

Baston House School Curriculum Information for Parents



Term: Spring 1

Year: 12

Maths	Teacher: Zianbash Kadir Abdullah	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>Functional Skills Level 2 This term function skills level 1 students will be learning the median and mode of a set of quantities and estimate a mean for a grouped frequency from district data. Students also learn how evaluate expressions and make substitutions. They will learn to use formula and to find the volume of 3-D shapes.</p> <p>GCSE First Year This term students will learn to understand bearings, how to measure it, to read bearing and calculate with scale drawing and by using angle rules. Students will also learn to recognise and label parts of a circle, calculate length of an arc, calculate the area of a sector, calculate area and volume of cylinder, cone and sphere.</p>		<p>Entry Level Analog and digital clock. Days of the week, months of the year and season</p> <p>FSL1 Bearing, scale drawing Sector Volume Sphere.</p> <p>FSL2 Median, mode Frequency, Expressions substitution</p> <p>Bearing, scale drawing Sector Volume sphere</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</p>		<p>Fact, fiction, opinion, inference, connotation, audience, purpose,</p>

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(Entry Level, Functional Skills, GCSE), but they are also vital to thriving in the world beyond school.		address, formal, informal, tone
PSHE/RSE	Teacher: Dashne Rasoul	Key Vocabulary
<p>This year students will be learning about Diversity and inclusion, covering:</p> <ul style="list-style-type: none"> • Living in a diverse society • Challenging prejudice and discrimination 		Race, Religion, Disability, Sexuality, Gender, Diversity, Tolerance, Respect, law, differences
Independent living	Teacher: Ebenezer Mensah	Key Vocabulary
<p>Managing Social Relationships – This term, students will focus on developing their skills to interact with others in familiar and unfamiliar situations. Students will focus areas:</p> <p>Identify positive behaviours which can be used when interacting with others – including interviews.</p> <p>Take part in an exchange with one or more people about a topic in which they have an Interest.</p> <p>Use appropriate positive behaviours when participating in the exchange.</p> <p>Make appropriate contributions.</p> <p>Express opinions and respect the views of others.</p>		Communication, Body language, Verbal, Non-verbal, Response, Positive, Social, Relationship, Behaviour, British Values
AQA UAS Catering	Teacher: Helen Stack	Key Vocabulary
<p>This term students will be covering Unit: 117584: Food preparation using different cooking methods and Food hygiene course (Level 2). The students will be learning about food labelling, use-by & sell by dates, cooking using different methods and understanding their benefits as well as food hygiene in industry. (This course is nationally recognised, can be added to their CV and can be accessed online from home should students wish to complete units independently). They will also be making cooked breakfast with home-made hashbrowns, waffles, fishcakes with salad and home-made salad dressing, chicken 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>		Nutritional analysis Traffic light symbols Time management Poaching Binding Best before Use by Seasonality Organic Free range Coating Budgeting Grilling Bain-Marie Bake blind Coagulate Roux Steam

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		Layer Batter
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, seasonality, organic & free-range food, time management, planning, economising and costing. They will also be making cooked breakfast, waffles, fishcakes, chicken nuggets, croque monsieur, chocolate mousse, lasagne/ quiche, roast dinner, pancakes, marble cake and chocolate brownies.</p>		Nutritional analysis Traffic light symbols Time management Poaching Binding Best before Use by Seasonality Organic Free range Coating Budgeting Grilling Bain-Marie Bake blind Coagulate Roux Steam Layer Batter
NCFE Design and Technology	Teacher: Mrs Sawkins	Key Vocabulary
<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.</p> <p>They will learn how gaining feedback from others at various stages can be useful and support them to further develop their ideas</p> <p>They will have the opportunity to experimented with various timber finishes and Develop their CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) skills.</p> <p>They will learn how to respond to feedback and advice and how it supports them to improve their work.</p> <p>Level 2: Year 1 This term students will be further developing their Memphis inspired design ideas and choosing a final design ready for manufacture.</p>		<p>Level 1: Year 1 Research, Art Deco, Storage, crop, copy, paste, layout, photos, iPad, 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,</p>

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<p>They will learn how to further develop their ideas and models and how gaining feedback from others as part of this process is beneficial to them.</p> <p>They will learn how to create a production plan to support the manufacture of their product and why it is so important to ensure it is clear and precise for the user.</p> <p>They will also have learnt how to respond to feedback and how it can help them improve current and previous work.</p> <p>Students to have begun manufacturing their product.</p>		<p>CAD/CAM, feedback, peer.</p> <p>Level 2: Year 1 Memphis, stool, side table, crop, copy, paste, layout, photos, iPad, shapes, products, manufacturing, sketches, modelling, test, fit, paint, feedback, patterns, colours, improve, review, peers, single or dual purpose, annotate, health and safety, processes, techniques, record of make, production plan, predict, feedback</p>
GCSE PE	Teacher Mamun Miah	Key Vocabulary
<p>This term, students will learn about-</p> <ul style="list-style-type: none"> • The structure and function of the muscular-skeletal system. • The structure of the skeletal • Functions of the skeletal system • Types of movement at different joints • The structure of the muscular system • Names of major muscles • Types of muscles • Links of major muscles to types of movement at different joints • Links of major muscles to types of muscle contractions • Muscle fibre types • Characteristics and their function within a variety of sports and aerobic and anaerobic exercise. 		<p>ball and socket, hinge and pivot joints (synovial joints); major bones including radius, ulna, humerus, femur, tibia, fibula.</p> <p>Flat bones such as scapula, cranium and ribs for protection.</p> <p>flexion, extension, adduction, abduction, circumduction, rotation.</p> <p>smooth, cardiac, skeletal,</p>

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		involuntary, and voluntary. biceps, triceps, deltoid, pectorals, latissimus dorsi, gluteals, quadriceps, hamstrings, gastrocnemius. concentric, eccentric and isometric contractions.
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.</p> <p>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>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>		<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, forte, mezzo, pianissimo, crescendo, decrescendo</i></p>
AQA UAS Photography	Teacher: Mr Sam Chilton-Higgins	Key Vocabulary

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<p>This term students are exploring 'Digital Photography and Creating a Portfolio'. This unit focuses on developing students' knowledge and application of digital cameras and basic editing and organisation skills to analyse the works of key photographers and apply their newfound knowledge to their own photographic work. The unit results in organising and selecting students' best images as a final piece.</p>		<p>Digital Photography, Photo-editing, ISO, Aperture, Shutter speed, Composition, Leading lines, Rule of thirds, Analyse, Organise, Contact sheet, Annotate</p>
<p>Travel Training</p>	<p>Teacher Colin Drew</p>	<p>Key Vocabulary</p>
<p>The Unit Award Scheme (UAS) is a unique way to record learner achievement. Its 'can do' approach is used to boost student confidence, engagement and motivation.</p> <p>Road Safety Skills</p> <p>demonstrated the ability to:</p> <p>1, anticipate, e.g. by responding to the sound of an approaching vehicle.</p> <p>shown knowledge of:</p> <p>2, the principles of road safety, e.g. by looking and listening before crossing a road.</p> <p>Experienced:</p> <p>3, joining in a small group activity, e.g. a traffic monitoring survey, with less familiar adults and peers.</p> <p>Bus Travel and problem solving</p> <p>demonstrated the ability to</p> <p>1. catch a bus from two different locations near school,</p> <p>2, read a bus timetable to work out the bus departure times.</p> <p>shown knowledge of</p> <p>3, an alternative route they can take to return to school if the planned bus is cancelled.</p> <p>experienced</p>		<p>Planned destinations and routes. (including timetables and managing public open spaces. (Practical sessions)</p> <p>05.01.2024 London Aquarium: From BHS walk to Five Elms Road bus stop. Get 146 to Bromley South Station. Take Victoria Line on Platform 3 to Victoria Station. Get Upminster Line to Westminster. Walk 10 minutes to aquarium. (Planned by CoPh)</p> <p>12.01.2024 Tulse Hill: From Baston House School walk 11 minutes to Hayes Library Bus Stop. Take the 119 bus to Bromley South Station. Take the train to Herne Hill 18 minutes. Then walk 20 minutes</p>

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<p>4, using a bus to visit a different community location other than the city centre.</p> <p>Train Travel as a group</p> <p>1, identify a specific train departure time through a web page journey planner,</p> <p>2, identify how much the journey will cost and where to buy a ticket or top up their Oyster card,</p> <p>3, walk safely to the train station and locate the platform for the train to the given destination,</p> <p>4, wait safely for the train and board it, Summary sheet</p> <p>5, identify the correct destination and get off the train,</p> <p>6, identify a specific departure time for the return train through a web page journey planner,</p> <p>7, locate the platform for the return train to the local train station and safely board the train,</p> <p>8, recognise the local station and get off the train.</p>	<p>from Herne Hill to Tulse Hill. (Planned by ZaWa) 19.01.2024 02 Walk from Baston House School to Hayes Train Station and take the train (10 stops) to Waterloo East. Change to the Jubilee Line Eastbound to North Greenwich and then a 4-minute walk to the 02. (Planned by CoNe and PaNa) 26.01.2024 Greenwich Park Walk from Baston House School to Hayes Train Station and take the train to London Bridge. Change and take the train to Rainham, and get off the train at Maze Hill. Then walk 2 minutes to Greenwich Park. (Planned by CoPh and CoNe)</p>
<p>Using a Tram</p> <p>demonstrated the ability to</p> <p>times from Addington to Croydon</p> <p>2, tender the correct fare for a single journey,</p> <p>3, extract information from the notice board,</p> <p>4, wait on the correct platform,</p> <p>5, travel on the tram from Addington to Croydon with adult supervision,</p> <p>6, get off the tram on arrival at East Croydon Station.</p>	<p>02.02.2024 London Aquarium: From BHS walk to Five Elms Road bus stop. Get 146 to Bromley South Station. Take Victoria Line on Platform 3 to Victoria Station. Get Upminster Line to</p>

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		Westminster. Walk 10 minutes to aquarium. (Planned by CoPh) Tender 09.02.2024 - all students to have a classroom- based lesson to plan for the following half term.
GCSE Psychology	Teacher Sammy-Jo Shaw	Key Vocabulary
<p>This term students will be learning what goes into completing an experiment and the processes by which a researcher carries out an experiment to test their hypothesis. Students will learn different types of sampling, the steps that must be followed when conducting an experiment and the different ways data can be collected and concluded.</p>		<p>Outline, describe, identify, give, choose, label, select, state, research, sample, participants, hypothesis, independent variables, dependent variables, extraneous variables, principles, participants, quantitatively, qualitative</p>
Duke of Edinburgh	Teacher Colin Drew	Key Vocabulary
<p>Duke of Edinburgh Bronze/ Silver /Gold</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</p>		

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completing an expedition and, for Gold only, working with a team on a residential activity.

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.

All students will continue their individual volunteering programmes and the skills element of the award they are working towards.