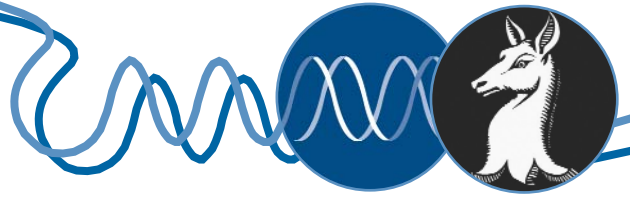


EVACUATION STRATEGY

If a continuous alarm sounds whilst you are on our site please leave by the nearest exit and make your way to the field. Fire marshalls will then ensure that the buildings are cleared. You will be told when it is safe for you to return.

thankyou

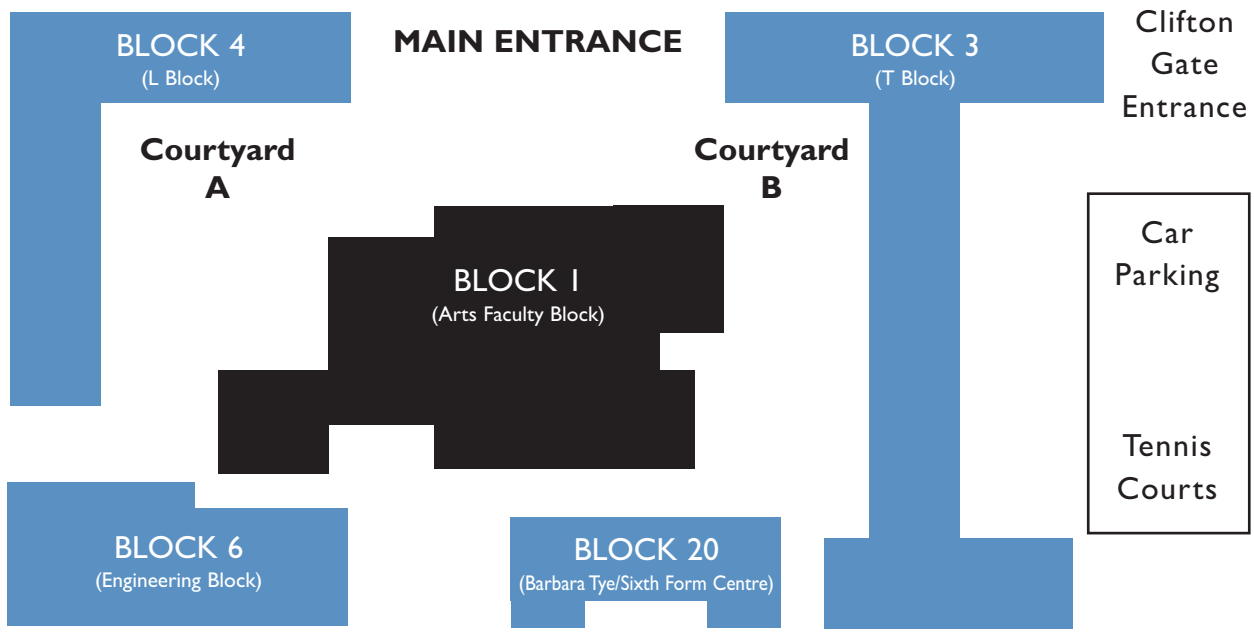
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sitemap:

Samuel Whitbread Community College

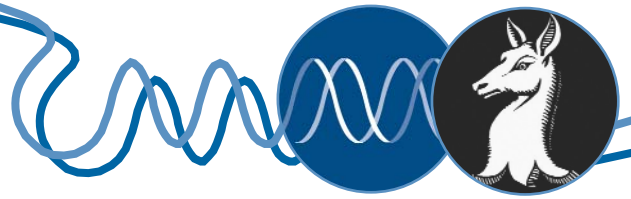
Entrance Road and Bus Drop Off and Pick Up Points



College Sports Field

<p>BLOCK 1 (Arts Faculty Block)</p> <p>Rooms 500→Downstairs & 600→Upstairs</p> <p>Art ~ Dance ~ Drama ~ Music Theatre ~ Assembly/Sports Halls The Main Hall The Street ~ Food Servery Student Services Centre</p>	<p>BLOCK 3 (T Block)</p> <p>Rooms 100→Downstairs & 200→Upstairs</p> <p>Main Reception Science ~ PE/Games Modern Foreign Languages English ~ Media ~ IT ~ ICT</p>	<p>BLOCK 4 (L Block)</p> <p>Rooms 300→Downstairs & 400→Upstairs</p> <p>Maths ~ Main Dining Room Health & Social Care Child Development Geography ~ History ~ Sociology Psychology ~ MPSRE Learning Support</p>	<p>BLOCK 6 (Engineering Block)</p> <p>Rooms 700→Downstairs</p> <p>Engineering ~ Food Studies Graphics ~ CAD/CAM Design Technology Product Design ~ Textiles Aspergers Provision</p>	<p>BLOCK 20 (Barbara Tye / Sixth Form Centre)</p> <p>Rooms 800→Downstairs & 900→Upstairs</p> <p>Sixth Form Centre ~ Library Sixth Form Study Area Isolation</p>
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‘where people matter, their growth, their achievements, their success’
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contents:

art:

businessstudies:

dance:

designtechnology:

drama:

engineeringdiploma:

english:

enrichment:

geography:

healthandsocialcare&childdevelopment:

history:

informationcommunicationstechnology:

library:

mathematics:

mediastudies:

modernforeignlanguages:

mpsre:

music:

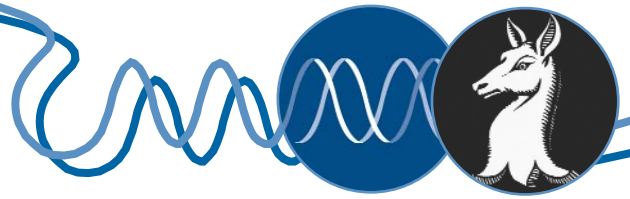
physicaleducation:

science:

sociology&psychology:

website:

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learning in **art**:

Students improve their practical skills in Art through constant practice. Processes and techniques are demonstrated, and examples of work are shown to help them understand what they are aiming for. They are introduced to the work of many different artists and designers, and they will learn to analyse the artwork and appreciate the artists' intentions and outcomes. They are also expected to carry out their own research using the internet and the library. They are encouraged to discuss artwork, learning how to evaluate and to express their own opinions.

We offer a variety of extra-curricular opportunities to enhance the learning in the classroom. These include a year 9 Art Club and lunchtime and after-college sessions for GCSE students to improve their coursework. Visits are organised at KS4 and KS5 to art galleries, studios and workshops and a professional printmaker runs workshops for year 10 students.

In recent years we have run residential trips for A level students to Barcelona, Paris and St. Ives in Cornwall. There are also life-drawing classes after college for the sixth form as this is an invaluable opportunity to develop their drawing skills in a professional environment.

Homework or out of lesson learning, is set and marked regularly and always links in with the work that is being covered in class. It enables students to develop their ideas and practice various techniques in their sketchbooks as well as carrying out personal research and making notes and annotations.

Facilities:

We have lovely large art rooms, including a specialist ceramic room and a print room, and plenty of exhibition space in the wide corridors. We have the resources to teach a wide range of art skills, which are listed in the course descriptions below.

Courses:

KS3

At the beginning of the year students will work on many of the basic skills required for drawing, looking at shape, scale, proportion and perspective. They will use a range of 2D media to produce tone, texture and colour, and will investigate the techniques used by other artists to inform and inspire them. They will then be challenged to create more imaginative and individual work based on some sensitive worldwide issues.

KS4

The first year of the GCSE course allows students to explore a wide range of materials and techniques, including drawing, painting, printing, sculpture and ceramics. By improving their 2D and 3D knowledge and skills, they are able to develop their work in an increasingly self-directed way by the time they are in Year 11, producing exciting and individual outcomes in their own choice of media. We also run a GCSE Applied Art and Design course, which is a double award (equivalent to two GCSEs). It has a vocational focus, linking with industry and the local community, and will provide information on a range of art-related careers. The following skills and processes will be offered in Applied Art: drawing, print-making, mixed-media, graphic design, digital photography, image manipulation (computer art), ceramics, sculpture, textiles, jewellery and painting.

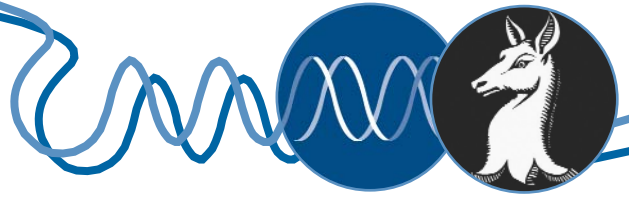
KS5

We offer AS and A2 courses in Fine Art and Applied Art and Design, single and double awards. Students develop their skills and ideas in a very personal way, and also increase their knowledge and understanding of the work of other artists through research, discussion, visits to galleries and first-hand contact. At A2 students are working much more independently, specialising in their own chosen areas of Art and Design. The Applied courses focus much more on understanding professional practice, and students often work on live briefs.

Progression:

We advise students on the wide variety of careers and courses that are linked with Art and Design. Our A level courses enable students to progress to higher education in art, or employment, and will provide them with an excellent portfolio of work to present at interviews.

learning in **business studies:**



Business Studies offers students the opportunity to build on core skills learned in ICT. The use of ICT will be encouraged to complete coursework at GCSE level. The course is delivered using a variety of teaching methods that include the use of videos to reinforce learning and provide students with real-life examples of business practice, news articles, group work, exam style questions and an online Sports Day challenge.

Outside the classroom, students will be set independent study work. This will take the form of topic booklets, worksheets, research and coursework.

Although this subject is not taught at Key Stage 3, year 9 students will have the option to choose it when they make their curriculum choices in the Spring Term. Ideally, students looking to opt for Business Studies at GCSE will be working at a level 5 or above at key stage three for English and Maths.

Facilities:

Students have access to air-conditioned computer suites.

Courses:

GCSE Business Studies

This course is designed to help students understand how businesses work and how they are affected by the world around them. The students will study how businesses are organised and run, what they produce and how they judge their success. We examine the affect businesses have on their employees and local communities. We use case studies of real businesses so our students get experience of analysing business problems and suggesting possible solutions.

Higher Education

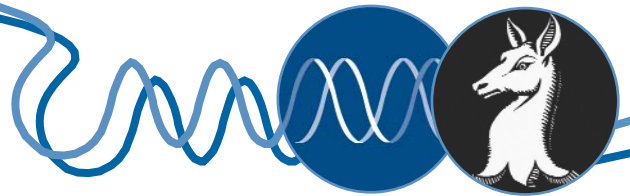
- A Level Business Studies
- A Level Accounting

Further Education

BTEC Business, BTEC Travel & Tourism, BA / BSc Business Studies / Accounting/ Leisure / Marketing/ HR/ Economics, HND Business Studies, Diploma in Business Studies

Progression:

The Business Studies course provides very good opportunities for employment or higher education. Employers value the combination of the practical and analytical approach that the course demands. Employment opportunities available include retail, insurance, finance and personnel. Business Studies is now one of the most popular subjects in Higher and Further Education, offering many different pathways. It complements all subjects, since they all have commercial and business links. Some students choose to focus on Business Studies, or select one area to study in greater depth such as Accounting or Marketing. Some will combine Business Studies with another subject, such as Languages, Maths, Management and Computer Sciences.



learning in **dance**:

Dance is an exciting practical subject where students are usually moving and being creative in the dance studio during their lessons. This gives great opportunity to our students who best learn in a kinesthetic manner. Dance does entail some theory work, so there will be some lessons that will involve writing and watching dances on video. Students will be set homework/out of lesson learning of different varieties, for example: long term projects, short written tasks, extra rehearsals for assessments/exams, independent research and, during year 11, 12 and 13, coursework both practical and written.

Another learning option we offer in Dance are the Dance Clubs we run for different year groups, which happen after school one day a week. We offer a yr 9 girls' dance club, as well as a yr 9 boys' dance project. This year, the boys' project will be kick-started by a male break dancer from Bedford University. The Dance department is also working on starting up its own dance company towards the end of this academic year for gifted and talented dancers of all ages. This will be the first dance company Samuel Whitbread Community College has created and will hopefully give those who are talented students a platform to show off their skills and perform outside the school in local and county events.

Facilities:

The Dance department is located in the Performing Arts block, which was refurbished to a high standard with excellent facilities two years ago. We have our own dance studio complete with sprung dance floor, mirrors, ballet barres, a PA system and a lighting rig which enables us to hold performances within the studio. The block also contains a theatre of similar standard to the dance studio. As well as housing a PA and lighting rig, it has collapsible seating so it can be used as a studio as well as a theatre. This theatre enables us to hold annual dance shows as well as larger scale musical productions, such as Calamity Jane.

Courses:

Year 9

Currently in year 9 we are only able to offer Dance as an option in PE. This will introduce them to basic vocabulary, movement and choreographic tools, and will usually be based around a professional dance work. It is an excellent introduction to GCSE Dance.

GCSE

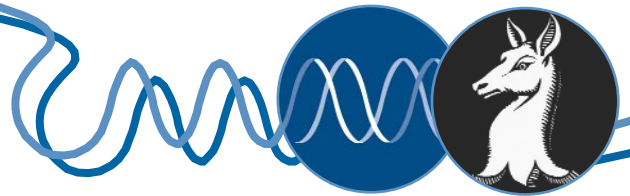
Our GCSE Dance course is extremely popular, especially with the girls, although we have had many boys join our course over the years with great results. The course follows three strands: the first entails them being marked on how well they perform; the second on how creative they can be when choreographing and the third strand looks at how good they are at appreciating the dances of their classmates and professional choreographers.

A Level

The A Level course is increasing in popularity every year, producing some extraordinarily talented students who have gone on to performing arts schools and universities. The course includes the same three strands as GCSE but in much more detail and complexity.

Progression:

Dance is becoming increasingly popular at degree level with many universities around the country offering degrees in dance performance and choreography. The Samuel Whitbread Community College Dance department has a strong link with Bedford University Dance Department and we regularly take students to participate in days of dance and evening performances there. The Dance department regularly runs trips to the theatre to see dance live. Most shows we see are linked to the syllabuses of GCSE and A Level, but we also run trips to shows purely for the enjoyment of an exciting and original experience! We hold an annual dance show in the theatre here at Samuel Whitbread Community College where the students get an opportunity to showcase the work they have created for exams throughout the year. We also put together performance pieces for all the year groups to show off their performance skills. Dance is a major part of any musical that the school may be staging so we are always involved in the big productions of the year; assisting with auditions and providing choreography for the relevant scenes.



learning in **design technology:**

Design Technology gives students the chance to develop a wide range of skills including practical, communication, conceptual, problem solving, team working and evaluative skills. Students are taught the value of commitment, time-keeping and presentation. They have the chance to gain ownership of the course by being able to design and make a product from the initial stages through to manufacture.

Students within Design Technology have the opportunity to continue their studies and expand their skills outside lessons. There are a range of extra curricular groups for students including Young Engineers, Cooking Club and School Production Club. These provide students with the opportunities to develop their skills, work on different projects and work with a range of students from different year groups.

Throughout the years all students have the opportunity to attend a number of visits specific to their subject specialism. Examples of such are a visit to the Good Food Show, a visit to industry to see production lines, visits to the Design Museum to take part in study workshops, and a visit to New Designers to see the latest work of students from their degree shows.

Facilities:

The Design Technology department has benefited from a recent rebuild of drawing rooms and workshops. The department is in a separate block and is made up of a number of metal and wood workshops, drawing rooms, food technology rooms and textiles workshops. There is a computer room with a wide range of subject-specific programmes and we have a good range of CNC machinery.

Courses:

KS3

At KS3 students have the opportunity to study all areas of Design Technology. All students in year 9 take part in a rotation system. There are 3 rotations; in the first two students will study Resistant Materials, Graphic Products, Product Design, Engineering, Food Technology and Textiles Technology. In the third rotation students will specialise in their chosen option area. In each option of the rotation they will complete a "design and make" project. There is a large emphasis on CAD/CAM which is used across the subject areas.

KS4

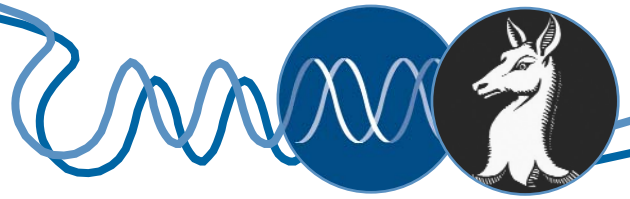
At KS3 students will be expected to complete homework or out of lesson learning each week. They will be given a homework booklet at the beginning of the year containing tasks for each section of the rotation. The tasks are designed to reinforce the learning taking place in lessons.

KS5

Students will have the opportunity to study one or more GCSE options in Design Technology. The subjects offered are Graphic Products, Resistant Materials, Product Design, Applied Engineering (Double Award), Textiles Technology, Food Technology, Short course Graphic Products with Short course Resistant Materials and the Engineering Diploma. With the exception of the Engineering Diploma, the courses all comprise a coursework project and an exam paper. The coursework is the larger element and is a "design and make" project. All courses will develop and extend the skills covered at KS3.

Progression:

From the A level courses there are a wide range of opportunities of which students can take advantage. Students can continue their education to a higher level undertaking a Foundation Diploma or Degree course in a wide range of Design/Engineering specialism or students can follow a career based path with related training or qualifications supported by the employer.



learning in **drama**:

The Drama department is currently one of the most successful departments in the College, achieving 93% A-C at GCSE and 100% A-B in the practical units at AS and A2 level. Drama is taught to all Year 9 pupils to introduce them to the subject and it often proves to be a valuable aspect of their education. All the staff who deliver the Drama curriculum have trained as specialists in the subject area. The Drama department also offers a broad extra-curricular programme, working extensively with the Music and Dance departments to ensure cross-curricular opportunities. Examples include Year 9 Drama club during the autumn and summer terms; there is also the extension class, an out-of-hours Drama company of our gifted and talented students. Over the years the club has toured Street Theatre throughout England, Northern Europe, The Edinburgh Festival and in the Shell Connections programme performing at the Royal National Theatre. We also have a student technical crew providing the whole College with lighting, sound, staging and costume support. In addition to these activities we stage at least three additional performance events across the year, one of which is a full scale musical production.

Facilities:

Since the completion of the re-building of the College, we now boast some of the best facilities in the county including four studios, all of which are equipped with lighting and sound equipment. Our theatre is used for public productions, offering students the opportunity to experience performing in a theatre similar to that of a professional stage. We have a plethora of industry-standard lighting and sound equipment that students can learn to use and develop their technical skills.

Courses:

KS3

The programme of study in year 9 is designed to progress the students across the year with each half-term offering a new topic that builds upon the previous unit. Students cover issue-based topics as well as essential drama skills. Year 9 homework has been radically revised this year and is designed to maximise students' involvement within the department and the College events. For example, students are awarded points for their membership of and commitment to out-of-hours clubs and productions. Classroom attitude and effort as well as out-of-hours work can score points for students, which reinforces the message that Drama offers an holistic approach to effort/success and attitude. We also provide the opportunity to produce posters, fact-sheets and resources in a more "traditional" homework style as many students will prefer to use their linguistic and artistic skills in this way. The over-riding ethos is that students can opt to submit "work" in a variety of non paper-based ways that best suit and inspire them.

KS4

Again the programme of study in years 10/11 is designed to progress the students across the two years with each half-term offering a new topic building upon the previous unit. The Drama GCSE offered in KS4 is with Edexcel and requires that students be examined in two main areas: Paper 1 demands that students use Drama to explore a scripted play and Paper 2 covers the exploration of issue-based drama such as Crime and Punishment. Students are assessed on their ability to respond to, develop and evaluate a variety of stimuli within each unit in line with the marking criteria of the exam board. Recently, the Department has extended the range of courses offered to our students with the introduction of BTEC Performing Arts courses which offer a wide range of options based on vocational learning. Modules available include Acting in Scripted Productions, Devising and Musical Theatre.

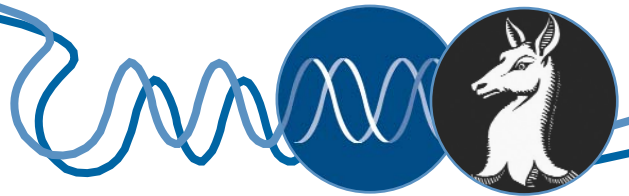
KS5

The A level programme of study is designed to further student's knowledge and understanding of Drama, theatre and performance. The traditional AS and A2 Drama and Theatre Studies course focuses on a more critical approach to Drama where students study and produce work in the style and ethos of major theatre practitioners. Our work often encourages students to debate and allows them to explore challenging issues and texts in several different styles and forms. We have also extended the range of courses offered to our students at KS5 with the introduction of BTEC Performing Arts (acting) level 2 and 3, which offers a wider range of options based on vocational learning. At this level the units offered in the BTEC are aimed at developing specific skills in the field of drama and theatre. For example students have undertaken units on Theatre in Education (or Community Theatre) in which the group have toured with a piece of issue-based drama around local middle schools. Other units include: Directing, Stage Lighting, Stand-up Comedy and Improvisation

Progression:

Many of our students continue their Drama studies after leaving us and attend internationally acclaimed Drama schools or universities offering HE in Performing Arts, Theatre Studies and so on. There are a good many ex-students now working professionally as actors, practitioners and teachers.

learning in **engineering** the **diploma**:



Due to be introduced in September 2009, Samuel Whitbread Community College will be taking a lead role within North and Mid Bedfordshire to deliver the new diplomas. Year 9 Students will have the opportunity to take this diploma as part of their options for starting in year 10. The course is completed over 2 years and at Level 2 equates to 5/6 GCSEs.

The Diploma will help develop work-relevant skills, as well as English, Maths and ICT, in a creative and enjoyable way. The Diploma will not restrict future options – it will help students make decisions about what they want to do next. Foundation and Higher Diploma students can go on to study for the next level, take a different type of qualification such as A Level or Apprenticeship, or go on to a job with training. An Advanced Diploma can lead on to university or into a career.

Diploma students will gain the knowledge, understanding and skills needed to go on to employment, college or university – the qualifications will be valued by employers and universities as they have been one of the main contributors in its design, thus ensuring young people have all the skills they need. Universities will regard the Advanced Diploma as broadly equivalent to three “A” levels.

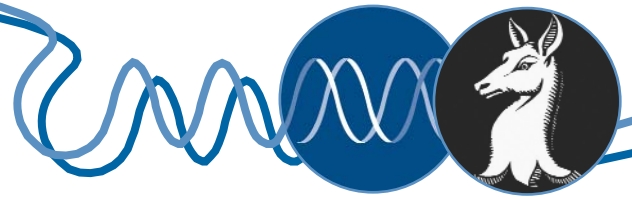
The Engineering Diploma explores the ideas and concepts behind engineering and looks at its impact in the modern world. Students will be introduced to key engineering principles such as design, materials, electronic systems, maintenance and manufacturing. They will also learn through practical experience what makes innovations succeed, how new materials contribute to design and how to develop and launch new ideas.

The Diploma will:

- Be an alternative to traditional styles of learning
- Be high quality, credible, work-related learning opportunities
- Be an exciting, stretching and relevant programme of learning
- Give flexibility to progress into the world of work or continue into further / higher education
- Require a combination of essential skills and knowledge
- Give exposure to sectors and industries of interest.

Through the combination of theoretical study and practical learning, Diplomas will equip young people with the knowledge, skills and attitudes they need to succeed in today's dynamic environment. The Engineering Diplomas consists of the following components:

- Foundation Diploma in Engineering (Level 1) - 4/5 GCSE passes grades D-G
- Higher Diploma in Engineering (Level 2) = 5/6 GCSE passes grades A*-C
- Advanced Diploma in Engineering (Level 3) - 3.5 A Levels 420 UCAS points
- Progression Diploma in Engineering - 2 A Levels



learning in **engineering** the **diploma**:

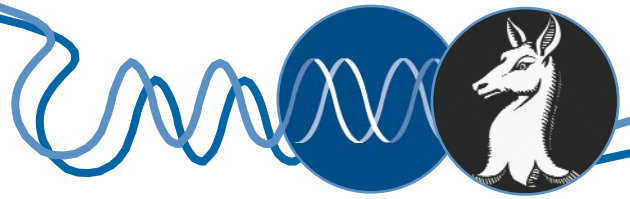
An example of how the Principal Learning in the Higher Diploma is delivered:

Unit	Title	Mode of Assessment
1	The Engineered World	External (8 min digital viva)
2	Engineering Design	Internal
3	Engineering Application of Computers	Internal
4	Producing Engineering Solutions	Internal
5	Construct Electronic and Electrical Systems	Internal
6	Manufacturing Engineering	Internal
7	Maintenance	Internal
8	Innovation, Enterprise and Technological Advance	Internal

For further information on the Engineering Diploma please visit the following website:

<http://www.engineeringdiploma.com>

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learning in **english**:

In the English department we work hard to ensure we offer the best education to each student in our care. We teach in broad ability groups in Year 9, and then set more specifically for Years 10 and 11. Teaching in this way allows us to mould our activities and learning to the needs of students with a wide range of abilities. Students are given opportunities to demonstrate their abilities through a variety of tasks, including formal and informal writing, discussions, presentations and project work. The topics that are covered by our department allow students to study a range of poetry, prose and drama and we try to ensure that they are able to read critically and appreciate emotionally.

Students in Year 9 are set projects to be completed at home which relate to the topic areas being covered in class. These each last approximately half a term and are designed to facilitate and strengthen students' skills of independence, research techniques and personal motivation. Project guidelines can be downloaded and printed at home or at school from the Curriculum section of the College website.

Facilities:

The English department has a range of facilities which support the excellent learning that takes place in our classrooms. All rooms have a computer-linked projector and many have Promethean Interactive Whiteboards which play a central role in our schemes of work. In addition, several of our rooms have computer suites which students use in lessons for research, coursework and other assignments. We encourage our students to learn to use the technology of the 21st Century to ensure that they are well equipped for employment in the world they will enter after they leave the College.

Courses:

Year 9 Programme of Study

On joining us in Year 9, our students are introduced to their GCSE courses and texts. We choose to begin our GCSE courses at this stage to allow students to study key texts in depth and to allow teachers to ensure all students have time to absorb key skills and information needed at GCSE. With three years of GCSE work, our students are securely placed to achieve their very best in their final exams in Year 11.

KS4

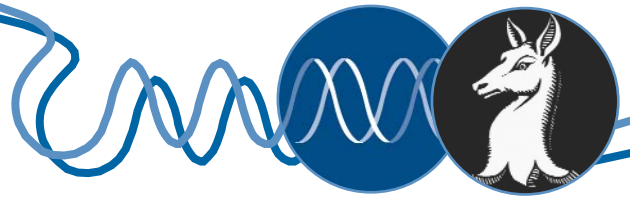
At GCSE all our students study the AQA syllabus A for English Language, and the vast majority also study for their English Literature GCSE simultaneously. Students needing more support often take an ALAN (Adult Literacy and Numeracy) qualification to add to their skills on leaving the College, we are determined that each individual gains qualifications of which they can be proud.

KS5

For Post-16 education we offer students who achieve well at GCSE the opportunity to take both English Literature and English Language AS and A2 Levels. We also run retake GCSEs for those hoping to improve on their Year 11 results.

Progression:

We are proud that many of our students go on to study English related courses at University, such as English Literature and Language as well as Media and Journalism. However, we believe that English is central to all students' success in every area of the curriculum. The skills and knowledge we teach are taken by students into every other classroom and further into their lives beyond the College.



learning in **enrichment**:

At Samuel Whitbread Community College, we aim to provide enrichment activities for all students. This begins in year 9 with PLTs (Personal Learning and Thinking Skills), becomes an option in years 10 and 11, and then forms part of the 6th form curriculum. Enrichment will become a significant part of the new Engineering Diploma. The aim of Enrichment is to support students' core subjects and their wider study skills by looking at a range of issues and skills which in turn lead to qualifications in their own right. It aims to encourage students to use skills that will be beneficial in other subject areas and also in the world of work. Students will be focusing on the following skills:

- Team Work
- Independent Learning
- Self management
- Reflective Learning
- Effective Participation
- Creative Thinking

Learning to learn and think creatively, both independently and as part of a team, has been shown to improve self confidence, motivation, and increase enjoyment of learning at College. Enrichment is a rewarding programme of activities in College, complemented by lectures, guest speakers and visits out of College.

Facilities:

Enrichment lessons take place in the ICT rooms for all sessions with the added advantage that these are next to the library. Staff are minibus and trip trained for off-site activities. All equipment will be provided for the Duke of Edinburgh when this scheme starts.

Courses:

KS3

Personal Learning and Thinking Skills (PLTS) Level 2

KS4

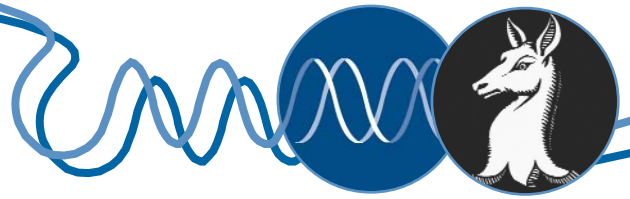
Enrichment Option

KS5

A Levels in General Studies, Critical Thinking, Science and Society, Financial Awareness

Progression:

We aim to give our students as many opportunities as possible to work alongside others who they may not work with in their normal lessons and to add to their CVs for further education and employment opportunities. The programmes are designed to stimulate and inspire, not be an additional burden. They are intended to raise aspirations to get into the very best universities in the world and secure the very best jobs.



learning in **geography**:

Geography is a wide subject that encompasses and draws from many areas of the curriculum. Lessons are therefore varied reflecting this need and could range from drawing climate graphs, conducting surveys, a written account of what it would be like to experience an earthquake, collecting data from a river to modelling coastal protection using plasticine.

As a subject that looks at the interaction between people and the world we live in, visual aids through videos and the internet are regularly used and where possible the opportunity for students to experience fieldwork out of the classroom environment. Guest speakers help to bring issues alive and many group activity debates and challenges happen. The department is regularly involved in training new teachers, which helps in keeping teaching fresh and up-to-date with the latest ideas.

Facilities:

The department has a team of six Geography specialists (Mr Sahai, Mr Chalkley, Mrs Coles, Mrs Shortland-Palmer, Mr Huckle & Mr Smethurst) with five dedicated classrooms. Three of these are equipped with the latest interactive whiteboards and one is a dedicated ICT suite. A range of new fieldwork equipment helps work out of the classroom as do our links with other secondary schools and Universities.

Courses:

In Year 9 students focus on looking at development issues such as the concept of fair trade, Ecosystems and the impact of humans on them and to challenge their perceptions of countries such as Ghana and Japan.

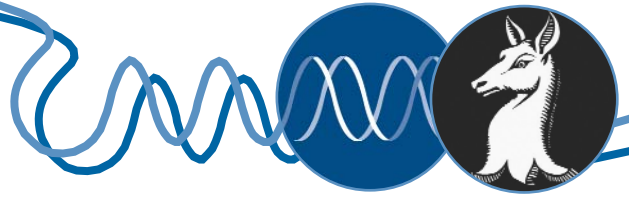
After KS3 the department offers a full GCSE course in Geography and a short course that combines with the History short course. At present the course involves students learning about topics based on case studies. There is also an opportunity to demonstrate their ability to make a decision on a topical issue and a study behind the shopping provision in Milton Keynes.

Many students opt to take Geography as an A level in the sixth form which builds on the GCSE course. The new revised AQA specification units include Rivers, Coasts, Energy, Population and a skills paper. Fieldtrips in recent years have visited Morocco, France, Iceland and Wales. The department also delivers the A level Travel and Tourism course which has a more practical portfolio-based approach including customer service role plays, in depth studies of tourist destinations and planning delivering and running their own trip.

Progression:

A healthy number of our students go on to study Geography at University and the department currently has two people who have returned to teach the subject. The transferable skills which geography fosters (like literacy, numeracy and communication skills) are an asset in the world of employment today. Geography is about the future and encourages flexible thinking, as well as providing a firm base for life-long learning.

learning in health and social care & child development:



Both Health and Social Care and Child Development students benefit from the wide variety of teaching styles used by members of the department. These include class discussion, role play, practical tasks, IT-based tasks and guided internet research. We already have strong links with our on-site Nursery and further links are being established and strengthened between the Universities of Hertfordshire and Bedfordshire to give our students access to wider resources. We have a number of expert speakers who visit the College on a regular basis to update us on their various professions and a number of local visits that we make to consolidate the students' understanding of certain topics. These strategies ensure that all learners are able to access the information in a way that suits them best and, therefore, maximises their potential to learn subject content. Homework/out of lesson learning is set once per cycle for Child Development students and twice per cycle for Health and Social Care students as theirs is a double award at GCSE. Homework/out of lesson learning generally consists of guided tasks on which feedback is given, independent research or coursework tasks which will form part of their final grade.

Facilities:

The Department has once again improved its facilities this year and now has some dedicated computers for students to use when researching and completing coursework. We have acquired a number of items of equipment which allow the students to have 'hands on' experience' of various practical aspects of both subjects. We hope, in the near future, to be able to provide students with the experience of 'virtual babies'.

Courses:

KS3

Health & Social Care and Child Development are not available at KS3 but preparation for them is inextricably linked with English, Maths, Science, MPSRE, I.T. and Food Technology.

KS4

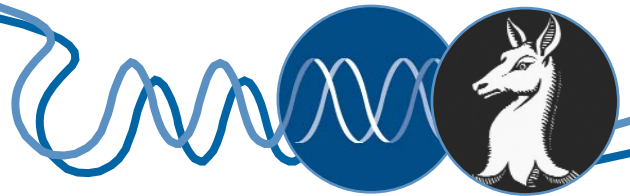
There are two GCSE courses available within the Health and Social Care department: Child Development – AQA examination board - Health & Social Care (Double Award) – AQA examination board. Students choosing Child Development will study topics such as The Family; Reproduction; Pregnancy & Birth, Physical, Intellectual, Emotional and Social Development of the Child and all other aspects of Child Care. Assessment is by a 2 hour external exam and a piece of coursework known as The Child Study, each is worth 50% of the overall marks. Students choosing Health & Social Care will be working towards a double award at GCSE and to achieve this the time spent in H&SC lessons is doubled to 10 per cycle. The 2 year course is divided into 3 units: Health, Social Care and Early Years' Provision; Promoting Health and Well-Being and Understanding Personal Development and Relationships. The first two units are assessed through portfolio work and the third by a 1.5 hour external examination, each carries the same weighting towards the overall marks.

KS5

Currently the AS Single H&SC and A2 Single H&SC awards are offered in years 12 and 13 resulting in a single grade at A level or students may choose to take the AS Double H&SC and A2 Double H&SC awards with successful completion resulting in 2 grades at A level.

Progression:

Some of our students progress to study various health and social care disciplines at university such as medicine, nursing, social work, midwifery and physiotherapy. Others undertake child care courses at colleges or combine working in health, social care or early years' settings with day release vocational training.



learning in **history**:

History is a subject within which students have the opportunity to learn and develop skills that enable them to study successfully at college and are also needed later in the workforce. All classes will be taught in a variety of ways in order to ensure that the needs of all students are met.

Students in all years are expected to complete work outside the classroom, this takes the form of set tasks in year 9 or coursework and exam preparation in years 10 and 11.

Facilities:

Within the department we have excellent ICT facilities; a computer suite with up-to-date equipment and the majority of our teaching rooms have been fitted with Interactive Whiteboards in order to enable the teachers make the best use of ICT in History lessons. We also have good links with the local museum at Chicksands which provides some students the chance to become more involved in their local History.

Courses:

KS3

In year 9 students focus their studies on a range of topics from 1750 to the present day. We begin the course by examining the processes of the Historian through looking at terrorism, using current examples and those from the past. Students are encouraged to develop their thinking and analysis skills by considering what terrorism is. As we move through the year we then go on to study the development of the British Empire and its impact both at home and abroad, and as we move into the 20th century the course comes full circle as we look at some of the reasons behind the decline of the Empire such as the two World Wars and also the impact this has had on the modern world. Students will be encouraged to think about the world around them and address many issues such as race, suffrage and conflict throughout the year.

KS4

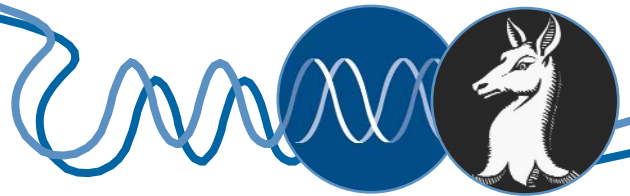
About 25% of students go on to study GCSE History in years 10 and 11. During the course students will be given the opportunities to study a range of British and World History and develop a range of skills in analysis, evaluation, and developing a line of argument. The course is made up of 75% exam and 25% coursework which from 2009 will be completed in controlled conditions within the school. The course covers Nazi Germany, Medicine Through Time and the American Civil Rights Movement.

KS5

Approximately 50% of GCSE students carry on their History studies to A level. Students study a range of topics such as Mao's China, the Russian Revolution, Henry VIII and American History. A Level Government and Politics is also offered at KS5.

Progression:

Many of our A Level students go on to study History at university, with recent examples of students going to Cambridge, York and Leeds. Others go on to do subjects such as Law for which History is an excellent grounding.



learning in information communication technology:

Students will be using Microsoft packages such as Excel, Access, Publisher etc. We meet regularly with the ICT co-ordinators from the feeder schools to ensure there is continuity and progression in the development of skills relating to ICT. We share good practice and ideas so that students' progress can be properly monitored across the whole of Key Stage 3.

Facilities:

We have 6 dedicated ICT suites with 20 computers in each. All computer rooms are air –conditioned and some are equipped with Interactive Whiteboards.

Courses:

Year 9

In year 9 students will receive 2 lessons of ICT per cycle. They will be trialling a new course this year which incorporates elements of the BTEC first diploma for IT practitioners.

The course is split into three units.

- 1: **Databases:** students design and create a database for an estate agent
- 2: **Spreadsheets:** students create and use a spreadsheet for a DVD shop
- 3: **Presenting information:** students design, create and use documents such as a logo, letter, newsletter, web page and presentation slides for a DVD shop called "The Film Club"

We have chosen these three units as this is an excellent introduction to the GCSE ICT course which is always made up of these three software packages.

Homework/or out of lesson learning will be set once per cycle where possible but this may vary as we believe it is better to set homework where it fits in with the scheme of work. Homework will be paper-based tasks so that it is accessible to everyone.

Year 10 and 11

ICT is not compulsory in years 10 and 11. If students choose to study ICT they will be following the GCSE course set by AQA. This course is made up as follows:

A **Board Set Assignment** in year 10 – this accounts for 30% of the final grade

A **Year 11 Project** where students analyse a real life problem then design, implement and test a solution to solve it. This usually takes the form of an Access database and is a real opportunity for the students to show off their skills. This accounts for 30% of the final grade.

Theory lessons cover topic areas such as hardware, software, networks, Internet etc. ICT theory is assessed by an exam at the end of year 11 which accounts for 40% of the final grade.

Student will receive 5 hours of ICT per cycle during which time they will work on their coursework. If students fall behind with their coursework they will be given the opportunity to attend catch-up sessions at lunch times or after College.

Years 12 and 13

Students who choose ICT will be following the BTEC national for IT practitioners. This is the equivalent of one A level. The course is made up of 6 units which include Computer Systems, Communication and Employability Skills for IT, Software Design and Development, Computer Graphics. Students receive 9 hours teaching per cycle and are expected to carry out independent research / study as necessary.

Progression:

The ICT and Computing courses provide very good opportunities for employment or higher education. The practical nature of the BTEC level 3 course leads onto career prospects in computer support and networking.

library:

Librarian: Ms Cheryl Cooper

The library is the College's information centre and is an essential resource for students, who increasingly have to find things out for themselves. It provides:

- The opportunity for learning research skills which are necessary for education and everyday life.
- The chance to develop a taste for reading for pleasure.
- A place to find resources for academic projects.

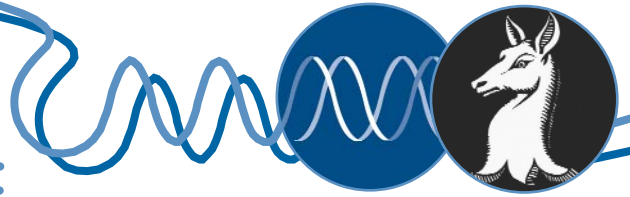
The Library is currently expanding with plans to increase in stock, incorporate research lessons and introduce various club activities. Such changes will see an increase in books and DVD's in the library, a greater number of classes using the library as a research base as well as an increase in activities such as after school homework clubs, and games activities at lunch period. Currently the library has approximately 7,000 books as well as magazines and newspapers and a collection of CD-ROMs and DVDs. The resources of the world-wide web are also available and a full-time librarian is on hand to help everybody find the information they need and make the best use of it. This year we aim to improve the number and range of resources the library offers. Students are welcome to get involved in decision making opportunities through the student-led library committee.

Bedfordshire and Luton public libraries are also accessible from the school website and students may make requests through the librarian to support their studies or widen their reading interests.

Our own computerised catalogue is now available over the college network. It allows students and staff to search library stock by keywords from anywhere in the college and tells them whether the resource they are looking for is already on loan or not.

The library is open to all students at break and lunchtime every day. Sixth formers may use the library in their study periods and students from other years may be sent as individuals with a note from their teacher or brought in groups by their teacher.

learning in **mathematics**:



Students need to practice Maths at home, so we set homework/out of lesson learning regularly. Sometimes students will be asked to go on a Maths website and do one of its exercises. Their teacher will check how they have done. Sometimes they will be asked to work from their own homework book. Students will also have a CD of the class text book so they can remind themselves about what they have learned in the lesson.

The Maths Department at Samuel Whitbread is a friendly place. Students will enjoy Maths here, whether they are really good at it, just OK, or in need of some extra help. In any case we will get the best out of them.

Facilities:

Mathematics is taught by a group of experts in a well resourced environment. It is a classroom based learning experience and we have the latest textbooks and ICT resources to aid us. Every room is equipped with an interactive white board, giving instant access to a world of mathematical resources and we have two dedicated ICT suites for whole class use.

Courses:

In year 9 students will start preparing for GCSE straight away. The Key Stage 3 exam is a natural assessment stop on the way through the first part of the GCSE course. Some of our students will have taken KS3 Maths already, so we will have a special assessment for them too.

Students will be put into sets when they arrive here. We cannot teach all of the year at once, so we split the year into four parts, with a set 1 to 4 in each part. The Middle Schools will tell us which set the student should go into. They know them well enough, and just to make sure they give us the year 8 test result to help us.

In year 10 students are taught the rest of GCSE and in year 11 we rehearse for the real thing: two papers at the end of the year with no course work. It's as simple as that. The only thing we have to decide is whether students take the Higher or the Foundation tier. The Higher allows candidates to get anywhere from a D to an A* and the Foundation can get them a C to a G. If they have a target of a C it is much better to take the Foundation exam. Our advice on this is recommended.

We are very successful at AS and A2. Maths is popular and we now have three teaching groups in year 12 with a high take-up for A2 in year 13. Further Maths is available as a full timetabled option at AS and A2. We have a pool of experienced teachers at A level and we all like to help out.

Progression:

Many students go on to use their Maths in higher education, either directly in subjects such as Engineering, Accountancy, Science, Economics, or even Maths itself, or as a hard earned A level qualification regarded highly by admissions tutors at university.

learning in **media studies**:

Media and Film Studies help students to engage with the theory and production of media texts and film. At GCSE level Samuel Whitbread currently offer Media Studies from Year 10. The first year of the GCSE course marries innovative and engaging practical sessions, including: advert design, film trailer production and journalistic skills in the study of newspapers. Year 11 includes a creative edge with the production of students' own music videos. The final exam involves an analysis on a previously unseen media text.

Facilities:

Here at Samuel Whitbread we are lucky to have the technical support and resources to enable students to produce and edit audiovisual material at professional standards with the latest hardware and software.

Courses:

Students at GCSE level will require a passion for all things in the media. Students are required to complete weekly tasks aimed at extending their classroom learning and understanding. These tasks are designed to prepare them for their Media coursework assessments.

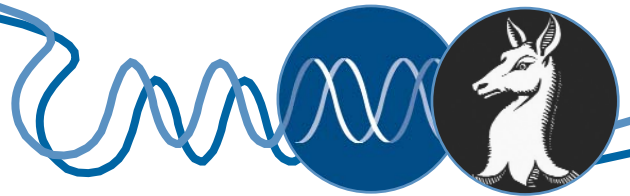
Coursework is split into four different sections and comprises 50% of students' final GCSE grade. Coursework is assessed through three objectives: knowledge and understanding of the media sector, analysis/interpretation and application of skills and understanding. Typically, tasks could feature researching film production companies before analysing a film trailer and finally producing a script or trailer for a film idea.

Beyond GCSE we offer both A levels and BTEC awards. We operate the WJEC Film Studies course. Candidates undertake four units; Exploring Film Form, British and American Film, Film Research and Creative Projects and Varieties of Film Experience – Issues and Debates. Two units are assessed via coursework and the others through an exam. Candidates undergo a 2 year intensive course aimed at developing their understanding and appreciation of films worldwide. It also provides them with the skills to produce their own films.

The BTEC courses are offered at two levels: an Introductory Diploma course at level 2 and a more demanding National Award course at level 3. Both courses are assessed via coursework only and focus on the development of television and film products.

Progression:

Careers within the media vary from film directing through to freelance photography. It is a fast and ever-expanding industry with a wealth of opportunities for ambitious youngsters. Courses are available at colleges and universities throughout the UK.



learning in modern foreign languages:

We aim to cater for a range of preferred learning styles in French and German. Students will have the opportunity to work in a variety of different groupings: as a whole class, in teams, in groups, in pairs and individually. We practice all four language skills in class (Speaking, Listening, Reading and Writing) through a range of activities. These include working with the interactive whiteboard, role play, class surveys, song, quizzes, crosswords, word games, creative writing, on-line grammar activities, conversation with the Foreign Language Assistant, as well as working from the text book.

We expect learning to continue outside the classroom. Homework and independent learning projects include research, spoken and written coursework and interactive on-line tasks. There are lunchtime clubs where students can learn more about the language and culture of French and German-speaking countries, watching foreign films and playing language games are features of these clubs. Students can also have 'taster sessions' for languages, such as Spanish, Italian and Arabic. We intend to organise study visits to Paris and Berlin next year, during which students are taught by native speakers with the objective of increasing their confidence and competence in speaking. We are hoping to repeat our sixth form trip to Nice, where students gather information for the independent coursework element of their course.

Facilities:

The MFL department has a suite of four rooms in the Communications Faculty. At present, our facilities include interactive whiteboards in two rooms (202 and 203), computers in two rooms (203 and 206) and data projectors in two rooms (205 and 206). We will be obtaining a further two interactive whiteboards in the near future.

Courses:

KS3

Students use the METRO 3 course in French and the LOGO 1 course in German. Over the course of the year, students will concentrate on those areas of work that are relevant to GCSE. They will also acquire a number of skills and strategies to enable them to become independent language learners.

KS4

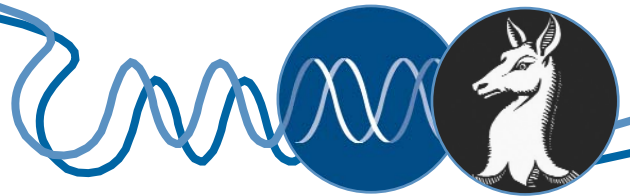
We follow the AQA Modular GCSE course in both French and German. Assessment is spread over Year 10 and Year 11 and students have the opportunity to re-take certain modules in order to improve their final grade.

KS5

We offer A levels in both French and German. The content of both courses requires students to take an active interest in the countries where French and German are spoken, but also encourages them to consider the wider world and form their own opinions on global issues.

Progression:

Many of our A level students continue their studies at university. Possible career choices include positions in the fields of education and training, translating and interpreting, business and economics, travel and tourism, to name but a few.



learning in **m p s r e**:

In MPSRE students benefit from the wide variety of teaching styles used by members of the department. These include class discussion, role play, practical tasks, IT based tasks and guided internet research. Students also benefit from a wide range of external speakers organised by the department on issues ranging from HIV / AIDs and World Aids day to the Holocaust. In year 9 many of these events are organized in collaboration with the PLTs departments. There is also a yearly trip organized by the department to Auschwitz in Poland. These strategies ensure all students access information in a way that best suits them and maximize their achievement in the lessons. They also aim to enable all students' development as healthy, independent and responsible members of society. Homework/out of lesson learning is set once per cycle at GCSE. Homework generally consists of guided tasks on which feedback is given.

Facilities:

The MPSRE department has 5 dedicated classrooms which include a dedicated computer room. Three of these classrooms have interactive white boards and the rest are equipped with projectors.

Courses:

KS3

MPSRE is a core subject at KS3. The schemes of work involve a mixture of Personal, Social and Health Education, Citizenship and Religious Education. In Year 9 students study topics ranging from how to be a good citizen to drugs education and the Holocaust.

KS4

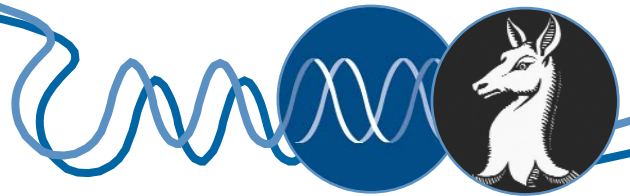
MPSRE is also a core subject at KS4. Again the schemes of work involve a mixture of Personal, Social and Health Education, Citizenship and Religious Education. They cover a wide issues ranging from medical ethics to racism and sex education. As well as studying all these areas students also take a full GCSE in Religious Studies. This follows the OCR 1931 course in Philosophy and Ethics which involves students completing two exams in Year 11. At KS4 two groups of gifted students do not study the GCSE course but instead take an OCR AS course in Philosophy and Ethics.

KS5

Currently there is AS and A2 awards are offered in years 12 and 13 resulting in an A Level in Religious Studies.

Progression:

MPSRE is a high performing subject at GCSE with 70% of our students achieving an A*-C in this subject this year. This has helped many of our students use the qualifications gained in MPSRE at GCSE to take the full range of further courses at Samuel Whitbread and other colleges or enter the world of work. Our A Level students study a range of disciplines at university such as medicine, nursing, social work, law and teaching.



learning in **music**:

Music is taught to all students in Year 9 and a subject that can be taken as a GCSE and as an AS/A2 option. The department consists of 5 specialist classroom teachers and 10 visiting instrumental teachers.

The Music department offers a broad extra-curricular programme. This includes the College BIG Band, String Group, Advanced Wind Group, Choir, Soul Band as well as an African Drumming Group.

Concerts feature throughout the College year; a highlight for last year was the Summer Arts Festival, an event that showcased performances and work from every department within the Arts and PE Faculty. GCSE and AS/A2 students are able to use some of the public performances as coursework submissions, indeed soloists are regularly given the opportunity to perform within the concerts. A Concert Tour to Paris has been planned for July 2009, an opportunity for students to perform to new audiences worldwide!

Together with the Dance and Drama department, opportunities are created for students to have cross-curricular activities. There is also a Student Technical Crew which is run within the Performing Arts department, providing the whole College with lighting, sound, staging and costume support.

Facilities:

The department has 3 classrooms: 1 main teaching room and 2 ICT rooms. The ICT rooms are equipped with 18 computer workstations and music software. There is also a Recording Studio with a separate Live Room.

There are also class sets of African Drums and Guitars.

Courses:

KS3

Students follow a programme of study that includes Traditional Music and Music Technology. Throughout the year, students study the following units: Blues, Film Music, Guitar, Bhangra, African Drumming and Dance Remix

The Music Technology units help challenge students who might consider themselves "unmusical" and have struggled to access a music curriculum in previous years. They enable all students to think about music in a different context and without performance nerves!

Student learning takes place in a variety of ways: class work is normally practically based work with research tasks to help understanding and further the students' knowledge. Students are also encouraged to use their instrumental skills within the classroom, bringing their instruments into lessons as well as acquiring skills on new instruments.

KS4 and KS5

Music and Music Technology are offered at GCSE and AS/A2 level. The two courses are very different and allow students to specialise in an area that best suits them. Students who would like using technology to create music or who do not have strong instrumental skills may decide to opt for the Music Technology route; this type of course is available at GCSE and AS/A2 level.

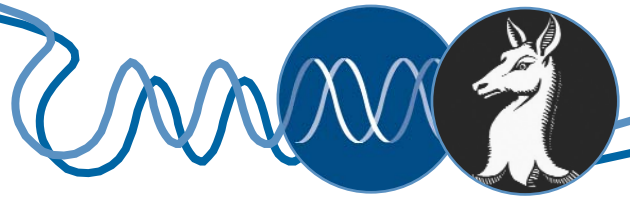
All courses follow the Edexcel specification.

Students who study Music gain strong academic and analytical skills. These skills are transferable to other subjects and can complement a programme of study at AS/A2, even students do not wish to pursue the subject to a higher level.

Progression:

Studying Music can lead to a profession that is music specific: Performer, Musicologist, Teacher, Composer, Music Therapist etc. However it can also lead to many other careers that are not necessarily music related: Journalist, Lawyer, Accountant etc.

Recently Music Technology has become a very popular subject, as such the opportunities for work and careers have grown: working in a Recording Studio, being a Music Producer, a Recording Engineer or a Technician and so on.



learning in **physical education:**

We offer a very diverse enrichment package in Physical Education, which delivers support and opportunities for all pupils, including a new Gifted and Talented Programme. Enrichment clubs are offered before, during lunch and after College, we are also now able to provide transport home after these enrichment clubs, leaving the College at 4:30pm on Tuesday and Thursday's. This will therefore enable more pupils to access the expertise of specialist coaching in a full range of sports. The Physical Education department is very keen on developing dynamic independent learners. This will be done by using advanced teaching strategies, accurate Assessment for Learning and giving students the opportunity to complete work through their preferred learning styles.

Facilities:

Our extensive range of facilities here at Samuel Whitbread include a new sports hall, a sprung floored activities hall, a large multi-purpose gymnasium, a fitness and weights facility, 8 tennis courts/6 netball courts - all recently resurfaced and extensive playing fields for football, rugby, athletics, cricket and rounders. We also have three trampolines and ten table tennis tables. For the theory components, we have two specialist PE classrooms, one of which includes a fully interactive whiteboard and a high quality computer suite.

Courses:

All Year 9 students follow a broad and balanced curriculum which also includes specialist sports' options where students can choose a more individualised learning route. The sports offered include Rugby, Football, Badminton, Hockey, Netball, Gymnastics, Trampolining, JSLA, Cricket, Rounders, Athletics, Basketball, Frisbee, Handball, Dance, Table Tennis, Aerobics, Fitness and Volleyball.

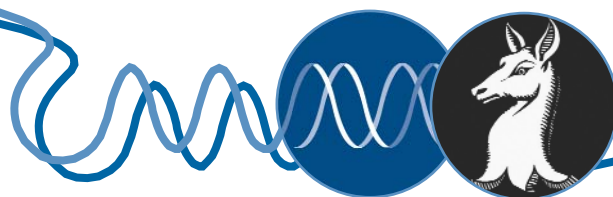
In year 10 students are able to opt for GCSE PE & BTEC First Diploma in Sport. This course also includes bolt-on courses to give pupils level 1 coaching qualifications in Football, Netball, Rounders, Rugby and Ultimate Frisbee. The Junior Sports Leader Award will also be completed within the BTEC First Diploma Course.

Sixth form students are able to choose from the BTEC Sport National Award course and the AS and A2 Physical Education course. The Community Sports Leader Award is also offered within the Sixth Form enrichment programme.

Progression:

All pupils are assessed within each unit of work that they complete both within practical and theory components. Pupils are monitored against their target grades and are given regular detailed feedback on how they can improve their assessment grades.

Through the courses that we offer, pupils can build an individualised pathway that will give them the subject knowledge to follow any career in the sport and leisure industry. Pupils can then enter higher or further education to gain the more advanced qualifications needed. These careers range



learning in science:

Science GCSE starts straight away in year 9. Students are setted and learn at a pace that suits their ability. Apart from the content, students develop their practical and investigative skills in order to test hypotheses. An important part of science education is to look at the scientific process and how science impacts on our daily lives. This involves considering how we deal with our environment and climate and how we cope with a looming energy crisis. It is vital that all our citizens can understand and contribute to these debates with knowledge, reason and understanding. As the students develop we look to set them challenges that are suited to their learning styles. This can include a focus on academic problem solving skills, including experimental analysis, or a more applied project-based approach. At the root of all these courses is the intention to develop activities and approaches that nurture the students' ability to think for themselves and take responsibility for their learning. To do this the students are given clear objectives at the start of each lesson and regular feedback on progress. They are also encouraged to assess their progress for themselves. Each science set will be taught by three teachers giving a range of personal styles and specialisms.

To support what goes on in lessons, students are expected to follow a programme of independent learning at home. This involves a half-term series of tasks that alternate between research projects, based on current class topics, and revision to fit in with the examination timetable.

Facilities:

We have 14 laboratories that were built as part of the College's refurbishment in 2004. Three of these laboratories are specialist chemistry labs and all the laboratories are supported by a central preparation room and four technicians. In addition to the laboratories there are two science-dedicated computer rooms.

Courses:

In year 9 all the students study the first three modules of the AQA Science A syllabus. These are Biology 1a (Human Biology), Chemistry 1a (Products from Rocks) and Physics 1a (Energy and Electricity). These modules will be examined in November, March and June of year 9.

The science sets will then be re-evaluated and the progress of the students geared to their needs and abilities. It is anticipated that sets 1 to 6 will complete the remaining three Science A modules, Biology 1b (Evolution and Environment, Chemistry 1b (Oils, Earth and Atmosphere) and Physics 1b (Radiation and the Universe) to be examined in March of year 10. Sets 7 and 8 will follow the same three modules over the year sitting module tests separately in November, March and June. Both these timescales leave ample scope for resitting modules that yield disappointing results.

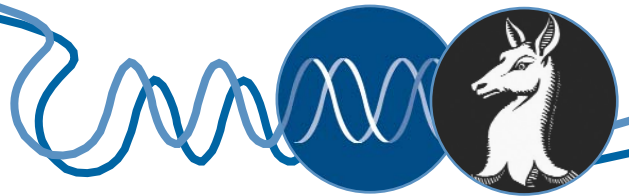
Sets 1 and 2 will then follow a course that will allow the students to complete separate GCSEs in Biology, Chemistry and Physics by the end of year 11. About half the students in sets 3 to 6 will follow the Additional Science course and the other half the Applied Additional Science course leading to a further GCSE. The students in sets 7 and 8 will follow a OCR national Level 2 science course leading to a level 2 qualification equivalent to two or three GCSEs.

Those students studying for separate sciences or the Science A and Additional Science courses will be ideally placed to study A level Biology, Chemistry and Physics or a combination of these. They would, along with students who studied the Applied Additional, also have access to Applied Science at both AS and A2.

Progression:

Clearly science is an access qualification into a number of skilled trades, for example electrician, but it is also important as a qualification into technical and engineering apprenticeships as well as technical grades in the forces. A levels in science are hugely important in terms of entry to degree level study of the pure sciences but also are required for the study of veterinary science, medicine and all associated study. Science A levels are also invaluable for students wishing to pursue higher education or training in engineering.

learning in sociology and psychology:



Sociology aims to increase our understanding of the social world. It focuses on the individual's place in society and as a discipline embraces a variety of viewpoints. Students are encouraged to consider their own immediate society such as their family, education and local community and take it that step further to compare this to the wider society. Students learn to consider how others differ from themselves for example; in terms of gender, ethnicity, family and education. They also investigate how society overcomes problems such as crime or underachievement in education.

Students develop key skills by working with others to enhance team work, independent learning skills are reinforced through homework or out of lesson learning tasks which build into a project which will be presented to both peers within their own class and across the year group. These presentations also develop performance skills.

The course has strong links with the PLTs (Personal Learning and Thinking Skills) course which is undertaken in year 9 as the skills that PLTs aims to develop are encouraged and embedded in the Sociology curriculum.

The Sociology course is a cross-curricular subject which has many clear links with MPRSE, English and Geography which students undertake at both KS3 and 4. At KS4 links with Media can also be made. Students must understand the diversity within our society and begin to research explanations for this diversity whilst considering a range of viewpoints which they may not agree with. This means that a higher level of maturity is required in writing style whilst developing both problem-solving and thinking skills.

Psychology will also encompass and harness many of the skills associated with Sociology but rather than a focus on society it focuses on the behaviour of the individual and aims to explain the human mind by using a more scientific approach to research.

Facilities:

Sociology and Psychology are growing subjects at Samuel Whitbread; the department is growing with 4 specialist teachers and 4 class rooms in close proximity to each other. The classrooms are large so that group work can take place and each is equipped with the a projector for presentations. The students are offered a wide range of resources at all levels of study from the more general set texts for each year group to more specialist books on specific areas of study such as crime or environment.

Courses:

Students are unable to study Sociology at KS3 level. However study begins at Key Stage 4 in years 10 and 11. Students can continue to study Sociology at Samuel Whitbread at Key Stage 5 in the sixth form where Psychology AS and A level are also offered.

The GCSE course provides a solid foundation for A level study. Many of the themes introduced at GCSE are continued at AS. A bigger emphasis is placed on understanding theories and research at this level. More abstract thinking is required.

Alternatively Psychology provides a very structured approach with stronger links to Science. It encourages consideration of the way research is conducted and the value it has to people and society. The course is tailored towards theory and research.

Progression:

Students who study Sociology often look to embark upon courses in social work, teaching, economics, or politics. Alternatively they may consider working in the prison service, as a probation officer or counsellor.

Students who study Psychology go on to look at courses in educational psychology, criminal psychology including criminal justice and forensics. They also may consider working in the fields of teaching, police work and counselling

college **website:**

Manager: Ms J E Howard

The College website at <http://www.swcc.beds.sch.uk>, is now maintained and developed by a full-time Communications Officer. It is intended to be a first resort for anybody seeking information about us and to provide students with resources to assist their studies.

The [Home page](#) has a News & Notices section for recent headlines, and urgent news, such as emergency closure announcements, is posted here. Users should Refresh the home page regularly to be sure of seeing the most up-to-date version.

The rest of the site is divided into three main areas:

Prospectus:

Information for parents and carers of prospective students is gathered here in the online version of our print prospectus, which will also be available as a pdf file to download.

Information for Parents:

This section contains everything that parents and carers of current students may need to know. Pages for the [Newsletter](#) and [Letters Home](#) are our safeguard against students failing to deliver individual copies sent home. Among many others there are pages concerning [Homework](#) and [Uniform](#), including 'Items not permitted'. New secure services for parents are being rolled out shortly, with a personalised log-in, which will enable even better communication between home and College.

Resources for Students:

This section is constantly changing, as teachers provide resources for independent learning outside College. These may be photos, worksheets, tables of data, links to other sites – anything which teachers consider useful. A full-scale Virtual Learning Environment is being tested, which will make this easier to use and allow students to work and have their work marked online. Parents as well as teachers will be able to keep track of progress.

A handy [Search](#) page allows information to be found quickly by means of an A-Z list or a FreeFind® Search Box.

The website does not replace our usual means of communication, but is intended to supplement them and to make the process more convenient and reliable. We strive to make the site as useful and accessible as possible to all who need to use it, and welcome suggestions for improvement.