

Baston House School Curriculum Information for Parents



Term: Spring 1

Year: 13

Maths	Teacher Zianbash Kadir Abdullah	Key Vocabulary
<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>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>FSL2 Median, mode Frequency, Expressions substitution</p> <p>Bearing, scale drawing Sector Volume sphere</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>
PSHE/RSE	Teacher	Key Vocabulary
<p>This term students will be learning about Intimate relationships including: Personal values, including in relation to contraception and sexual health</p> <ul style="list-style-type: none"> • Fertility • Pregnancy 		<p>Boundaries, Relationship, Values, Trust, Empathy, Communication, Intimacy, Consent</p>
Independent living	Teacher:	Key Vocabulary

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	Ebenezer Mensah	
Managing Money – This term, the focus will be on managing own money. Students will develop awareness in the following areas: Income and expenditure; national insurance and taxes; debit and credit cards; borrowing – loans/mortgages; savings and investments; needs vs wants.		Income, expenditure, savings, investments, interest, manage, credit score, insurance
BTEC Art and Design	Teacher	Key Vocabulary
This term inspired by previous research students will be producing their response to the theme Zoomorphic. Develop a range of visual research to include primary and secondary source imagery. It is important that you find organic and natural shapes and forms that both inspire you and excite you.		Natural Organic Zoomorphic Sea life Plants Animal forms.
AQA UAS Catering	Teacher: Helen Stack	Key Vocabulary
This term students will be covering Unit: 117584: Food preparation using different cooking methods and Unit: 115265 Cooking skills (Unit 1). The students will be collating evidence, both written and photographic, to complete unit 115265 and will be learning about food labelling, use-by & sell by dates, cooking using different methods, nutritional analysis and sensory analysis in industry. 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.		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
BTEC Home Cooking Skills	Teacher	Key Vocabulary
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 nuggets with air fried chips, croque monsieur, chocolate		Nutritional analysis Traffic light symbols Time management Poaching Binding Best before Use by Seasonality

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mousse, lasagne (home-made pasta)/ quiche (home-made pastry), roast dinner with Yorkshire puddings, pancakes, marble cake and chocolate brownies.		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 2: Year 1 This term students will be continuing to manufacture their product and recording the process.</p> <p>They will learn the importance of feedback and how it can help them improve current and previous work.</p> <p>They will further develop their knowledge and understanding of how to annotate their work and ensuring they have added clear notes in their PowerPoints.</p> <p>They will ensure they keep themselves and others safe in the workshop whilst manufacturing and record this in their Record of Make.</p>		<p>Level 2: Year 1 Record of make, production plan, manufacture, feedback, improve, respond, photos, annotate, safety, others, self</p>
GCSE PE	Mamun Miah	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,</p>

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		confidence, control and aesthetics basic/complex, open/closed and self/externally paced whole/part, fixed/varied practice
Music Trinity Rock and Pop	Teacher	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: Perform with general continuity and a sense of pulse. Perform with a developing feeling of individual interpretation. Give a performance that is essentially accurate with general fluency and attention to musical and notational details. Demonstrate an overall sense of performance with basic confidence and some capacity for audience engagement. Demonstrate a generally reliable technique. Perform with an adequate basic sound with some evidence of tonal control and projection. 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</i>, <i>forte</i>, <i>mezzo</i>, <i>pianissimo</i>, <i>crescendo</i>, <i>decrescendo</i></p>
GCSE Business Studies	Teacher Colin Drew	Key Vocabulary
<p>AQA GCSE Business 8132 Unit 6 Finance</p> <p>Finance Students should understand the interdependent nature of business operations, human resources, marketing and finance. Students should be able to give examples of how 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:</p>		<p>Follow links below for further info and content covered including vocabulary for Unit 6.</p> <p>Cash Flow: 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 Financial terms and calculations:</p>

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<p>Importance of cash to businesses Interpreting cash flow forecasts Difference between cash and profit</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 Components of financial statements Interpretation of data given on financial statements</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>
ASDAN History	Teacher: Viera Abou-Auda	Key Vocabulary
<p>British History – Our island stories</p> <p>The development of Church, state and society in Britain 1066-1509. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>Cross Curricular Links: Chronology, extended writing, IT, Art, Citizenship</p>		<p>History, Historical, Events, Timeline, Civilizations, Culture, Society, World History, Chronology, Ancient, Modern, Archaeology, Historiography, Civilization, Timeline, Wars, Revolution, Era, Heritage, Historian.</p>
Travel Training	Teacher Colin Drew	Key Vocabulary
<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 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>Planned destinations and routes. (including timetables and managing public open spaces. (Practical sessions) 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</p>

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demonstrated the ability to

1. catch a bus from two different locations near school,
- 2, read a bus timetable to work out the bus departure times.

shown knowledge of

- 3, an alternative route they can take to return to school if the planned bus is cancelled.

experienced

- 4, using a bus to visit a different community location other than the city centre.

Train Travel as a group

- 1, identify a specific train departure time through a web page journey planner,
- 2, identify how much the journey will cost and where to buy a ticket or top up their Oyster card,
- 3, walk safely to the train station and locate the platform for the train to the given destination,
- 4, wait safely for the train and board it, Summary sheet
- 5, identify the correct destination and get off the train,
- 6, identify a specific departure time for the return train though a web page journey planner,
- 7, locate the platform for the return train to the local train station and safely board the train,
- 8, recognise the local station and get off the train.

Using a Tram

demonstrated the ability to

- times from Addington to Croydon
- 2, tender the correct fare for a single journey,
- 3, extract information from the notice board,
- 4, wait on the correct platform,
- 5, travel on the tram from Addington to Croydon with adult supervision,
- 6, get off the tram on arrival at East Croydon Station.

minutes to aquarium.

(Planned by CoPh)

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 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)

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 Westminster. Walk 10 minutes to aquarium.

(Planned by CoPh)

09.02.2024 - all students will undertake a classroom-based lesson to plan Travel training tasks and visits for the next half term.

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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 The DofE is many things to many people, supporting generations to successfully navigate adult life. 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. 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. 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,</p>		

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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.