

DEPTFORD GREEN

PATHWAYS 2025



WELCOME TO PATHWAYS

At Deptford Green, our curriculum is designed to provide an excellent education for all students. It is underpinned by our vision which aspires for every student to be given the opportunity to:

- Fulfil their academic potential and be able to achieve their ambitions for the next stage of their educational journey.
- Make a positive contribution to the school community and the wider community that we serve.
- Develop socially and emotionally the skills and attributes needed to live happy, safe and productive adult lives.

Our aims are underpinned by LORIC - Leadership, Organization, Resilience, Independence and Communication, a character-building programme.

As our Year 9 students begin to make important decisions that will affect their future, we aim to ensure that each child has the right guidance to put them on a path to reach their potential. All pathways have equal value and aim to ensure students are successful. Once completed, students will have the opportunity to follow Post 16 courses whether it be the new T levels, apprenticeships, vocational training or A levels.

We have supportive pastoral and academic teams who are looking forward to working with our Year 9 students in making these important choices. The support and encouragement parents/carers can provide at this important stage of a child's education is also critical.

We are looking forward to working directly with the parents/carers of every child in the year and working together to ensure all our students at Deptford Green are successful. We hope that you find what you are looking for in this booklet. If not, please do contact us for further information.

Mabina Ahmed & John Callaghan
Assistant Headteachers



HOW PATHWAYS WORK

ASSESSMENT DESCRIPTORS

It is very important that students make the right choices for their future, choose subjects that will inspire and interest them, as well as ones that match their skills. Our rigorous assessment systems allow us to have a clear idea of the level your child is working at across different subjects. We use this data to suggest to each student and their parent which pathway we recommend for them an individual. As you know, we use three descriptors at Key Stage 3.

EXS – This descriptor shows that a student is working at age-expected standard. This means that your child has met the criteria expected of children across the country in that subject based on the national curriculum and the required knowledge skills and understanding. This judgement has been made based on evidence such as classwork in books, formal assessments and teacher judgement based on in class performance.

WTS - This descriptor shows that a student is working towards age-expected standard. This means that we haven't yet got enough evidence that a student has met all the criteria for age expected standard. Please note, this does not mean that a student is not working hard, but that there are gaps in their knowledge skills and understanding.

GDS – This descriptor shows that a student has met all the standards for age-expected standard and also shown higher level knowledge, skills and understanding.



HOW PATHWAYS WORK

SUGGESTED PATHWAYS

Using the data and our knowledge of each child, we will suggest a pathway for each student. We will let you know which pathway we recommend. Below is a description of each pathway and who it is most suitable for. This is only a suggested pathway.

PATHWAY ONE – Students in this pathway are guided towards taking subjects which lead to the English Baccalaureate. This is a group of subjects which can be appealing to selective sixth forms and universities. In order to achieve the English Baccalaureate, students need to study their core subjects, a humanities subject (History or Geography) **and** a Modern Foreign Language (we offer French and Spanish). In addition to these, students will get one open option. In Pathway One all open subjects are available to students. The students we recommend for Pathway One will be working mainly at ‘EXS+’ and ‘GDS’ standard (especially in core subjects). Students working at these standards in Maths and Science would also be suitable for Triple Science.

PATHWAY TWO – Students in this pathway will need to take core subjects and **either Geography, History, French or Spanish**. This will give them a broad and balanced curriculum. Students are able to choose both a humanities and language option, and by default, will move into Pathway One. In addition to these, students will get two open options. In Pathway Two all open subjects are available to students. The students we recommend for Pathway Two will be working mainly at ‘EXS’ standard (especially in core subjects).

PATHWAY THREE – Students in this pathway will need to take core subjects and **either Geography, History, French or Spanish**. This will give them a broad and balanced curriculum. Students are able to choose both a humanities and language option, and by default, will move into Pathway One. In addition to these, students will get two open options. In Pathway Three, we recommend that students do not choose subjects which have heavily written outcomes or require a more complex understanding of Maths. We have a wide range of vocational subjects alongside GCSE courses. The students we recommend for Pathway Three will be working mainly at ‘WTS’ standard (especially in core subjects)



HOW PATHWAYS WORK

PATHWAY CHOICES

PATHWAY ONE	PATHWAY TWO	PATHWAY 3
YOU MUST STUDY	YOU MUST STUDY	YOU MUST STUDY
ENGLISH LANGUAGE	ENGLISH LANGUAGE	ENGLISH LANGUAGE
ENGLISH LITERATURE	ENGLISH LITERATURE	ENGLISH LITERATURE
MATHEMATICS	MATHEMATICS	MATHEMATICS
COMBINED SCIENCE <i>or</i>	COMBINED SCIENCE <i>or</i>	COMBINED SCIENCE <i>or</i>
TRIPLE SCIENCE* (must have GDS in Science or Maths)	TRIPLE SCIENCE* (must have GDS in Science or Maths)	TRIPLE SCIENCE* (must have GDS in Science or Maths)
YOU MUST STUDY	YOU MUST PICK ONE FROM	YOU MUST PICK ONE FROM
GEOGRAPHY; OR	SPANISH	SPANISH
HISTORY	FRENCH	FRENCH
YOU MUST STUDY	HISTORY	HISTORY
SPANISH; OR	GEOGRAPHY	GEOGRAPHY
FRENCH		
YOU MUST CHOOSE ONE FROM	YOU MUST CHOOSE TWO FROM	YOU MUST CHOOSE TWO FROM
COMPUTER SCIENCE	COMPUTER SCIENCE	FILM STUDIES
SOCIOLOGY	SOCIOLOGY	PHOTOGRAPHY
FILM STUDIES	FILM STUDIES	FINE ART
PHOTOGRAPHY	PHOTOGRAPHY	TEXTILES
FINE ART	FINE ART	DESIGN TECHNOLOGY
TEXTILES	TEXTILES	MUSIC
DESIGN TECHNOLOGY	DESIGN TECHNOLOGY	DRAMA
MUSIC	MUSIC	DANCE
DRAMA	DRAMA	BUSINESS STUDIES
DANCE	DANCE	SPORTS STUDIES
BUSINESS STUDIES	BUSINESS STUDIES	FOOD & COOKERY
SPORTS STUDIES	SPORTS STUDIES	HISTORY
FOOD & COOKERY	FOOD & COOKERY	GEOGRAPHY
HISTORY	HISTORY	SPANISH
GEOGRAPHY	GEOGRAPHY	FRENCH
SPANISH	SPANISH	
FRENCH	FRENCH	



CORE SUBJECTS

CONTACT

Heads of English- Mr Watts
twatts@deptfordgreen.co.uk

ENGLISH LANGUAGE

CORE

GCSE 1-9

AQA

If people cannot write well, they cannot think well, and if they cannot think well, others will do their thinking for them."

– George Orwell

CONTEXT

English has a pre-eminent place in education and in society. A high-quality education in English will teach students to speak and write fluently so that they can communicate their ideas and emotions to others; and through their reading and listening, others can communicate with them.

Through reading, in particular, students have a chance to develop creatively, culturally, emotionally, intellectually, socially and spiritually. An excellent vocabulary and a confident command of language plays a key role in such development. Reading enables students to acquire knowledge and to build on the skills and knowledge they already have. We place emphasis on the importance of reading as it is key to academic success and is a lifelong learning skill.

All the skills of Language are essential to participating fully as a member of society. Language is the greatest social leveller and communication skills are essential to flourish in life.

THE QUALIFICATION

In KS4, we hone the academic reading, writing and speaking skills introduced in KS3 necessary to excel at GCSE level and life beyond the classroom. We do this by: introducing GCSE exam papers; practicing formal writing skills and academic literacy; building reading skills and reading strategies through fiction and non-fiction texts from the 16th - 21st Century.

CLASSROOM ACTIVITIES AND ENRICHMENT

English is an exciting, fun and challenging subject at Deptford Green School. Students will learn to communicate fluently, formally and accurately through the written and spoken word. Students will write a variety of fiction and non-fiction texts to develop their communication skills for the world beyond the classroom.

We read a full variety of fiction and non-fiction texts including: newspaper and magazine articles (including online sources), short stories, diary entries, biographical and autobiographical texts and travel writing. We use the texts to allow students to practice reading and decoding skills and to understand the world around them.

Speaking and listening is also a crucial part of the curriculum. We value students' spoken language skills and how this enriches their writing and understanding, as well as promoting deeper critical thinking. Speaking and listening activities in English Language include: individual and group presentations; taking part in debates and delivering speeches.



CORE SUBJECTS

CONTACT

Heads of English – Ms Townsend and Mr Watts –
twatts/htownsend@deptfordgreen.co.uk

ENGLISH LANGUAGE

CORE

GCSE 1-9

AQA

In the last year in the English department, students have participated in a range of stimulating in-lesson and enrichment activities, including:

- Debates on current and social issues linked to non-fiction texts
- Speeches on the themes of propaganda, gender identity and social media
- Celebration of creativity during lockdown with most students contributing to 'Soap Box' speeches that they are passionate about
- After-school workshops in year 11 to consolidate and stretch knowledge and skills before examinations
- Extra-Curricular clubs including: Debate Mate and Spoken Word Club
- Jack Petchey Speak Out debate competition

ASSESSMENT

English Language GCSE comprises two papers.

Paper 1: Explorations in Creative Reading and Writing = 50% of GCSE

There are four questions about an extract from a story where students are asked to comment on the effects of language and structure methods used by the writer and to give their own opinion about the text. There is one

creative writing question where students are asked to plan and write a description or narrative in 45 minutes.

Paper 2: Writer's Viewpoints and Perspectives = 50% of GCSE

There are four questions about two non-fiction texts where students are asked to summarise the sources, compare the writers' viewpoints and comment on the language features used by the writers. The second part of the exam is a writing task. Students are asked to plan and write a non-fiction text (speech, letter, article etc.) in 45 minutes.

WHAT DO THE STUDENTS SAY?

"The debates are the best thing we do in English. We are always encouraged to form our own opinions and to stand up for what we believe in. I also like that I have become a better listener because of the speaking and listening that we practise in class." – Year 11 student

"I like the way that my teacher does lots of creative writing with us. we get to write our own stories and plays and poems. It really helps me to use my imagination!" – Year 10 student

"I like reading articles from around the world and from the past. I feel like I can confidently talk about things from different cultures and from different perspectives." – Year 10 student



CORE SUBJECTS

CONTACT

Heads of English – Ms Townsend and Mr Watts –
twatts/htownsend@deptfordgreen.co.uk

ENGLISH LITERATURE

CORE

GCSE 1-9

AQA

*Description begins in the writer's imagination but
should finish in the reader's – Stephen King*

CONTEXT

Literature has a pre-eminent place in education and in society. Exposure to a wide range of literary genres and diverse writers will allow students to better understand the world around them. The study of Literature allows students to develop their critical thinking skills, discover new ideas and enhance their emotional well-being.

Through reading, in particular, students have a chance to develop creatively, culturally, emotionally, intellectually, socially and spiritually. Literature plays a key role in such development. Reading enables students to acquire knowledge and to build on the skills and knowledge they already have. Reading is key to academic success and is a lifelong learning skill. Literature also provides escapism and encourages development of the imagination. Who doesn't love a great story?

THE QUALIFICATION

English Literature is a creative, fun and challenging subject at Deptford Green School. Students will study a broad range of novels, short stories, plays, and poetry each year. They will also be writing creative texts including short stories,

descriptions, plays and poetry to develop their creative writing skills for the world beyond the classroom.

Speaking and listening is a crucial part of the curriculum too. We value students' spoken language skills and how this enriches their writing and understanding, as well as promoting creative, imaginative thinking. Speaking and listening activities in Literature include: performing monologues, drama-based activities like hot-seating, scripted plays and improvisation.

In KS4, we hone the academic reading, writing and speaking skills introduced in KS3 necessary to excel at GCSE level and life beyond the classroom. We do this by: introducing the exam texts for the Literature GCSE; practicing formal writing skills and academic literacy; completing exam papers using exam timings; developing speaking skills and building reading skills and strategies through fiction and literary non-fiction texts from the 16th - 21st Century.

CLASSROOM ACTIVITIES AND ENRICHMENT

In the last year in the English department, students have participated in a range of stimulating in- lesson and enrichment activities, including:

- Debates on current and social issues linked to our key texts such as 'Who is the most marginalised character in the novel?'
- Celebration of creativity during lockdown with most students contributing to Poetry and Short Story Anthologies



CORE SUBJECTS

CONTACT

Heads of English – Ms Townsend and Mr Watts –
twatts/htownsend@deptfordgreen.co.uk

ENGLISH LITERATURE

CORE

GCSE 1-9

AQA

- Quotation relays to aid revision
- After-school workshops in year 11 to consolidate and stretch knowledge and skills before examinations
- Extra-Curricular clubs including: Creative Writing Club and Poetry Club
- World Book Day dress up and competitions
- Critically analysing film adaptations of our key texts
- Writing poems on the themes of 'Gender' and 'Subversion'

ASSESSMENT

The English Literature GCSE comprises two papers:

Paper 1: Shakespeare and the 19th Century Novel = 40% of Literature GCSE

Students plan and answer one essay question for each text. Students will be answering questions on either 'Romeo and Juliet' or 'Macbeth' for the Shakespeare question and 'The Strange Case of Dr Jekyll and Mr Hyde' by Robert Louis Stevenson for the 19th Century Novel question.

Paper 2: Modern Texts and Poetry = 60% of Literature GCSE

Students plan and answer three essay questions and one shorter comparative question. Students will study the following texts for this exam: 'An Inspector Calls' by J.B Priestley, 'Power and Conflict Poetry anthology' (various poets, 15 poems) and Unseen Poetry.

WHAT THE STUDENTS SAY

"I like studying poetry because I like learning the new language and structure methods. It makes me feel smart! The themes that the poets talk about are really interesting too. We learnt that conflict affects everyone, not just soldiers." – Year 10 student

"Studying plays is the best part of English Literature. The plays make us think about the world around us and how we act." – Year 9 student

"I like the novels and short stories that we get to read. We get to choose texts to read at home too which also like to what we are studying. I also like the way that the teachers let us come up with ideas for ourselves." – Year 9 students



CORE SUBJECTS

CONTACT

Head of Maths – Ms Ebanks and Ms Forrest (KS4 lead)
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MATHEMATICS

CORE

GCSE 1-9

PEARSON

"The essence of mathematics is not to make simple things complicated, but complicated things simple"

CONTEXT

The Deptford Green Maths Department ensures that our pupils have access to a high-quality mathematics curriculum, that is both challenging and enjoyable. Also providing our pupils with a variety of mathematical opportunities, which will enable our pupils to develop into independent learners with inquisitive minds. All our pupils have access to a secure mathematical foundation that enables all to become fluent in the fundamentals of mathematics through varied and frequent practice.

We empower our pupils to reason and communicate mathematically and to explain their ideas. Pupils can create relationships and can make judgements using mathematical language. Pupils can problem solve and apply the knowledge and skills acquired to complex, multi-step problems. Our aim is to develop deeper understanding and as a result, pupils can make links across curriculum areas and foster a mastery approach.

Pupils at Deptford Green learn to evaluate and draw conclusions based on their prior knowledge. This helps them to be successful pupils and informed citizens. A solid foundation in mathematics is an essential skill for all pupils.

THE QUALIFICATION

During key stage 4 all pupils work towards the national qualification (GCSE). Teachers aim to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- students can solve problems by applying their mathematical knowledge to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

CLASSROOM ACTIVITIES AND ENRICHMENT

In Maths we aim to provide practical ways to understand maths. As well as teacher and student led activities, we also use online platforms such as www.Sparxmaths.com to enhance the understanding of Maths through ICT. Group and pair work is often used to enable students to communicate and discuss their mathematical thinking when solving problems. We focus on reviewing individual progress following an assessment which allows students to progress in the areas they did not perform so well in.



CORE SUBJECTS

CONTACT

Head of Maths – Ms Ebanks and Ms Forrest (KS4 lead)

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MATHEMATICS

CORE

GCSE 1-9

PEARSON

ASSESSMENT

Students will be assessed in Year 11 in three externally marked exams which are 1 hour 30 minutes long each.

WHAT THE STUDENTS SAY

“Maths is great at GCSE level, because you really get to put the things you’ve learnt lower down in the school into practice. They ask you a lot of questions which help you understand things in everyday life.”

– Year 11 student

“I enjoy Maths because I like using formulas to understand lots of different things. I helped my parents do the decorating at home and realised how much maths really comes into everyday life.”

– Year 11 student

“I really like using online platforms such as Sparx Maths because you can do them in your own time and go back over things”

– Year 11 student



CORE SUBJECTS

CONTACT

Head of Science Faculty – Ms Mincoff -
Nmincoff@deptfordgreen.co.uk

COMBINED SCIENCE

CORE

GCSE 1-9

AQA

“Science is magic that works” - Kurt Vonnegut

CONTEXT

Our vision is to ensure all students develop a deep knowledge and understanding across Biology, Chemistry and Physics. At its core, the Deptford Green science curriculum prioritises students’ comprehension and application of scientific concepts, so they can use them to make sense of the modern world. Scientific knowledge becomes useful when it can be applied to formal knowledge as well as informal, everyday experience. Therefore, whilst the national curriculum prescribes which substantive and disciplinary content is taught for secondary science, we sometimes go beyond the programme of study to achieve the depth necessary to gain a full understanding of the scientific content necessary for successful progression in science.

The Deptford Green Science curriculum also emphasises some of the wider ideas that cut across the disciplines of Science, Technology, Engineering and Maths. This serves to align itself to the relevance of Science outside the classroom, where there is often no distinction made between science and technology.

THE QUALIFICATION

Students gain **two GCSEs** in Science, covering Biology, Chemistry and Physics. Topics covered are as follows:

Biology: Cell Biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics: Energy; Electricity; Particle model of matter; and Atomic structure; Forces; Waves; and Magnetism and electromagnetism.

CLASSROOM ACTIVITIES AND ENRICHMENT

The science curriculum aims to inspire awe and wonder as pupils relate to and make sense of the world around them. From the uniqueness of individual genetic makeup, to the scale of the vastness of the universe. As pupils navigate the Big ideas of science, they move from the concrete to the abstract and learn that everything is connected in our physical world and beyond. In doing so, we also learn to accept that Science cannot provide all the answers and imagination and creativity can lead to new discoveries. Students will explore these things through written answers, practical experiments and investigation work.

WHAT THE STUDENTS SAY

“I like science because it helps me to understand how everything works and is interconnected. Also I like how we are always finding out more, so there really is never way to know everything.” – Year 11 student



CORE SUBJECTS

CONTACT

Head of Science Faculty – Ms Mincoff -
nmincoff@deptfordgreen.co.uk

TRIPLE SCIENCE

CORE

GCSE 1-9

AQA

“Science is simply the word we use to describe a method of organizing our curiosity” – Tim Minchin

CONTEXT

Our vision is to ensure all students develop a deep knowledge and understanding across Biology, Chemistry and Physics. At its core, the Deptford Green science curriculum prioritises students’ comprehension and application of scientific concepts, so they can use them to make sense of the modern world. Scientific knowledge becomes useful when it can be applied to formal knowledge as well as informal, everyday experience. Therefore, whilst the national curriculum prescribes which substantive and disciplinary content is taught for secondary science, we sometimes go beyond the programme of study to achieve the depth necessary to gain a full understanding of the scientific content necessary for successful progression in science.

The Deptford Green Science curriculum also emphasises some of the wider ideas that cut across the disciplines of Science, Technology, Engineering and Maths. This serves to align itself to the relevance of Science outside the classroom, where there is often no distinction made between science and technology.

THE QUALIFICATION

Students gain **three GCSEs** in Biology, Chemistry and

Physics. Topics are studied in greater depth than in Combined Science. Topics covered are as follows:

Biology: Cell Biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, variation and evolution; and Ecology.

Chemistry: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.

Physics: Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism, Space Physics.

CLASSROOM ACTIVITIES AND ENRICHMENT

The science curriculum aims to inspire awe and wonder as pupils relate to and make sense of the world around them. From the uniqueness of individual genetic makeup, to the scale of the vastness of the universe. As pupils navigate the Big ideas of science, they move from the concrete to the abstract and learn that everything is connected in our physical world and beyond. In doing so, we also learn to accept that Science cannot provide all the answers and imagination and creativity can lead to new discoveries. Students will explore these things through written answers, practical experiments and investigation work.

WHAT THE STUDENTS SAY

“Science enables you to understand the world around you and empowers you to discover new concepts.” – Year 11 student



OPTION SUBJECTS

CONTACT

Head of Geography – Mr Stamp-
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GEOGRAPHY

P/WAY 1,2,3

GCSE 1-9

AQA

"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." - Barack Obama

THINK ABOUT CHOOSING IF YOU ENJOY:

COLLECTING DATA ON SCHOOL TRIPS	QUESTIONING WHY THE WORLD WORKS THE WAY IT DOES	CRITICALLY ANALYSING DATA
DEBATING DIFFERENT PERCEPTIONS	EXPLORING LIFE ACROSS THE WORLD	ANALYSING FIGURES SUCH AS GRAPHS AND MAPS

CONTEXT

Geography at Deptford Green is about understanding and asking questions about the world around us. Why does the world function the way it does? Will this ever change? How do I personally have an impact on the planet? What might London look like in the future?

At Deptford, the Geography Department aims to provide its learners as full a learning experience as possible. For us this means:

- Those who pick GCSE Geography are provided with revision resources that have been produced by experts from around the country.
- Two GCSE fieldwork trips: Stratford Olympic Park (May, Y10), Brighton beach (Sept, Y11).

THE QUALIFICATION

At Key Stage 4, our students study the AQA specification. The course is based around the following themes:

- **The Challenge of Natural Hazards** e.g., how deadly were the Chile (2010) and Nepal (2015) earthquakes? How do snowstorms affect London?
- **The Living World** e.g., How is the Amazon Rainforest changing? How is the Western Desert used?
- **Physical Landscapes in the UK** e.g., how does the sea shape the lives of those who live near the coast?
- **Urban Issues and Challenges** e.g., how are cities changing? What might London and Rio look like in the future?
- **The Changing Economic World** e.g., why aren't all countries developed to the same extent?
- **The Challenge of Resource Management** e.g., why aren't food, energy and water distributed evenly?

ASSESSMENT – 3 exams at the end of Y11.

- **Paper 1: Living with the Physical Environment:** 1 hour 30 minutes, exam worth 35% of GCSE.
- **Paper 2: Challenges in the Human Environment:** 1 hour 30 minutes, exam worth 35% of GCSE.
- **Paper 3: Geographical applications:** 1 hour 30 minutes, exam worth 30% of GCSE.

WHAT DO THE STUDENTS SAY?

"I enjoy Geography because the content is interesting. Getting a high grade in Geography isn't impossible because most of the topics normally stick in our heads. Geography explores a lot of current social, economic, and environmental issues. Geography is a very interactive subject." - Year 10 student



OPTION SUBJECTS

CONTACT

Head of History – Miss Daswani
zdaswani@deptfordgreen.co.uk

HISTORY

P/WAY 1,2,3 GCSE 1-9 PEARSON

"A people without the knowledge of their past history, origin and culture is like a tree without roots."

- Marcus Garvey.

THINK ABOUT CHOOSING IF YOU ENJOY:

DISCUSSING AND DEBATING NEW IDEAS	LEARNING ABOUT OTHER TIMES AND CULTURES	WRITING ESSAYS
THINKING CRITICALLY	VISITING LOCAL MUSEUMS	READING A RANGE OF DIFFERENT TEXTS

CONTEXT

A strong History education plays a fundamental role in understanding not only the past, but also the present. We aim to develop an understanding of the social, political, economic and cultural foundations of society in both Britain and the wider world.

By developing a strong sense of Historical empathy and a critical understanding of the past, History education plays an important role in a student's personal intellectual, political and cultural development. Through fostering a greater understanding of the past, we believe History education prepares students for more active citizenship in the future.

History education plays a key role in developing broader literacy skills, critical thinking and cultural capital that equips students for lifelong learning and success in the community workplace.

THE QUALIFICATION

At Key Stage 4, our students study Edexcel GCSE History. The course comprises of the following units which are examined across three papers at the end of Year 11:

- Paper 1: Crime and Punishment c. 1250-present day. Historical environment study Whitechapel 1870-1900.
- Paper 2: Anglo Saxon and Norman England 1060-1088. Superpower Relations and the Cold War 1941-1991.
- Paper 3: Weimar Germany & Nazi Germany 1918-1939.

CLASSROOM ACTIVITIES AND ENRICHMENT

The History department regularly supports learning with trips to historical sites. The Department will be taking some students to Berlin to enrich their historical understanding of their Germany and Cold War knowledge. They will also visit the Imperial War Museum & we run a rewards trip to the London Dungeon. The department also has links with outside organizations such as the Windrush Foundation and the Equiano Society, who have provided speakers for assemblies and a touring exhibition at the school, to help support and guide students with career choices.

The department also prides itself in high level experience in examinations and support students well with classwork, homework & exam skills. We provide Booster Sessions to help with studies.

ASSESSMENT

Students will sit three externally marked exams in Year 11.

WHAT THE STUDENTS SAY

"I chose History GCSE because it's fascinating to know how people lived in the past and what kind of decisions they made and why. My teachers are supportive and help me with my studies" – Year 11 student



OPTION SUBJECTS

CONTACT

Head of Languages – Ms Calvert -
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FRENCH & SPANISH

P/WAY 1,2,3 **GCSE 1-9** **Edexcel**

“The limits of my language are the limits of my world.”

THINK ABOUT CHOOSING IF YOU ENJOY:

TRAVELLING, WORKING, AND LIVING ABROAD	LEARNING MORE ABOUT YOUR OWN LANGUAGE	COMMUNICATING WITH OTHERS IN OTHER LANGUAGES
EXPLORING CULTURES AND CUSTOMS	PROBLEM SOLVING, PUZZLES + FINDING PATTERNS	USING APPS AND WEBSITES TO LEARN INDEPENDENTLY

CONTEXT

Learning a language at Deptford Green is **exciting and challenging**. Students will develop not only a language, but an **understanding of people and cultures from different countries**.

A **love of learning languages is at the heart of everything we do**, and our students share the same **curiosity and enthusiasm**.

We equip students with the **confidence, vocabulary and grammar to communicate successfully** across the four key skills (**Listening, Reading, Speaking and Writing**). Language learning also **reinforces their literacy and oracy in English** and encourages them to **problem solve** and show **resilience**.

Students are also provided with a **KS3 revision knowledge organiser**, and a **bespoke GCSE knowledge organiser** that covers **all GCSE content**.

We also offer **trips to France and Spain** on alternate years. Students gain the **experience of travelling abroad** and develop their **language**.

THE QUALIFICATION

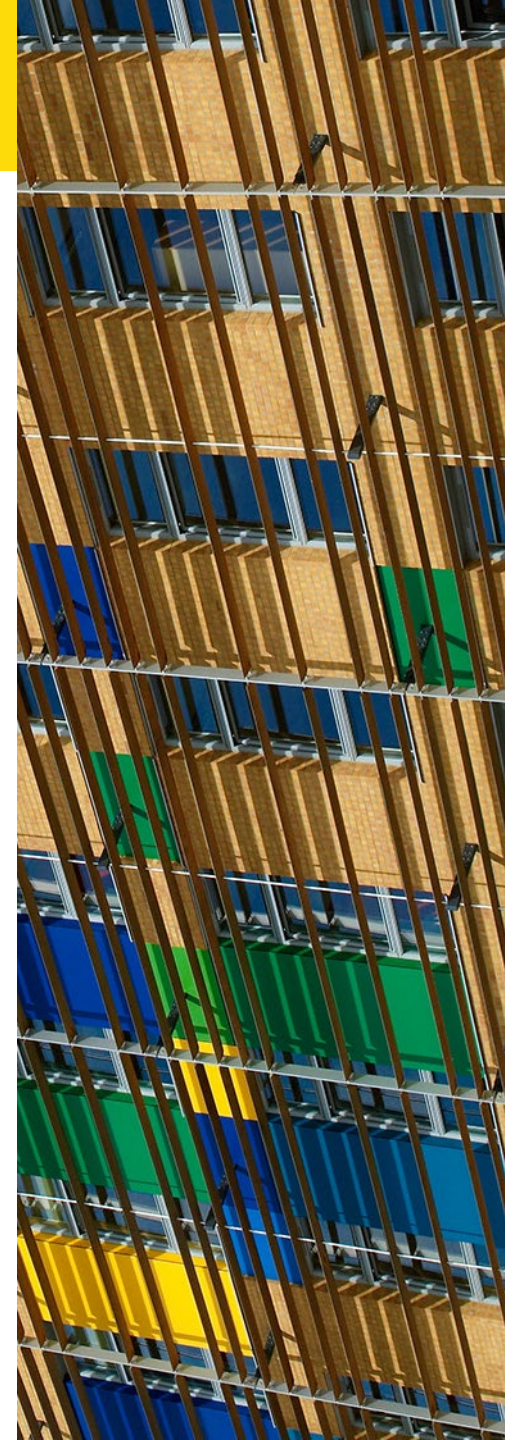
Our **bespoke languages lessons** are all **created individually by our highly skilled and experienced languages team** with a variety of **engaging activities and games**.

In class learning is supported with **student access to Language Gym and ActiveHub – language-learning websites** packed with **interactive activities** that **improve student retention and confidence** through **grammar, vocabulary, translation and listening**.

Languages are looked upon **highly favourably by colleges and universities** as eBacc subjects and will **give students the edge** over others without a language in their **Post-16 education choices**.

Topics covered at GCSE:

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions



OPTION SUBJECTS

CONTACT

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zcalvert@deptfordgreen.co.uk

FRENCH & SPANISH

P/WAY 1,2,3 GCSE 1-9 Edexcel

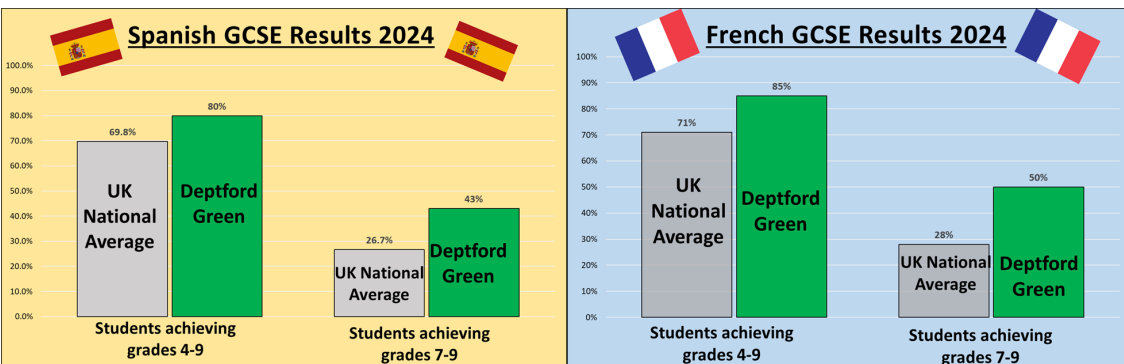
ASSESSMENT

Students are assessed in 4 areas – **reading, writing, speaking and listening**. Each of the areas is worth **25% of the GCSE**.

Language GCSE exams have recently been **redesigned** to take a **student-centred approach** and cater to the **needs of all learners**, regardless of their background, ability or reason for studying a language. We have also switched to Edexcel Exam Board which offers more compassionate assessment.

Built on a **foundation of inclusivity, accessibility and transparency**, the new Languages GCSE exams will combine **clear, concise and straightforward assessments** with **engaging, meaningful and relatable content**.

Deptford Green French and Spanish GCSE results consistently outperform not only the borough, but the UK National Average.



WHAT THE STUDENTS SAY

“What I like about studying French is the fact that I'm able to learn about a different country and a different culture. Also, I like to communicate with people in a different way”. – Year 11 student

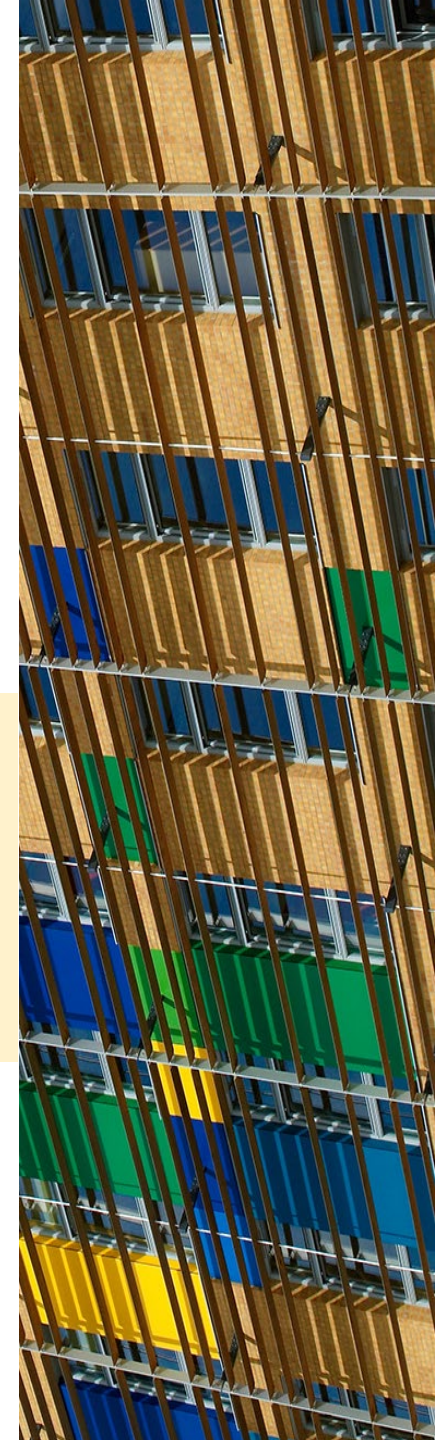
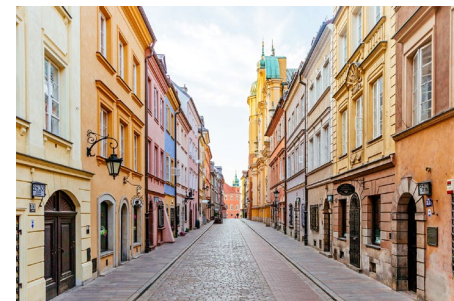
“I love the language and my confidence has grown so much.” – Year 11 student

“I like how you get to learn about the different cultures that are in Spanish-speaking countries. It is also cool to talk in Spanish to others in your class and have a conversation with them”. - Y10 student

I can't believe I got a Grade 9 in Spanish, I never thought I'd make so much progress! - Ex Yr11 student

FLUENT IN ANOTHER LANGUAGE?

Native speakers of any language are encouraged to take their GCSE exam in their first language in Year 10 and will be supported by the Languages and EAL teams with sessions on exam skills. They have the opportunity to sit PPE exams and receive feedback. This prepares them for their language GCSE and will improve their confidence for their GCSE exams at the end of Year 11. Students must show independence and responsibility, taking ownership of these exams.



OPTION SUBJECTS

CONTACT

Head of Art – Ms Jessica Austin-Burdett

jaustinburdett@deptfordgreen.co.uk

FINE ART/TEXTILES

P/WAY 1,2,3 **GCSE 1-9** **PEARSON**

“Art speaks where words are unable to explain.”

THINK ABOUT CHOOSING IF YOU ENJOY:

PAINTING, DRAWING & PRINTMAKING	USING PRACTICAL SKILLS	INVESTIGATING AND ANALYSING ARTISTS' WORK
VISUALLY PRESENTING YOUR IDEAS	CREATIVE MAKING	REFLECTIVE RECORDING

CONTEXT

Deptford Green School Visual Arts Department has facilities for painting and drawing, printmaking, digital photography, textile arts and ceramics. We have four specialist rooms and an exhibition space. The textiles room has 14 sewing machines for student use, a heat press and a digital printer for fabric.

The department is well equipped, and we aim to encourage and facilitate projects that are ambitious, individual, and technically accomplished. Students thrive in a vibrant, diverse and inspirational working environment, where their creative energies can be realised. Many visual art students progress and perform beyond expectations.

We aim to maintain a high academic profile both inside and outside the classroom by means of participation in whole school events for parents, students and staff. We reach out to the community, exhibiting in local businesses and public spaces. We hold regular exhibitions celebrating students outcomes. You can choose study either Fine Art or Textiles, and also Photography if you wish to pursue practical creative pathways.

THE QUALIFICATION

The visual arts currently offer three endorsed courses: ART AND DESIGN–FINE ART and ART AND DESIGN-TEXTILES and ART AND DESIGN- PHOTOGRAPHY. All courses are visual and creative subjects which allow students to learn about the work of contemporary and historic artist and designers, relating their knowledge to the development of their own skills as artists. You can choose study either Fine Art or Textiles, and also Photography if you wish to pursue practical creative pathways.

Students will have studied a range of the arts at KS3 and will have experienced a wide range of techniques and processes. Most personal interests and skill sets can be explored and developed on the Art., Textiles or Photography course and students will be rewarded for what they know, what they understand and what they can demonstrate.

The courses are designed to cover four areas for the critical, practical and theoretical study of art craft and design. Students are awarded marks for:

1. Their ability to generate ideas based on their contextual understanding and research
2. Their ability to refine their ideas using a variety of relevant media and techniques
3. Reflective Recording
4. Personal realization (making their final outcome)

We aim to create a lively and active learning environment that caters for the needs of all students. We encourage students to experiment and explore themes and ideas, develop their independence and celebrate their achievements and progress.



OPTION SUBJECTS

CONTACT

Head of Art – Ms Jessica Austin-Burdett
jaustinburdett@deptfordgreen.co.uk

FINE ART/TEXTILES

P/WAY 1,2,3 GCSE 1-9 PEARSON

CLASSROOM ACTIVITIES AND ENRICHMENT

Students are expected to work to their highest ability at all times and always put in a lot of effort, as a coursework based exam this is vital as all the work you do counts. Our approach to teaching and learning centres around developing these key skills: problem solving, reflection and evaluation. For each project we encourage a personal response from students, exploring the work of many makers and using their own cultural experiences as a means of expression.

The department always encourages an individual and personal approach to building a portfolio of work. First-hand experience of subject matter is achieved through observational studies or photography. Ideas are developed further using a combination of subject specific media in Fine Art these would be mediums such as charcoal or paint, in Textiles this would be heat press or screen printing. We encourage students to explore experimental techniques and mixed media where appropriate. We have access to computers for students to use basic editing software, if required, and for organising work outcomes. All students will record the majority of the creative process in sketchbooks that they need to keep up to date and present as evidence to the exam board at the end of the course.

ASSESSMENT

Coursework and exam units are assessed using four assessment objectives. These can be summed up as:

1. DEVELOP
2. REFINE/EXPERIMENT.
3. RECORD.
4. PRESENT

WHAT DO THE STUDENTS SAY?

Many visual art students progress and perform beyond expectations.

“I really enjoy exploring a theme and all the different ideas related to it and then developing and making a final piece that I am proud of” Year 11 student.

“There is no limit to what you can create or do. You are given ideas and then you are allowed to take it wherever you want, make it your own” - Year 10 student.

OVERALL ASSESSMENT:

The coursework element of the course runs from Year 10 to Christmas in Year 11 and is worth 60% of your overall grade. The exam element runs from January to May in Y11 and is worth 40% of your overall grade, you will explore a theme set by the exam board and make a final piece in timed conditions.



OPTION SUBJECTS

CONTACT

Head of Art – Ms Jessica Austin-Burdett

jaustinburdett@deptfordgreen.co.uk

PHOTOGRAPHY

P/WAY 1,2,3 GCSE 1-9 PEARSON

“A photograph speaks a thousand words.”

THINK ABOUT CHOOSING IF YOU ENJOY:

WORKING WITH A CAMERA	USING PRACTICAL SKILLS	ANALYSING ARTISTS' WORK
VISUALLY PRESENTING YOUR IDEAS	CREATIVE MAKING	REFLECTIVE RECORDING

CONTEXT

Deptford Green School Visual Arts Department has facilities for painting and drawing, printmaking, digital photography, textile arts and ceramics. We have four specialist rooms and an exhibition space / workshop. We have space dedicated to photography including a studio space where students can develop their lighting and composition skills. We also have a suite of specialist laptops so students can use editing software to manipulate their photographs in a variety of ways. The department is well equipped, and we aim to encourage and facilitate projects that are ambitious, individual and technically accomplished. Students thrive in a vibrant, diverse and inspirational working environment, where their creative energies can be realised. Many visual art students progress and perform beyond expectations.

OVERALL ASSESSMENT:

The coursework element of the course runs from Year 10 to Christmas in Year 11 and is worth 60% of your overall grade.

The exam element runs from January to May in Y11 and is worth 40% of your overall grade, you will explore a theme set by the exam board and make a final piece in timed conditions.

WHAT WILL I LEARN

Students will have studied art at KS3 and would have experienced a wide range of techniques and processes, that will help their progress at KS4. Most personal interests and skill sets can be explored and developed on this examination course and students will be rewarded for what they know, what they understand and what they can demonstrate.

The courses are designed to cover four areas for the critical, practical and theoretical study of photography in relation to art.

You will explore a wide range of both analogue and digital photographic techniques, firstly focusing on growing your confidence in using the manual setting of a DSLR camera.

We will explore a range of themes that will help you to develop your practical photography skills using the work of others as inspiration. You will explore the work of a variety of photographers and artists and also go on trips to gather visual and artist research.

You will generate work through a series of photoshoots that you will use to explore and generate ideas that you will then refine in relation to the artists we have studied.

WHAT DO THE STUDENTS SAY?

“I find this subject interesting because I get to express my emotions and feelings through the photographs I take.” Year 11 student.

“During this course you get to explore a wide range of materials and processes. I have even developed my digital software skills which is brilliant” - Year 10 student.



OPTION SUBJECTS

CONTACT

Head of Art – Ms Jessica Austin-Burdett

jaustinburdett@deptfordgreen.co.uk

PHOTOGRAPHY

P/WAY 1,2,3

GCSE 1-9

PEARSON

CLASSROOM ACTIVITIES AND ENRICHMENT

Students are expected to work to their highest ability at all times and always put in a lot of effort, as a coursework based exam this is vital as all the work you do counts. Our approach to teaching and learning centres around developing these key skills: problem solving, reflection and evaluation. For each project we encourage a personal response from students, exploring the work of many makers and using their own cultural experiences as a means of expression.

The department always encourages an individual and personal approach to building a portfolio of work. First-hand experience of subject matter is achieved through a range of photographic responses, including digital and analogue. We encourage students to work into an onto their photographs in a range of experimental ways too. All students will record the majority of the creative process in sketchbooks that they need to keep up to date and present as evidence to the exam board at the end of the course.

WHAT DO THE STUDENTS SAY?

“It is quite inspiring what you can do with a camera, a good eye and some imagination!” Year 11 student.

“I love exploring the theme and deciding for myself what direction I want my work to go in, discovering all the ways I could take my work in is so exciting and motivating” - Year 10 student.

ASSESSMENT

GCSE Photography is assessed through students' coursework. Students' work is assessed against four objectives;

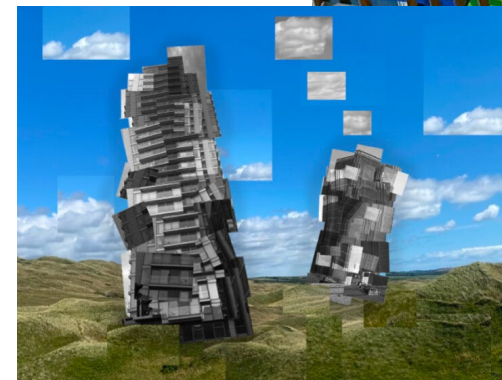
1. Developing ideas through exploring the work of artists
2. Experimenting and refining work
3. Recording through photography, drawing and annotation
4. Generating a final piece based on their research and development.

All the work is marked holistically against all four assessment objectives and students need to have done enough work to fully cover all four.

The work done in Y10 is an important part of the coursework and is included with the Y11 work in the final assessment, worth 60% of their grade.

The exam project is worth 40% of their overall grade and is assessed against the same criteria as the coursework.

Many photography students progress and perform beyond expectations.



OPTION SUBJECTS

CONTACT

Head of Business and Computing – Mrs. Tumkevice -
ptumkevice@deptfordgreen.co.uk

BUSINESS

P/WAY 1,2,3

GCSE

Pearson Edexcel

“Entrepreneurship is living a few years of your life like most people won't so you can spend the rest of your life like most people can't.”

THINK ABOUT CHOOSING IF YOU ENJOY:

PRESENTING	THINKING CREATIVELY	BEING ENTREPRENEURIAL
COMMUNICATING	WORKING WITH NUMBERS	LEARNING FROM INDUSTRY LEADERS

WHAT WILL I LEARN?

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

WHAT CAN I DO AFTER I HAVE COMPLETED THE COURSE?

After this qualification you'll understand the world of business and have developed skills in:

- *making decisions and developing persuasive arguments*
- *creative and practical problem solving*
- *understanding data, finance and communication.*

It's also a great step preparing you for further and higher education such as A levels and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.



OPTION SUBJECTS

CONTACT

Head of Business and Computing – Mrs. Tumkevice -
ptumkevice@deptfordgreen.co.uk

BUSINESS

P/WAY 1,2,3

GCSE

Pearson Edexcel

ASSESSMENT

The Pearson Edexcel GCSE in Business consists of **two externally-examined papers**.

Students must complete all assessment in May/June in any single year.

Theme 1: Investigating small business	Theme 2: Building a business
Written examination: 1 hour and 45 minutes	Written examination: 1 hour and 45 minutes
50% of the qualification	50% of the qualification
90 marks	90 marks
Content overview: <ul style="list-style-type: none">• Topic 1.1 Enterprise and entrepreneurship• Topic 1.2 Spotting a business opportunity• Topic 1.3 Putting a business idea into practice• 1.4 Making the business effective• 1.5 Understanding external influences on business	Content overview: <ul style="list-style-type: none">• Topic 2.1 Growing the business• Topic 2.2 Making marketing decisions• Topic 2.3 Making operational decisions• Topic 2.4 Making financial decisions• Topic 2.5 Making human resource decisions

WHAT THE STUDENTS SAY

“Business is universal. There are many opportunities that you can apply a business degree to. So far, this education has been very enlightening and satisfying.” – Year 10 student

“I like studying business because the skills I learn can easily be transferred to just about any future career or job position.” – Year 10 student

“I like studying business because it teaches me very useful skills that I could use in the future to have a successful business and be a good business owner. I also enjoy studying business because I find it very interesting, and it applies to the career that I want to pursue in the future.” – Year 10 student

“It’s nice to see behind how the world operates every day and I’d like to take it as an A level.” –

Year 10 student

“So, I know how to be a successful entrepreneur and learn how to satisfy customers with high- quality products.” Year 10 student



OPTION SUBJECTS

CONTACT:

Subject Lead for Computer Science – Mr Djizo
jdziso@deptfordgreen.co.uk

COMPUTER SCIENCE

P/WAY 1,2

GCSE 1-9

OCR – J227

“Everybody should learn how to code. It teaches you how to think.” – Steve Jobs

THINK ABOUT CHOOSING IF YOU ENJOY:

SOLVING REAL LIFE PROBLEMS

TEAMWORK

INSPIRATIONAL CREATIVITY

LEARNING PRACTICAL PROGRAMMING SKILLS

FACILITATING INNOVATION

CRITICAL AND ANALYTICAL THINKING

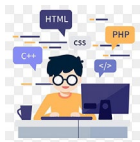
CONTEXT

Computer Science aims to develop confident, forward thinking students who are knowledgeable about the use and purpose of technology in everyday lives. The main focus is to develop students who are reflective and logical thinkers with the ability to apply computational techniques when solving problems. By the end of the course, students would have developed employable and transferable. Students will learn through practical real-life problem-solving task and modelling, as well as conducting research, data processing, programming and computational thinking which will enable them to become independent learners who are creative, responsible and competent.

FUTURE CAREERS AND ASPIRATIONS



DATA ANALYST



COMPUTER PROGRAMMER



SOFTWARE DEVELOPER

CLASSROOM ACTIVITIES AND ENRICHMENT

Discussion
Research
Problem Solving
Practical programming
Coding/Robotic Club
Technology seminars
Visit to Technological Companies

ASSESSMENT

Students will sit two external exams at the end of year 11. Grades are awarded using GCSE 9-1 grading system.

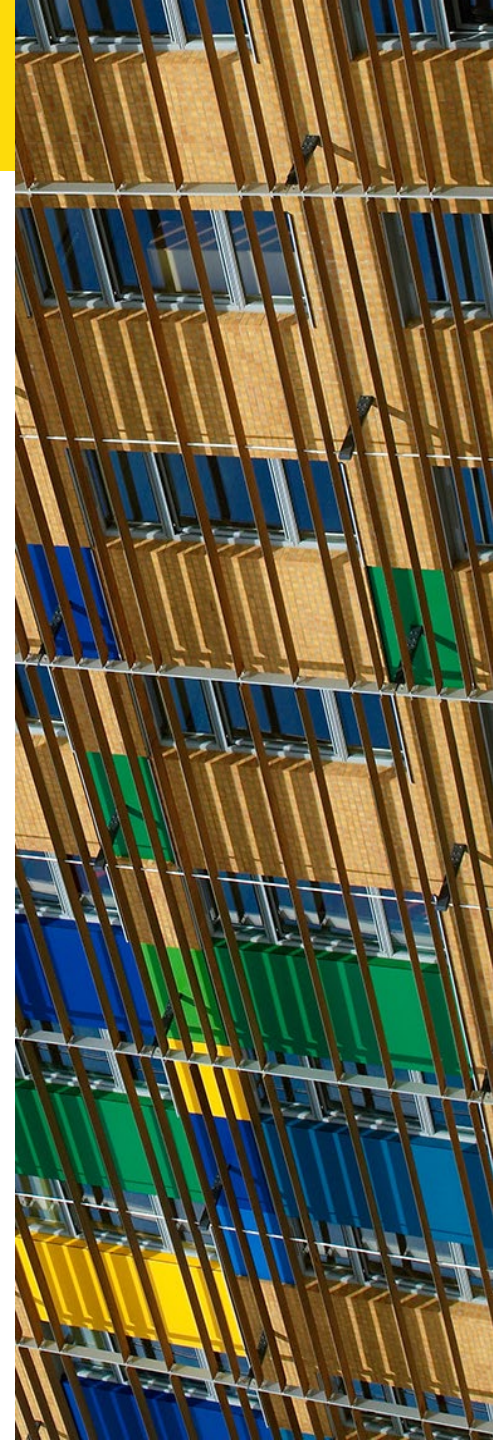
Paper 1 (J277/01: COMPUTER SYSTEMS) = 50% - Total Marks (80)

Paper 2 (J277/02: COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING) = 50% - Total Marks (80)

WHAT DO THE STUDENTS SAY?

“I like computer science as it is a subject that explores how computers and machinery works, which is very important as even now most of the work is being done with computers and machinery, so if you want to create future and something innovative this is a subject for you”. – Year 11 student

“I really enjoy learning things about IT, one of the skills I have developed is python programming skills, which is modern programming language. Furthermore, another skill would be that I know about system security issues and how to prevent them, this might be useful for people who want to be involved in cyber security, and it also will help in rural life, to know how to protect your data and how to detect scams.” – Year 11 student



OPTION SUBJECTS

CONTACT

Head of Drama – Mr Heelbeck
jheelbeck@deptfordgreen.co.uk

TEAM:

Mr Jones, Mr Paish &
Mr St Luce

GCSE DRAMA

P/WAY 1,2,3 GCSE 1-9 Edexcel

"We all must do theatre, to find out who we are, and to discover who we could become." Augusto Boal

CONTEXT

Choosing GCSE Drama is a **transformative** and **enriching** experience for students, offering a **unique** set of skills and benefits that extend far beyond the stage. This subject not only provides a creative outlet for **self-expression** but also fosters essential life skills such as **teamwork**, **communication**, and **problem-solving**. Through the exploration of various theatrical forms, students develop a **profound** understanding of **empathy** and a heightened awareness of the human experience. GCSE Drama encourages **critical** thinking and **analytical** skills as students analyse scripts, performances, and **cultural** contexts. Furthermore, the subject promotes **confidence** and **self-assurance** by requiring students to perform in front of an audience, honing their public speaking abilities and **resilience**. As a dynamic and engaging subject, GCSE Drama not only cultivates a love for the arts but also **equips** students with **transferable** skills crucial for **success** in any future career or academic pursuit.

ASSESSMENT

Component 1 – Devising (40% of the qualification)

- A portfolio analysing and evaluating the creative and development process, and the final performance (1500 - 2000 words typed or spoken)
- A devised performance (10 -25 minutes depending on group size)



Component 2: Performance from Text (20% of the qualification)

- Students will perform in two key extracts from a performance text (2 10 mins depending on group size)
- Externally assessed by visiting examiner



Component 3: Theatre Makers in Practice (40% of the qualification) Written Examination: 1 Hour 45 minutes

- The study of one complete performance text
- Live Theatre evaluation

ALL COMPONENTS MUST BE COMPLETED TO COMPLETE THE COURSE.

Expectations:

- Attend discounted/free theatre trips
- Attend scheduled after school rehearsals

OPTION SUBJECTS

Contact:

Dance lead email:

Abby.williams@deptfordgreen.co.uk

Head of Performing Arts: Mr. Heelbeck

DANCE

P/WAY 1,2,3

BTEC 1/2

Pearson

Context

BTEC Dance is designed for anyone enthusiastic about performing, choreographing, and analysing professional dance works. Whether you have previous experience or not, this course offers a variety of performance and creative opportunities to all students.

Not only does Dance allow you to acquire physical skills, but it also fosters resilience, discipline, and determination. Moreover, it helps develop transferable life and employability skills, such as confidence, creativity, collaboration, and leadership.

Dance can significantly enhance your physical and mental wellbeing with its fun and energetic nature. We will work as a team consistently, supporting and encouraging each other whilst covering a range of Dance styles, such as contemporary, street, commercial, jazz and lyrical. There will also be multiple opportunity to see live Dance and Theatre!

ASSESSMENT

Component 1: Exploring the Performing Arts (30% of overall qualification)

Learners will develop their understanding of the Performing Arts by examining the work of Performing Arts professionals and the processes used to create performance.

Component 2: Developing Skills & Techniques in the Performing Arts (30% of overall qualification)

Learners will develop their Performing Arts skills and techniques through the reproduction of Dance repertoire. The piece of repertoire selected can be in any dance style appropriate for the cohort.

Component 3: Responding to a Brief (40% of overall qualification)

Learners will be given the opportunity to work as part of a group to collaborate and create a workshop performance in response to a brief and stimulus. Once again this can be in any dance style!

The BTEC Dance workload is coursework and performance based, so kit is essential for every lesson. You will also be required to perform to peers and to be filmed for assessment purposes. **All coursework based, no written exam!**



OPTION SUBJECTS

CONTACT

Head of DT – Mr Curran-
pcurran@deptfordgreen.co.uk

DESIGN TECHNOLOGY

P/WAY 1,2,3

GCSE 1-9

AQA

“Design creates culture. Culture shapes values.

Values determine the future.”

- Robert L Peters

THINK ABOUT CHOOSING IF YOU ENJOY:

DESIGNING AND MAKING	PROBLEM SOLVING	EXPLORING HOW PRODUCTS ARE MADE
BEING CREATIVE	CAD CAM	WORKING WITH OTHERS AND ON YOUR OWN

CONTEXT

In an era where technology drives and influences the world, it is important that pupils leaving Deptford Green School are prepared for the technological demands they may encounter. Environmental responsibilities together with developments in social media and design software, as well as advances in materials and manufacturing, have presented exciting new challenges and opportunities. Creative thinking implemented through practical endeavour has proven a winning formula in an increasingly broad-spectrum employment arena. Globally, pupils are being prepared for a variety of professions, many of which have not yet evolved.

Of one key element we can be sure: they will all use technology. The Design and Technology Department aims to equip pupils with the technological and creative skills required to thrive in the modern workplace.

THE QUALIFICATION

The department currently offers a GCSE (9-1) in Design and Technology, following the AQA exam board specification. It is aimed at students who are interested progressing towards a career within the Design and Technology field. 50% of the qualification is the written exam and 50% is the NEA, (Non-Examined Assessment, this can be interpreted as a coursework project)

In KS4 knowledge and understanding is built upon from KS3, while placing great emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. **DT GCSE is not a practical, hands-on course as such**, but there are some parts of the course which involve making, but this is only a fraction of the overall GCSE, please bare this in mind when choosing your options.

The course offers a foundation in the principles and iterative design practices of various 21st century design and manufacture industries. The qualification offers flexibility in the approaches students use to apply and develop knowledge and understanding of these practices and principles when designing and making prototypes that solve real and relevant problems.

CLASSROOM ACTIVITES AND ENRICHMENT

Students will follow a 2-year flight path following on from KS3. Throughout year 10 Students will be lead through the iterative design process using a series of bespoke projects designed by the department as well as a series on assessment to gauge and develop students' knowledge and understanding. Once completed they then will move on to completing a practice run of their final Non-exam assessment before going on to complete their final NEA and written examination during year 11.



OPTION SUBJECTS

CONTACT

Head of Film – Mr Watts -
twatts@deptfordgreen.co.uk

FILM STUDIES

P/WAY 1,2

GCSE 1-9

WJEC

“Cinema is a matter of what’s in the frame and what’s out.” – Martin Scorsese

THINK ABOUT CHOOSING IF YOU ENJOY:

WRITING SCREENPLAYS	BEING TRANSPORTED TO OTHER WORLDS	LEARNING ABOUT THE HISTORY OF FILM-MAKING
EXPLORING REPRESENTATION	ANALYSING VISUAL IMAGES	CAPTIVATING STORIES

CONTEXT

Film is widely considered to be one of the major art forms of the 20th Century making billions of dollars a year in revenue. Film allows students to discuss issues we face both globally and locally. Film Studies GCSE aims to build on the students’ enthusiasm and interest in film to develop a wide range of skills (such as “reading” a film and analysing sequences). Students will study key elements of film and develop an understanding of how films are structured and use narrative and genre to explore important ideas and issues. Linking strongly with English Literature, students will learn to see the world through other perspectives, learn about interesting historical periods, and discover enriching and thought-provoking worlds outside of their daily lives.

THE QUALIFICATION

Students gain the WJEC/Eduqas Film Studies GCSE specification.

CLASSROOM ACTIVITIES AND ENRICHMENT

Students are encouraged to be creative and explore a range of film styles, genres and directors. Active watching of films leading to critical analysis. An understanding of social, cultural and historical contexts. Through analysis of director’s intention and evaluation of the effects created by the micro-elements of Film. The coursework component introduces students to screenplay and shooting script writing to industry standard. Students are inspired to explore the world of Film and are introduced to non-English films and World cinema.

ASSESSMENT

A two-year, linear GCSE course with two 1 hour 30 minute exams at the end of Year 11 and a practical project, which is non-examined, to complete in Year 10.

The non-examined assessment (NEA coursework) requires students to write a screenplay, evaluation and shooting script for a film sequence of a specified genre. This is worth 30% of the students’ total mark, whilst the exams are worth 70%.

Students will study a range of high-quality films for their exams

- A British film- Attack the Block
- A global English-language film - Slumdog Millionaire
- A non-English language film – Tsotsi
- A US indie film – Juno
- Two Hollywood films from different time periods, as the basis for a comparative study



OPTION SUBJECTS

CONTACT

Head of Food – Mr Djordjevic -
odjordjevic@deptfordgreen.co.uk

FOOD

P/WAY 1,2,3 LEVEL 1/2 NCFE

“Food science and nutrition is essential to nourish the world in a safe, responsible and sustainable way”

THINK ABOUT CHOOSING IF YOU ENJOY:

FOOD SCIENCE	LEARNING ABOUT NUTRITION	EXPLORING HOW FOOD PRODUCT ARE MADE
CREATING A HEALTHY LIFESTYLE	DEVELOPING PRACTICAL COOKING SKILLS	WORKING WITH OTHERS AND ON YOUR OWN

CONTEXT

Food and cookery aims to equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The qualification will encourage learners to cook and make informed decisions about a wide range of further learning, opportunities and career pathways as well as develop life skills that enable learners to feed themselves and others affordably, now and in later life.

Food Preparation and Nutrition is a new, exciting, up-to-date qualification that is relevant to the world of food today. This qualification aims to bring about real sustainable change, providing learners with the expertise and skills to feed themselves and others better.

THE QUALIFICATION

The heart of the qualification is the development of strong practical cookery skills and techniques as well as a good understanding of

nutrition. We believe that learners who learn to cook well are more likely to make better food choices and understand healthy eating. Learners will discover the essentials of food science, nutrition and how to cook. In addition to this, learners will understand the huge challenges that we face globally to supply the world with nutritious and safe food.

This qualification is also a contribution towards creating a healthier society and improving the nation’s cooking skills as well as setting some learners on the path to careers in the food and hospitality industries.

CLASSROOM ACTIVITIES AND ENRICHMENT

Students will follow a 2-year flight path following on from KS3. Throughout year 10 Students will be lead through a series of bespoke projects designed by the department as well theory and practical assessments to gauge and develop students’ knowledge and understanding. Once completed they then will move on to completing a practice run of their final Non-exam assessments before going on to complete their final NEA’s and written examination during year 11.

WHAT DO THE STUDENTS SAY?

“I enjoy Food lessons as I like learning about different nutrients.”

– Year 10 student

“Learning about food and how to prepare it, is important and a life skill.” – Year 10 student

“The food lessons are really exciting and includes elements of science” – Year 10 student



OPTION SUBJECTS

CONTACT

Head of Music – Miss Green

tdaszekgreen@deptfordgreen.co.uk

MUSIC

P/WAY 1,2,3

GCSE 1-9

OCR

*"I hear and I forget. I see and I remember. I do and I understand."
- Confucius*

THINK ABOUT CHOOSING IF YOU ENJOY:

PERFORMING	CREATING	LISTENING TO MUSIC
HAVING FUN	DEVELOPING CONFIDENCE	WORKING WITH PEOPLE

CONTEXT

Music is all around us. It's something we can all relate to. At Deptford Green we have a well-established vibrant department able to cater for all abilities and talents. We have access to two Mac suites with the latest software, regular opportunities to perform live and develop skills with weekly ensemble groups designed to cater for all tastes and styles.

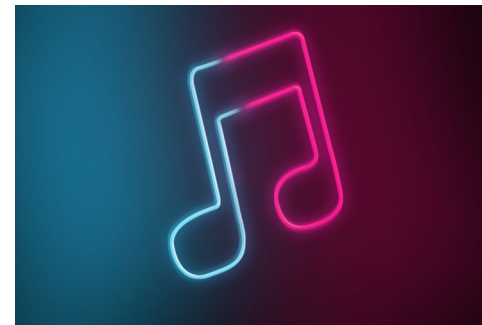
Both employers and universities see creative subjects as assets. Increasingly, employers and universities are looking for young people who have skills that are learned through creative subjects: creative thinking, emotional intelligence, adaptability, communication, and tenacity to name just a few. Universities are keen to attract students who have a well-rounded education and achieve good results, no matter what the subject.

Making music can help a young person maintain good mental health during a time of high pressure. Research has shown that music can improve mood and prompt creative flow, which helps with anxiety and self-doubt. It can also help young people to regulate their emotions.

We offer the **OCR GCSE** qualification in Music. The GCSE includes a written listening exam at the end of Year 11 and is recommended for those who may have some experience in a musical instrument.

The GCSE is broken down into 3 parts: **Composing** - You will be required to create two pieces of Music which will be moderated. **Performing** - You will perform two pieces on your 1st study instrument, one will be a solo and one will be an ensemble. **Listening and appraising** - there is an exam to assess this at the end of the course.

You will have access to FREE instrumental lessons throughout the course. The assessment in all areas is continuous and all areas are taught, delivered and developed throughout the course.



OPTION SUBJECTS

CONTACT

Head of Music – Miss Green

tdaszekgreen@deptfordgreen.co.uk

MUSIC

P/WAY 1,2,3

GCSE 1-9

OCR

*"I hear and I forget. I see and I remember. I do and I understand."
- Confucius*

CLASSROOM ACTIVITIES AND ENRICHMENT

In the GCSE course, you will learn Music across four areas of study. You will master listening skills and the ability to appraise pieces of music. You will develop skills in your first study instrument with opportunities to perform as a soloist and in an ensemble. You will compose two pieces of music, one to a brief the other on whatever you like.

Extra-Curricular activities include: choir, band practice club, music tech club, flute/string/brass ensemble and steel pans. We also run project-based opportunities.

ASSESSMENT

GCSE COURSE

Performance (30% of final score). Students give a performance for a minimum of four minutes, including at least one minute of a group piece (ensemble playing).

Composition (30% of final score). Students create two compositions. In the first year of the course, they compose a piece of their choice. In the second, the piece is set by the exam board, usually from a choice of options.

Listening and appraising/understanding (40% of the final score). This is the only exam and is usually one and a half hours. Students are asked to listen to, and answer questions about four 'Areas of Study' taught during the course. They then do the same for previously unheard pieces.

"Music really allows my creative spirit to flourish. You don't just get to play instruments, but really get to think about things like performance and how music is structured. It's a great subject to pick, but be prepared to be dedicated to it and spend time outside of the classroom working on it too."

– Year 10 student



OPTION SUBJECTS

CONTACT

Head of Sociology – Ms Joauvel -
jjouauvel@deptfordgreen.co.uk

SOCIOLOGY

P/WAY 1,2

GCSE 1-9

Eduqas

“My students often ask me, 'What is sociology?' And I tell them, 'It's the study of how human beings are shaped by things that they don't see.’”

THINK ABOUT CHOOSING IF YOU ENJOY:

LOOKING AT SOCIETY DIFFERENTLY	CRITICAL THINKING	GETTING IDEAS DOWN ON PAPER
DISCUSSION AND DEBATE	CURRENT AFFAIRS	GROUP WORK AND PRESENTATIONS

CONTEXT

The opportunity to study Sociology is cultural capital. In a society of young people who are becoming more politically engaged and aware of social issues, Sociology provides them with the knowledge to debate and critically engage with contemporary issues. Sociology develops students' ability to think sociologically about their experience of the social world around them so that they are better able to play a positive, active, and informed role within society. Sociological ideas and concepts can be applied throughout life and the curriculum.

Through reading, writing, and debate students will learn to use sociological theories and evidence to compare social issues, construct reasoned arguments and debates, make substantiated judgments, and draw conclusions.

THE QUALIFICATION

We currently offer the GCSE (1-9) course in Sociology. There will be a mixture of substantive topical issues relating to crime, education, and family. These will be studied alongside a critical understanding of research techniques. Put simply, Sociology focuses on important trends within society and questions why they exist. Issues will range from “Is behaviour learned?” to “Why does inequality exist?”

CLASSROOM ACTIVITIES AND ENRICHMENT

Trips in Sociology vary from visits to the cinema to watch films related to topics of study.

Mock Trials at the University of Sussex and London Met University give students an insight into the study of Law and the experience of a mock trial. This enables them to better understand the role of the court as well as develop their public speaking skills.

Students will also use poster presentations and marketplaces to educate each other on social theory and engage in social research to help them gain a better understanding of research methods.

Home learning is given to students weekly, there is usually a mixture of creative and research tasks or revision and exam questions

ASSESSMENT

Two externally marked exams

“Sociology includes a variety of topics that trigger curiosity for example, sociologists have many theories on what causes young people to commit crime, and from a variety of studies we find out many roots such as absent parents, etc.” – Year 11 student



OPTION SUBJECTS

CONTACT

Head of PE – Mr Melia -
mmelia@deptfordgreen.co.uk

SPORTS STUDIES

P/WAY 1,2,3 LEVEL 1/2 CAMBRIDGE

"PE is Powerful Education"

THINK ABOUT CHOOSING IF YOU ENJOY:

ANALYSING SPORTS PERFORMANCE	PRACTICAL PE	RESEARCHING CAREERS IN SPORT
COACHING	EXTENDED WRITING	USING ICT

CONTEXT

As a PE team, we aim to create an enjoyable and engaging environment where all pupils experience success through a range of sports. Our wide and varied curriculum provides the opportunity for pupils to develop a range of skills which are necessary for sport and everyday life.

It is important that every child gets the chance to experience a range of individual and team sports with the aim to motivate them to continue with physical activity in life beyond school. At Deptford Green we offer a wide range of sport such as football, basketball, handball, table tennis, badminton, fitness, cricket and athletics. We have also begun many links with clubs outside of school such as a local boxing club, a basketball club and others.

THE QUALIFICATION

Students who select Sport Studies as an option for KS4 will cover a range of topics such as Contemporary Issues in Sport,

Developing Sport Skills and Outdoor Adventure Activities. The course is made up of three units, one being an exam and the other two being a mixture of coursework and practical performances. The course is a natural progression for students who wish to study sport in college as most colleges offer the Level 3 Sport Studies Course.

CLASSROOM ACTIVITIES AND ENRICHMENT

Extra-curricular activities are very important to the PE team at Deptford Green. We aim to offer activities every day at lunch and after school. Our extra-curricular clubs range from basketball and badminton at lunchtime to fitness, football and handball after school. We have also entered teams into the National Indoor Rowing Competitions.

ASSESSMENT

Students will be assessed practically in two sports, coach a sports session of their choice to year 7 pupils, submit coursework and take one externally marked exam.

WHAT THE STUDENTS SAY

"I enjoy the coaching unit in Sport Studies as you create your own coaching plan and then you have to coach members of your class. I chose basketball and my lesson was based on shooting. I enjoyed the session and the feedback I got was good in order to improve for next time." – Year 11 student

