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 revisit and strengthen their algebraic manipulation skills as part of their preparation for GCSE Mathematics. They will practise substituting values into expressions, collecting like terms and simplifying expressions. Pupils will also explore the laws of indices, including addition and subtraction of powers and powers of powers. They will then develop their skills in expanding single brackets and factorising expressions into a single bracket. These techniques help pupils work accurately and efficiently with algebra and provide useful foundations for tackling a range of GCSE questions.

Pupils will also study perimeter, area and volume. They will identify two-dimensional and three-dimensional shapes, calculate perimeter and area, and work with compound shapes. The unit includes recognising and labelling parts of a circle before calculating circumference and area. Pupils will calculate the volume of prisms, explore nets and use them to understand the surfaces of three-dimensional objects, before finding the surface area of a prism. This work encourages pupils to select appropriate formulae, use units accurately and apply geometry to practical problems.

The final area focuses on interpreting and representing data. Pupils will calculate averages and range, including from ungrouped and grouped frequency tables. They will compare distributions using data and consider different types of data and methods of sampling. Pupils will also interpret scatter graphs, describe relationships between variables and explore interpolation and extrapolation. Throughout the half term, pupils will build confidence in selecting suitable methods, interpreting information and explaining their reasoning as they prepare for GCSE examinations.

VOCABULARY:

- **Substitution** – Replacing a letter in an expression with a given value.
- **Like terms** – Terms that have the same variables raised to the same powers and can be combined.
- **Index** – A number that shows the power to which a value is raised.
- **Expand** – Multiply out brackets to rewrite an expression without brackets.
- **Factorise** – Rewrite an expression as a product of its factors.
- **Perimeter** – The total distance around the outside of a two-dimensional shape.
- **Area** – The amount of surface covered by a two-dimensional shape.
- **Circumference** – The distance around the edge of a circle.
- **Radius** – The distance from the centre of a circle to its circumference.
- **Diameter** – A straight line across a circle through its centre, equal to twice the radius.
- **Volume** – The amount of space inside a three-dimensional object.
- **Prism** – A three-dimensional shape with a constant cross-section along its length.
- **Surface area** – The total area of all the faces or surfaces of a three-dimensional object.
- **Mean** – The total of the values divided by the number of values.
- **Range** – The difference between the largest and smallest values in a data set.
- **Grouped frequency table** – A table that organises data into groups or intervals and records their frequencies.
- **Sampling** – Selecting part of a population to collect information about the whole population.
- **Scatter graph** – A graph that uses plotted points to show the relationship between two variables.
- **Interpolation** – Estimating a value within the range of data shown.
- **Extrapolation** – Estimating a value beyond the range of data shown.
-

RECOMMENDED TALKING POINTS:

How can simplifying and factorising expressions help us solve algebra problems more efficiently?
When would you use circumference rather than area to describe a circle?
What is the difference between volume and surface area, and how could each be useful in real life?
How can averages and range help us compare two sets of data?
What should we be careful about when using a sample or extrapolating from a scatter graph?

SUBJECT: MATHEMATICS GCSE TRANSITION

CURRICULUM THIS HALF TERM:

This half term, students will continue to develop their mathematical knowledge and problem-solving skills through a range of practical and real-life contexts. A key focus will be percentages, where pupils will learn how to calculate percentages of amounts and apply these skills to everyday situations such as discounts, sale prices and managing money. They will develop confidence in using efficient methods and checking that their answers are reasonable.

Students will also extend their understanding of 2D shapes by calculating area and perimeter. They will apply these skills to practical problems, helping them understand how mathematics is used in real-world situations. Building on this work, pupils will explore circles and cylinders, identifying key features such as the radius and diameter and using these measurements to calculate circumference, area and surface area where appropriate.

The unit will also focus on nets and 3D shapes, enabling students to recognise and describe three-dimensional objects, interpret nets and calculate surface area. Throughout these topics, pupils will be encouraged to visualise shapes, make connections between 2D and 3D representations and apply their learning in a variety of contexts.

Alongside these mathematical concepts, there will be a strong emphasis on problem-solving. Students will tackle multi-step word problems, select suitable methods, show their working clearly and evaluate the accuracy of their answers. This will help them develop resilience, reasoning skills and confidence in applying mathematics independently.

VOCABULARY:

- Percentage
- Discount
- Sale Price
- Area
- Perimeter
- Radius
- Diameter
- Circumference
- Surface Area
- Net

RECOMMENDED TALKING POINTS:

How do you find a percentage of an amount?
Where might we use percentages in everyday life?
What is the difference between area and perimeter?
Can you explain what a radius and diameter are?
How do you calculate the circumference of a circle?



SUBJECT: COMBINED SCIENCE GCSE

CURRICULUM THIS HALF TERM:

During this half term children will explore the Biology Topic Communicable and non-communicable diseases and Defending against Pathogens.

In this topic students will learn about non-communicable diseases, such as heart disease and cancer, and how health, life style and other risk factors are linked. They will then move onto identifying the four main types of disease-causing microbes, known as pathogens: bacteria, viruses, protists, and fungi. They will examine how these microorganisms behave differently inside the body and explore how common illnesses, such as Salmonella and Measles, are passed from person to person through the air, direct contact, or food. Your child will discover the clever ways the body protects itself. They will start by looking at our built-in physical barriers, like the skin and stomach acid, which stop germs from entering in the first place. Following this, they will study how white blood cells act as an internal army, learning the three specific ways these cells destroy invaders by engulfing them, making antibodies, and producing antitoxins.

The module ends with how medical treatments help us recover. Your child will learn the crucial difference between painkillers, which only mask symptoms, and antibiotics, which actively cure diseases by killing bacteria. They will look at why antibiotics are completely useless against viral illnesses like the flu and explore how vaccinations use dead or inactive germs to safely train the immune system, protecting us from dangerous diseases in the future.

VOCABULARY:

- Coronary Heart Disease (CHD): A condition where the blood vessels supplying the heart muscle become narrowed or blocked by a buildup of fatty plaques, reducing oxygen supply.
- Risk Factor: Any aspect of a person's lifestyle (such as smoking, poor diet, or lack of exercise) or substances in their body or environment that is linked to an increased rate of developing a disease.
- Tumour: A mass of abnormally growing cells formed when control of the cell cycle is lost and cells divide uncontrollably.
- Benign Tumour: A growth of abnormal cells that is contained within one area, usually inside a membrane, and does not invade other parts of the body.
- Malignant Tumour: An invasive, cancerous growth that can spread to neighbouring tissues and move through the bloodstream to form secondary tumours in other organs.
- Pathogen: A microorganism that causes infectious disease, such as a bacterium, virus, protist, or fungus.
- Toxin: A poison produced by bacteria that damages body tissues and makes a person feel ill.
- Antibody: A unique protein made by white blood cells that locks onto and destroys specific pathogens.
- Antitoxin: A chemical produced by white blood cells to neutralise the poisons made by bacteria.
- Phagocytosis: The process where a white blood cell engulfs and digests a pathogen to destroy it.
- Antibiotic: A medicine that cures bacterial diseases by killing the bacteria inside the body without harming human cells.
- Antigen: A unique protein structure on the surface of a pathogen that the immune system recognises as an invader.

- Vaccine: A small dose of a dead or inactive pathogen introduced into the body to safely stimulate the immune system to make antibodies.
- Immunity: The ability of the body's immune system to destroy a pathogen quickly before it can cause illness, because it remembers how to make the correct antibodies.
- Painkiller: A medicine used to treat the symptoms of disease, such as pain or a fever, which does not kill the underlying pathogen.

RECOMMENDED TALKING POINTS:

"If someone catches the common cold or a flu virus, why won't the doctor prescribe them antibiotics?" (Reinforces the vital exam rule that antibiotics only kill bacteria and are completely useless against viruses.)
"Our skin and stomach acid do a great job stopping germs, but if a pathogen does manage to get inside our blood, what three things do white blood cells do to destroy it?" (Prompts them to recall the three main actions: engulfing the germ, making antibodies, and producing antitoxins.)
"What is the actual difference between taking a painkiller like paracetamol versus taking an antibiotic like penicillin?" (Helps them distinguish that painkillers only mask symptoms, whereas antibiotics actively kill the underlying bacterial pathogen.)
"What happens inside the coronary arteries of someone suffering from Coronary Heart Disease, and why does this make it dangerous for the heart muscle?" (Helps them define CHD as a buildup of fatty plaques that narrows blood vessels and cuts off the heart's oxygen supply.)





SUBJECT: SCIENCE BIOLOGY GCSE

CURRICULUM THIS HALF TERM:

During this half term children will explore the GCSE Biology Topic Biodiversity

This topic explores the balance between preserving nature and feeding humanity. Your child will learn that biodiversity is the variety of all different species on Earth. High biodiversity keeps ecosystems stable, but an exploding human population threatens this balance. Poor waste management pollutes our water, land, and air. To combat this, programs for maintaining biodiversity focus on protecting rare habitats, recycling, and breeding endangered animals.

Learners will understand how achieving global food security is an urgent challenge due to changing diets, pests, unpredictable weather, and high farming costs and that to tackle this, we must use sustainable farming and fisheries. Intensive farmers maximize food yields by keeping livestock inside temperature-controlled barns and restricting their movement so they use less energy and grow faster. In the oceans, governments protect crashing fish stocks by enforcing fishing quotas and using larger net mesh sizes so young fish can escape to breed.

When traditional farming is not enough, biotechnology steps in. Your child will study how a specialized fungus called Fusarium is grown inside massive, sterile industrial vats. Fed on simple glucose syrup, it rapidly grows into mycoprotein, a high-protein, low-fat meat alternative that can be mass-produced quickly to feed millions without using vast expanses of land.

VOCABULARY:

- Biodiversity: The variety of all the different species of organisms on Earth, or within a specific ecosystem.
- Pollution: The contamination of the environment (water, land, or air) caused by poor waste management as the human population grows.
- Deforestation: The large-scale destruction of forests, which destroys habitats, reduces biodiversity, and increases atmospheric carbon dioxide.
- Food Security: Having a reliable, sustainable, and accessible supply of enough nutritious food for a whole population.
- Sustainable Farming: Agricultural methods that meet society's present food needs without compromising the ability of future generations to meet their own needs.
- Intensive Farming: A type of agriculture that uses industrial methods (like keeping animals indoors in temperature-controlled environments) to maximize food yield.
- Fishing Quotas: Strict legal limits placed on the number or weight of fish that can be caught from a specific area to protect wild fish stocks.
- Biotechnology: The use of living organisms or biological systems to develop or make useful products, such as mass-producing food alternatives.
- Fusarium: The specific species of fungus grown in industrial fermenters to produce a high-protein food source.
- Mycoprotein: The protein-rich food substance produced by the *Fusarium* fungus, used as a sustainable meat substitute.

RECOMMENDED TALKING POINTS:



"We want food to be cheap and plentiful, but how does keeping livestock indoors in warm barns help farmers maximize their food yield?" (Prompts them to explain that restricting movement and controlling temperature means animals waste less energy keeping warm or moving, so they grow faster.)
"What are the moral or ethical downsides to using intensive farming methods like that?" (Encourages them to engage with the **SMSC** side of the topic, balancing animal welfare and overcrowding against human food demands.)
"What does the term 'food security' actually mean, and why is a growing global population making it harder to achieve?" (Reinforces the definition of having enough nutritious food for a population and links it to global demand.)
"Why do scientists say that having high biodiversity makes an entire ecosystem much more stable?" (Reminds them that a wide variety of species means animals and plants don't rely on just one single source for food or shelter.)
"What are some of the positive things governments and scientists are doing to help maintain biodiversity around the UK?" (Encourages them to recall conservation methods like breeding programmes for endangered species, protecting rare habitats, or replanting hedgerows.



SUBJECT: SCIENCE FUNCTIONAL SKILLS

CURRICULUM THIS HALF TERM:

Physics Overview for Parents: Friction, Speed, Stopping Distances and Radioactivity

This term, students will develop their understanding of how forces affect movement by studying friction, speed and stopping distances. They will explore how friction acts between surfaces and can either help or hinder movement. Through practical investigations and real-life examples, pupils will consider how friction is used in everyday situations, such as vehicle tyres gripping the road, and how reducing friction can make movement more efficient.

Students will learn about speed and how it can be calculated using distance and time. They will compare the speeds of different objects and interpret data from graphs and investigations. By applying mathematical skills to scientific contexts, pupils will develop confidence in calculating and analysing speed in a variety of situations.

A further focus will be stopping distances, including the difference between thinking distance and braking distance. Students will investigate the factors that can affect stopping distances, such as the speed of a vehicle, weather and road conditions, driver fatigue, distractions and reaction time. This topic helps pupils understand the importance of road safety and the science behind safe driving practices.

The unit will also introduce radioactivity. Students will learn what radioactive materials are and explore the different types of radiation and their properties. They will consider both the benefits and risks of radiation, including its uses in medicine, industry and scientific research. Through this work, pupils will develop an understanding of how radiation can improve lives while also recognising the need for careful safety procedures when working with radioactive substances.

VOCABULARY:

- Friction
- Force
- Speed
- Distance
- Time
- Stopping Distance
- Thinking Distance
- Braking Distance
- Radioactivity
- Radiation

RECOMMENDED TALKING POINTS:

What is friction and how does it affect movement?
Can you think of examples where friction is helpful and where it is unhelpful?
How do you calculate speed?
Why might two objects travelling the same distance have different speeds?
What is the difference between thinking distance and braking distance?

SUBJECT: HISTORY GCSE

CURRICULUM THIS HALF TERM:

This half term, students will revise and sit mock exams on all four units covered: **Medicine in Britain 1250-present**, **Early Elizabethan England**, **Weimar to Nazi Germany**, and **Superpower relations; the Cold War**. The focus will be on secure knowledge, accurate use of historical evidence, and improved exam technique across each topic.

Learning Focus

Students will revisit key content from each unit through guided revision, retrieval practice, and exam-style questions. Lessons will prioritise:

- strengthening chronological understanding
- selecting relevant evidence to support answers
- explaining cause, consequence, similarity, and difference
- developing confidence with source analysis and extended responses

Teachers will model effective approaches to structuring responses, with particular attention to the demands of different question types. Students will be expected to use topic-specific vocabulary precisely and to review misconceptions from previous assessments.

Mock examinations will provide an opportunity to demonstrate knowledge under timed conditions and identify areas for further development. Following the assessments, students will receive feedback to support reflection and next steps in revision.

VOCABULARY:

- Change and continuity
- Significance
- Inferences

RECOMMENDED TALKING POINTS:

Which factor had the greatest impact on the development of medicine in Britain from 1250 to the present?
How far was Elizabeth I successful in dealing with the challenges she faced in Early Elizabethan England?
Why was propaganda important in Nazi Germany?
How did tensions between the superpowers increase during the Cold War?

SUBJECT: GEOGRAPHY GCSE

CURRICULUM THIS HALF TERM:

This half term will focus on recap and revision of the topics Natural Hazards, The Living World, Rivers and Resource Management. The unit is designed to consolidate prior learning, strengthen recall of key knowledge and improve pupils' confidence when responding to geography questions in an exam context. A key emphasis will be placed on developing effective revision skills. Pupils will practise identifying core content, organising information into manageable sections and selecting the most relevant facts from topic notes. Lessons will support the creation of revision materials, including concise summary sheets, knowledge organisers, mind maps and flashcards. Pupils will also be guided in how to revise independently using retrieval practice, self-quizzing and repeated review of subject vocabulary. Alongside this, pupils will spend time unpacking example exam questions. This will include identifying command words, understanding what each question is asking, and planning structured responses. Pupils will consider how to use case study knowledge accurately, support points with relevant detail and avoid overgeneralisation. Opportunities will be provided to model strong answers and to compare responses against success criteria.
Teaching will revisit the following areas:

- **Natural Hazards**: causes, impacts and responses to tectonic and climatic hazards
- **The Living World**: ecosystems, biomes and adaptation
- **Rivers**: drainage basins, river processes, landforms and flooding
- **Resource Management**: global resource distribution, demand and sustainability

VOCABULARY:

- Mitigation
- Ecosystem
- Hydrograph
- Sustainability
- Distribution

RECOMMENDED TALKING POINTS:

Why is it important to revise content regularly rather than only before an assessment?
How do case studies improve the quality of geographical exam answers?
Which revision strategy is most effective for remembering detailed topic knowledge?



SUBJECT: COMPUTER SCIENCE

CURRICULUM THIS HALF TERM:

Paper 2 – Computational Thinking: Searching and Sorting Algorithms
Pupils will develop their understanding of common searching and sorting algorithms and how algorithms can be used to organise and locate data efficiently.
The focus will be on:

- Linear search
- Binary search
- Bubble sort
- Insertion sort
- Merge sort
- Understanding how each algorithm works step-by-step
- Tracing algorithms using lists of data
- Comparing different algorithms
- Understanding the conditions required for a binary search
- Recognising the advantages and disadvantages of different approaches
- Applying algorithms to GCSE-style problems and pseudocode

Pupils will use small, familiar data sets to manually work through algorithms before progressing to exam-style questions.

VOCABULARY:

algorithm, computational thinking, search, sort, linear search, binary search, bubble sort, insertion sort, merge sort, list, array, data, item, value, compare, swap, split, merge, sorted, unsorted, ascending, descending, iteration, efficient, pseudocode

RECOMMENDED TALKING POINTS:

“If you had 100 names to search through, would you check every name one at a time or try to make the search quicker? How could you do it?”



SUBJECT: IMEDIA

CURRICULUM THIS HALF TERM:

R097 – Interactive Multimedia: Coursework Project
Pupils will begin their second and final Cambridge Nationals Creative iMedia coursework project, developing an interactive multimedia product for a given client brief.
They will learn how to interpret a brief and plan an interactive multimedia product for a specific **purpose and audience**. Pupils will explore how different media assets can be combined to create an engaging interactive product.
The coursework will involve pupils:

- Understanding the client brief and identifying requirements
- Identifying the **purpose and target audience**
- Researching existing interactive multimedia products
- Planning the structure and navigation of their product
- Designing screens/pages and navigation
- Creating and sourcing appropriate **text, images, graphics, audio and video**
- Creating interactive features such as buttons and hyperlinks
- Building their interactive multimedia product
- Testing the product to identify problems
- Making improvements based on testing and feedback
- Providing evidence of their planning, development and finished product

The emphasis should be on **producing evidence for the coursework assessment criteria**, while developing pupils' ability to make appropriate design decisions independently.

VOCABULARY:

interactive multimedia, client, brief, audience, purpose, requirement, research, asset, text, image, graphic, audio, video, navigation, hyperlink, button, interface, layout, storyboard, wireframe, prototype, design, develop, test, feedback, evaluate, improve

RECOMMENDED TALKING POINTS:

"If you were designing an interactive product for someone else, how would you make sure they know what to do and can easily find what they need?"

SUBJECT: BTEC PERFORMANCE

CURRICULUM THIS HALF TERM:

Performing Arts – Unit 2: composing

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:

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

- 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 continue to focus on developing their game skills by using a range of tactics and strategies to overcome opponents. 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:

- Attack
- Possession
- Space
- Support
- Movement
- Decision-making
- Defend
- Marking
- Control
- Accuracy

RECOMMENDED TALKING POINTS:

What game did you play today? What are the rules?
How did you ensure you worked as part of a team? Were there any times you had to work alone?
How did you ensure communication was successful and positive during the game?
Tell me a time you used risk and reward during the game
How does decision-making impact a game?
How did you evaluate your performance and what did you do to improve?

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.

By completing this qualification, Pupils can progress to further BTEC or vocational courses, build confidence in cooking and nutrition, develop transferable skills for independent living and employment and be equipped to make more informed choices about diet and lifestyle and food costs.

This qualification places a strong emphasis on healthy eating, practical cooking and financial awareness, preparing pupils for both personal and future professional situations.

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, pupils will develop the knowledge, skills and confidence required to prepare for employment and post-16 pathways. Learning will focus on self-advocacy, workplace expectations, emotional wellbeing, perseverance, and access to appropriate support. Activities should include discussion, scenario-based learning, reflection, and opportunities to apply learning to realistic workplace situations.

Careers Topics

Pupils will explore how to build motivation and perseverance ready for the workplace, including setting achievable goals, maintaining effort, and recognising personal progress. Resilience to setbacks will be addressed by considering how to respond to mistakes, rejections, changes in plans, and constructive feedback. Pupils will learn about advocating for additional needs and accommodations in the workplace, such as requesting a chair, headphones or a lift key, and explaining how these adjustments support participation and wellbeing. Anxieties around employment will be explored sensitively, with emphasis on identifying concerns, asking for help, and developing practical coping strategies. Pupils will also consider appropriate workplace dress codes, including how sensory needs relating to labels and fabrics can be communicated and accommodated while maintaining professional expectations.

VOCABULARY:

- Motivation – the reason or reasons that encourage someone to take action.
- Perseverance – continuing with a task or goal, even when it is difficult.
- Resilience – the ability to recover and continue after setbacks or challenges.
- Setback – an event or difficulty that delays progress.
- Self-advocacy – expressing personal needs, preferences and rights clearly.
- Accommodation – a reasonable adjustment or support that enables someone to access work.
- Workplace – the setting in which a person carries out their employment.
- Dress code – the expected clothing and appearance for a particular workplace.
- Anxiety – feelings of worry or unease about a situation or event.
- Employability – the skills, behaviours and qualities that support access to employment.

RECOMMENDED TALKING POINTS:

What helps you stay motivated when a workplace task becomes difficult?
How could you explain an additional need or request an accommodation professionally?
What might cause anxiety about employment, and who could provide support?
How can workplace clothing be both professional and suitable for sensory needs?
How could you respond if an employer gives you feedback or does not accept your first application?

ADDITIONAL KEY INFORMATION:

Pupils should be signposted to 1:1 Careers interviews, Post-16 College visits, Independent Travel Training, work experience opportunities and relevant careers encounters. These opportunities can

help pupils identify suitable pathways, practise communication, develop independence and make informed decisions about employment, education and training.

SUBJECT: RE

CURRICULUM THIS HALF TERM:

This term in Religious Education, Year 11 students will explore religious law through the study of theology, considering how religious beliefs and teachings influence the rules and guidance followed by believers. They will investigate examples of religious law and moral guidance from different traditions, including the Ten Commandments in Judaism and Christianity and the role of Sharia in Islam. Students will consider how sacred texts, religious leaders and communities interpret these teachings and how they may shape everyday choices, worship, relationships and ideas about justice. Through discussion, real-life scenarios and reflection, pupils will compare religious and non-religious approaches to rules, explore why interpretations can differ, and develop respect for a range of beliefs and practices.

VOCABULARY:

- Theology – The study of God, religious beliefs and teachings.
- Religious law – Rules or guidance connected to a religion.
- Sacred text – Writing considered holy or especially important within a religion.
- Commandment – A rule or instruction, often understood as coming from God.
- Ten Commandments – Biblical teachings that guide Jewish and Christian moral life.
- Torah – The first five books of the Hebrew Bible, central to Jewish teaching.
- Sharia – In Islam, a broad path of religious and ethical guidance informed by the Qur'an and Sunnah.
- Qur'an – The holy book of Islam.
- Sunnah – The example and teachings of the Prophet Muhammad in Islam.
- Ethics – Ideas about what is right and wrong.
- Morality – Principles used to decide how people should behave.
- Justice – Treating people fairly and upholding what is right.
- Interpretation – The way a person understands or explains a teaching.
- Authority – The recognised right or responsibility to guide or make decisions.
- Conscience – A person's inner sense of right and wrong.

RECOMMENDED TALKING POINTS:

What is religious law, and why might it matter to believers?
Can you name a religious teaching that guides how people behave?
Why might people interpret the same religious rule differently?
How do religious and non-religious people decide what is right or wrong?