



SUBJECT: ENGLISH GCSE

CURRICULUM THIS HALF TERM:

During this half term, learners begin to develop the advanced reading and writing skills required for GCSE English Language. Reading lessons focus on analysing unseen fiction and non-fiction texts by selecting relevant evidence, explaining language and structural methods and exploring implicit meanings. Young people are encouraged to justify interpretations using precise subject terminology while comparing ideas and perspectives across texts.

Writing lessons introduce and revisit the main GCSE writing forms including speeches, articles, letters, narrative writing and descriptive writing. Learners develop the ability to write clearly for a specific audience and purpose while maintaining an appropriate tone throughout extended responses. Teachers model planning, drafting and editing strategies to help young people improve both content and technical accuracy.

Grammar, spelling and punctuation are explicitly revisited through regular retrieval activities. Young people develop sentence variety, accurate punctuation and ambitious vocabulary while becoming increasingly confident at proofreading and refining their own work. Reading for pleasure continues alongside explicit vocabulary instruction to broaden knowledge and strengthen analytical thinking.

VOCABULARY:

analyse	Explore ideas in detail.
evaluate	Judge how effective something is.
perspective	A particular point of view.
implicit	Suggested rather than directly stated.
explicit	Clearly stated.
language	The words chosen by the writer.
structure	How a text is organised.
evidence	Quotations or details from the text.
audience	Who the writing is intended for.
purpose	Why a text has been written.

RECOMMENDED TALKING POINTS:

- What text have you analysed this week?
- Which language technique had the biggest effect on you?
- How did you support your ideas with evidence?
- What writing task have you completed recently?
- How did you adapt your writing for your audience and purpose?
- Which GCSE English skill do you feel most confident with now?
- Which vocabulary word have you learnt this week?
- What are you doing to prepare for assessments?





SUBJECT: ENGLISH FUNCTIONAL SKILLS

CURRICULUM THIS HALF TERM:

The Pearson Edexcel Functional Skills Qualification in English at Level 1 and Level 2 is designed to help learners develop their understanding and skills in English. These qualifications give learners the opportunity to gain a qualification for work, study and life, as well as to demonstrate their ability at the appropriate level to read, write, speak, listen and communicate in English. They also enable learners to apply these skills effectively for a range of purposes in the workplace and in other real-life situations.

The qualification gives learners the opportunity to listen, understand and make relevant contributions to discussions with others in a range of contexts. It also helps learners to apply their understanding of language so that they can adapt their delivery and content to suit the audience and purpose.

In addition, learners are supported to read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing. They are also expected to write texts of varying complexity with accuracy, effectiveness, and correct spelling, punctuation and grammar.

Finally, learners are encouraged to understand the situations in which planning, drafting and refining writing are appropriate, as well as the different audiences for whom they are writing.

VOCABULARY:

- Qualification
- Learner
- Audience
- Purpose
- Context
- Fluently
- Accuracy
- Grammar

RECOMMENDED TALKING POINTS:

Reading every day helps build confidence - encourage your child to read a variety of texts at home, such as books, articles, instructions, and messages. This helps them become more confident and fluent readers. Talking and listening skills matter too - give your child chances to talk about their ideas, explain their opinions, and listen carefully to others. These skills are important for school, work, and everyday life. Writing needs practice and accuracy - support your child to write for different purposes at home, such as lists, emails, notes, or short explanations. Encourage them to check spelling, punctuation, and grammar so their writing is clear and effective.





SUBJECT: MATHEMATICS GCSE

CURRICULUM THIS HALF TERM:

This half term, pupils will develop their algebraic skills and build a deeper understanding of quadratic expressions and equations. The unit begins with algebraic manipulation, where pupils will learn how to substitute values into expressions, collect like terms and simplify algebraic expressions. They will also explore index laws, developing an understanding of how powers can be combined and manipulated efficiently.

As the unit progresses, pupils will learn how to expand and factorise algebraic expressions. They will investigate the relationship between expansion and factorisation and use these skills to simplify increasingly complex expressions. These techniques form an important foundation for higher-level algebra and are essential for success at GCSE.

The final part of the unit focuses on quadratic expressions and equations. Pupils will learn how to expand double brackets, factorise quadratic expressions and solve quadratic equations using factorisation. They will also explore quadratic graphs, investigating how algebraic expressions can be represented visually and how graphs can be used to identify key mathematical relationships.

Throughout the half term, pupils will develop confidence in working with abstract mathematical ideas, strengthen their problem-solving skills and improve their ability to communicate mathematical reasoning clearly and accurately.

VOCABULARY:

- Expression – a mathematical statement containing numbers, symbols and operations
- Substitution – replacing a letter in an expression with a known value
- Coefficient – the numerical value that multiplies a variable
- Index – a number that shows how many times a value is multiplied by itself
- Factorise – writing an expression as a product of its factors
- Quadratic expression – an algebraic expression containing a squared term
- Quadratic equation – an equation that contains a squared term and can have more than one solution
- Double brackets – two sets of brackets multiplied together
- Variable – a letter used to represent an unknown value
- Graph – a visual representation of a mathematical relationship

RECOMMENDED TALKING POINTS:

Why do mathematicians use letters and symbols instead of numbers in algebra?

How can factorising help us solve mathematical problems more efficiently?

What is the relationship between an algebraic expression and its graph?

Why are patterns and rules important when solving mathematical problems?





SUBJECT: MATHEMATICS GCSE TRANSITION

CURRICULUM THIS HALF TERM:

This half term, pupils will strengthen their understanding of number, ratio and probability whilst developing the mathematical fluency required for GCSE study. The unit begins with ratio and scale, where pupils will learn how to compare quantities, share amounts in a given ratio and understand the relationship between ratios and fractions. They will apply these skills to solve a range of practical problems involving proportion and scale.

Pupils will then build confidence when working with fractions. They will calculate fractions of amounts, find whole quantities from fractional information and perform calculations involving addition, subtraction, multiplication and division of fractions. These skills are essential for success across many areas of mathematics and real-life problem solving.

The curriculum also focuses on non-calculator methods, helping pupils develop accuracy and efficiency when working with integers and decimals. Pupils will revisit place value, the order of operations and calculations involving directed numbers, while applying these skills to increasingly complex multi-step problems.

The final part of the half term introduces probability and estimation. Pupils will learn how to calculate the likelihood of events, interpret relative frequency and organise information using two-way tables, frequency trees and tree diagrams. They will also develop estimation skills by rounding numbers, using significant figures and understanding error intervals. Throughout the unit, pupils will strengthen their reasoning skills and develop confidence in applying mathematics to a variety of contexts.

VOCABULARY:

- Ratio – a way of comparing two or more quantities
- Scale – the relationship between a real object and its representation on a diagram or map
- Fraction – a number that represents part of a whole
- Proportion – a relationship in which quantities increase or decrease at the same rate
- Directed number – a positive or negative number
- Probability – the likelihood of an event occurring
- Relative frequency – an estimate of probability based on experimental results
- Two-way table – a table used to organise and compare two sets of data
- Significant figures – the important digits in a number used when rounding
- Error interval – the range of values that could round to a given answer

RECOMMENDED TALKING POINTS:

How are ratios and proportions used in everyday situations such as cooking, shopping or construction?

Why is it important to be able to estimate answers before using a calculator?

How can probability help people make decisions in everyday life?

Why might an estimated answer sometimes be more useful than an exact answer?





SUBJECT: SCIENCE GCSE

CURRICULUM THIS HALF TERM:

During this half term students will explore the GCSE Biology Topic Cell Biology

This topic aims to give students an overview of cells: the basic building blocks which make up all living things. Young people will build on their prior knowledge of cells from KS3 and learn the differences between eukaryotic and prokaryotic cells, plant and animal cells and the functions of the organelles within them. We will be safely using a microscope to study and draw cells and use the magnification equation to calculate actual cell size. There will be an SMSC based discussion where we study the purpose of stem cells and discuss and evaluate the ethical issues related to their use. We will study the stages of mitosis for cell division and learn about diffusion and osmosis in terms of the movement of substances in and out of cells. Students will work scientifically to identify variables, evaluate risk, draw conclusions and interpret data during the practical investigation of the effect of antiseptics on bacterial growth and the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue.

VOCABULARY:

- **Eukaryotic cell:** A type of cell found in plants and animals that contains its genetic material enclosed within a distinct **nucleus**.
- **Prokaryotic cell:** A much smaller type of cell found in **bacteria** that lacks a nucleus; its genetic material is a single DNA loop free in the cytoplasm.
- **Organelle:** A specialised structure found inside a cell that carries out a specific function (e.g., mitochondria).
- **Nucleus:** The organelle that contains genetic material (**DNA**) and controls the activities of the cell.
- **Cytoplasm:** A gel-like substance inside the cell where most **chemical reactions** take place, controlled by enzymes.
- **Cell membrane:** A partially permeable barrier that controls the movement of substances **into and out of** the cell.
- **Mitochondria:** Organelles where **aerobic respiration** takes place, releasing energy for the cell.
- **Ribosomes:** Tiny structures inside the cytoplasm where **protein synthesis** occurs.
- **Cell wall:** An outer layer made of **cellulose** in plant and algal cells that strengthens and supports the structure.
- **Chloroplasts:** Organelles found in the green parts of plant cells containing **chlorophyll** to absorb light energy for **photosynthesis**.
- **Permanent vacuole:** A space in plant cells filled with **cell sap** that keeps the cell rigid and supports the plant's structure.
- **Plasmid:** A small, circular loop of extra DNA found in the cytoplasm of **prokaryotic (bacterial) cells**.
- **Specialised cell:** A cell that has adapted specific **structural features** to help it perform a particular function (e.g., sperm cells, root hair cells).
- **Cell differentiation:** The process by which a cell changes and becomes **specialised** for its function.
- **Stem cell:** An **undifferentiated cell** capable of dividing to give rise to many more cells of the same type, or differentiating into other cell types.
- **Chromosomes:** Coiled threads of DNA molecules found in the nucleus, carrying a large number of **genes**.
- **The cell cycle:** A series of stages a cell goes through in order to grow and divide, including **mitosis**.



- **Mitosis:** A type of cell division where a single parent cell divides to produce **two genetically identical daughter cells** for growth and repair.
- **Therapeutic cloning:** A medical process where an embryo is produced with the **exact same genes** as the patient so its stem cells aren't rejected.
- **Meristem tissue:** Plant tissue found in growing tips of roots and shoots containing stem cells that can differentiate into **any** type of plant cell.
- **Magnification:** The process of making an object appear **larger** than its actual size.
- **Resolution:** The ability to distinguish between **two separate points** close together; higher resolution produces a clearer, sharper image.
- **Light microscope:** A microscope that uses **visible light and lenses** to magnify objects; it has lower magnification and resolution than an electron microscope.
- **Electron microscope:** A microscope that uses a **beam of electrons** to study specimens; it features much higher magnification and resolution, allowing scientists to see sub-cellular structures like ribosomes.
- **Diffusion:** Particle movement from **high to low concentration** down a gradient.
- **Osmosis:** Water diffusion through a **partially permeable membrane** from a dilute to a concentrated solution.
- **Active transport:** Substance movement **against a concentration gradient** using respiration energy.
- **Surface area to volume ratio (SA:V):** Ratio crucial for efficient exchange in single-celled organisms.

RECOMMENDED TALKING POINTS:

What would happen to a potato chip if we left it in a glass of pure, distilled water overnight, and why?
Why are some people against the use of embryonic stem cells in medical research, and what is an alternative?
What has to happen to the DNA inside a cell before it is allowed to divide?





SUBJECT: SCIENCE FUNCTIONAL SKILLS

CURRICULUM THIS HALF TERM:

In Component 1 of Functional Skills Science, learners develop an understanding of the human body, health and disease, and the biological processes that enable living organisms to survive. Through practical investigations and real-life contexts, students build scientific knowledge while developing the skills to observe, measure, analyse evidence and communicate scientific ideas.

The course begins by exploring animal and specialised cells, helping learners understand how cells form tissues, organs and organ systems. Students then study the organisation of the human body, including the circulatory and digestive systems, and investigate how these systems work together to transport oxygen and nutrients and release energy through respiration.

Learners explore the importance of health and lifestyle choices, considering how diet, exercise and fitness affect wellbeing. Practical activities allow students to investigate topics such as energy released from food and the relationship between exercise and pulse rate, developing their ability to collect and interpret scientific data.

The course also introduces communicable diseases, the body's natural defences, and how medicines such as antibiotics and antiseptics help prevent and treat infection. Students learn how scientific developments have improved public health and why responsible use of medicines is important.

In the final section, learners study how the nervous and endocrine systems help the body respond to changes. They investigate reaction times, explore the role of hormones in growth and development, and learn how hormones regulate reproduction and fertility.

VOCABULARY:

- Cell - The basic building block of all living organisms. Cells carry out the functions needed for life.
- Organ - A group of different tissues working together to perform a specific job, such as the heart or lungs.
- Organ System - A group of organs that work together to carry out a major body function, such as the digestive or circulatory system.
- Respiration - The chemical process that releases energy from food in living cells.
- Circulatory System - The body system made up of the heart, blood and blood vessels that transports oxygen, nutrients and waste products around the body.
- Digestive System - The organs responsible for breaking down food so nutrients can be absorbed into the bloodstream.
- Pathogen - A microorganism, such as a bacterium or virus, that can cause disease.
- Antibody - A protein produced by the immune system that helps identify and destroy harmful pathogens.
- Hormone - A chemical messenger produced by glands that travels in the blood to control body functions.
- Homeostasis - The process of maintaining a stable internal environment, such as body temperature or blood glucose levels, despite changes inside or outside the body.



RECOMMENDED TALKING POINTS:

Can you explain the difference between an animal cell and a specialised cell?

Why do different parts of the body have different jobs, and how do organs work together?

What happens to the food we eat after we swallow it?

Why is the heart important, and how does blood travel around the body?

What is respiration, and how is it different from breathing?





SUBJECT: HISTORY GCSE

CURRICULUM THIS HALF TERM:

Students will start GCSE Unit 2: Weimar Republic to Nazi Germany, 1918–1939. This half term, learning will focus on the key events and developments that shaped Germany in the aftermath of the First World War and led to the rise of the Nazi Party.

Students will study the legacy left by the Kaiser's abdication and Germany's defeat in the First World War, including the impact of the Treaty of Versailles. They will be introduced to the structure of the Weimar Government and the main features of its constitution, including strengths and weaknesses within the political system.

The half term will also examine the political challenges faced by the Weimar Government, such as the Spartacist Revolt and the Kapp Putsch, alongside the economic difficulties created by war reparations and hyperinflation. Students will then explore the rise of the Nazi Party, including the failed Munich Putsch, and the period when the party struggled to gain widespread support during the so-called lean years.

In addition, students will learn about the Golden Age of Germany under Stresemann, considering economic recovery, changes in German society, and developments in the arts and architecture. Finally, they will examine the resurgence of the Nazi Party following the Wall Street Crash of 1929 and the way economic instability contributed to increased political support for Hitler and the Nazis.

VOCABULARY:

- Treaty of Versailles – the peace settlement after the First World War that placed blame and penalties on Germany.
- Reparations – money or goods paid as compensation for war damage.
- Constitution – the set of basic laws that outlines how a country is governed.
- Proportional representation – an electoral system where seats are shared according to the number of votes each party receives.
- Reichstag – the elected parliament of Germany under the Weimar Republic.
- Putsch – a sudden attempt to seize power by force.
- Hyperinflation – an extreme rise in prices that makes money lose its value very quickly.

RECOMMENDED TALKING POINTS:

Why did many Germans blame the Weimar Government for the Treaty of Versailles?

What were the strengths and weaknesses of the Weimar Constitution?

In what ways did hyperinflation affect ordinary people in Germany?

Why did the Nazi Party fail to gain power through the Munich Putsch?

Why did the Nazi Party struggle during the so-called lean years?

How did Stresemann improve life in Germany during the mid-1920s?

Why was the period after the Wall Street Crash so significant for the Nazis?





SUBJECT: GEOGRAPHY GCSE

CURRICULUM THIS HALF TERM:

This geography unit explores the growth of cities and the pressures that come with increasing urban populations. Pupils begin by studying world population growth, learning how and why the global population has changed over time. They consider the impact of rapid growth on cities, services and resources, and begin to understand why some places experience much greater population density than others.

Children then investigate how urban growth creates opportunities and challenges. They explore the advantages of living in urban areas, such as access to jobs, transport, shops, education and healthcare. At the same time, they consider the difficulties that can arise, including congestion, pollution, housing shortages, pressure on services and inequality. This helps pupils to see that cities are complex places with both strengths and difficulties.

A key focus of the unit is urban planning. Pupils learn how planners and local authorities try to manage urban growth by improving transport, providing housing, creating green spaces and designing sustainable communities. They consider why careful planning is important and how it can help make cities more liveable, efficient and environmentally responsible.

The unit also examines the distribution of the UK population. Pupils use maps and data to identify where people live most densely and why some parts of the UK have larger populations than others. They consider factors such as employment, transport, landscape and historical development, helping them to connect physical and human geography.

VOCABULARY:

- population
- growth
- urban
- city
- density
- migration
- opportunity

RECOMMENDED TALKING POINTS:

What are the benefits and drawbacks of living in a city?

Why do some parts of the UK have more people living in them than others?

How can urban planning make a city better for the people who live there?





SUBJECT: IMEDIA

CURRICULUM THIS HALF TERM:

In this unit, students will develop the practical skills needed to design and create interactive digital products as part of the Cambridge National Creative iMedia qualification, with a particular focus on the R097: Interactive Digital Media unit. They will explore how multimedia elements such as text, images, graphics, audio, video, animation, and interactive features can be combined to produce engaging and effective digital experiences for different audiences and purposes.

Students will learn the principles of good interface design, considering how layout, colour, typography, navigation, accessibility, and usability influence the user's experience. They will investigate existing interactive products to identify successful design techniques before applying these ideas to their own work. Throughout the unit, students will develop skills in planning, storyboarding, wireframing, and creating asset lists to ensure their projects meet a client brief.

Using industry-standard multimedia software, students will create and edit a range of digital assets before combining them into a fully functioning interactive product. They will learn how to add navigation buttons, hyperlinks, animations, transitions, and interactive features that allow users to explore content independently. Students will also test and evaluate their products, identifying improvements to ensure they are functional, accessible, and suitable for their intended audience.

The course places a strong emphasis on creativity, organisation, and project management. Students will learn how to interpret a brief, manage digital files effectively, follow design conventions, and review their progress throughout the development process. They will also develop an understanding of copyright, intellectual property, and the importance of using assets legally and ethically.

By the end of the unit, students will have produced a professional-quality interactive multimedia product that demonstrates their technical skills, creativity, and ability to meet the needs of a client. These experiences will prepare them for the assessed R097 project while developing valuable digital media, communication, and problem-solving skills that are highly relevant to further education and careers within the creative and digital industries.

VOCABULARY:

Tier 1 (Everyday Words) Tier 2 (Academic Vocabulary) Tier 3 (Subject-Specific Vocabulary)

Design	Audience	Interactive multimedia
Create	Evaluate	Navigation
Improve	Purpose	Storyboard
Image	Layout	Wireframe
User	Accessibility	Hyperlink

RECOMMENDED TALKING POINTS:

How do websites, apps and museum displays keep users engaged through interactive design?
What makes an interactive digital product easy, enjoyable and accessible for everyone to use?
How do digital media designers turn a client's ideas into a professional interactive product?





SUBJECT: BTEC PERFORMANCE

CURRICULUM THIS HALF TERM:

Performing Arts – Unit 1: performing

The Vocational Award in Performing Arts is designed to build students' knowledge and understanding of the performing arts sector while also developing their practical skills. The course is divided into three units: performing, creating, and performance arts in practice.

In the first two units, students focus on developing and applying their creative and performance abilities. The third unit is more project-based and gives students the opportunity to work in a realistic context. They are set a brief to organise an event that celebrates a given topic. To complete this successfully, students must generate and develop an idea that meets the brief, then plan how it will be delivered.

This involves considering important practical elements such as budgeting, staffing, and time scales. Students must bring their ideas together in a clear and organised way before pitching their proposal. This helps them to demonstrate not only creativity, but also planning, communication and problem-solving skills that are valuable within the performing arts industry.

VOCABULARY:

The key words and principles in this unit use the acronym – R E S E A R C H

- Research - What are the demands of the piece you have chosen? What was the original performance intention?
- Examine - How will your research influence your own creative decisions?
- Health - What do you need to do to be safe as a performer?
- Explore - What rehearsal techniques will you use to develop your skills?
- Apply - How will you apply your skills to your chosen repertoire?
- Refine - What do you need to do to polish your performance?
- Share - Who can you share work in progress with?
- Evaluate - How will you act on feedback? What do you need to do next?

RECOMMENDED TALKING POINTS:

What makes a good performance?
Which performers do you like? Why?





SUBJECT: BTEC CONSTRUCTION

CURRICULUM THIS HALF TERM:

In this unit, pupils will develop their practical construction skills, technical knowledge and understanding of the built environment. They will be introduced to the construction industry and begin to explore the core trades involved in building and maintaining homes, workplaces and public spaces.

A strong emphasis is placed on health and safety. Pupils will develop an understanding of the importance of personal protective equipment (PPE), hazard awareness and risk assessment, as well as how to work safely in a workshop or practical setting. They will also learn about the correct use of tools and equipment and the expectations for safe working practice.

Throughout the unit, Pupils will be encouraged to understand the role of the construction industry, explore a range of construction trades, identify hazards and manage risk, use PPE appropriately, work safely with tools and equipment, follow workshop routines and safe practice and begin developing the skills needed for further study or employment.

This unit supports the development of important learning skills, including practical application, independence, attention to detail, safe working, problem solving, industry awareness and employability skills.

VOCABULARY:

- Tier 1: Build, work, safe, tools, trade, job, site, house, wall, roof, floor, wear, check, risk, help.
- Tier 2: Construction, industry, equipment, hazard, awareness, practice, process, role, develop, pathway, workplace, maintain, identify, manage, employability.
- Tier 3: Personal protective equipment (PPE), risk assessment, built environment, workshop, safe working practice, construction trades, carpenter, bricklayer, plumber, electrician, site safety, hard hat, hi-vis, safety boots, hazard.

RECOMMENDED TALKING POINTS:

Why is health and safety so important in construction?

What does PPE mean, and why do construction workers need it?

What kinds of jobs and trades are involved in the construction industry?

How does safe workshop practice help people work effectively and responsibly?





SUBJECT: PE

CURRICULUM THIS HALF TERM:

Young people will focus on developing their netball skills by using a range of tactics and strategies to overcome opponents in direct competition. They will also engage in self-reflection, evaluating their performances compared to previous ones to demonstrate improvement and strive to achieve their personal best. This aims to enhance their physical abilities while fostering a spirit of competition and personal growth.

VOCABULARY:

- Teamwork
- Opponent
- Centre circle
- Goal Post
- Goal shooter
- Goal keeper
- Goal attack
- Goal defence
- Wing attack
- Wing defence
- Centre
- Defending
- Marking
- Intercept
- Attack
- Communication
- Decision making
-

RECOMMENDED TALKING POINTS:

What is the aim of netball?

What are the rules?

What is important about footwork in netball?

How do you decide whether to pass, move into space or shoot?

ANY OTHER KEY INFORMATION:

Suitable footwear

Suitable clothing

Refillable water bottle





SUBJECT: BTEC HOME COOKING

CURRICULUM THIS HALF TERM:

The BTEC Level 1 Home Cooking Skills qualification is designed to help learners develop essential cooking skills that they can use at home and in everyday life. It aims to build confidence in the kitchen while promoting healthy eating, meal planning and an understanding of cooking as an important life skill.

Throughout the course, pupils will explore the basics of preparing meals, following recipes and using simple cooking techniques to make a range of dishes. They will also learn how to plan meals carefully, taking into account both budget and nutritional value, so that they can make informed and practical choices about food.

A key part of the course is learning about food safety and hygiene. Pupils will develop an understanding of how to handle, prepare and store food safely, as well as how to maintain good hygiene in the kitchen.

The qualification also includes learning about nutrition, helping pupils understand how food supports a healthy lifestyle and how to make better choices when planning and preparing meals.

Throughout the course, Pupils will be encouraged to develop basic cooking skills and techniques, follow recipes to prepare simple dishes, plan meals that are both nutritious and cost-effective, understand the importance of food safety and hygiene, apply their skills to a variety of dishes and build confidence and independence in the kitchen.

VOCABULARY:

- Tier 1: Cook, food, meal, eat, wash, safe, clean, recipe, budget, healthy, hot, cold, boil, bake, mix.
- Tier 2: Nutrition, plan, prepare, skills, method, choice, value, cost-effective, independence, confidence, hygiene, safety, variety, outcome, transfer.
- Tier 3: Food safety, food hygiene, meal planning, budgeting, ingredients, portion, nutrition, balanced meal, recipe, preparation, cross-contamination, cookery, utensils, storage, shelf life.

RECOMMENDED TALKING POINTS:

Why is cooking an important life skill?

How can meal planning help us save money and eat well?

What are the most important food safety and hygiene rules in the kitchen?

How can learning to cook at home help with confidence and independence?





SUBJECT: CAREERS

CURRICULUM THIS HALF TERM:

During this half term, Year 10 students will build their understanding of the local and national labour market, with a particular focus on how current labour market information (LMI) informs post-16 and post-18 decisions. Students will research employment trends, growth sectors, and skills shortages, considering how these relate to the education system in England. This will include exploring how subjects studied at school link to future training, apprenticeships, T Levels, A levels, further education, higher education, and employment. Students will also investigate the main learning pathways available to them, and how these can be accessed through school, college admissions, apprenticeship application processes, career guidance, employer engagement, and online platforms such as the National Careers Service and UCAS.

VOCABULARY:

- **Labour Market Information (LMI):** Data about jobs, salaries, vacancies, skills needs, and employment trends.
- **Pathway:** A route a young person can take after Year 11, such as college, apprenticeship, or sixth form.
- **Apprenticeship:** A job with training where learners earn while they learn.
- **T Level:** A technical qualification that combines classroom learning with industry placement.
- **Further Education (FE):** Study after Year 11 that is not at university, often in a college or training setting.
- **Higher Education (HE):** Study at university level.
- **Transferable Skills:** Skills that can be used in different jobs, such as communication, teamwork, and problem-solving.
- **Sector:** A group of related industries, such as health, construction, or digital.

RECOMMENDED TALKING POINTS:

What jobs or sectors are currently growing in our local area, and why might this matter for your choices?
Which post-16 pathway best suits your strengths, interests, and long-term goals?
What qualifications or skills will you need to access your preferred career route?
How can attending the 16 options meeting help you make an informed decision?
What questions would you ask employers or providers at the Doncaster Careers Fair?

ADDITIONAL KEY INFORMATION:

In addition, students will learn about practical support for planning their future, including a 16 options meeting, a visit to the Doncaster Careers Fair, and independent travel training to support confidence and preparedness when accessing opportunities beyond school.



SUBJECT: RE



CURRICULUM THIS HALF TERM:

This term in Religious Education, Year 10 students will explore the role of religious law in the lives of believers and its importance within different faith traditions. They will examine how religious laws, teachings and moral principles guide decision-making, behaviour and community life. Students will investigate examples such as Jewish Halakha, Islamic Shariah and Christian teachings, considering how believers apply these laws in the modern world. Through discussion, analysis and evaluation, students will explore the relationship between religious law, personal freedom, morality and justice, developing their understanding of how faith influences ethical decision-making.

VOCABULARY:

- **Religious Law** – Rules and principles based on religious teachings that guide believers.
- **Morality** – Principles of right and wrong behaviour.
- **Ethics** – The study of moral decisions and actions.
- **Commandment** – A divine rule or instruction.
- **Justice** – Fair and equal treatment according to what is right.

RECOMMENDED TALKING POINTS:

What is religious law, and why is it important to believers?

How do religious laws influence people's daily lives?

What challenges can arise when religious laws and modern society interact?

