

Rowhill School



Vocational Hub

Options

2026-2027

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The Core Subjects

In the Vocational Hub all pupils study all the following subjects to Entry Level and or GCSE standard

| | |
|-------------------|--------------|
| English | All Students |
| Maths | All Students |
| ICT and Computing | All Students |
| Science | All Students |
| PSHCE | All Students |
| PE | All Students |

The Option Subjects

IMI (Motor Mechanics)

Bicycle Maintenance

Food Technology

Art and Design

Animal care and Gardening

Hair and Beauty

Performing Arts

PE – Unit award/Entry level

GCSE Statistics

Angling and the Environment

BTEC Construction

English in Key Stage 4

Contact information: Mr O Hoare



In Key Stage 4 pupils continue to develop their skills in reading, writing, speaking and listening. By the end of the course pupils will be more prepared to enter post 16 education and the world of work.

- Pupils will develop the confidence to read fluently and accurately, with a level of understanding.
- Pupils will develop the ability to communicate fluently and confidently both in formal and informal situations.
- Pupils will write for a range of purposes developing accurate punctuation, correct spelling and legible handwriting.

Pupils in Key Stage 4 currently have the opportunity to take two separate external qualifications dependant on ability; AQA Step Up to GCSE Gold and Silver Award and AQA GCSE English Language.

The Key Stage 4 programme is divided into termly projects including; Holes, The Lovely Bones, Of Mice and Men, Kes, Lord of The Flies, The Woman in Black, Touching the Void, Romeo and Juliet, The Outsiders, The Quest, War Poetry, Warhorse, An Inspector Calls, Hound of The Baskervilles, Macbeth, Dracula, One Flew Over The Cuckoo's Nest and Slumdog Millionaire.

The topics covered are designed to inspire and motivate pupils. The texts selected have been chosen to grasp the imagination and enthuse the pupils. Expectations are high and all pupils work to the best of their ability. Tasks are differentiated to suit the needs of all pupils. Pupils use a variety of writing frames, scaffolds and technology to assist with the writing process. Alongside the termly projects pupils read a variety of class readers, which are high interest, accessible and age appropriate. Themes covered include survival and adventure, gang culture, bullying, crime, supernatural and ghost stories. Pupils are encouraged to discuss, listen and respond to ideas and opinions in small groups and as a whole class. There is a focus on understanding, evaluating and analysing themes, ideas and perspectives that are required for external assessment; however, the core skills are recognised as being equally important. Pupils who struggle with core skills receive individual literacy support.

Links: www.aqa.org.uk

Mathematics in Key Stage 4

Contact information: Mr Danny Ralph

The understanding of mathematics plays a crucial role in the life of all students at Rowhill School. It is essential that upon leaving us, each child has the numeracy skills that they need to enable them to be successful in their next step.

At Rowhill School, we understand that every child has their own individual needs and abilities. With this in mind, we offer a variety of qualifications in Mathematics at various levels.

| Entry Level qualifications | Level 1 qualifications | Level 2 qualifications |
|--|---------------------------|---------------------------|
| Entry Level Certificate (Entry 1,2,3) | Functional Skills Level 1 | Functional Skills Level 2 |
| Entry Level Functional Skills (Entry 1,2,3) | GCSE (grade 1-3) | GCSE (grade 4-9) |

Students may work in one of three pathways as shown below:

| Pathway | Year 9 | Year 10 | Year 11 |
|---------|------------------------------------|--|--|
| 1 | Entry Level Certificate at Entry 3 | GCSE Maths at either Foundation (grade 1-5) or Higher (Grade 3-9) tier Students working in this pathway may also sit Functional Skills Examinations at Level 1 or 2 | |
| 2 | | Entry Level Certificate at Entry 3 | Functional Skills Level 1 |
| 3 | | Entry Level Certificate at Entry 1-3 | Entry Level Functional Skills at Entry 1-3 |

Entry Level Certificate (AQA)

The nationally recognised and accredited course provides a sound understanding in the foundational mathematical skills across the maths curriculum. Each of the 8 units of work is followed by an assessment which is internally examined and externally assessed.

Entry Level Functional Skills (Pearson/Edexcel)

Building on the skills and knowledge that students develop during the Entry Level Certificate, this course encourages the practical application of those skills in real-world situations. This course is examined through an internal assessment at the end of the course which is externally moderated.

Functional Skills at Level 1/2 (AQA)

Following on from the development of the skills and knowledge gained in the entry level qualifications, these courses promote the real-world application of those skills at a higher level.

GCSE Mathematics (AQA)

This nationally recognised qualification is delivered over two years and assessed through 3 external examinations at the end of the course. Students may sit the Foundation (Grade 1-5) or Higher (Grade 3-9) tier papers at the end of the course.

Science

Contact Information: Mr Brooks

All students in the Vocational Hub study the AQA Entry Level Certificate in Science which is designed to enable students to engage, explore, enjoy and succeed in science.

Entry Level Certificates (ELCs) are nationally recognised qualifications which give students the opportunity to achieve a certificated award.

Additionally, the ELC Science specification has the benefit of being co-teachable with GCSE Chemistry and is thus suitable for students who are studying for both qualifications.

Students at Rowhill school may follow one of two pathways available, based on their ability and progress in science.

| Pathway | Year 9 and 10 | Year 10 and 11 |
|---------|----------------------------------|--|
| 1 | Single Award Entry Level Science | Double Award Entry Level Science |
| 2 | Single Award Entry Level Science | Single Award Entry Level Science and GCSE Chemistry (Foundation Level) |

The AQA ELC course is very varied and gives students the opportunity to sample many different areas of science.

The Single Award ELC involves the completion of three components; one biology, one chemistry and one physics.

The Double Award ELC involves the completion of six components; two biology, two chemistry and two physics.

Each component having an assessment (exam) and an experimental practical to complete.

More details of each component can be seen in the table below.

Entry Level Certificate (ELC) Science AQA Exam Board

| Year group | What do I need? | Content to be covered |
|------------|---|--|
| Year 9/10 | One biology, one chemistry and one physics component = Single Award | <ul style="list-style-type: none">- Component 1: Biology- The human body- Component 3: Chemistry - Elements, mixtures and compounds.- Component 5: Physics- Energy, forces and structure of matter |
| Year 10/11 | Two biology, two chemistry and two physics components = Double Award | <ul style="list-style-type: none">- Component 2: Biology- Environment, evolution and Inheritance- Component 4: Chemistry - Chemistry of our World- Component 6: Physics - Electricity, Magnetism and Waves |

In each component you have an assessment (exam) and a practical to complete.

The ELC provides flexibility to the learner but on a clear progression pathway. It equips students with skills and knowledge transferrable to both educational and career settings and provides a worthwhile course for students of various ages and from diverse backgrounds in terms of general education and lifelong learning.

As an approved Entry Level qualification, the ELC Science specification also provides an excellent progression to GCSE studies, particularly GCSE Chemistry.

ICT and Computing

Contact Mrs Bartlett-Fry



Over the past five years there have been some very exciting changes to the ICT curriculum. The emphasis is on understanding and changing the world through logical thinking and creativity, including by making links with Science, Mathematics, and technology (STEM). Computers are now an everyday part of life and have helped create thousands of new job opportunities in areas that did not exist ten to fifteen years ago. We have to help train the programmers and designers of the future.

The new curriculum looks like this:

- A core emphasis on computer Science (CS)
How computers and computer systems work, and how they are designed and programmed.
- Digital Literacy (DL)
Teaching children to become responsible citizens, in the digital age.
- Information Technology (IT)
Teaching children to create, organise, store, manipulate, retrieve, analyse and evaluate digital content
- E-safety (E-S)

Staying safe on the internet, Cyber bullying, protecting online security, how to report concerns.

As Computing is now a core subject and not an option we have changed our accreditation process. We have moved to a portfolio based NCFE level one qualification in IT Users. This is a business based model that grows with the student. At present our years 10 and 11 are working on this with some advanced year 9.

A level two Diploma in IT user skills is now embedded. This is modular and universal, meaning units can be completed in other educational institutions e.g. colleges.

This qualification consists of 3 mandatory units one of which is an in depth look at improving productivity using IT and using self-assessment and four optional units of which one will include managing Data and one will include integrating software.

Moving on from here we are adding a new level two NCFE portfolio based qualification.

Digital skills for work

This is to enable our students with current skills needed in an ever changing work place.

PSHCE

Contact information: Mrs S Griffey

Key Stage 4

Learners work towards AQA unit award scheme. This is a unique recording of achievement and will cover the following units:

Unit 1 – Personal Action Planning

The aim of this unit is to develop the learner's skills in relation to action planning and self-review.

Unit 2 – Drugs Education

The aim of the unit is to develop the learner's knowledge and understanding of the potential implications of the use of illegal and legal drugs, including tobacco and alcohol.

Unit 3 – Sex & Relationship Education

The aim of the unit is to develop the learner's understanding of the importance of relationships and to provide sex education within this context.

Unit 4 – Personal Finance

The aim of this unit is to develop the learner's personal financial skills.

Unit 5 – Emotional Wellbeing

The aim of this unit is to develop the learner's understanding of factors that can affect emotional wellbeing and how these may be addressed.

Unit 6 – Healthy Lifestyles

The aim of this unit is to enable the learner to make healthy decisions in relation to diet, exercise and other lifestyle choices.

Unit 7 – Making Informed Career Choices

The aim of this unit is to develop the learner's skills in relation to career planning.

Unit 8 – Applying for Jobs & Courses

The aim of this unit is to develop the learner's ability to make effective job and course applications.

Unit 9 – Relationships, Behaviour & Practices in The Workplace

The aim of this unit is to develop the learner's knowledge and understanding of relationships, behaviour and practice in the workplace with special reference to rights and responsibilities, including those relating to safety.

Unit 10 – Personal Safety

The aim of this unit is to develop the learner's ability to recognise threats to personal safety in a range of contexts and to consider how these may be dealt with.

Unit 11 – Being a Critical Consumer

The aim of the unit is to develop the learner's knowledge and skills relating to critical consumerism.

Unit 12 – Introduction to Diversity, Prejudice & Discrimination

The aim of this unit is to develop the learner's knowledge of diversity, prejudice and discrimination in society.

PE

Physical Education

Contact Information: Mr Dan Masters

Course Content

All students in the vocational hub follow a core physical education course in which they are given opportunities to participate in frequent physical activity conducive to a healthy lifestyle. It is hoped that students will be given termly options so that they can follow a more personalised programme of study, where they will choose, along with the others in their group from a range of activities on offer.

Further Information

The more skilled students are encouraged to represent the school in one or more of our very active and successful school teams, and all students are encouraged to develop an interest in at least one activity which can be continued after leaving school.

In addition to Core Physical Education, Physical Education may also be studied as a OCR Entry level certificate.



Entry Level Certificate in Physical Education

Our Entry Level Certificate in Physical Education will inspire and engage students by providing a broad, coherent, satisfying and worthwhile course of study.

This qualification is made up of practical performance (80%) and Analysing performance (20%).

The aims of the Entry Level Certificate in Physical Education are to enable learners to build on early experiences at KS1 and KS2 to further develop and apply their knowledge, skill and understanding of physical education through participating in a range of practical activities. Learners are required to select four activities, one from the team list, one from the individual list and then their other two are a free choice. This may include selecting to Lead as one of their choices.

| Practical performance | |
|--|--|
| 80% of total marks 80 marks (20 marks per activity) | Four activities are completed. This can be four as a performer, or three as a performer with one as a leader. If a learner chooses to lead they may also perform in this sport. |
| Analysing performance task | |
| 20% of total marks 20 marks | Learner watches a performance of themselves or of a peer and answers questions (verbally or written) as to the strengths and weaknesses of the performance and how it could be improved. |

3b. Assessment objectives (AO)

There are three Assessment Objectives in OCR Entry Level Certificate in Physical Education. These are detailed in the table below.

Learners are expected to demonstrate their ability to:

| | Assessment Objective |
|-----|--|
| AO1 | Demonstrate and apply relevant skills and techniques in individual physical activity and sport |
| AO2 | Demonstrate and apply relevant skills and techniques in team physical activity and sport |
| AO3 | Analyse and evaluate performance |



Food Technology

BTEC – Home Cooking Skills

Contact Information: Mrs A Goodrich

Course Content

The aim of the qualification is to give every young person the basic skills and knowledge to be able to cook for themselves in a healthy and cost-effective way for the rest of their lives, as well as gain the confidence to share these skills with friends and family. The course consists of many everyday recipes, all divided into manageable sections and covering key topics from eggs and baking to vegetables and quick-cook meats. This is all supported by learning range of facts that deal with other basics and essentials such as:

- Kitchen basics: what equipment you need and the best way to stock your store cupboard, fridge and freezer
- Food safety and hygiene: knife safety, fridge management and rotation
- How to shop cleverly: shopping lists, seasonal food, planning ahead
- Preparing ingredients and how to understand confusing food labels.

Qualification profile:

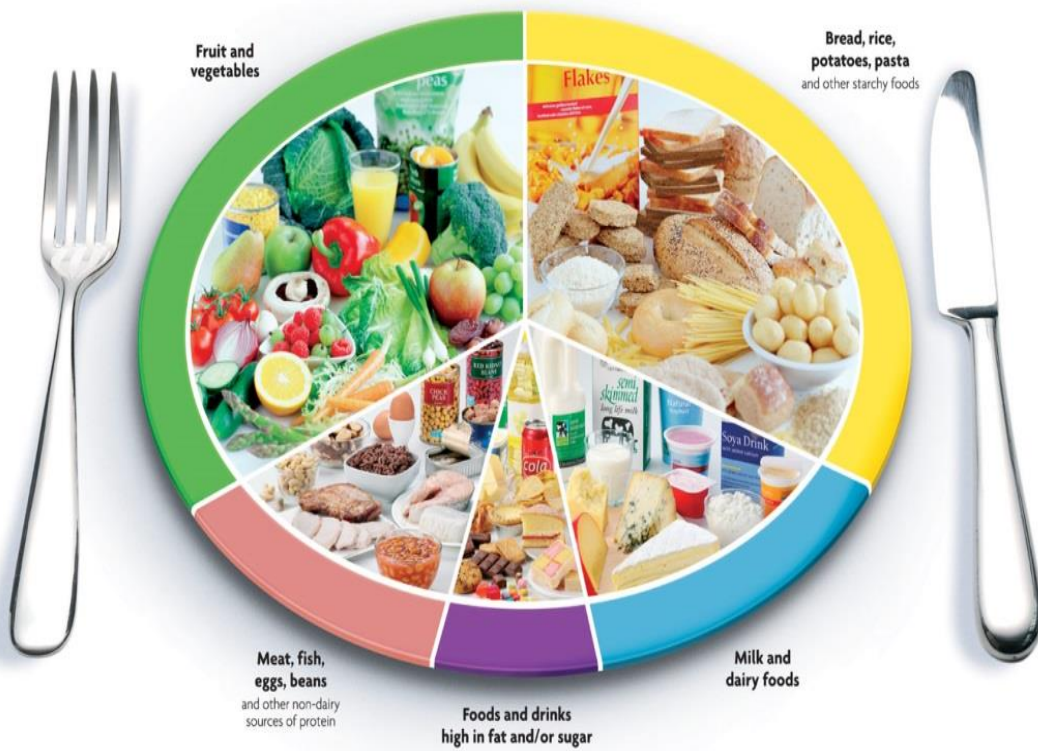
- Consists of two single unit BTEC qualifications at Level 1 and Level 2
- Both qualifications are fully funded on the QCF and contribute to Performance Points

| | | |
|----------------|--|---|
| Level 1 | Contributes to Foundation Learning provision | Focuses on giving young people the skills to prepare delicious and nutritious home-cooked food - using fresh ingredients - as well as an understanding of the value of passing on cooking knowledge |
| Level 2 | Equivalent to half a GCSE | Develops the student's ability to plan and prepare a series of nutritious home-cooked meals for breakfast, snacks, lunch and dinner, and helps them understand how to cook economically |

The eatwell plate



Use the eatwell plate to help you get the balance right. It shows how much of what you eat should come from each food group.



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For more information, visit

<http://www.edexcel.com/quals/skills/home-cooking/Pages/default.aspx>

Further Information

By studying Food Technology you could get a job as a:

Health and Well-being:

- Dietician
- Environmental Health Officer
- Health Promotion Specialist
- Nutritionist
- Personal Trainer
- Food Development



Production:

- Consumer Scientist
- Food Laboratory Technician
- Food Processing Worker
- Food Scientist/Technologist



Food Retail:

- Baker
- Butcher
- Food Buyer
- Retail Manager
- Shopkeeper



Bicycle Maintenance

Contact Information: Mr Kevin Manewell Course Tutor

Course content

Students will learn a range of cycle maintenance and repair techniques as well as restoration and refurbishment and perhaps customising as well. Health and safety and workshop practices also form a large part of the theory content. Students will learn how to use a wide variety of workshop tools and develop skills which have lifelong value. This course is for students of all abilities and courses are tailored to individual needs from basic cycle maintenance up to a recognised level 1 qualification in Cycle maintenance. The perfect choice for year 9 students wishing to progress to Motor maintenance in year 10.



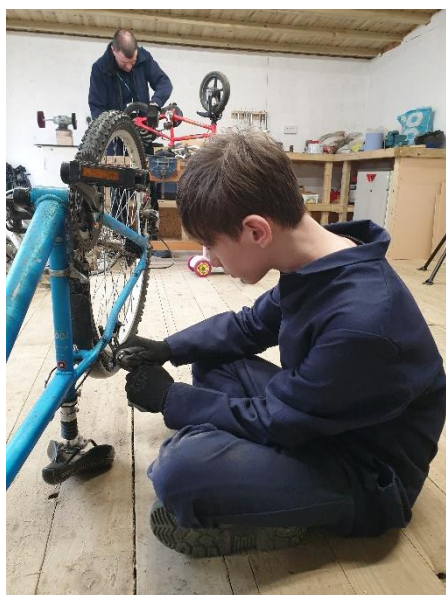
Lessons are comprised of short theory sessions and longer practical elements where pupils will have opportunities to work on and learn about all the various cycle systems.

Mandatory Units

Health and Safety Practices in The Cycle Environment
Remove and Replace a Cycle Gear Assembly
Carry Out a Systematic Cycle Check
Repair a Cycle Puncture
Remove and Replace a Cycle Rim Brake Assembly

Examples of optional units

Preparation to become a vehicle driver
Locating and interpreting technical information
Introduction to electric cycles
The retail motor industry
Remove and replace cycle hub bearings



IMI (Motor Mechanics)

Entry Level Award for the Introduction to Vehicle Technology

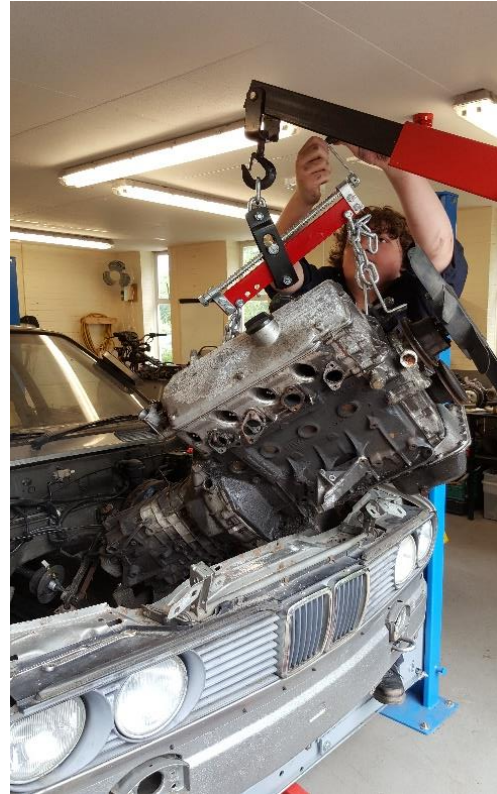
Contact Information: Mr. J Hemsley Centre Manager

Course Content

Students will learn a range of vehicle maintenance and repair skills including:

- Health and safety
- Checking, measuring and servicing
- General maintenance and fault finding
- Finishing and repair materials and equipment
- Restoration and modification
- Engineering procedures

Students can achieve an award, certificate or distinction dependant on the number of units they complete. There are many optional units from which they can choose and the can focus on cars, motorcycles or both.



Safety shoes and overalls will be supplied (compulsory for the vehicle workshop). Lessons are split between practical assessment in a workshop, and portfolio building, theory and engineering lessons in a classroom.



Students will be able to work on a variety of cars and motorcycles and internal combustion engines and will learn to perform general maintenance tasks as well as fault diagnosis, engineering, electrical work and performance tuning. Students are encouraged to explore personal interests such as paintwork, restorations, diesel or petrol, in fact any combination or focus they choose to develop as they progress.



Students also have the opportunity to learn a range of technical and employability skills. Students may progress onto apprenticeships, traineeships or onto level 1 courses.

Art, Craft and Design Level 2 Qualification (GCSE)

Mr Chambers Art Department

If you like drawing and being creative, then perhaps the **Art GCSE** is for you.

Over both year 10 and 11 you will have at least 4 lessons a week in the art room, but you will also need to do some work in your own time.

For the course, you will need to create a portfolio of work (like a big project). This can be on anything that you enjoy drawing or would like to be able to draw. When finished, your 'portfolio' will need to demonstrate a journey of how your artwork has developed and improved.

You will need to study the work of at least 3 recognised artists: If you don't know any, Ben will help advise you.

You will need to experiment with different mediums (like paint, ink, pencil, printing and others) and show that you have learnt to use them with skill on finished images.

Then at the end of the project, you should have some really good art works; things we like to call 'final pieces'. Final pieces are traditionally thought of as a finished painting or drawing: Your best work that demonstrates all the skills learnt; something that you would be proud to have hanging on the wall. It doesn't have to be big or a painting though, it could be a sculpture.

When you have finished your portfolio, you are given an exam paper. This starts in January (year 11) and finishes before Easter when all work is marked. This includes a 10hr controlled test for you to draw, paint or make your artwork.

Ultimately the art course gives you a chance to learn and improve on something you already enjoy doing. You will be working in a calm and quiet environment where you can make progress. You will learn from your mistakes, learn patience, perseverance and make something you can be proud of.



GCSE Statistics

For students with a particular interest in Maths, there is the option to add depth to their study by taking an optional GCSE in Statistics.

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret and present data.

GCSE Statistics has a Foundation tier (grades 1 – 5) and a higher tier (grades 4 – 9). Students must take two question papers at the same tier. All question papers must be taken in the same series.

A student taking Foundation tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

A student taking Higher tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate. The information in the table below is the same for both Foundation and Higher tiers.

| Paper 1 |
|--|
| What's assessed? |
| All specification content. |
| How it's assessed |
| Written exam: 1 hour 45 minutes Tiered Higher and Foundation 80 marks 50% of GCSE Questions: Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question. |
| Paper 2 |
| What's assessed? |
| All specification content. |
| How it's assessed |
| Written exam: 1 hour 45 minutes Tiered Higher and Foundation 80 marks 50% of GCSE Questions: Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question. |

For more information: [AQA | Mathematics | GCSE | GCSE Statistics](#)

Angling and The Environment



Angling is a popular and inclusive sport open to anyone to enjoy. Every year, millions of people throughout the UK actively participate in fishing. Anglers not only enjoy the challenge of catching fish but also appreciate the natural environment and its wildlife.

The course is ideal for the student who enjoys being outdoors and likes practical activities. There will be plenty of practical fishing included to keep students engaged and the opportunity to learn and try out lots of different course fishing skills. The completion of this course will also be useful to any students who may be considering going on to attend Hadlow

College when they leave Rowhill School.

[This course runs over two years.](#)

One year will involve completing a BTEC Level 1 Introductory Award in Land-Based Studies on the subject of Maintaining Sport Fisheries. This will include the completion of a Personal Progression Plan with future potential careers in mind.

The second year will entail completing various AQA Unit Awards focussing on different angling skills, safety, fish



welfare and care of the environment. These units involve learning lots of practical skills.



BTEC Unit LBS17: Maintaining Sport Fisheries and A2 Developing a Personal Progression Plan Level 1

Learning aims;

A Find out about sport fisheries

B Carry out routine tasks to control and maintain sports fishery environments.

Fishing is a very popular sport in the UK and there is a high demand for quality sport fisheries. The aim of this unit is to give learners the opportunity to increase their practical understanding and to develop the skills required to maintain sport fisheries in a way that meets the need of anglers, fish and conservation aims.

This unit concentrates on the routine general maintenance of a sport fishery and the control of aquatic and bankside vegetation. This is a practical unit that allows learners to begin to develop their skills and knowledge around the key areas of fisheries management.



Students will gain an understanding of the needs of the visiting angler, safety requirements, different types of angling and their suitability for different areas and locations. You will learn how to identify the different types of fish that you are likely to encounter in game and course angling. You will also find out about the key characteristics of sport fisheries and important maintenance tasks required such as providing safe fishing platforms. You will learn about the importance of plants in aquatic environments and will have the opportunity to use a range of hand tools to manage bankside vegetation.

AQA Unit Award Scheme Angling Skills: Units 1 & 2)

Students will need demonstrate knowledge of;

- The main health and safety considerations and potential hazards whilst fishing

- The Countryside Code
- How to recognise potential swims for angling
- How to recognise bites
- How to purchase a rod licence
- How to assemble a rod and reel or pole
- How to play and land a fish using a net
- How to hold and handle a fish safely and correctly
- How to unhook a fish using a lip hook and disgorgers.
- At least three different methods of fishing
- How to cast accurately
- Identifying the correct equipment required
- Tying fishing knots
- Different species of fish and their habitats

There may also be the opportunity to achieve other additional AQA units



Construction –

BTEC Level 1 Introductory Award (1 year course)

BTEC Level 1 Introductory Certificate (2 year course)

Contact information: Mr B Inman

Introduction

Welcome to the BTEC Construction Course Set up at Rowhill School in September 2013.

Pupils will have the opportunity to participate in a 1 or 2 year course, enabling pupils to achieve a BTEC Level 1 introductory qualification in Construction.

This course was set up to:

- Give learners opportunities to achieve a nationally recognised Level 1 Introductory qualification.
- Allow learners to progress to employment in the construction sector.
- Allow learners to progress to a level 2 vocational qualification, such as the BTEC Level 2 First in Construction.

- Give pupils the opportunity to develop a range of skills, techniques, personal skills and attributes that are essential for successful performance in working life.



Course Structure 2026/27

Con 6: Bricklaying

The pupils will be taught the skills on how to build a simple brick wall.

Pupils will learn about the basic tools used, materials and application of brickwork inclusive of pointing.

The final task in this unit is for students to work together to build a brick wall 2m long by 1m high. Brick lines and the use of a cement mixer will be used to carry out this task.

CON 10: Making minor repairs in the home

The pupils will be taught the skills on how to carry out various minor repairs in the home. The actual repairs taught is dependent on the groups being allocated.

Repair work could include replacing washers in a tap, replacing a door, repairing tiles, laminate floor repair, carpet repair, plaster repair. A total of 12 trades can be taught.

Pupils will learn about the basic tools used in relation to the tasks, materials used and application and repair.

Course Structure 2026/27

Con8: Developing Plumbing skills

This is a very popular unit at Rowhill School. The pupils carry out plumbing repair and application which can be used at home.

Pupils will learn about the basic tools used in the trade, materials and application of pipework. Inclusive of soldering.

They will work with capillary joints, compression and push fit joints to make up a rig which will then be tested under pressure.

Year 1 students

To enable the full qualification to be given, students need to also complete unit A2 developing a personal progression plan to strengthen expectations and requirements working in the world of Construction, or they can choose their own personal career option. This is a mandatory requirement for year 1 and 2 students.

Learners will be able to present their work in a variety of ways, including:

Work sheets and presentation material where applicable.

Or in a form of a booklet.

Year 2 students

Pupils doing a 2 year course, as well as the A2 unit will be required to complete the unit A1 Being organised. This is mandatory and will help pupils with managing their time and skills will be taught to help assist. Valuable aid for students going into post 16 year placement and into work.

Additional projects Year 10 and 11

It is hoped one day students will own their own home. Even if they choose not to follow a career in construction this subject may still be valuable to them. Onsite projects from landscaping to painting and decorating will be offered to enable positive engagement and valuable inner self rewards.

Health and Safety in Construction Level 1 Course + CSCS Card

Students who decide that they would like to perhaps do an apprenticeship course or work on building sites post 16 can also now obtain a Health and Safety in Construction Environment Level 1 course certificate at Rowhill school. This will be a 1 day course using an external provider. This will enable on completion to apply to do a Labour CSCS card.

<https://www.cscs.uk.com/card-type/labourer/>



Pupils who successfully complete the Level 1 course will be allowed 1 attempt to do the CSCS Labouring card test in Medway in July each year.

Hair & Beauty

Contact Information: Sam Gallimore

This course is ideal for anyone who wishes to pursue a career in Hair and Beauty or for someone who has an interest in the industry. There are two qualifications available:

- BTEC Level 1 Introductory Award in Hair and Beauty
- BTEC Level 1 Introductory Certificate in Hair and Beauty

These qualifications will provide learners the opportunity to:

- Engage in learning that is relevant to them and will provide opportunities to develop a range of skills and techniques, for successful performance in working life.
- Achieve a nationally recognised Level 1 vocationally related qualification.
- Progress to college/ employment in the hair & beauty sector.
- Develop their own personal growth and engagement in learning.



The following are the Units covered under this BTEC vocational course:

Developing a Personal Progression Plan – Compulsory unit Level 1 Award/
Certificate

Being Organised – Compulsory Level 1 Certificate

(Optional units below to be completed 1-3)

Finding Out About the Hair and Beauty Industry

Responding to a Hair and Beauty Theme

Contributing to Salon-Related Tasks

Looking After Customers

Carrying Out a Treatment

Demonstrating Nail Art

Demonstrating Make-up Techniques

Demonstrating Hair Styling

If learners are interested in this subject but are unable to achieve a BTEC qualification then they can complete work for the AQA Unit Award Scheme. This will provide a certificate for areas of recognition and achievement not a qualification.



Performing Arts



Contact : Ms Sarah O'Connor

The performing arts course is a chance to build on your music skills, explore a new area of performance such as drama or dance, or find out about technical skills such as lighting or sound production.

All students are offered two compulsory qualifications, the Bronze and Silver Arts Award, level 1/2, for which we have 100% success rate. Depending on aptitude and amount of curriculum time, students can work towards other qualifications such as an NCFE level 1/2 certificate in creative studies.

All KS4 courses in performing arts are about exploring the students' area of interest; for their coursework, they will be expected to explore a main area of challenge, performing or technical, working towards a final performance or recording showing the development of their skills. They will also complete leadership tasks as part of a group.

Going to see live performances and taking part in events will be an integral part of this course. Performing Arts is creative, it is a chance to develop your ideas or explore new ones. The course will help to develop performance skills but also self expression, confidence, critical thinking, target setting and time management. If you like to perform, or just enjoy playing, you are welcome !

Certificate in Performing Arts content :

(Two mandatory units 1 & 2 / choose one from 3 or 4)

1) Developing Skills for Performance

Develop a skill, keep a log, recording, evaluate – you choose your area of focus

2) Prepare and Perform

work in a group to produce a performance showcasing a skill

3) Performance Production in Practice

Develop an understanding of what is required to put on a concert or performance

4 - Performance Design and Technology in Context

Choose an area of technical performance – lights, costume, makeup, sound engineer

Silver Arts Award content :

- further develop a skill and create a final performance / recording
- researching an artist, workshops and finding out about career pathways
- leadership project (running workshops / leading a performance/ creating a radio show for podcasting)

Remember : KS4 Performing arts is all about *you* choosing an area to develop !

Projects in 2021/2022:



Ksent performance – Woodville Halls/ Colyer Fergusson, Canterbury
'Living the Dream'
March 2022 - acting/music performance



Halloween Projects - October



Showcases – June 2021

Voice in a Million – Wembley Arena/March 2022

Animal care and Gardening

Contact Information: Louise Luck - Course Tutor

Much of this course is taught outside so you need to be prepared to get dirty! You will be handling animals during these sessions, no previous knowledge needed.



Course content- Students will learn a range of skills working with animals and growing plants, they will learn about Health and safety when working outside and with animals, they will develop their understanding of the welfare needs of animals and where our food comes from. Students will learn how to use a wide variety of equipment and develop skills which have lifelong value. The students will work in small groups and pairs to complete tasks.



This course is for students of all abilities, the course leads to an

Introductory Level 1 Btec qualification in Landbased studies. Lessons are comprised of short theory sessions and longer practical elements where pupils will have opportunities to work with and learn about

various animals and plants. m





Choosing your Options

Please choose five options from the list below and number 1-5 in order of preference

| | |
|--|---------------------------------------|
| | IMI (Motor Mechanics) |
| | Bicycle Maintenance |
| | Food Technology |
| | Art and Design |
| | Animal care and Gardening |
| | Hair and Beauty |
| | GCSE PE |
| | GCSE Statistics |
| | Angling and the Environment (All Day) |
| | Construction |
| | Performing Arts |

Name..... Tutor Group.....

Parent/Carer signature.....Date.....

If you have any questions, please contact Nathalie Fitzgerald, Rick Jones or Sarah Griffey at Rowhill School

Tel: 01474 705377 email: jonesr@rowhill.kent.sch.uk / fitzgeraldn@rowhill.kent.sch.uk / griffeys@rowhill.kent.sch.uk