

Baston House School Curriculum Information for Parents



Term: Spring 1

Year: 11

Maths	Teacher Eliverta Zylyftari	Key Vocabulary
<p>Entry Level Unit: The calendar and time. This term students will learn how to read digital and analogue clocks and learn how to convert between 12 and 24-hour times. They will also learn about days, weeks and months of the year. Unit: Measure Students will learn through practical activities about methods used to measure length, weight and capacity using standard and non-standard units. They will begin to convert units of length, weight and capacity and learn how to read scales of measurement. They will also learn to compare temperature including temperature with negative values.</p> <p>Functional Skills Level 1 This term function skills level 1 students will be learning how to calculate range and mean of a set of quantities. They will learn to use equally likely outcomes to find the probabilities of simple events and express them as fractions. They will use simple formulae expressed in words for one-step or two-step operations</p> <p>GCSE second year: This term GCSE students will learn to understand direct and inverse proportion and solve ratio problems. They will use angle rules to solve geometric problems and they will solve problems involving vectors. Students will also learn to find the rule of linear and quadratic sequences and solve simultaneous equations.</p>		<p>Entry Level Analog and digital clock. Days of the week, months of the year and seasons.</p> <p>Functional Skills Range, mean, data, Probability, events, outcomes, formulae.</p> <p>GCSE Direct and inverse proportion, ratio, interior and exterior angles, vectors, linear and quadratic sequences.</p>
English	Teacher	Key Vocabulary
<p>This term we will be looking at non-fiction texts. Students will develop their ability to find information quickly and accurately, using inference and deduction to gain further understanding. They will use these skills to plan and write their own non-fiction texts. Not only are these skills relevant to all English accreditation pathways (Entry Level, Functional Skills, GCSE), but they are also vital to thriving in the world beyond school.</p>		<p>Fact, fiction, opinion, inference, connotation, audience, purpose, address, formal, informal, tone</p>
Science	Teacher	Key Vocabulary

Baston House School Curriculum Information for Parents



<p>This term in science students will be learning about Hormonal coordination, and how organs respond to changes in the body. How reproduction works in plants and animals. How there is variation within and between species. The theory of evolution and how genetics and sexual selection influence evolution.</p>		<p>Hormone, target organ, gland, sexual reproduction, fertilisation, punnet square, in heritance, dominant recessive, homozygous, heterozygous, evolution, sexual selection.</p>
PSHE/RSE	Teacher: Dashne Rasoul	Key Vocabulary
<p>This term students will be learning about:</p> <ul style="list-style-type: none"> • About core values and emotions • About gender identity, gender expression and sexual orientation • How to communicate assertively and how to communicate wants and needs • How to handle unwanted attention, including online • How to challenge harassment and stalking, including online • About various forms of relationship abuse and how and where to seek support 		<p>assertive, aggressive, communication styles, conflict management, controlling impulses, abuse, coercive control, harassment, stalking, safety, shared values, gender expression</p>
Independent living	Teacher: Ebenezer Mensah	Key Vocabulary
<p>Personal Safety – This term, the focus will be on ensuring personal safety within the home and the community. Students will develop awareness of how they would keep themselves safe if they were faced with a risky situation. Students will develop their understanding of the effects of using harmful substances including drugs and alcohol.</p>		<p>Safety, Risk, Community, Hazards perception, Risk management, Self-awareness</p>
BTEC Art and Design	Teacher	Key Vocabulary
<p>This term students are looking at artists and their creative process. Discuss how they use materials, techniques, and processes within their work. Students will be responding to the chosen artists by creating test pieces in the style of the artists. Students are to discuss formal elements when annotating work. Theme Landmark Sculptures.</p>		<p>Landmarks Sculpture Materials Techniques Processes Formal elements</p>
BTEC Home Cooking Skills	Teacher: Helen Stack	Key Vocabulary
<p>This term students will be covering cooking methods. The students will be learning about food labelling, use-by & sell by dates, seasonality, organic & free-range food, time management, planning, economising, costing and nutritional analysis. They will also be making cooked breakfast with home-made hashbrowns, waffles, fishcakes with salad and home-made salad dressing, chicken</p>		<p>Nutritional analysis Traffic light symbols Time management Poaching Binding Best before Use by</p>

Baston House School Curriculum Information for Parents



<p>nuggets with air fried chips, croque monsieur, chocolate mousse, lasagne (home-made pasta)/ quiche (home-made pastry), roast dinner with Yorkshire puddings, pancakes, marble cake and chocolate brownies.</p>		<p>Seasonality Organic Free range Coating Budgeting Grilling Bain-Marie Bake blind Coagulate Roux Steam Layer Batter</p>
<p>NCFE Design and Technology</p>	<p>Teacher: Mrs Sawkins</p>	<p>Key Vocabulary</p>
<p>Level 1: Year 1 This term students will be learning how to further develop their ideas and decide of a final idea ready to manufacture.</p> <p>They will learn about how to use a variety of mediums such as sketching and model making. They will learn how gaining feedback from others at various stages can be useful and support them to further develop their ideas They will have the opportunity to experimented with various timber finishes and Develop their CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) skills. They will learn how to respond to feedback and advice and how it supports them to improve their work.</p> <p>Level 1: Year 2 This term students will be planning and manufacturing their products and recording the process.</p> <p>They will be learning how to create a production plan to support the manufacture of their product. They will be further developing a variety of skills such as practical in the form of tools and machines.</p> <p>They will be using prior knowledge of (CAD (Computer Aided Design)) and (CAM) Computer Aided Manufacture for elements of their product.</p>		<p>Level 1: Year 1 Research, Art Deco, Storage, crop, copy, paste, layout, photos, iPad, plastics, metals, timbers, scalpel, cutting mat, safety rule, 2d, 3d, shapes, key facts, develop, models, feedback, final idea, manufacturing techniques and processes, Art Deco features, health and safety, annotations, respond, improve, CAD/CAM, feedback, peer, surface finishes</p> <p>Level 1: Year 2 crop, copy, paste, layout, photos, iPad, timbers, feedback, manufacturing techniques and processes, dowel joint, Butt joint finger joint, housing joint, router, sanding, glue, portable sander, health and safety, annotations, respond, improve, CAD/CAM, feedback, peer, record of make, production plan, manufacturing, safety</p>

Baston House School Curriculum Information for Parents



<p>The safety of themselves and others in the workshop will be further developed too. They will be updating and improving their PowerPoints as part of the entire process.</p>		
GCSE PE	Teacher	Key Vocabulary
<p>GCSE PE Coursework PFP (Personal Fitness Plan) Students to complete their GCSE Coursework on their fitness plan. Students to complete their fitness session, record data and give feedback on their results. Coursework needs to submitted 2nd February 2024</p>		<p>specific, measurable, agreed, realistic and time Information processing model including: input, decision making, output and feedback, knowledge of results and knowledge of performance verbal, visual, manual, mechanical, cognitive, associative, autonomous imagery/visualisation/mental rehearsal. intrinsic and extrinsic technique, consistency, accuracy, efficiency, effectiveness, confidence, control and aesthetics basic/complex, open/closed and self/externally paced whole/part, fixed/varied practice</p>
Music Trinity Rock and Pop	Teacher: Karen Oldman	Key Vocabulary
<p>Trinity Rock & Pop offer exams for bass, drums, guitar, keyboards and vocals from Initial to Grade 8. This is a performance-based exam which is recorded in school and outsourced to Trinity College London for digital assessment.</p> <p>On their chosen instrument/s, students are required to:</p> <p>Perform with general continuity and a sense of pulse.</p> <p>Perform with a developing feeling of individual interpretation.</p>		<p>Score, Notation, Assessment Criteria, Rhythm, Crotchet, Minim, Quaver, Semibreve, Semiquaver, Stave, Bar, Tablature, Fretboard, Notation, Source, Assess, Technical focus, Arrangement, Accompaniment, Phrasing, Articulation, Tempo, Dynamics, Accents, Fluency, Synchronisation, Technical control, Communication, Style, Syncopation, <i>piano</i>, <i>forte</i>, <i>mezzo</i>, <i>pianissimo</i>, <i>crescendo</i>, <i>decrescendo</i></p>

Baston House School Curriculum Information for Parents



<p>Give a performance that is essentially accurate with general fluency and attention to musical and notational details.</p> <p>Demonstrate an overall sense of performance with basic confidence and some capacity for audience engagement.</p> <p>Demonstrate a generally reliable technique.</p> <p>Perform with an adequate basic sound with some evidence of tonal control and projection.</p> <p>Record all three pieces back-to-back with no long gaps for digital examination entry.</p>		
GCSE English Literature	Teacher Lucy Killgren	Key Vocabulary
<ul style="list-style-type: none"> • Importance of context • Revision of Assessment Objectives • Macbeth and final poems from the poetry anthology. • Identifying and analysing language and structure techniques • Synthesizing information from two texts • vocabulary building • Timed exam questions • Exam question revision • Unseen poetry revision • Revision of An Inspector Calls • Revision of A Christmas Carol 		<p>Enjambment</p> <p>Caesura</p> <p>Dramatic irony</p> <p>Cyclical structure</p> <p>Trochaic tetrameter</p> <p>Iambic pentameter</p> <p>Dactylic dimeter</p> <p>Volta</p> <p>Appearance and reality</p> <p>Tragic Hero</p> <p>Great Chain of Being</p> <p>Regicide</p> <p>Redemption</p> <p>Social class</p>
GCSE Business Studies	Teacher Colin Drew	Key Vocabulary
<p>AQA GCSE Business 8132</p> <p>Unit 6 Finance</p> <p>Finance</p> <p>Students should understand the interdependent nature of business operations, human resources, marketing and finance. Students should be able to give examples of how</p>		<p>Follow links below for further info and content covered including vocabulary for Unit 6.</p> <p>Cash Flow:</p>

Baston House School Curriculum Information for Parents



<p>business objectives would be split into functional plans with clear links throughout.</p> <p>The purpose of the finance function, its role within business and how it influences business activity.</p> <p>Sources of Finance: Methods businesses use to raise finance Appropriateness of sources of finance.</p> <p>Cash Flow: Importance of cash to businesses Interpreting cash flow forecasts Difference between cash and profit</p> <p>Financial terms and calculations: Basic financial terms Basic financial calculations Average rate of return Break-even</p> <p>Analysing the financial performance of a business: Purpose of financial statements Components of financial statements Interpretation of data given on financial statements.</p>	<p>The importance of cash flow Preventing business failure The difference between cash and profit Calculating and interpreting cash flow forecasts Net cash flow Opening and closing balance</p> <p>Financial terms and calculations:</p> <p>Basic financial terms Basic financial calculations Average rate of return Break-even</p> <p>Analysing the financial performance of a business:</p> <p>Purpose of financial statements Financial statements components- income statements Statement of financial position Data interpretation on financial statements</p>	
Duke of Edinburgh	Teacher Colin Drew	Key Vocabulary
<p>Duke of Edinburgh Bronze/ Silver</p> <p>The DofE is many things to many people, supporting generations to successfully navigate adult life.</p> <p>14–24-year-olds can do a DofE programme at one of three progressive levels which, when successfully completed, leads to a Bronze, Silver or Gold Duke of Edinburgh’s Award.</p> <p>There are four sections to complete at bronze and silver level and five at gold. They involve helping the community/environment, becoming fitter, developing new skills, planning, training for and completing an expedition and, for Gold only, working with a team on a residential activity.</p>		

Baston House School Curriculum Information for Parents



Any young person can do their DofE – regardless of ability, gender, background or location. Achieving an Award isn't a competition or about being first. It is all about setting personal challenges and pushing personal boundaries.

Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications. Top employers recognise the work-ready skills Award holders bring to their business.

In Spring term for all levels

With weather in mind, we normally work on our social and communication skills.

We are currently working on the skills element of the bronze award by doing St John's Youth Award First Aid Certificate for Bronze and for silver/gold a refresher for renewing award.

We go offsite for Expedition Training (improve fitness) – cycling, kayaking, road safety, navigation, woodland walks, exploring unknown local areas including footpaths and understanding and observations of the wider community landmarks, highway code, countryside code and respect of the wider community and each other.

In the Spring Term KS5 students will undertake 2x3 Hour Dry Slope Skiing lessons as planned trips.

KS4 will commence a programme of swimming each week to secure a certificate of achievement in life saving in the water.

GCSE History

Teacher: Viera Abou-Auda

Key vocabulary

This term students continue to study the Conflict and Tension in Asia, 1950-1975. In this module, students will examine events in Asia stemming from conflicting ideologies and diverse interests. Key themes include the impact of nationalist movements on conflict and the role of Asian wars as proxies for the Cold War. Students will analyse the factors leading to conflicts and the challenges in achieving peaceful resolutions. The module also explores the roles of influential leaders and organizations,

Iron Curtain, Communism, Capitalism, Cold War, Sphere of Influence, Marshal Plan, Truman Doctrine, Containment, Foreign Policy, Chinese Nationalist Party, Chinese Communist Party, Shanghai, Long March, Nationalism, United Nations, Demilitarised, Propaganda,

Baston House School Curriculum Information for Parents



<p>assessing their contributions to fostering or hindering international relations.</p> <p>This module consists of three parts:</p> <p>Part 1: Conflict in Korea</p> <p>Part 2: Escalation of conflict in Vietnam</p> <p>Part 3: The ending of conflict in Vietnam</p>	<p>Cult of Personality, Juche, Self-sufficiency, 38th Parallel, Boycott, Resolution 84, Containment, Inchon, Amphibious, Yalu River, Peoples Volunteers, Guerrilla, B-29, Mig-15, Stalemate, Prisoners of War, Panmunjom, Negotiation, Armistice, Formosa (Taiwan), Memorial, Army Corps of Engineers</p>
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