

DEPTFORD GREEN

PATHWAYS 2026



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.

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 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 will be 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.

John Callaghan & Mabina Ahmed
Assistant Headteachers



HOW PATHWAYS WORK

ASSESSMENT DESCRIPTORS

It is important that students make the right choices for their future by choosing subjects that 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 – Student is working at age-expected standard. 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. 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. In addition to these, students will get two open options. Students are still free to study both a humanities subject and a language.

PATHWAY THREE – For a small number of students we offer an alternative pathway with one less GCSE option. It's its place students will complete the King's Trust certificate in personal development and employability to help prepare them for a successful transition to post-16. Students for this pathway will be identified by the inclusion team and given further information. It is not possible to elect to study pathway three unless identified as appropriate by the school.



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 <u>or</u>		COMBINED SCIENCE <u>or</u>		COMBINED SCIENCE <u>or</u>	
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		KING'S TRUST	
HISTORY		FRENCH			
YOU MUST STUDY		HISTORY			
SPANISH; OR		GEOGRAPHY			
FRENCH					
YOU MUST CHOOSE ONE FROM		YOU MUST CHOOSE TWO FROM		YOU MUST CHOOSE TWO FROM	
COMPUTER SCIENCE		COMPUTER SCIENCE*		PHOTOGRAPHY	
SOCIOLOGY		SOCIOLOGY		FINE ART	
PHOTOGRAPHY		PHOTOGRAPHY		TEXTILES	
FINE ART		FINE ART		MUSIC	
TEXTILES		TEXTILES		DRAMA	
MUSIC		MUSIC		DANCE	
DRAMA		DRAMA		BUSINESS STUDIES	
DANCE		DANCE		SPORTS STUDIES	
BUSINESS STUDIES		BUSINESS STUDIES		FOOD & COOKERY	
SPORTS STUDIES		SPORTS STUDIES		RELIGIOUS STUDIES	
FOOD & COOKERY		FOOD & COOKERY		HISTORY	
RELIGIOUS STUDIES		RELIGIOUS STUDIES		GEOGRAPHY	
HISTORY		HISTORY		SPANISH	
GEOGRAPHY		GEOGRAPHY		FRENCH	
SPANISH		SPANISH			
FRENCH		FRENCH			

*A grade of EXS+ in Maths and Computing is recommended for this subject.



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

Head of English : Mr Watts –
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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

Head of English –Mr Watts –
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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

Head of English –Mr Watts –
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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

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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

We aim to provide practical ways to understand maths. As well as teacher and pupil led activities. Online platforms such as www.Sparxmaths.com is used to enhance the understanding of maths through ICT. Group and pair work is often used to enable students to communicate, they discuss their varied methods when solving problems. We focus on reviewing individual progress following an assessment by completing question level analysis. This allows teachers to make informed decisions about the next step which allows students to excel in the areas they found challenging.



CORE SUBJECTS

CONTACT

Head of Maths – Ms Ebanks
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MATHEMATICS

CORE

GCSE 1-9

PEARSON

ASSESSMENT

- The assessments will cover the following content headings:

1 Number
2 Algebra
3 Ratio, proportion and rates of change
4 Geometry and measures 5 Probability
6 Statistics

- Two tiers are available: Foundation and Higher (content is defined for each tier).

- Each student is permitted to take assessments in either the Foundation tier or Higher tier.

- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.

- All three papers must be at the same tier of entry and must be completed in the same assessment series.

- Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3.

- Each paper is 1 hour and 30 minutes long.

- Each paper has 80 marks.

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."

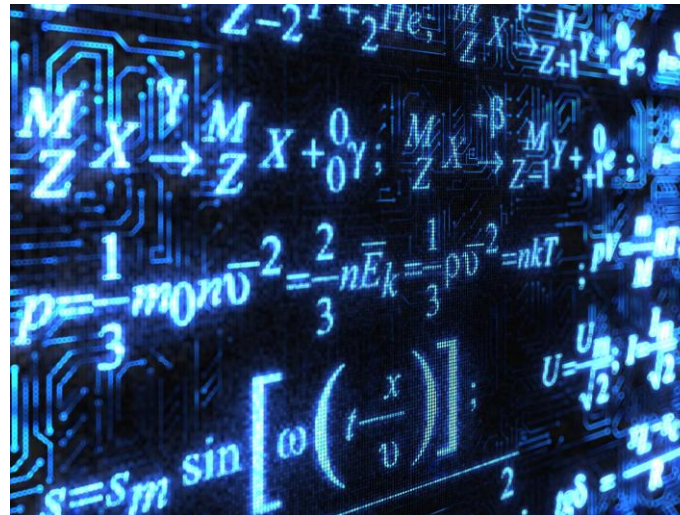
– Year 11 student

"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 -
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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:

Subject Lead for Computer Science – Mr Djizo

jdjizo@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 Geography – Mr. Dallimore-Levinson
adallimorelevinson@deptfordgreen.co.uk

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 – Ms Daswani

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HISTORY

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

"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. 1000-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 provides a rich and engaging learning experience through outstanding teaching, a carefully sequenced curriculum, and high-quality resources that help students build strong historical knowledge and disciplinary skills. Our curriculum is deliberately inclusive, representative and academically rigorous, ensuring all learners can access challenging content while developing confidence in extended writing, analysis and critical thinking.

To extend learning beyond the classroom, the department offers a range of exciting enrichment opportunities. These include our Whitechapel Crime & Policing walking tour, an additional annual trip, and a rewards visit to the London Dungeon. These experiences bring key topics to life, strengthen students' understanding of the past and foster a deeper enthusiasm for History.

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 – Mr. Lambert-
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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

Head of Languages – Mr Lambert –
alambert@deptfordgreen.co.uk

FRENCH & SPANISH

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

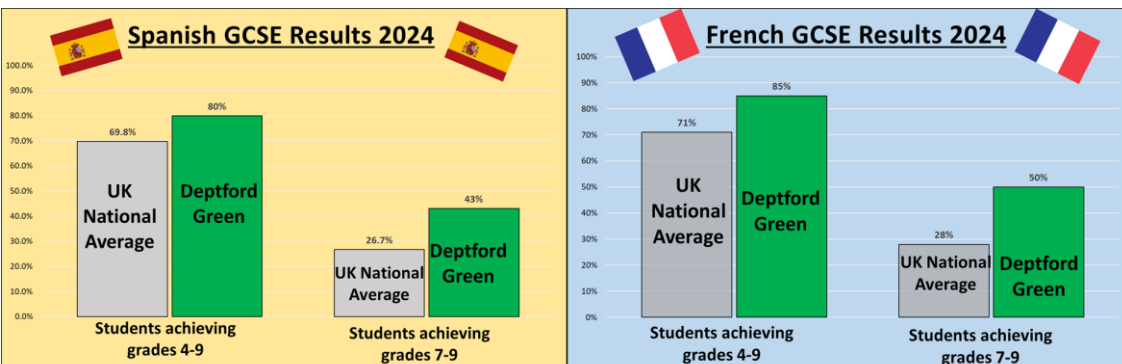
ASSESSMENT

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 Visual Arts – 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 and/or TEXTILES	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. We have a dedicated 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 to study either Fine Art or Textiles, and also Photography if you wish to pursue practical creative pathways.

THE QUALIFICATION

You can choose to study either ART AND DESIGN–FINE ART or ART AND DESIGN-TEXTILES, you can combine this with studying ART AND DESIGN- PHOTOGRAPHY if you wish. 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.

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 Fine art or Textiles 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 Visual Arts – 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.

In our department, you'll build a portfolio that's all about *your* ideas and style. Start by exploring your subject through real-life observation or photography, then bring your ideas to life using different materials. In Fine Art, that might mean bold charcoal sketches or vibrant paint. In Textiles, you could try cool techniques like heat press or screen printing. We love creativity, so experiment with mixed media and push your ideas further! You'll also have access to computers for simple editing and organizing your work. Most of your creative journey will be captured in your sketchbook—keep it up to date because it's your ticket to impress 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?

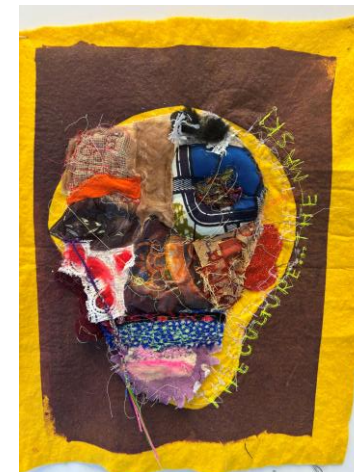
Many visual art students progress and perform beyond expectations.

"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 Visual Arts – 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

Why Choose Photography at KS4?

Build on your KS3 art experience and take your creativity further.

Learn **analogue and digital photography techniques**.

Gain confidence using **manual settings on a DSLR camera**.

Explore exciting **themes and ideas**, inspired by professional photographers and artists.

Go on **trips** to gather visual research and inspiration.

Create and refine your work through **photoshoots and editing**.

What Will You Do?

Experiment with **lighting and composition** in our dedicated photography studio.

Use **specialist laptops and editing software** to manipulate and enhance your images.

Develop ambitious, individual, and technically accomplished projects.

Showcase your work in our **exhibition space**.

Our Facilities

4 specialist art rooms for painting, drawing, printmaking, textiles, and ceramics.

Photography studio with professional lighting equipment.

Exhibition and workshop space for displaying your work.

A vibrant, diverse, and inspiring environment where creativity thrives.

WHAT WILL I LEARN

Prior Knowledge: Students will have studied art at KS3 and experienced various techniques and processes, which will support their progress at KS4.

Course Focus: Designed to cover four areas of critical, practical, and theoretical study of photography in relation to art.

Skills Development:

- Explore both analogue and digital photographic techniques.
- Build confidence using manual settings on a DSLR camera.

Themes and Inspiration:

- Work with a range of themes to develop practical photography skills.
- Use the work of photographers and artists as inspiration.
- Participate in trips to gather visual and artistic research.

Creative Process:

- Generate work through photoshoots.
- Explore and refine ideas in relation to studied artists

Why It's Great

You'll be rewarded for what you **know, understand, and can demonstrate**.

Many students progress beyond expectations and achieve incredible results.

Ready to explore your creativity? Join the GCSE Photography course and bring your ideas to life!

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 consistently perform to the best of their ability, as this coursework-based qualification requires sustained effort—every piece of work can potentially contribute to the final grade. Our teaching approach focuses on developing essential skills: problem-solving, reflection, and evaluation. Each project encourages a personal response, informed by the study of diverse makers and the integration of students' own cultural experiences.

The department promotes individuality in portfolio development. First-hand engagement with subject matter is achieved through a variety of photographic techniques, both digital and analogue, complemented by experimental approaches to image manipulation. Students must document their creative process in sketchbooks, which should be maintained throughout the course and presented as evidence to the exam board.

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 ideas
 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.

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.

Many photography students progress and perform beyond expectations.



OPTION SUBJECTS

CONTACT

Lead Business Teacher – Mr. Bonsu

MBonsu@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?

Get ready to step into the shoes of an entrepreneur and discover the exciting **world of small businesses!** You’ll find out how brilliant business ideas are born, what makes them successful, and how to turn your own ideas into reality. You’ll learn to spot opportunities, develop your creativity, and understand how to manage money wisely. Along the way, you’ll explore how real-world events and trends shape the decisions businesses make every day.

Once you’ve mastered the start-up stage, you’ll move on to the thrill of **business growth.** How do small businesses become global success stories? You’ll explore the key challenges and clever strategies that help businesses expand and thrive. From attracting customers and making smart marketing choices, to managing people, operations, and finance – you’ll discover how every decision matters. You’ll also look at how global issues, technology, and culture influence business on a bigger scale.

By the end, you won’t just understand how businesses work — you’ll *think like a businessperson* and be ready to take on the world of enterprise yourself!

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

Lead Business Teacher – Mr. Bonsu

MBonsu@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: Head of Performing Arts
and Community – The Mr Heelbeck
jheelbeck@deptfordgreen.co.uk

TEAM: The Mr Heelbeck, Mr Paish and 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**. We endeavour to provide a thorough experience of the opportunities available in the Performing Arts **industry**. We offer **20+ trips** to the theatre per year, workshops with current **industry professionals** and partnerships with leading Performing Arts College and University level institutions.

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: The 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 performance opportunities that take place in professional theatres and the chance 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.

Hand-in: written assessment

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.

Hand-in: performance and written skills log

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!

Hand-in: choreography performance and 3 written logs

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. The school can support with acquiring kit if necessary.



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

Head of Performing Arts: Mr. Heelbeck

MUSIC

P/WAY 1,2,3

GCSE 1-9

OCR

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything”
- Plato

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

Head of Performing Arts: Mr. Heelbeck

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, jazz band, band practice club, music tech club, flute/string/brassensemble and steel pans. We also run project-based opportunities.

ASSESSMENT

Performance (30% of final grade). 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 grade). 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 grade). 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

Lead teacher Mr Josephs jjosephs@deptfordgreen.co.uk

Head of RE and Sociology – Ms Joauvel -

jjoauvel@deptfordgreen.co.uk

RELIGIOUS STUDIES

P/WAY 1,2

GCSE 1-9

Eduqas

“Education is the most powerful weapon which you can use to change the world.” — Nelson Mandela

THINK ABOUT CHOOSING IF YOU ENJOY:

LOOKING AT SOCIETY DIFFERENTLY	CRITICAL THINKING	GETTING IDEAS DOWN ON PAPER
DISCUSSION AND DEBATE	CURRENT AFFAIRS	EXPLORING DIFFERENT WORLDVIEWS

CONTEXT

GCSE Religious Studies encourages students to explore some of life’s most challenging and thought-provoking questions. It examines how belief systems shape the way people view the world, make moral choices, and respond to contemporary issues such as human rights, equality, and the environment.

Students will study Christianity and one other world religion (Islam) while also discussing a range of ethical and philosophical themes that affect modern life.

Studying Religious Studies helps students understand the role of belief and values in shaping society. It encourages open-mindedness, tolerance, and responsible citizenship.

THE QUALIFICATION

Students will gain one GCSE in RE. The course (1–9) examines major world religions, key beliefs, and how they influence moral and ethical issues. Learners study topics such as peace and conflict, human rights, and relationships, alongside developing skills in interpreting religious teachings. Put simply, RE explores how different worldviews shape behaviour, values, and society.

ASSESSMENT

3 Externally assessed exams

Component 1: Religious, Philosophical and Ethical Studies in the Modern World – 50%

Component 2: Study of Christianity – 25%

Component 3: Study of a World Faith (e.g. Islam or Judaism) – 25%

COURSE COMPONENTS

Component 1: Religious, Philosophical and Ethical Studies in the Modern World (50%)

Students will explore four key themes:

1. Relationships and Families – attitudes to marriage, gender roles, and sexuality.
2. Issues of Life and Death – beliefs about the afterlife, abortion, euthanasia, and environmental stewardship.
3. Good and Evil – morality, forgiveness, punishment, and the death penalty.
4. Human Rights – social justice, prejudice, discrimination, and wealth and poverty.

This component encourages students to think deeply about how religious and secular worldviews address moral and social questions in the modern world.

Component 2: Study of Christianity (25%)

Students will study:

- Christian beliefs about God, Jesus, and the afterlife.
- Teachings and practices such as worship, sacraments, and festivals.
- How Christianity influences behaviour, ethics, and responses to contemporary moral issues.

This component provides a foundation for understanding one of the world’s major religions and its influence on culture and society.

Component 3: Study of a World Faith, Islam (25%)

Students will study:

- Islamic beliefs and teachings about God, life, and morality.
- Islamic practices, such as prayer, worship, and celebration.
- How faith guides the daily lives of believers and influences the moral choices of Muslims.

This helps students develop respect for and understanding of global diversity and religious identity.



OPTION SUBJECTS

CONTACT

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

SOCIOLOGY

P/WAY 1,2

GCSE 1-9

Eduqas

“Education must not simply teach work — it must teach life.” — W. E. B. Du Bois

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

Studying sociology provides students with valuable cultural capital. It helps students understand how society works, why inequalities exist, and how social issues shape people's lives. It encourages young people to think sociologically, enabling them to play an active and informed role in society.

Students learn to use theories and evidence to compare social issues, build reasoned arguments, and draw clear conclusions. Through reading, writing, and debate, they develop strong analytical and communication skills.

Sociology matters because it:

- Builds social awareness, empathy, and respect for diversity.
- Explains how institutions like education, the media, and the legal system influence people's lives.
- Develops critical thinking and evidence-based decision-making.
- Encourages informed views on issues such as inequality, crime, and discrimination.
- Strengthens communication through discussion, debate, and extended writing.
- Links learning to current affairs and real-world events.

Overall, Sociology supports both personal growth and academic development, helping students think deeply about identity, culture, and society.

THE QUALIFICATION

We offer the GCSE (1–9) course in Sociology. Students study key social issues such as crime, education, and family, alongside developing an understanding of sociological research methods. Sociology examines major patterns in society and asks why they occur, exploring questions like “Is behaviour learned?” and “Why does inequality exist?”.

Links to Contemporary Issues

Sociology helps students make sense of the society they live in by connecting what they learn in the classroom to real-world issues. Students study themes that are directly relevant to life in modern Britain and the wider world, including:

Social inequality – how class, gender, ethnicity, and disability affect life chances.

- Family diversity – how family life and relationships are changing.
- Education – how background, school policy, and culture influence achievement.
- Crime and deviance – why people commit crimes, how laws are made, and how society responds.
- Media influence – the impact of news and social media on attitudes, stereotypes, and behaviour.
- Power and social control – who holds power in society and how it shapes opportunities and decisions.

What do our students say?



OPTION SUBJECTS

CONTACT

Head of Sociology – Ms Joauvel -

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SOCIOLOGY

P/WAY 1,2

GCSE 1-9

Eduqas

ASSESSMENT

Two externally marked exams

Paper 1: Understanding Social Processes	Paper 2: Understanding Social Structures
<ul style="list-style-type: none">• Key Concepts: Norms, values, culture, socialisation, identity, agencies of socialisation, nature vs nurture.• Family: Functions of the family; family types; changing roles and relationships; sociological perspectives.• Education: Achievement patterns (gender, class, ethnicity); school processes (labelling, streaming); role of education; inequalities.• Research Methods: Interviews, questionnaires, observations, secondary data; strengths and limitations.	<ul style="list-style-type: none">• Social Stratification, gender, ethnicity, life chances, poverty, social mobility, explanations of inequality.• Crime and Deviance: Causes of crime; social control; policing; punishment; crime patterns; sociological explanations.• Research Methods in Action: Applying methods to scenarios; evaluating methods in context.

What do our students say?

“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

CAREER LINKS

Career Links

Sociology provides a strong foundation for careers involving people, society, and social change. It is particularly useful for students considering:

- Law and criminology – understanding crime, justice, and social policy.
- Social work and youth work – supporting individuals, families, and communities.
- Education – teaching, pastoral support, and academic research.
- Healthcare – nursing, midwifery, mental health work, and public health.
- Journalism and media – reporting on social issues and analysing public opinion.
- Politics and public service – shaping and influencing social policy.
- Human resources and management – supporting workplace diversity and staff development.
- Charity and community roles – working on issues such as homelessness, inequality, and safeguarding.

Employers value sociology students for their ability to think critically, analyse evidence, understand people, and communicate clearly, making these skills highly relevant across modern workplaces.

CLASSROOM ACTIVITIES AND ENRICHMENT

Previously, 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



OPTION SUBJECTS

CONTACT

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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	Outdoor Adventurous Activities
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

