



Business Beacon Innovation Hub

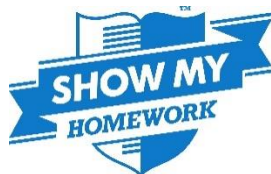
**Vocational Pathway
Curriculum Booklet**

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Dear Parent / Carer,

This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the Vocational pathway. We do hope you will find it useful and that it will help you to become more involved in your child's education. At BBIH we have a broad and balanced curriculum which helps to unlock our students' potential and to support them in achieving excellent outcomes. Our curriculum is rooted in ensuring that our students become successful learners, confident individuals and responsible citizens.



To support partnership with parents and carers, all homework set can be viewed by visiting the "Show My Homework" link on the school's website. Parents and carers can log in using a parental pin (please email admin@bbih.org if you need a copy of this). This keeps parents and carers fully informed of the homework set by teachers and on what date it is to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set do not hesitate to contact the school. Should you require any further information please do not hesitate to contact us by emailing admin@bbih.org.

English

TERM	MAIN ASSESSMENT TASK
<p>Autumn</p> <p>Introduction to functional skills</p> <ul style="list-style-type: none">- Understand the components to achieve functional skills (reading, writing, speaking and listening) <p>Writing</p> <ul style="list-style-type: none">- Word class (nouns, adjectives, verbs, adverbs, pronouns, etc.)- Literary devices (alliteration, metaphors, etc.)- Spelling and Grammar (SPAG) strategies and punctuation. <p>SPAG: Using Dictionaries</p> <ul style="list-style-type: none">- Use the first and second letters to sequence words in alphabetical order.- Use effective strategies to find the meanings of words and check their spellings.- Word classes <p>Dictionary:</p> <ul style="list-style-type: none">- Dictionary practice	<ul style="list-style-type: none">- Worksheets- End of unit assessments

<p><i>Spring and Summer</i></p> <p>Reading: reading for information</p> <ul style="list-style-type: none"> - Inference - Purpose of a text - Facts and opinion - Comparing text - Picking out main point - Understanding specialist words <p>Textual Feature</p> <ul style="list-style-type: none"> - Identify how language and other textual features can be varied to suit different audiences and purposes. - Recognise vocabulary typically associated with specific types and purposes of text <p>Structural features</p> <ul style="list-style-type: none"> - Understand organisational and structural features (e.g., index, menus, subheadings, paragraphs) <p>Dictionary</p> <ul style="list-style-type: none"> - Dictionary Practice <p>Writing: Letters</p> <ul style="list-style-type: none"> - Identify the correct layout for a formal letter. - Plan and draft a formal letter. <p>Writing: Emails</p> <ul style="list-style-type: none"> - Identify the correct layout for an email. - Plan and draft an email. <p>Writing: Reports</p> <ul style="list-style-type: none"> - Identify the correct layout for a report. - Plan and draft a formal report. <p>Speaking and listening prep</p> <ul style="list-style-type: none"> - Task 1&2 <p>Writing: Review</p> <ul style="list-style-type: none"> - Identify the correct layout for a review. - Plan and draft a review. <p>Writing: Blog</p> <ul style="list-style-type: none"> - Identify the correct layout for a blog. - Plan and draft a blog. <p>Writing: Article</p> <ul style="list-style-type: none"> - Identify the correct layout for an article. - Plan and draft an article. <p>Revision</p> <ul style="list-style-type: none"> - Exam question practice 	<ul style="list-style-type: none"> - Worksheets - End of unit assessments - Exam questions
<p>Course Description</p> <p>Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further</p>	

technical education, and they help learners to develop skills for everyday life. The course is graded with either pass or fail.

Students will be entered for either level 1 or 2. They can also be entered for GCSE, depending on how they are progressing on the course.

Assessment

Each student is assessed thoroughly in every class after any classwork is produced. Thereafter, students are assessed after every unit. The units are monitored and averaged to give a 'working at' grade throughout the year and they will also be used to help generate a predicted grade for each student. Classwork and homework are monitored frequently. It is essential for each student to arrive to lessons fully prepared and equipped.

Final Assessment

- Speaking, Listening and Communicating (10 minutes)
- Reading exam (45 minutes) 16 Marks needed to pass.
- Writing exam (50 minutes) 30 Marks needed to pass.

Homework

Homework is set at least once a week and lasts for approximately one hour. Students will be given worksheets during their last lesson of the week and a backup copy will be uploaded onto the website showmyhomework.com. This website allows students to reach out to their teacher if they require any assistance.

They will also be given 10-15 words weekly that they will be tested on every week.

How Parents Can Help

- Every student will be provided with a functional skills revision book which you can work on at home with your child.
- Ensure that their child comes equipped to class with stationary.
- Encourage and support your child with their weekly spelling list.
- Encourage child to read for at least 45 minutes.

Maths

TERM	MAIN ASSESSMENT TASK
<i>Autumn</i> Using numbers and the number system – whole numbers, fractions, decimals and percentages	<ul style="list-style-type: none">- Worksheets- End of unit assessments

<ul style="list-style-type: none"> - Read, write, order and compare positive and negative numbers of any size - Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation - Evaluate expressions and make substitutions in given formulae in words and symbols - Identify and know the equivalence between fractions, decimals and percentages - Work out percentages of amounts and express one amount as a percentage of another - Calculate percentage change (any size increase and decrease), and original value after percentage change <p>Using common measures, shape and space</p> <ul style="list-style-type: none"> - Calculate amounts of money, compound interest, percentage increases, decreases and discounts including tax and simple budgeting - Convert between metric and imperial units of length, weight and capacity using a) a conversion factor and b) a conversion graph - Calculate using compound measures including speed, density and rates of pay - Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes (formulae given except for triangles and circles) - Use formulae to find volumes and surface areas of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders) 	
<p><i>Spring and Summer</i></p> <p>Handling information and data</p> <ul style="list-style-type: none"> - Calculate the median and mode of a set of quantities - Estimate the mean of a grouped frequency distribution from discrete data - Use the mean, median, mode and range to compare two sets of data - Work out the probability of combined events including the use of diagrams and tables, including two-way tables - Express probabilities as fractions, decimals and percentages - Draw and interpret scatter diagrams and recognise positive and negative correlation <p>Using numbers and the number system – whole numbers, fractions, decimals, and percentages</p>	<ul style="list-style-type: none"> - Worksheets - End of unit assessments - Exam questions - Mock exams

- Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers
- Express one number as a fraction of another
- Order, approximate and compare decimals
- Add, subtract, multiply and divide decimals up to three decimal place
- Understand and calculate using ratios, direct proportion and inverse proportion
- Follow the order of precedence of operators, including indices

Using common measures, shape and space

- Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements
- Use coordinates in 2-D, positive and negative, to specify the positions of points
- Understand and use common 2-D representations of 3-D objects
- Draw 3-D shapes to include plans and elevations
- Calculate values of angles and/or coordinates with 2-D and 3-D shapes

Revision

Exam questions practice

Mock practice papers

Course Description

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. The course is graded with either pass or fail. Students will be entered for either level 1 or 2. They can also be entered for GCSE, depending on how they are progressing on the course.

Assessment

Each student is assessed thoroughly in every class after any classwork is produced. Thereafter, students are assessed after every unit. The units are monitored and averaged to give a 'working at' grade throughout the year and they will also be used to help generate a predicted grade for each student. Classwork and homework are monitored frequently. It is essential for each student to arrive to lessons fully prepared and equipped with Mathematical equipment.

Homework is set at least once a week and lasts for approximately one hour. All homework is set on the website showmyhomework.com. This website allows students to reach out to their teacher if they require any assistance. Students are reminded to memorise their timetables and practice on basic numeracy including mental maths.

- The Pearson functional skills maths revision book Level 1/2 can be bought to help support students through their Maths lessons.
- Ensure that their child comes equipped to class with stationery and a calculator.
- Encourage and support their child with mathematical vocabulary, spelling and timetable.

TERM	MAIN ASSESSMENT TASK
<p><i>Autumn</i></p> <p>Unit 01 Improving Productivity Using IT.</p> <ul style="list-style-type: none"> - LO1 - Plan the use of appropriate IT systems and software to meet requirements. - LO2 - Use IT systems and software efficiently to complete planned tasks. - LO3 - Review the selection and use of IT tools to make sure that work activities are successful. <p>Unit 70 IT User Fundamentals</p> <ul style="list-style-type: none"> - LO1 – Use IT systems to meet needs. - LO2 - Organise, store and retrieve information efficiently. - LO3 - Follow and understand the need for safety and security practices. - LO4 - carry out routine maintenance of IT systems and respond to routine IT system problems. 	<p>Feedback</p> <p>Internal verification</p> <p>Portfolio assignment</p>
<p><i>Spring and Summer</i></p> <p>Unit 31 Using Email</p> <ul style="list-style-type: none"> - LO1 - use email software tools and techniques to compose and send messages. 	<p>Feedback</p> <p>Internally verification</p> <p>Portfolio assignment</p> <p>Certificate submission</p>

- LO2 -_manage incoming email effectively.

Unit 37 - Using the Internet

- LO3 - connect to the internet.
- LO2 -_use browser software to navigate web pages.
- LO3 -_use browser tools to search for information from the internet.
- LO4 -_use browser software to communicate information online.

Unit 72 Word processing software

- LO1 - enter, edit, and combine text and other information accurately within word processing documents.
- LO2 - structure information within word processing documents.
- LO3 - use word processing software tools to format and present documents.

Fix it tasks

- Catch up on any missed work.
- Portfolio completion.

Course Description

NCFE Level 1 Certificate in IT User Skills equips students with essential IT skills from using the internet to email and Microsoft Office (Word, Excel, PowerPoint). The qualification will allow learners to apply knowledge, understanding and skills to a level recognised by employers, thus proving competency in their job role that involves IT. Grades are awarded with either a pass or fail.

Assessment

Portfolio completion
Teacher feedback
Internal verification
External verification

Homework

Portfolio tasks must be carried out in school; however, students will have the opportunity to make notes in preparation.

How Parents Can Help

Ensure that their child is ready to learn.
Provide their child with time at home to practise the skills learnt in class through extension tasks.

Sports

TERM	Main assessment task
<p>Autumn</p> <p>Participating in sport (M/505/9936)</p> <ul style="list-style-type: none"> - Be able to organise a sports activity. - Be able to participate in a sports activity. - Be able to review participation in the sports activity. - Understand rules, regulations, and the concept of fair play within sport. <p>Anatomy and physiology for exercise (R/505/9959)</p> <ul style="list-style-type: none"> - Know the structure and function of the skeletal system. - Know the structure and function of the muscular system. - Know the structure and function of the cardiovascular system. - Know the structure and function of the respiratory system. - Understand the nervous system and its relation to exercise. - Understand energy systems and their relation to exercise. 	<ul style="list-style-type: none"> - 100% Coursework - Word Documents/PowerPoints. - Physical participation in organised activity, photo/video evidence - Evidence of worksheets and handouts
<p>Spring and Summer</p> <p>Sports coaching (T/505/9937)</p> <ul style="list-style-type: none"> - Understand the roles, responsibilities, techniques and skills of a sports coach. - Understand the technical process of coaching sports. - Know how to plan a sports coaching session. - Be able to deliver a sports coaching session. - Be able to review a sports coaching session. <p>Developing sporting skills and tactical awareness (D/505/9981)</p> <ul style="list-style-type: none"> - Understand the technical and tactical skills for a selected sport. - Know how to assess technical and tactical skills. - Know how to use goal setting to improve own performance. 	<ul style="list-style-type: none"> - 100% Coursework - Reports - Assignments - Session Plans - Physical Delivery of coaching sessions with photo/video evidence

Course Description

The intent of the NCFE Level 2 Certificate in Sport run by BBIH is to help students to grow as individuals, both physically and mentally and to gain knowledge into the four sport units within the course. The students will undertake both theory and practical lessons and assessments in these units (sports participation; anatomy and physiology; sports coaching and development of skills and tactical awareness).

BBIH will implement the four units in the curriculum by providing weekly lessons, both theory and practical, covering the course specification. Teaching in these lessons will be filled with positive energy, encouraging the students to really believe in themselves and that they can both grow mentally and physically. BBIH boasts acres of fields, in addition to an AstroTurf pitch, where the students can participate in outdoor physical activity. The school also provides necessary equipment and materials for the students to carry out theory tasks.

Assessment

100% coursework. No exam. Work throughout the year to achieve qualification equivalent to one GCSE.

Homework

100% coursework. Students are able to take coursework home to complete.

How Parents Can Help

Parents/guardians can help students complete coursework and plan for practicals in a number of ways:

- Being constructive and creating a positive environment
- Help students can establish a routine.
- Provide guidance and resources.
- Encouraging breaks
- Offer assistance when needed
- Promote a balanced approach to studying and self-care.

Catering

TERM	MAIN ASSESSMENT TASK
Autumn Unit 01 Preparing to cook. (H/506/7550) 1.1 - Identify potential hazards and risks in the cooking environment 1.2 - Demonstrate safe and hygienic working practices to prepare self for cooking 1.3 - Demonstrate safe and hygienic working practices to prepare the cooking environment 2 - Be able to use equipment and utensils for cooking 2.1 - Identify cooking equipment and utensils 2.2 - Use equipment and utensils safely	<ul style="list-style-type: none">- 100% Coursework- Word Document/PowerPoint/Booklet/Poster. Practical assessments on various dishes based on the unit with photo evidence

<p>2.3 - Demonstrate safe cleaning of equipment and utensils</p> <p>2.4 - Demonstrate safe storage of equipment and utensils</p> <p>3 - Be able to prepare ingredients for cooking</p> <p>3.1 - Select the correct ingredients for given recipes</p> <p>3.2 - Demonstrate how to prepare ingredients for cooking</p> <p>3.3 - Demonstrate the safe storage of ingredients</p> <p>4 - Be able to use cooking skills</p> <p>4.1 - Outline cooking skills</p> <p>4.2 - Give examples of the uses of cooking skills</p> <p>4.3 - Demonstrate skills for cooking</p>	
<p><i>Spring and Summer</i></p> <p>Unit 02 Understanding food (K/506/7551)</p> <p>1.1 - Identify the main food groups</p> <p>1.2 - Give examples of foods from different sources</p> <p>1.3 - Give examples of how seasons affect food availability</p> <p>2 - Understand factors affecting food choices</p> <p>2.1 - Outline factors affecting food choices</p> <p>3 - Be able to make informed choices when selecting food for cooking</p> <p>3.1 - Select ingredients for given dishes</p> <p>3.2 - Use the ingredients to make dishes</p> <p>3.3 - Review the completed dishes</p> <p>Unit 03 Exploring balanced diets (M/506/7552)</p> <p>1 - Understand the importance of a balanced diet</p> <p>1.1 - Define what is meant by a balanced diet</p> <p>1.2 - Identify nutrients that make up a balanced diet</p> <p>1.3 - Give examples of foods high in these nutrients</p> <p>1.4 - Give examples of ways that a balanced diet can contribute to staying healthy</p> <p>2 - Know about Reference Intake (RI)/Guideline Daily Amounts (GDA) and food labelling</p> <p>2.1 - Outline the meaning of RI/GDA</p> <p>2.2 - Outline how food labels can inform healthy eating for different groups of people</p> <p>Plan and Produce Dishes in Response to a Brief (T/506/7553)</p> <p>1 - Be able to plan a menu for a set brief</p> <p>1.1 - Identify the requirements of a set brief</p> <p>1.2 - Identify a menu of dishes for the brief</p> <p>1.3 - Identify a plan of action for making the dishes</p>	<ul style="list-style-type: none"> - 100% Coursework - Word Document/PowerPoint/Booklet/Poster. Practical assessments on various dishes based on the unit with photo evidence. - Coursework submission

2 - Be able to prepare and make the dishes on the menu 2.1 - Demonstrate how to prepare themselves for cooking 2.2 - Demonstrate how to prepare the environment for cooking 2.3 - Demonstrate how to prepare ingredients 2.4 - Use ingredients to make dishes on the menu 2.5 - Demonstrate health and safety working practices	
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Course Description

At BBIH we offer food and cookery to our students. With this course we aim to provide learners with the experience of using different cooking skills and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

Assessment

BBIH will implement the four units in the curriculum by providing weekly lessons, both theory and practical, covering the course specification. Teaching in these lessons will be filled with positive energy, encouraging the students to really believe in themselves and that they can grow both mentally and physically. BBIH boasts a great working kitchen where the students can participate in everyday cooking. The school provides all the equipment and ingredients they need to partake in the practical and theory activities.

Homework

Students will be set work when appropriate to the course.

How Parents Can Help

- Support students with out of class learning.
- Allow them to practise some of the skills that they have learnt in the kitchen.

Health and Social Care

TERM	MAIN ASSESSMENT TASK
<i>Autumn</i>	

<p>Unit 1: Understand the range of service provision and roles within health and social care (adults and children and young people), early years and childcare</p> <ul style="list-style-type: none"> - LO1- Know the range of service provision available in health and social care (adults and children and young people), early years and childcare. - LO2 - Know the range and scope of job roles within the health and social care (adults and children and young people), early years and childcare. <p>Unit 2: Understand the principles and values in health and social care (adults and children and young people), early years and childcare.</p> <ul style="list-style-type: none"> - LO1 - Know the principles and values that underpin work in health and social care (adults and children and young people), early years and childcare. - LO2 - Know ways to respect and value individuals who access services in health and social care (adults and children and young people), early years and childcare. 	<ul style="list-style-type: none"> - Feedback - Internal Verification - Portfolio assignment throughout year as units completed.
<p><i>Spring and Summer</i></p> <p>Unit 3 - Introduction to communication in health and social care (adults and children and young people), early years and childcare</p> <ul style="list-style-type: none"> - LO1 - Know different methods of communication. - LO2 - Understand how to communicate with individuals. <p>Unit 4 Introductory awareness of equality and inclusion in health, social care and children's and young people's settings</p> <ul style="list-style-type: none"> - LO1 - Know the importance of equality and inclusion within health, social care and children's and young people's settings. - LO2 – Know the effects of discriminatory attitudes and behaviours on individuals. - LO3 - Know the factors that affect equality and inclusion of individuals. <p>Unit 5 - Introductory awareness of person-centred support in health, social care and children's and young people's settings</p> <ul style="list-style-type: none"> - LO1 - Understand what is meant by person-centred support in health, social care and children's and young people's settings. 	<ul style="list-style-type: none"> - Feedback - Internal Verification - Portfolio assignment throughout year as units completed. - Portfolios to be submitted for certificating.

- LO2 - Know the importance to individuals of person-centred support in health, social care and children's and young people's settings.

Portfolio support

Course Description

The Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings aims to develop learners' knowledge and awareness of health, social care and children's and young people's settings. It is aimed at learners in school or college who wish to develop an understanding of the similarities and differences between these settings.

Assessment

Portfolio completion
Teacher feedback
Internal verification
External verification

Homework

Most portfolio tasks will be carried out in school however, learners will be able to complete work from home.

How Parents Can Help

Parents can encourage their child to participate in lessons.
Attend school and if they miss school advise them to complete any work missed.

INCLUSION

The Inclusion department is comprised of the English as an Additional Language (EAL) department and the Special Educational Needs and Disabilities department (SEND).

Special Educational Needs and Disabilities (SEND)

The SEN department supports students who have a variety of Special Educational Needs (SEN) and students who have gaps in their learning that have become barriers stopping them from making expected progress. The SEN team supports students while in class and through withdrawal for specific interventions. Teaching Assistants who support in a class will support all students in that class contributing to the progress of the whole group.

When students are withdrawn they are taught in groups with low pupil to staff ratios allowing students to make accelerated progress. The amount of time that students are withdrawn for depends on the needs of the students.

Withdrawal lessons support students in developing literacy skills, numeracy skills, communication skills, strategies for managing specific learning difficulties and social skills. In addition the school works with a variety of outside agencies who provide specialist support to students and offer advice and guidance to staff in supporting student with specific learning needs.

English as an Additional Language department (EAL)

For students who are new to English we offer a short term intensive program. This equips students with enough English and other skills to get started in lessons. We work with other teachers to prepare materials to help the students access the curriculum.

Ongoing support is provided throughout Key Stage 3 (year 7-9) through withdrawal groups which are small groups taught by an experienced EAL teacher.

Lunchtime club provides an opportunity for students to get help with homework and use bilingual resources. Parental engagement (including providing translators) and celebration of different cultures is also supported through the work of the EAL department.

For further information including the school's SEN offer and report on SEN please see the school's website.