



SUBJECT: ENGLISH GCSE

CURRICULUM THIS HALF TERM:

This half term focuses on consolidating the knowledge, skills and confidence required for success in GCSE English Language. Reading lessons revisit all assessment objectives, enabling pupils to identify information accurately, analyse language and structure, compare viewpoints and critically evaluate writers' ideas using well-selected textual evidence.

Writing lessons provide regular opportunities to practise transactional and creative writing. Pupils refine speeches, articles, letters, reviews, narrative and descriptive responses while maintaining an appropriate tone, crafting sophisticated vocabulary choices and structuring ideas effectively for different audiences and purposes.

Teachers provide regular opportunities for timed practice, self-assessment and independent editing to prepare learners for examination conditions. Grammar teaching reinforces technical accuracy, sentence control and ambitious vocabulary so pupils leave the course as confident, independent communicators who are prepared for further education and employment.

VOCABULARY:

analyse	Explore ideas in detail.
evaluate	Judge how effective something is.
interpret	Explain the meaning of a text.
perspective	A particular point of view.
nuanced	Showing subtle or detailed understanding.
sophisticated	Complex and carefully developed.
conceptual	Focused on deeper ideas and concepts.
AO1	Identify and interpret information.
AO2	Analyse language and structure.
AO5	Communicate clearly for audience and purpose.

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 understanding of geometry, algebra and mathematical proof as they continue to prepare for GCSE examinations. The unit begins with area and volume, where pupils will learn how to interpret plans and elevations, draw three-dimensional shapes using isometric drawings and calculate the volume and surface area of a range of solids including cylinders, spheres, cones and pyramids. Pupils will also develop their understanding of metric units and learn how to convert between different measures of area and volume.

Pupils will then explore similarity and congruence. They will investigate how shapes can be enlarged while maintaining proportional relationships and use this knowledge to calculate unknown lengths and angles. The curriculum also includes identifying and proving when shapes are similar or congruent, helping pupils develop logical reasoning and mathematical justification skills.

The final part of the half term focuses on sequences and proof. Pupils will identify patterns within sequences, generate terms using algebraic rules and develop formulae for linear sequences. They will also explore mathematical arguments, learning how to construct logical proofs and use counterexamples to test mathematical statements. Throughout the unit, pupils will develop confidence in solving complex problems, communicating mathematical reasoning and applying their knowledge across a range of mathematical contexts.

VOCABULARY:

- Isometric drawing – a method of drawing three-dimensional objects on a two-dimensional page
- Volume – the amount of space inside a three-dimensional object
- Surface area – the total area covering the outside of a three-dimensional shape
- Similar shapes – shapes that have the same proportions but may be different sizes
- Congruent shapes – shapes that are identical in size and shape
- Sequence – a pattern of numbers that follows a rule
- nth term – a formula used to find any term in a sequence
- Proof – a mathematical argument that shows a statement is always true
- Counterexample – an example that shows a statement is not always true
- Elevation – a view of an object from a particular direction, such as the front or side

RECOMMENDED TALKING POINTS:

Why are plans, elevations and scale drawings important in careers such as architecture and engineering?

What is the difference between similar and congruent shapes?

How can recognising patterns help mathematicians solve problems?

Why is proof important in mathematics, and how can a counterexample disprove a statement?





SUBJECT: MATHEMATICS GCSE TRANSITION

CURRICULUM THIS HALF TERM:

This half term, pupils will consolidate and extend key mathematical skills from across Key Stage 3 and prepare for the demands of GCSE study. The unit begins with algebraic manipulation, where pupils will develop their understanding of substitution, simplifying expressions and factorising. These skills will help pupils recognise patterns, represent mathematical relationships and solve increasingly complex problems. Pupils will then explore perimeter, area and volume. They will revise the properties of two-dimensional and three-dimensional shapes before applying formulae to calculate perimeter, area and volume. This includes working with compound shapes and prisms, helping pupils understand how mathematics is used to solve practical problems involving space, measurement and design.

The curriculum also focuses on statistics and data handling. Pupils will learn how to calculate and interpret averages, analyse grouped data and compare distributions. They will investigate sampling methods and use scatter graphs to identify relationships between variables and interpret trends in data.

The final part of the half term introduces quadratic graphs, equations and inequalities. Pupils will learn how to solve equations, including those with unknowns on both sides, and explore how inequalities can be used to represent ranges of possible values. Throughout the unit, pupils will strengthen their reasoning, problem-solving and analytical skills, building confidence in applying mathematics across a range of contexts.

VOCABULARY:

- Substitution – replacing a letter in an expression or formula with a number
- Factorise – writing an expression as a product of its factors
- Volume – the amount of space inside a three-dimensional object
- Prism – a three-dimensional shape with a constant cross-section
- Average – a value used to represent a set of data
- Sampling – selecting a group from a larger population to gather information
- Scatter graph – a graph used to investigate relationships between two variables
- Quadratic graph – a curved graph representing a quadratic relationship
- Equation – a mathematical statement showing that two expressions are equal
- Inequality – a mathematical statement showing that values are greater than or less than each other

RECOMMENDED TALKING POINTS:

How is mathematics used when designing buildings, packaging or other three-dimensional objects?

Why do statisticians use samples rather than collecting information from every person?

How can graphs help us identify patterns and relationships in data?

Why is it useful to represent a range of possible values using an inequality rather than a single answer?





SUBJECT: COMBINED SCIENCE GCSE

CURRICULUM THIS HALF TERM:

During this half term students will explore the Physics Topic Forces

This topic examines how physical interactions alter the shape, speed, and direction of objects. Students learn to distinguish between scalars, which only have size like mass and speed, and vectors, which have both size and direction like velocity and force. The curriculum covers Newton's Three Laws of Motion to explain why objects remain still, accelerate, or push back with equal and opposite force, alongside Hooke's Law, which details how springs stretch proportionally to the weight applied to them. Learners must master two required practicals—one measuring spring elasticity and another tracking trolley acceleration.

VOCABULARY:

- **Scalar:** A physical quantity that has **magnitude (size) only**, such as speed, distance, mass, or time.
- **Vector:** A physical quantity that has **both magnitude (size) and direction**, such as velocity, displacement, force, or acceleration.
- **Force:** A push or a pull exerted on an object due to its interaction with another object, measured in **Newtons (N)**.
- **Contact force:** A force exerted only when two interacting objects are **physically touching**, such as friction, air resistance, tension, or the normal contact force.
- **Non-contact force:** A force exerted even when two interacting objects are **physically separated**, such as gravity, electrostatic force, or magnetic force.
- **Weight:** The force acting on an object due to **gravity**, which changes depending on the gravitational field strength of the location.
- **Mass:** The amount of **matter** inside an object, measured in kilograms (kg), which remains constant anywhere in the universe.
- **Resultant force:** A single overall force that replaces a system of multiple forces acting on an object.
- **Work done:** The amount of **energy transferred** when a force moves an object through a distance.
- **Elastically deformed:** An object that **returns to its original shape** after the stretching or compressing forces are removed.
- **Inelastically deformed:** An object that stays **permanently stretched** or bent even after the forces are removed.
- **Extension:** The increase in length of an object (like a spring) when a stretching force is applied to it.
- **Limit of proportionality:** The point beyond which a spring stretches permanently and no longer follows Hooke's Law.
- **Velocity:** The speed of an object in a **given, specified direction** (a vector quantity).
- **Acceleration:** The rate at which an object changes its **velocity**.
- **Newton's First Law:** The law stating an object will remain stationary or keep moving at a **constant velocity** unless a resultant force acts on it.
- **Newton's Second Law:** The law stating that an object's acceleration is directly proportional to the **resultant force** acting on it, and inversely proportional to its **mass** ($F=ma$).
- **Inertia:** The tendency of an object to continue in its current state of rest or uniform motion.



- **Newton's Third Law:** The law stating that whenever two objects interact, they exert **equal and opposite forces** on each other

RECOMMENDED TALKING POINTS:

What is the difference between your mass and your weight if you travel to the Moon?

If an object has a resultant force of zero acting on it, what are the two possible things it could be doing?

If you double the force pushing a shopping trolley, what happens to its acceleration? What happens if you double its mass instead?

What does a completely flat, horizontal line mean on a Distance-Time graph versus a Velocity-Time graph?

How do you find the total distance travelled by looking at a Velocity-Time graph?





SUBJECT: SCIENCE BIOLOGY GCSE

CURRICULUM THIS HALF TERM:

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

The Ecosystems topic builds on prior knowledge of food chains and food webs and focuses on how living organisms interact with each other and their physical environment. Students explore interdependence, learning how different species rely on one another for food or shelter, and how they compete for limited resources like light, water, and space. They study how animals and plants develop specific structural, behavioural, or functional adaptations to survive in their habitats, including extreme survival specialists known as extremophiles. The curriculum also tracks the flow of biomass through food chains and details how nature recycles essential elements through the carbon and water cycles. Finally, learners examine human impacts on global biodiversity and learn practical fieldwork skills. They must understand how to use quadrats and transects to measure how plant and animal populations are distributed in the wild.

VOCABULARY:

- **Ecosystem:** The interaction of a community of living organisms with the non-living parts of their environment.
- **Community:** All the populations of different species living and interacting in the same habitat together.
- **Interdependence:** The way each species in a community depends on other species for food, shelter, pollination, and seed dispersal.
- **Stable community:** A community where all the species and environmental factors are in balance, so population sizes remain relatively constant.
- **Abiotic factors:** The non-living parts of an environment that can affect living organisms, such as temperature, light intensity, moisture levels, and soil pH.
- **Biotic factors:** The living parts of an environment that can affect an ecosystem, such as new predators, food availability, pathogens, and competition between species.
- **Adaptation:** A feature or characteristic that allows an organism to survive in its normal conditions.
- **Extremophile:** An organism that lives in a very extreme environment, such as high temperatures, high pressures, or high salt concentrations.
- **Producer:** An organism at the start of a food chain—usually a green plant or algae—that makes its own glucose using photosynthesis.
- **Biomass:** The total mass of living material in an organism or an area, which is passed up a food chain when one organism eats another.
- **Biodiversity:** The variety of all the different species of organisms on Earth, or within a specific ecosystem

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 5 of Functional Skills Science, learners develop an understanding of the key principles of physics and how they apply to everyday life. Through practical investigations and real-world examples, students explore energy, forces, motion and radiation while developing the scientific skills needed to observe, measure, calculate and evaluate evidence.

The course begins by investigating energy stores and energy transfers, helping learners understand how energy is stored, transferred and conserved in everyday situations. Students explore ways to reduce energy wastage, including improving efficiency in homes and workplaces, and consider the environmental and financial benefits of conserving energy. They also investigate the properties of materials through studies of thermal and electrical conductivity.

Learners then examine renewable and non-renewable energy resources, evaluating the advantages and disadvantages of different methods of generating electricity and considering the impact these have on the environment and society.

The component continues with the study of forces, including contact and non-contact forces such as friction, gravity and magnetism. Students learn how forces affect movement and investigate concepts including work done, speed, and stopping distances, applying these ideas to everyday contexts such as road safety and transport. Practical activities encourage learners to collect, analyse and interpret data while developing confidence in using scientific calculations.

VOCABULARY:

Energy Store	A way in which energy is held, such as chemical, thermal, kinetic or gravitational potential energy.
Energy Transfer	The movement of energy from one store to another, for example by heating, electrical work or mechanical work.
Efficiency	A measure of how much useful energy is transferred compared to the total energy supplied.
Renewable Energy	Energy that comes from natural sources that are continually replaced, such as wind, solar or hydroelectric power.
Non-renewable Energy	Energy from sources that will eventually run out, such as coal, oil, natural gas and nuclear fuels.
Force	A push or pull that can change the speed, direction or shape of an object.
Friction	A contact force that opposes motion between two surfaces that are touching.
Work Done	The energy transferred when a force moves an object through a distance.
Speed	The distance travelled by an object in a given amount of time, usually measured in metres per second (m/s).
Radioactivity	The process in which unstable atoms release radiation as they break down into more stable atoms.



RECOMMENDED TALKING POINTS:

Where do we use energy in our home every day?

Can you explain the difference between an energy store and an energy transfer?

What are some simple ways our family could reduce energy wastage?

Why is it important to use renewable energy sources where possible?

What are the advantages and disadvantages of renewable and non-renewable energy?





SUBJECT: HISTORY GCSE

CURRICULUM THIS HALF TERM:

In preparation for the mock examinations, this half term will be dedicated to revising each of the four units students have previously studied: Medicine in Britain, 1250-present day, Early Elizabethan England, 1558-88, The Weimar Republic to Nazi Germany, 1918-39 and Superpower Relations: The Cold War.

Students will revisit the core knowledge, key events, important individuals and historical interpretations from each unit. Teaching will focus on strengthening chronological understanding, improving recall of evidence, and deepening analytical skills needed for exam success. Students will also be supported to make connections between themes, such as change and continuity, cause and consequence, significance, and similarity and difference.

A range of revision materials will be used throughout the half term, including knowledge organisers, practice questions, retrieval activities, source analysis exercises and model responses. Students will be encouraged to take an active role in their learning by identifying areas for further improvement and selecting appropriate independent revision techniques. These may include self-quizzing, flashcards, timelines, mind maps, revision notes and structured essay planning.

Revision will be carefully sequenced so that students have the opportunity to consolidate prior learning from each unit and build confidence in applying their knowledge under timed conditions. Particular emphasis will be placed on accuracy, historical argument and the use of precise subject terminology.

VOCABULARY:

- Chronology – the order in which events happened in time.
- Cause – the reason why something happened.
- Consequence – the result or effect of an event.
- Continuity – aspects of history that stayed the same over time.
- Change – differences that developed over time.
- Source – a piece of evidence from the past, such as a letter, photo or object.
- Inference – a conclusion reached from evidence and reasoning.

RECOMMENDED TALKING POINTS:

What were the most significant changes in medicine between 1250 and the present day?

How did Elizabeth I maintain control during the Early Elizabethan period?

Why did the Weimar Republic struggle to remain stable after 1918?

How did Hitler and the Nazi Party gain and maintain power in Germany?

What were the main causes of tension between the superpowers during the Cold War?





SUBJECT: GEOGRAPHY GCSE

CURRICULUM THIS HALF TERM:

This geography unit explores how economic activity varies across the world and why some countries develop more quickly than others. Pupils begin by studying the causes and consequences of uneven development, learning that differences in wealth, education, healthcare, infrastructure, trade and political stability can all affect how developed a country becomes. They consider how these differences can shape people's daily lives and create inequality between and within countries.

Children then investigate strategies to reduce the development gap. They learn how aid, investment, fair trade, education, technology and improved infrastructure can help countries improve living standards and create more opportunities. This enables pupils to understand that development is influenced by a range of factors and that change is possible through long-term planning and support.

A key part of the unit is the case study of Nigeria. Pupils explore Nigeria's economy, population and development challenges, considering how the country is changing and what opportunities exist for growth. They examine examples of progress and inequality, helping them to see how one country can contain both rapid economic development and significant social challenges.

The unit also looks at how manufacturing is stimulating economic growth. Pupils learn how factories, industry and global trade can create jobs, increase income and support wider development. They consider both the benefits and drawbacks of manufacturing, including the need to balance economic growth with environmental and social concerns.

By the end of the unit, pupils will understand key ideas about global development and economics. They will be able to explain why development is uneven, suggest ways to reduce the development gap, describe aspects of Nigeria's economy and discuss how manufacturing can drive growth.

VOCABULARY:

- development
- uneven development
- development gap
- economy
- manufacturing
- industry
- trade
- aid

RECOMMENDED TALKING POINTS:

What causes some countries to develop more quickly than others?
How can strategies like aid and fair trade help reduce the development gap?
Why is manufacturing important for economic growth?





SUBJECT: COMPUTER SCIENCE

CURRICULUM THIS HALF TERM:

In this unit, students will develop the computational thinking skills that form the foundation of Computer Science and successful programming. As part of OCR GCSE Computer Science Paper 2, they will learn how to approach complex problems logically by breaking them down into smaller, manageable parts and designing efficient solutions. These skills are used by software developers, engineers, and data scientists to create reliable computer programs and solve real-world challenges.

Students will explore key computational thinking techniques including decomposition, pattern recognition, abstraction, and algorithm design. They will learn how to identify the important information within a problem while ignoring unnecessary detail, recognise similarities between different problems, and create step-by-step algorithms that can be implemented in code. These skills will be applied through a range of practical activities and programming tasks using Python.

The unit also introduces students to the principles of algorithm design and problem solving. They will create, interpret, trace, and improve algorithms using flowcharts, pseudocode, and structured English before converting these solutions into working programs. Students will learn how to test their solutions using suitable test data and refine their programs by identifying and correcting errors through debugging. Throughout the course, there is a strong emphasis on logical reasoning, resilience, and evaluating different approaches to solving the same problem. Students will develop confidence in explaining how algorithms work, predicting the outcome of code, and selecting the most appropriate solution for a given task. These essential thinking skills support success throughout the GCSE Computer Science course and provide the foundations for programming, software development, artificial intelligence, cybersecurity, and many other careers within the digital industry. By the end of the unit, students will be able to analyse problems systematically, design efficient solutions, and communicate their ideas using the language and methods of computer science.

VOCABULARY:

- Analyse
- Evaluate
- Sequence
- Logic
- Predict
- Decomposition
- Abstraction
- Algorithm
- Pseudocode
- Flowchart

RECOMMENDED TALKING POINTS:

How do computer scientists break down complex problems into simple solutions?

Why can there be more than one correct algorithm for solving the same problem?

How does computational thinking help solve problems beyond computing, such as in medicine, engineering and business?





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 continue to build on their practical construction skills and technical knowledge, with a focus on applying skills across different trades and understanding key construction processes. They will explore how buildings are designed and constructed, and how different parts of a structure work together in the built environment.

During the autumn term, pupils will study construction technology, including the role of foundations, walls and roofs in building structures. They will also develop their ability to read and interpret technical drawings and plans, which are essential in construction and building work.

As part of their practical learning, pupils will complete a carpentry project, such as creating a framework or structure. This will give them the opportunity to apply their knowledge, practise safe and accurate working methods, and develop confidence using tools and materials.

Throughout the unit, learners will be encouraged to understand how foundations, walls and roofs contribute to a structure, interpret technical drawings and plans, apply practical carpentry skills to a project, use tools and materials safely and accurately, link theory to practical construction work and develop skills relevant to further study or employment.

This unit supports the development of important learning skills, including practical application, accuracy, problem solving, safe working, technical understanding, independence and employability skills

By the end of the unit, pupils will have a stronger understanding of construction processes and the technical skills needed to complete practical projects and progress in the construction sector.

VOCABULARY:

- Tier 1: Build, house, roof, wall, floor, wood, frame, plan, draw, cut, make, work, safe, tool, strong.
- Tier 2: construction, technical, structure, process, apply, interpret, project, accurate, develop, framework, design, materials, support, function, use.
- Tier 3: Foundations, walls, roofs, technical drawings, plans, carpentry, framework, structure, load-bearing, joists, rafters, beams, scale, blueprint, measurements.

RECOMMENDED TALKING POINTS:

Why are foundations, walls and roofs important in construction?

How do technical drawings and plans help builders and carpenters?

What skills are needed to complete a carpentry project successfully?

How can understanding construction processes help prepare learners for future careers?





SUBJECT: PE

CURRICULUM THIS HALF TERM:

Young people will focus on developing their basketball 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
- Court
- Basket/hoop
- Backboard
- Free throw
- Out of bounds
- Dribble
- Pivot
- Set shot
- Jump shot
- BEEF (balance, elbow, eyes, follow through)
- Defence
- Marking
- Block
- Intercept
- Attack
- Decision making

RECOMMENDED TALKING POINTS:

What are the rules of basketball?

Why is sportsmanship, fair play and honesty important?

What tactics and strategies can be applied in basketball? What makes these successful?

Why is communication important? What does this look like in a basketball game?

ANY OTHER KEY INFORMATION:

Suitable footwear

Suitable clothing

Refillable water bottle





SUBJECT: BTEC HOME COOKING

CURRICULUM THIS HALF TERM:

The BTEC Level 2 Home Cooking Skills qualification is designed to give pupils practical cooking experience, along with the knowledge and confidence to prepare, plan and present healthy meals. It supports the development of important life skills such as nutrition, food hygiene, budgeting and independent decision-making.

This course is suitable for pupils with no previous experience and takes a practical, applied approach. Pupils will use what they learn in real-life contexts, helping them to develop confidence in the kitchen and an understanding of how cooking supports healthy living and everyday independence.

Throughout the course, learners will plan, prepare and present meals to a professional standard. They will cook two-course meals and desserts, learn about food safety, hygiene and safe food storage. They will explore nutrition, dietary needs and ingredient choices. They will compare the cost of homemade meals with pre-prepared alternatives and develop practical skills in baking, decorating and food presentation.

Assessment is based on both practical and written work. This year, pupils will complete planning documents and recipe books, practical cooking tasks, presentations and research projects and observed activities in realistic settings.

For pupils at Bader, progress will also be recognised through engagement, communication and increasing independence.

VOCABULARY:

- Tier 1: Cook, food, meal, eat, bake, mix, decorate, clean, safe, healthy, budget, money, shop, serve, plan.
- Tier 2: Practical, prepare, standard, nutrition, hygiene, decision, independent, compare, research, creative, collaborate, evidence, assess, skills.
- Tier 3: Contamination, bacteria, food storage, dietary requirements, recommended daily allowance, budget, food costing, recipe development, presentation, branding, packaging, client brief, professional standard, catering, homemade, pre-prepared.

RECOMMENDED TALKING POINTS:

Why are food safety and hygiene so important when preparing meals for others?

How can budgeting help us make healthier and more cost-effective food choices?

What does it mean to present food to a professional standard?

How can learning to cook improve confidence and independence?





SUBJECT: CAREERS

CURRICULUM THIS HALF TERM:

This half-term, Year 11 students will focus on exploring post-16 options and preparing for transition beyond compulsory education. Careers education will support students to identify pathways that align with their interests, strengths and aspirations, including sixth form, college, apprenticeships, supported internships and training provision. Students will also consider different employment types, such as self-employment, freelance work and employed roles, with a particular focus on evaluating the advantages and challenges of being their own boss. Alongside this, learners will reflect on their career ambitions, setting realistic short-term goals and understanding the steps required to progress towards future employment or further study. The programme will emphasise decision-making, independence and the development of skills needed for successful transition.

VOCABULARY:

- **Post-16:** Education, training or employment options available after Year 11.
- **Transition:** The process of moving from one stage of education or life to another.
- **Apprenticeship:** A paid job with training leading to a recognised qualification.
- **Self-employment:** Working for yourself rather than for an employer.
- **Career aspiration:** A future job or goal a person hopes to achieve.
- **Employability skills:** Skills valued by employers, such as communication, teamwork and reliability.
- **Pathway:** A planned route towards a future destination or career.
- **Provision:** An available education, training or support offer.

RECOMMENDED TALKING POINTS:

What post-16 options are available to you, and which ones interest you most?

What are your strengths, and how could they support your future career choices?

What would be the advantages and disadvantages of being self-employed?

What career ambitions do you have, and what steps could help you achieve them?

How can college visits, careers interviews or work experience help you make a more informed decision?

ADDITIONAL KEY INFORMATION:

Additional opportunities will include 1:1 careers interviews to provide personalised guidance and action planning, as well as Post-16 college visits to help students make informed choices about their next steps. Independent Travel Training may be offered to support students in building confidence and skills for travelling safely and independently. Where possible, work experience opportunities and careers encounters will broaden students' understanding of the world of work and expose them to a range of sectors, roles and employers. These experiences will help students make meaningful links between school learning and future destinations.



SUBJECT: RE



CURRICULUM THIS HALF TERM:

This term in Religious Education, Year 11 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?

