathematics. In addition, we introduce students to a range of problem solving strategies. We have a new cyclical curriculum to ensure that students repeat topics and therefore have greater retrieval skills. Each year the students will study a topic but in greater depth. This also ensures that more able students are challenged.

At Rye College, students in Years 9 to 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. At GCSE, students study number, algebra, ratio and proportion, geometry and measures, probability and statistics.

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 that struggle with Mathematics are further supported by two full time learning support assistants, one at higher level.

GCSE Mathematics

Head of Subject: **Mrs. Harrison**

Awarding Body: **Edexcel**

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

All six areas are assessed 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 popular revision club every week to help improve students' progress.

Your Sciences…

Key Stage 3 Science at Rye College

The Rye College Science 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 Three, 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

Head of Subject: **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.

GCSE Triple Science – GCSE Biology, GCSE Chemistry, and GCSE Physics

Subject Teachers: **Mr. Franks, Mrs. Fountain, 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.

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.

Your Humanities…

Key Stage 3 History at Rye College

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 Three pupils 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 20th century including WWI, WWII, a study of America and the Civil Rights movement.

Our curriculum at Key Stage Three is linked to Key Stage Four 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 are skills that will be of great benefit to students through their entire life

GCSE History

Head of Subject: **Mrs. Richford**

Awarding Body: **AQA**

During this course, students will expand their knowledge considerably of the wider world and of Britain. 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 and Tension -- The First World War 1894 -- 1918*: Linking to the Unit on Germany, we explore in detail the family tensions within the ruling houses of Europe and how this exploded into war. Through examining key events of the War, on multiple fronts, students can judge the turning points which finally made the German defeat inevitable and the eventual ending to the war.

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 20th and 21st 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 at Rye College

As Michael Palin stated, "Without Geography – you are knowhere!" 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 Three 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 upper school 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."

GCSE Geography

Curriculum Leader: **Mrs J Willett**

Awarding Body: **AQA**

During this course, students will expand their knowledge considerably in both physical and human geography and the wonders of our world. The subject content is divided into three units, which include:

1. Living with the physical environment: this unit studies the challenge of natural hazards including earthquakes, volcanoes and tropical storms. It also includes climate change and an increase in extreme weather events in the UK. We then move on to look at tropical rainforests and cold environments. Lastly, we study physical Landscapes in the UK with emphasis on our rivers and coasts;
2. Challenges in the human environment: this unit begins by studying urban issues, including the rise of megacities before zooming in on urban issues in the UK, looking specifically and London. Then we examine the challenges around essential resources such as food, water and energy.
3. Geographical applications and skills: In this section students will evaluate a geographical issue set by the exam board. They will have to make a decision based on evidence provided and their own knowledge. For this section they will also need to carry out two pieces of fieldwork, one at the coast and the other in Rye. They will also need to demonstrate their geographical skills around map work, graphs and statistics.

Key Stage 3 French at Rye College

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.

At Rye College, 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.

Your Arts…

Key Stage Three Arts at Rye College

At Rye College, we believe that creativity is key 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 Three Art at Rye College, 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. Our Art lessons in Key Stage Three prepare students for studying Fine Art, Textiles, Graphic Communications and/or Photography at GCSE.

GCSE (Fine) Art

Head of Subject: **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 school children 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 Teacher: **Miss Halvey**

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 class teacher, these currently include a surrealist project, 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

Head of Subject: **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! 'Textiles' 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 Textiles 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. Taking a Textiles GCSE 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!

'Textiles' 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 school children and working with the local community.

A Textiles 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 Three Drama at Rye College

At Rye College, 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 Three Music at Rye College

Music at Key Stage Three 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 genres/styles from around the world. The music curriculum at Rye College follows exciting schemes of work that 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. 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

Subject Teacher: **Mr. Maxim**

Awarding Body: **Edexcel**

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 school. 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 & 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 school, 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.

Key Stage Three Design Technology at Rye College

Design Technology at Rye College 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, E-Safety 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, chili, 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.

Engineering Design Cambridge National

Head of Subject: **Mr. Simmonds**

Awarding Body: **OCR**

The OCR Cambridge Nationals in Engineering Design qualification is aimed at learners aged 14 – 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.

GCSE Food Preparation and Nutrition

Subject Teacher: **Mrs. Bate**

Awarding Body: **Eduqas**

GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. By studying food preparation and nutrition learners will:

- Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment;
- Develop knowledge and understanding of the functional properties and chemical of food as well as a sound knowledge of the nutritional content of food and drinks;
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health;
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, and diet and health choices;
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food;
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

This course has 3 components of assessment.

Component 1: Principles of Food Preparation and Nutrition Written examination

1 hour 45 minutes exam worth 50% of qualification. This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content. This is an internally assessed piece.

Component 2: The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles i.e. understanding ingredients , underlying the preparation and cooking of food. This is an internally assessed piece.

Component 3: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner’s knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. This is an internally assessed piece.

Students are required to bring ingredients weekly for practical lessons through the duration of KS4 studies; they will know the required ingredients one week or more before the lesson.

Your Physical Education…

Key Stage Three Dance at Rye College

Dance at Rye College, 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 Three 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 dance works such as 'The Car Man' by Matthew Bourne. Units are designed to allow progression each term, and it is a fantastic platform for students wishing to take Dance further into GCSE.

GCSE Dance

Subject Teacher: **Miss Daines**

Awarding Body: **AQA**

Our school 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 at Rye College 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 in order 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 GCSE Dance opens up a vast range of pathways for pursuing the performing arts.

Key Stage Three Physical Education at Rye College

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. Students, throughout Key Stage Three, 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.

Sports Science: OCR Cambridge National

Subject Teacher: **Miss Perry**

Awarding Body: **OCR Cambridge National in Sports Science**

The Cambridge National in Sports Science offers learners the opportunity to study key areas of sports science including anatomy and physiology linked to fitness, health, injury and performance. Students will develop their understanding of the science of training, and application of training principles and psychology in sport and performance. The qualification helps students appreciate how sport science underpins all sports at all levels. The course offers a strong route into level 3 qualifications and employment in the leisure, personal training and sport industries.

The course is made up of 4 units:

Unit 1: Reducing the risk of injuries (assessed via a 60minute examination – 25%)

By completing this unit, learners will gain a strong foundation of knowledge in formal first aid training by understanding how to: prepare participants to take part in physical activity in a way that minimises the risk of injuries occurring; react to common injury that can occur during sport; and, recognise the symptoms of some common medical conditions.

Unit 2: Applying principles of training (Coursework module – 25%)

By completing this unit, learners will develop knowledge and understanding of the principles and methods of training. They will then apply these in designing training programmes along with practical skills in fitness testing.

Unit 3: The body's response to physical activity (Coursework module – 25%)

By completing this unit, learners will understand key aspects of the structure and function of the musculoskeletal and cardio respiratory system. They will investigate some of the changes which occur to them in response to short and long term physical activity.

Unit 4: Sports Science unit – Technology in sport (Coursework module – 25%)

In this unit, learners will consider the variety of ways in which technology is being used in sport to enhance both performance and the experience of sport for performers and for spectators. They will also develop an appreciation of some of the contentious issues surrounding the increasing use of technology in sport.

Key Stage Three and Four Life Education at Rye College

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.