Year 10 Pathway
Curriculum Booklet

Contents

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 Key Stage 4 curriculum. 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, all homework set can be viewed by visiting the "*Show My Homework*" link on the school's website. Parents can then log in using a parental pin (please email admin@bbih.org if you need a copy of this). This keeps parents 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.

English GCSE

Curriculum Aims:	
By the end of Year 10, students should be secure in AQA Paper 1 skills: analysing language, structure, and writer's methods, and crafting imaginative descriptive/narrative writing. They should confidently approach unseen fiction texts, plan effectively, and write analytically using evidence. Additionally, they should have had exposure to Paper 2 non-fiction texts and writing, building comparison skills and developing persuasive, clear, and structured transactional writing. This dual focus prepares them for both GCSE Paper 2 and Functional Skills, laying a solid foundation for mastery and refinement in year 11.	
Topics and content studied this year:	
Autumn Term 1	**Social struggles and the isms (racism, sexism, ableism, ageism)** **Of Mice and Men** • To learn the key conventions of naturalism • To explore contextual factors of the "isms" and how this played a part on influencing the writer, Steinbeck, to write Of Mice and Men • To analyse how key themes like friendship, loneliness, power and futility is explored in the text. **Non- Fiction texts** • To learn the core conventions of non-fiction writing with the effect of AFOREST and persuasive techniques • To identify the use of language, structure and tone within different non- fiction texts • Learning to make inferences and identifying implicit and explicit meaning
Spring Term 2	**Introduction to Paper 1 Creative Reading and Writing** **Reading skills** • Strategies to decode unfamiliar vocabulary (context clues, root words, morphology • Authorial intent: what are writers trying to make readers think/feel? • Linking to authorial methods: language + structure + effect = evaluation. **Writing skills** • Expanding vocabulary and using literary techniques effectively. • Crafting vivid sensory descriptions • Application of analysis skills from students' reading understanding
Summer Term 3	**Transitional writing for non-fiction purposes** **Writing skills** • Understand different transactional text types (speech, letter, article) and their key features. • Recognise the importance of tone: formal, informal, persuasive. • Identify presentational devices (headings, bullet points, short paragraphs) used to make texts clear and engaging. **Speaking and listening** • Recognise how tone and emphasis can change meaning or mood. • Understand active listening skills (e.g., asking questions, summarising). • To complete formal and informal discussions as part of students' Functional Skills qualification and GCSE spoken language.

Assessment:	**Initial diagnostic:** Reading analysis- How is loneliness presented in Of Mice and Men? **Mid- term assessment:** Full Paper 1 exam AQA GCSE (unseen text) **End of year assessment**: Writing a non-fiction genre task with a clear audience, purpose, and genre.	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week. Available on Show my Homework.	Books: • The Grapes of Wrath- John Steinbeck • The Old Mand and the Sea- Ernest Hemingway • GCSE English Text Guide - Of Mice & Men: for the 2025 and 2026 exams Websites: https://www.bbc.co.uk/bitesize/topics/z8q3dmn https://www.neil.blog/best-speeches-full-transcripts https://www.youtube.com/results?search_query=good+speeches	8 over a fortnight. Time dedicated within this fortnight to Sparx Reader.
Enrichment opportunities	• Jack the Ripper Walking Tour (or other themed walking tours) • Watching a range of good speakers to identify verbal and non-verbal language in a presentation to apply for their own speeches. • Functional Skills- revision (reading and writing prep) • Of Mice and Men with a choice of projects and collaborative work to show their understanding. • Involvement in the SOS writing competition (writing fictional stories at several points in the year to win the chance to be an established writer). • Of Mice and Men (Term 1B)- shows students a different adaptation of the story. Draw a comparison between the book and film and look at how atmosphere, setting and character has been used differently.	
How Parents Can Help	• Students to complete homework in timed conditions • Access to a textbook, revision guide and workbook • Encourage your child to read at home and keep up with Sparx Reader assignments • Ensure they are fully equipped for lessons	

English – Entry Pathway

Curriculum Aims:	
The Entry Level Functional Skills English course equips learners with essential, practical skills in reading, writing, and communication that are relevant to everyday life and the workplace. By the end of the year, students will be able to read and understand a range of simple texts such as forms, instructions, and notices, identifying key information and recognising basic layout features. They will be able to write clearly and appropriately for different purposes, using correct punctuation, basic grammar, and common vocabulary, with increasing accuracy and structure by Entry Level 3. Learners will also develop the ability to plan, draft, and edit their work. Where speaking and listening are included, students will participate in short discussions, follow instructions, and express ideas clearly. Throughout the course, learners will apply their knowledge in real-world contexts, gaining confidence and independence in using English for tasks such as filling in forms, reading timetables, writing messages, or preparing for employment. The course provides a strong foundation for further learning or entry into the workplace and is assessed on a pass/fail basis.	
Topics and content studied this year:	
Autumn Term 1	**Introduction to functional skills** • Understand the components to achieve functional skills (Reading, Writing, and speaking & listening) **Writing** • Word class (nouns, adjectives, verbs, adverbs, pronouns etc) and literacy devices (Alliteration, metaphors etc) · • SPAG -Spelling strategies and punctuation • Writing the letters of the alphabet in sequence in lower and uppercase • An introduction to audience, purpose and including key detail • Learning different forms of writing e.g. email, letter and leaflet. • Designated Entry level spelling words
Spring Term 2	**Reading** Reading for information: • Inference • Purpose of a text • Facts and opinion • Comparing text • Picking out main point • 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 **Writing** **Writing: Letters, emails and reports** • Identify the correct layout for different formats of writing • Plan, draft and edit the written task • Learning key vocabulary and terminology for formats
Summer Term 3	**Revision** • Exam question practice • Learning exam strategies, timing and key tips to remember for the exam
	Initial diagnostic: Diagnostic past paper to determine the appropriate Functional Skills pathway for the student

Assessment:	**Mid- term assessment:** Speaking and Listening Task 1 and 2, Reading Exam (unseen exam) **End of year assessment**: Writing exam (unseen exam), external re-sits if necessary for any component not passed.	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week. Available on Show my Homework.	Books: • CGP Functional Skills textbooks (for the appropriate level) • Entry 1/2/3 Reading and Writing by Mark Evans Websites: https://passfunctionalskills.co.uk https://www.skillsworkshop.org/category/literacy/functional-skills-english/functional-english-reading	8 over a fortnight. Time dedicated within this fortnight to Sparx Reader.
Enrichment opportunities	• Watching a range of good speakers to identify verbal and non-verbal language in a presentation to apply for their own speeches. • Functional Skills- revision (reading and writing prep) • Involvement in the SOS writing competition (writing fictional stories at several points in the year to win the chance to be an established writer).	
How Parents Can Help	• Students to complete homework in timed conditions • Access to a textbook, revision guide and workbook • Encourage your child to read at home and keep up with Sparx Reader assignments • Ensure they are fully equipped for lessons	

Maths GCSE

Curriculum Aims:	
Our aim is to empower learners to develop a deep understanding of mathematical concepts and apply them confidently in a variety of real-world and theoretical contexts. By the end of the year, students are to have mastered key mathematical skills and problem-solving techniques, enabling them to sit the GCSE Mathematics (Edexcel 9-1) exam with competence and resilience. We strive to build critical thinking, logical reasoning and numeracy skills that prepare learners not only for the exam but also for everyday life and future studies. Through engaging lessons and practical applications, we aim to foster a growth mindset.	
Topics and content studied this year:	
Autumn Term 1	Chapters 1 – 10 of the Collins Edexcel Mathematics GCSE textbook • Basic Number • Fractions and Percentages • Statistical Diagrams and Averages • Number and Sequences • Ratio and Proportion • Angles • Transformations and Loci • Algebraic Manipulation • Length, Area and Volume • Linear Graphs
Spring Term 2	Chapters 11 – 20 of the Collins Edexcel Mathematics GCSE textbook • Right-angled Triangles • Similarity • Exploring and Applying Probability • Powers and Standard Form • Equations and Inequalities • Counting, Accuracy, Power and Surds • Quadratic Equations • Sampling and More Complex Diagrams • Combined Events (Probability) • Properties of Circles
Summer Term 3	Chapters 21 – 25 of the Collins Edexcel Mathematics GCSE textbook • Variation • Triangles • Graphs • Algebraic Fractions and Functions • Vector Geometry Mathematics Higher Tier Work. • Quadratic Equations • Nth term quadratic equations • Graphs • Surds

Assessment:	The Maths Department will conduct three key assessments throughout the academic year to monitor student progress and ensure alignment with the GCSE curriculum and topics being taught. These will include an initial diagnostic assessment at the start of the year to identify baseline knowledge and areas for development, a mid-term assessment to evaluate progress and understanding of content covered so far, and an end-of-year assessment to measure overall achievement and readiness for the next stage of learning. These assessments will be designed to reflect the curriculum's requirements and provide valuable insights to guide teaching and learning strategies.	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week. Available on Sparx Maths	**Websites:** 1. Maths Genie – Free revision resources, topic-based worksheets and videos, and exam-style questions. 2. Corbettmaths – Videos, practice questions, and the popular "5-a-day" maths challenges. 3. BBC Bitesize – Interactive lessons, quizzes, and revision materials. 4. DrFrostMaths – Interactive platform with past papers, and videos 5. OnMaths – Online GCSE Maths mock exams tailored to Edexcel specifications. **Books:** • **Edexcel GCSE (9-1) Mathematics Higher/Foundation Student Book** by Pearson – Comprehensive coverage of the Edexcel syllabus. • **CGP GCSE Maths Revision Guide and Workbook** – Available for both Foundation and Higher tiers. • **GCSE Maths Edexcel Complete Revision & Practice (CGP)** – Combines revision notes with practice questions.	8
Enrichment opportunities	For the 2025-2026 academic year, enrichment opportunities are being carefully planned to ensure students have engaging and meaningful experiences. Proposed activities include subject-focused trips and after-school and lunch clubs. Full details will be shared with students and parents once the enrichment calendar is finalised.	
How Parents Can Help	• Check SMHW/Sparx Maths to see what homework has been set and ensure that the student has completed it. • Encourage your child to use the BBC Bitesize website to complete homework and revise regularly. • Encourage your child to ask the teacher after the lesson if they have not understood the work. • Show an interest in your child's work and ask them to teach you what they have learnt.	

Maths- Entry Pathway

Curriculum Aims:	
Our aim is to empower learners to develop a deep understanding of mathematical concepts and apply them confidently in a variety of real-world and theoretical contexts. By the end of the year, students are to have mastered key mathematical skills and problem-solving techniques, enabling them to sit the Functional Skills Edexcel Pearson exam ranging from Entry Level 1 up to Level 2 with confidence. We strive to build critical thinking, logical reasoning and numeracy skills that prepare learners not only for the exam but also for everyday life and future studies. Through engaging lessons and practical applications, we aim to foster a growth mindset.	
Topics and content studied this year:	
Autumn Term 1	**Using numbers and the number system – whole numbers, fractions and decimals** • E3.1 Count, read, write, order and compare numbers up to 1000 • 2. E3.2 Add and subtract using three-digit whole numbers • 3. E3.3 Divide three-digit whole numbers by single- and double- digit whole numbers and express remainders • 4. E3.4 Multiply two-digit whole numbers by single- and double- digit whole numbers • 5. E3.5 Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results • 6. E3.6 Recognise and continue linear sequences of numbers up to 100 • 7. E3.7 Read, write and understand thirds, quarters, fifths and tenths, including equivalent forms • 8. E3.8 Read, write and use decimals up to two decimal places • 9. E3.9 Recognise and continue sequences that involve decimals **Using common measures, shape and space** • 10. E3.10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence • 11. E3.11 Round amounts of money to the nearest £1 or 10p • 12. E3.12 Read, measure and record time using am and pm • 13. E3.13 Read time from analogue and 24-hour digital clocks in hours and minutes • 14. E3.14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division • 15. E3.15 Compare metric measures of length, including millimetres, centimetres, metres and kilometres
Spring Term 2	**Handling information and data** • 21. E3.21 Extract information from lists, tables, diagrams and charts and create frequency tables • 22. E3.22 Interpret information to make comparisons and record changes, from different formats, including bar charts and simple line graphs • 23. E3.23 Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts **Using common measures, shape and space** • 16. E3.16 Compare measures of weight, including grams and kilograms • 17. E3.17 Compare measures of capacity, including millilitres and litres • 18. E3.18 Use a suitable instrument to measure mass and length

	• 19. E3.19 Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles, angles, including in rectangles and triangles • 20. E3.20 Using appropriate positional vocabulary to describe position and direction, including eight compass points and full/half/quarter turns	
Summer Term 3	• Preparation • Revision • Exam questions practice • Mock practice papers • Exam feedback	
Assessment:	The Maths Department will conduct three key assessments throughout the academic year to monitor student progress and ensure alignment with the GCSE curriculum and topics being taught. These will include an initial diagnostic assessment at the start of the year to identify baseline knowledge and areas for development, a mid-term assessment to evaluate progress and understanding of content covered so far, and an end-of-year assessment to measure overall achievement and readiness for the next stage of learning. These assessments will be designed to reflect the curriculum's requirements and provide valuable insights to guide teaching and learning strategies.	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
Homework is set regularly. All homework is set on the website MyMaths.com. Students are reminded to memorise their timetables and practice on basic numeracy including mental maths.	**Websites:** • Skills Workshop – Free functional skills worksheets and resources. • BBC Bitesize Functional Skills – Explains key skills with interactive tasks. • Excellence Gateway – A hub for functional skills learning materials. • Maths Made Easy – Practice questions and revision materials. • TES Functional Skills Resources – A wide range of resources shared by educators. **Books:** • **Functional Skills Maths Entry level/Level 1/2 Revision Guide** by CGP – Easy-to-understand explanations and practice questions. • **Edexcel Functional Skills Maths Entry level/Level 1 Student Book** – Structured course book aligned with the Edexcel specifications. • **Functional Skills Maths: Entry level/Level 1 - Study & Test Practice (CGP)** – Combines concise revision with exam-style questions.	8 lessons per fortnight

Enrichment opportunities	For the 2025-2026 academic year, enrichment opportunities are being carefully planned to ensure students have engaging and meaningful experiences. Proposed activities include subject-focused trips and after-school and lunch clubs. Full details will be shared with students and parents once the enrichment calendar is finalized
How Parents Can Help	

Combined Science GCSE

Curriculum Aims:	
As students move into the next phase of their science journey, they will begin studying the **OCR GCSE Combined Science: Gateway A** course. This double award qualification covers all three science disciplines—**Biology, Chemistry, and Physics**—and leads to two GCSE grades. Throughout the course, students will: • **Explore life processes and biological systems** in Biology, including cell biology, genetics, health, and ecosystems. • **Investigate chemical reactions and the structure of matter** in Chemistry, such as the periodic table, bonding, and rates of reaction. • **Understand physical principles** in Physics, including forces, motion, waves, and electricity. The course combines **theory with hands-on core practical's**, helping students develop key scientific skills such as planning investigations, collecting data, and drawing conclusions. Students will also learn how science is applied in real-world contexts, from medicine to climate change	
Topics and content studied this year:	
Autumn Term 1	**Biology** • **B3 – Organism-level Systems** - Students will learn how different organ systems in the body work together to keep an organism alive and functioning. This includes studying the nervous and hormonal systems, how the body maintains internal balance (homeostasis), and how it responds to changes in the environment. • **B4 – Community-level Systems** - Students will explore how organisms interact with each other and their environment in ecosystems. They'll learn about food chains, energy transfer, competition, and how changes in the environment can affect biodiversity and the balance of communities.
Spring Term 2	**Chemistry** • **C3 – Chemical Reactions -** Students will learn how substances react to form new products, including key types of reactions such as combustion, neutralisation, and thermal decomposition. They'll also explore how to identify evidence of chemical change and understand the role of energy in reactions. • **C4 – Predicting and Identifying Reactions and Products -** Students will develop the skills to predict the outcomes of chemical reactions and identify the substances formed. This includes using the periodic table, reactivity series, and knowledge of ions to write word and symbol equations for reactions.

Summer Term 3	**Physics** • **P3 – Electricity and magnetism** - Students will learn how electric circuits work, including current, potential difference, and resistance. They'll also explore the relationship between electricity and magnetism, understanding how electromagnets are made and used in everyday applications. • **P4 – Waves and radioactivity** - Students will study the properties of waves, including sound and light, and how they travel through different materials. They will also explore the structure of the atom, the nature of radioactive decay, and how different types of radiation are used and detected.
Assessment:	**Initial Diagnostic Assessment:** At the start of Year 10, students will complete a diagnostic assessment designed to evaluate their understanding of core scientific concepts from Key Stage 3 (Years 7 and 8). This includes foundational topics such as particles and states of matter, cells and body systems, and basic forces and energy. The results will help identify any gaps in knowledge and inform planning, ensuring subsequent lessons build effectively on prior learning and target areas that may need reinforcement. **Mid-Term Assessments:** During the academic year, students will complete mid-unit assessments linked to the Year 9 OCR Combined Science content, which includes: • **Biology:** B3 (Organisation and the Digestive System), B4 (Bioenergetics) • **Chemistry:** C3 (Chemical Reactions), C4 (Predicting and Identifying Reactions) • **Physics:** P3 (Energy), P4 (Waves and Radioactivity) These assessments are strategically placed at the end of each unit to support retrieval, reinforce key knowledge, and monitor progress across Biology, Chemistry, and Physics. They also provide valuable insight into individual learning needs as students move toward more advanced topics. **End-of-Year Assessment:** To conclude the academic year, students will sit formal end-of-year assessments ensuring to accumulate their prior GCSE topical knowledge with the topics learn within Year 10, the topics above will be condensed and will additionally include: • **Biology:** B1 (Cell Level Systems), B2 (Scaling Up) • **Chemistry:** C1 (Particles), C2 (Elements, Compounds and Mixtures) • **Physics:** P1 (Matter), P2 (Forces) These assessments are designed to evaluate cumulative knowledge and understanding, assess long-term retention, and identify areas for continued support as students' progress into Year 11.

Homework	Recommended reading/ wider resource	Number of lessons per fortnight
One homework task per week. Available on Show my Homework.	OCR Combined Science Revision Guide (Foundation) - this is provided by BBIH https://www.bbc.co.uk/bitesize/examspecs/z2dqqhv - this is website revision access	Students will receive 6-8 Science lessons per fortnight
Enrichment opportunities	During the Spring term, Year 10 students will have the opportunity to take part in an exciting enrichment visit to the Natural History Museum. This trip is designed to deepen their understanding of the natural world and complement topics covered in science lessons. From fascinating fossil collections and dinosaur exhibits to cutting-edge displays on climate change and evolution, students will engage with interactive and thought-provoking displays. It's a fantastic chance to explore science in a real-world context and be inspired by the story of life on Earth.	
How Parents Can Help	• **Support Homework Routines:** Encourage your child to complete homework on time and to a high standard. Regularly check their planner or online platform for assigned tasks. • **Promote Active Learning:** Discuss what they are learning in science and help them revise key concepts using flashcards, quizzes, or online resources. • **Reinforce Positive Attitudes:** Celebrate effort and progress in science, not just results, to help build confidence and motivation.	

Science-Entry Pathway

Curriculum Aims:	
As an alternative pathway, students could study the **Edexcel Pearson Entry Level Certificate in Science**. This course is designed to support learners in building confidence and understanding across the three core areas of science: **Biology, Chemistry, and Physics**. Throughout the course, students will: • Learn about **living things** in Biology, including how the body works, staying healthy, and understanding the environment. • Explore **everyday materials and chemical changes** in Chemistry, helping them understand what things are made of and how they react. • Discover the basics of **energy, forces, and electricity** in Physics, and how these ideas explain the world around us. The course includes **practical experiments** to help students apply what they've learned and develop key skills like observing, recording, and drawing conclusions. It also shows how science is used in real life—from looking after our health to caring for the planet. This is a fantastic opportunity for students to gain a recognised qualification while building a strong foundation for future learning or vocational routes.	
Topics and content studied this year:	
Autumn Term 1	**Biology 1A: Cells, Genetics, Inheritance and Modification** Students will learn about the structure and function of cells, how characteristics are passed from one generation to the next through genes, and how living things can be selectively bred or genetically modified. **Biology 1B: Health, Disease and the Development of Medicines** Students will explore how to stay healthy, what causes disease, and how medicines are developed to treat illness and prevent the spread of infection.
Spring Term 2	**Chemistry 1A: Atoms, Compounds and States of Matter** Students will study the basic building blocks of matter—atoms and elements—and how they combine to form compounds. They will also learn about solids, liquids, and gases. **Chemistry 1B: Separating Mixtures, Breaking Down Substances** Students will investigate different methods for separating mixtures (like filtration and distillation) and learn how substances can be broken down using chemical reactions.

Summer Term 3	**Physics 1A: Forces, Movement and Energy** Students will understand how forces affect motion, explore how energy is transferred, and apply these ideas to everyday situations like movement, work, and power. **Physics 1B: Waves and Radiation** Students will learn about different types of waves (such as sound and light), how they travel, and how radiation is used in areas like medicine and communication
Assessment:	**Initial Diagnostic Assessment:** At the start of the academic year, students will complete a comprehensive diagnostic assessment in each science discipline—Biology, Chemistry, and Physics. This assessment will review key concepts studied in the previous year, helping to identify individual learning gaps and areas that may require further support. Topics include: • **Biology:** Cells, body systems, and basic genetics • **Chemistry:** Particles, changes of state, and simple chemical reactions • **Physics:** Forces, energy, and matter This assessment provides a baseline for planning targeted teaching and ensuring students are well-prepared to access the content in Biology 1A, Chemistry 1A, and Physics 1A. **Mid-Term Assessments:** Throughout the year, students will complete regular mid-unit assessments following each core science module. These assessments are designed to support retrieval practice, reinforce key knowledge, and track progress across disciplines. Topics covered include: • **Biology 1A:** Cells, Genetics, Inheritance and Modification • **Biology 1B:** Health, Disease and the Development of Medicines • **Chemistry 1A:** Atoms, Compounds and States of Matter • **Chemistry 1B:** Separating Mixtures and Breaking Down Substances • **Physics 1A:** Forces • **Physics 1B:** Waves and Radiation Assessments will take place at key points in the term to monitor understanding and inform responsive teaching strategies.

	Formal Assessment: To conclude the academic year, students would have sat comprehensive summative assessment in each science discipline. These final assessments will cover all content studied throughout the year, including: • **Biology 1A & 1B** • **Chemistry 1A & 1B** • **Physics 1A & 1B** The formal assessment is intended to evaluate overall knowledge, measure long-term retention, and identify areas for further development, ensuring students are on track for continued success as they progress in their science education.	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week. Available on Show my Homework.	Resource WJEC Educational Resources Website - - this is website revision access	Students will receive 6-8 Science lessons per fortnight
Enrichment opportunities	During the Spring term, Year 10 students will have the opportunity to take part in an exciting enrichment visit to the Natural History Museum. This trip is designed to deepen their understanding of the natural world and complement topics covered in science lessons. From fascinating fossil collections and dinosaur exhibits to cutting-edge displays on climate change and evolution, students will engage with interactive and thought-provoking displays. It's a fantastic chance to explore science in a real-world context and be inspired by the story of life on Earth.	
How Parents Can Help	• **Support Homework Routines:** Encourage your child to complete homework on time and to a high standard. Regularly check their planner or online platform for assigned tasks. • **Promote Active Learning:** Discuss what they are learning in science and help them revise key concepts using flashcards, quizzes, or online resources. **Reinforce Positive Attitudes:** Celebrate effort and progress in science, not just results, to help build confidence and motivation.	

Art - Creative Craft Level 2 Year One

Curriculum Aims:		
This qualification is designed for learners who enjoy working with their hands and want to develop their creative craft skills. The course is focussed on developing an understanding of 3D materials such as clay and the relevant tools, techniques and methods required to use it properly. Students will leave the course with craft skills they can use for the rest of their life, be it for profession or pleasure.		
Topics and content studied this year:		
Autumn Term & Spring Half Term 1 (Half terms 1,2 & 3)	**<u>Learning Objective: Use materials, tools and equipment to develop craft techniques:</u>** Students will learn how to use air drying, and kiln firing clay. They will learn a range of methods: pinch pots, coil pots, slab pots, armatures and modelling. Students will learn how to use the art studio and all the relevant tools. Students will learn how to use polymer clay, creating bright, fun characters and figures for key chains, zippers or badges and creating artistic and aesthetic jewellery. The focus is on accuracy, detail and correct technique. Students will be taught the basics of printing and collage, learning about composition, colour, and shape. These prints and collages can be applied to textiles and 3D models.	
Spring Half Term 2 & Summer Term (Half Terms 4,5 & 6)	**<u>Learning Objective: Identify enterprise opportunities in craft:</u>** Students will be taught how craftspeople are able to earn an income through their vocational skills. We will study sellers on Etsy and TikTok; artists and crafters who have found a way to monetise and market their hand skills Students will study an artist in depth and identify opportunities for their own enterprise, creating a blueprint for potential business.	
Assessment:	**Term 1:** Creation of a high quality, durable clay ornament ready for use in a home. **Term 2:** Creation of a set of polymer figures or jewellery. **Term 3**: Presentation of craft research and business plan for a personal enterprise opportunity.	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week. Available on Show my Homework.	- Save videos and profiles on social media of artists using clay, polymer clay, or any other craft material. - Visit craft fairs and craft markets	7
Enrichment opportunities	- Trip to Southbank Festival Hall - Trip to Bedford House ceramic workshop - Trip to Tate Gallery and Society of Designer Craftspeople	

How Parents Can Help	• Encourage students to remember this motto: *Aim for progress not perfection!* • Where possible, set aside time and space for students to research, practise and create at home. • Remind students that they will get messy! Think wisely about clothing, hair and accessories (e.g. nails, acrylics, jewellery and hair often get in the way or broken or covered in paint in the art studio.)

Health and Social Care

Curriculum Aims:	
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Topics and content studied this year:	
Autumn Term 1	**Human Growth and development** L01: Know about human growth and development L02: Know factors which affect human growth and development. **Introductory awareness of person-centred support in health, social care and children's and young people's settings** L01: Understand what is meant by person-centred support in health, social care and children's and young people's settings. L02: Know the importance to individuals of person-centred support in health, social care and children's and young people's settings **Introduction to disability awareness** L01: Know the difference between the terms disability and impairment. L02: Know how key legislation protects people who have a disability. L03: Understand attitudes and barriers faced by people who have a disability. L04: Understand the social model of disability and how it is put into practice.
Spring Term 2	**Introductory awareness of equality and inclusion in health, social care and children's and young people's settings** L01: Know the importance of equality and inclusion within health, social care and children's and young people's settings. L02: Know the effects of discriminatory attitudes and behaviours on individuals. L03: Know the factors that affect equality and inclusion of individuals. **Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare** L01: Understand protection in health and social care (adults and children and young people), early years and childcare. **Encourage children and young people to eat healthily** L01: 1. Know about healthy eating for children and young people.
Summer Term 3	**Encourage children and young people to eat healthily** L02: Know about activities to encourage children and young people to eat healthily **Coursework catch-up on units missed from last year** • Health and safety awareness • Understand the range of services • Introduction into communication in health and social care Understand the principles and values in health and social care
Assessment:	**Initial diagnostic:** **Mid- term assessment:** **End of year assessment**:
Homework	

	Recommended reading/ wider resource	Number of lessons per fortnight
One homework task per week. Available on Show my Homework.		
Enrichment opportunities		
How Parents Can Help	• Ensure that their child have the correct equipment for lessons. • Assist and monitor to make sure that your child's homework has always been completed.	

Sports Level 2 Year One

Curriculum Aims:	
This qualification is designed for learners who enjoy playing or taking part in sport and who wants to take sport as a future career. The course is focussed on developing an understanding of how the body works with during sporting activities, also how to become a sports coach and what steps are needed for coaches too develop their athletes' skills and techniques. We also look at how nutrition in sport is important for athletes to perform at their optimal level.	
Topics and content studied this year:	
Autumn Term 1	Sports coaching (T/505/9937) 1 - Understand the roles, responsibilities, techniques and skills of a sports coach 2 - Understand the technical process of coaching sports 3 - Know how to plan a sports coaching session 4 - Be able to deliver a sports coaching session 5 - Be able to review a sports coaching session Anatomy and physiology for exercise (R/505/9959) 1 - Know the structure and function of the skeletal system 2 - Know the structure and function of the muscular system 3 - Know the structure and function of the cardiovascular system 4 - Know the structure and function of the respiratory system 5 - Understand the nervous system and its relation to exercise 6 - Understand energy systems and their relation to exercise
Spring Term 2	Participating in sport (M/505/9936) 1 - Be able to organise a sports activity 2 - Be able to participate in a sports activity 3 - Be able to review participation in the sports activity 4 - Understand rules, regulations and the concept of fair play within sport Developing sporting skills and tactical awareness (D/505/9981) 1 - Understand the technical and tactical skills for a selected sport 2 - Know how to assess technical and tactical skills 3 - Know how to use goal setting to improve own performance
Summer Term 3	COURSEWORK CATCHUP.
Assessment:	**All work submitted will be in student portfolios with assignments.**

Homework	Recommended reading/ wider resource	Number of lessons per fortnight
One homework task per week. Available on Show my Homework.	BBC Bitesize- Physical Education Brian Mac Sports Coach	7
Enrichment opportunities	Sports Clubs- Football, Basketball, Badminton,Tennis, Cricket and Athletics	
How Parents Can Help	• Ensure that their child have the correct equipment for lessons. • Assist and monitor to make sure that your child's homework has always been completed.	

Sports Pathway (Level 1)

Curriculum Aims:	
The aim of this Level 1 Sports course is to introduce learners to the fundamental skills, knowledge, and understanding required to participate in and appreciate a range of sports and physical activities. The course supports the development of basic physical competence, teamwork, communication, and an understanding of healthy, active lifestyles. It prepares learners for progression to further study in sport or active leisure and encourages a positive attitude toward lifelong physical activity.	
Topics and content studied this year:	
Autumn Term 1	**Unit 1: Taking Part in sport** 1. Know how to take part in sport 2. Be able to take part in a range of sports 3. Review own participation in sport **Unit 2: Sports Coaching** 1. Know the qualities of a sports coach 2. Plan a coaching session 3. Deliver own coaching session 4. Evaluate own coaching session
Spring Term 2	**Unit 5: Effect of exercise on the Human body** 1. Know the components of fitness 2. Know the structure of skeletal system 3. Know the structure of muscular system 4. Know the structure of the respiratory system 5. Know the structure of the cardiovascular system **Unit 7: Health and Nutrition** 1. Understand major food groups 2. Know the importance to health and wellbeing 3. Know how to manage a healthy balanced diet
Summer Term 3	**Unit 10: understand the sport and leisure sector** 1. Know about the sport and active leisure sector 2. Know about job opportunities in sport and active leisure 3. Know about the skills and qualifications needed to work in the sport and active leisure sector Be able to plan own learning and development in order to prepare for a career within sport and active leisure
Assessment:	**All work submitted will be in student portfolios with assignments.**

Homework	Recommended reading/ wider resource	Number of lessons per fortnight
One homework task per week. Available on Show my Homework.	BBC Bitesize- Physical Education Brian Mac Sports Coach	7
Enrichment opportunities	Sports Clubs- Football, Basketball, Badminton,Tennis, Cricket and Athletics	
How Parents Can Help	• Parents/guardians can help students complete coursework and plan for practical's in a number of ways: • by being constructive and creating a positive environment • help students can establish a routine • provide guidance and resources • encouraging breaks • offer assistance when needed, and promote a balanced approach to studying and self-care.	

IT Level 2 Year One

Curriculum Aims:		
Topics and content studied this year:		
Autumn Term 1	Unit 1 - Improving productivity using IT Unit 57 - Presentation software	
Spring Term 2	Unit 57 (continued) - Presentation software Unit 68 - Spreadsheet software	
Summer Term 3	Unit 73 - Word processing software Coursework catch up.	
Assessment:	**Initial diagnostic:** **Mid- term assessment:** **End of year assessment**:	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
Portfolio tasks themselves must be carried out in school however, students will have the opportunity to make notes in preparation.		
Enrichment opportunities		
How Parents Can Help	• Check SMHW to see what homework has been set and ensure that the student has completed it. • Encourage your child to ask the teacher after the lesson if they have not understood the work. • Show an interest in your child's work and ask them to teach you what they have learnt.	

Catering Level 2 Year One

Curriculum Aims:		
To be awarded the Level 2 Certificate in Food and Cookery Skills, learners are required to successfully complete 4 graded (pass, merit and distinction) mandatory units.		
Topics and content studied this year:		
Autumn Term 1	Unit 01 Preparing to cook • Understand how to prepare self and the environment for cooking • Understand how to prepare and store equipment and utensils • Understand recipes for cooking • Be able to use skills for food preparation and cooking Unit 02 Understanding food • Understand the sources of food Understand factors affecting food choices	
Spring Term 2	Unit 02 Understanding food (continued) • Be able to make informed choices when using food for cooking Unit 03 Exploring balanced diets Understand the importance of a balanced diet Be able to change recipes to make them healthier	
Summer Term 3	Unit 04 Plan and produce dishes in response to a brief • Be able to plan a menu for a set brief • Be able to prepare and make the dishes on the menu • Be able to review the menu and completed dishes Coursework catch up and final portfolio completion	
Assessment:	**Initial diagnostic:** **Mid- term assessment:** **End of year assessment**:	
Homework	**Recommended reading/ wider resource**	**Number of lessons per fortnight**
One homework task per week. Available on Show my Homework.		

Enrichment opportunities	
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

Finance Level 1 and Level 2 Year One

Curriculum Aims:	
This qualification prepares students for real life. The content is focussed on practical information that students can start using immediately such as saving and budgeting theory, as well as knowledge and strategies for later in life, such as credit cards, loans and insurance etc. Students leave the course with confidence in their financial plans and expectations. We aim to prepare students for everyday tasks challenges and tasks they will face: how to read a pay slip, how to set up a direct debit, how to use a bank account.	
Topics and content studied this year:	
Autumn Term	*Unit 01: Your Personal Finances:* *Topics:* *1. What is Money?* *2. Earning Money* *3. Spending and Budgeting* *4. Managing Money* *5. Borrowing Money* *6. Insurance and Inheritance*
Spring Term	*Unit 01: Your Personal Finances: (Continued)* *Topics:* *7.Risks with Money* *8. Keeping Money Safe* *Unit 02: Money Management* *Topics:* *1. Modern Banking* *2. Pay and Pay Calculations* *3. Card and Non-Card Payments* *4. Borrowing*
Summer Term	*Unit 02: Money Management (Continued)* *Topics:* *5. Using Money Abroad* *6. Budgeting and Financial Difficulties* *7. Financial Advice and Protection* *8. Investing*
Assessment:	This course is comprised of three exams, totalling 100 marks. Students' final grade is determined by their total pass mark, e.g. 35/100 = Level 1 Pass, 80/100 = Level 2 Distinction Star. Students take a mock exam each half term based on the content they have studied so far.

Homework	Recommended reading/ wider resource	Number of lessons per fortnight
One homework task per week. Available on Show my Homework.	The Money Machine: How the City Works by Philip Coggan	7
Enrichment opportunities	Enterprise project and club involvement to learn about making money. Trip to Bank of England	
How Parents Can Help	Where appropriate, please have conversations about finance to help students understanding of real-world situations. Encourage students to revise key words and terms using cue cards and memory games (there are A LOT of key words, phrases, abbreviations and rules to remember!)	

Childcare Level 2 Year One

Curriculum Aims:	
This course will help learners develop their knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning. In the classroom environment, learners will have the opportunity to develop applied knowledge in the following areas: – the characteristics of children's development from birth up to five years – factors that affect growth and development – the importance of play – how play promotes children's learning and development – reasons why children may need support – child-friendly environments to support play, learning and development in children from birth to five years old – supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development. This is a continuous course, taught over 2 years. There are three components: - **Children's Growth and Development** - **Learning Through Play** - **Supporting Children to Play, Learn and Develop** The first two components are internally assessed. Learners will sit a Pearsons Set Assignment (PSA), they will be given approximately six supervised hours to complete them. The third component is an external summative assessment. This will be sat under exam conditions.	
Topics and content studied this year:	
Autumn Term 1	**Component 1 – Children's growth and development** - Understand the principles of growth and development
Spring Term 2	**Component 1 - Children's growth and development** - Understand how factors impact on children's overall development **Component 2 - Learning Through Play** - Understand how children play - Understand how children's learning can be supported through play
Summer Term 3	**Component 2 – Learning through play** - Understand how children's learning can be supported through play
Assessment:	**Initial diagnostic:** **Mid- term assessment:** **End of year assessment**:

Homework	Recommended reading/ wider resource	Number of lessons per fortnight
The majority of the learners work will be carried out in school. However, if homework is set it will be accessible on SMH. From year 2 of the course learners will need to revise the topics being taught in class.		
Enrichment opportunities		
How Parents Can Help	• Parents can help by discussing their child development with them. • Encouraging their child to revise.	