

BELGRAVE SCHOOL

Orange Class Curriculum

September 2022 to July 2023

In Orange Class, students are taught an exciting and varied curriculum in preparation for both GCSEs and functional skills studies – many lessons are held in small groups to cater for a wide range of abilities with the emphasis of the application of skills vital to everyday independent living. Within this framework a wide range of subjects is covered.

ICT lessons prepare and build confidence and life skills to use ICT effectively, independently and safely. Additional support is given through communication skills sessions – held in small groups, to strengthen basic skills for the benefit of study in all other areas. Enrichment lessons also give students the opportunity to follow a suggested line of enquiry as individuals, pairs or groups – students are encouraged to share their own interests with others in creative ways as well as learn about new topics.

Art
Cooking
English Language
English Literature
Geography
ICT
Maths
PE
PSHE
Science

Art

The art curriculum for Orange Class children is developed with the expectation that all pupils deserve to feel confident and supported to explore their creativity. This is an individual journey that needs to be nurtured and encouraged at the right pace and matching the individual's ability, allowing the right pathway to be followed. This programme will aim to give the student the foundation skills, knowledge and confidence required for drawing, making and other creative activities. This supports both creative enrichment as a life skill, and the study of art at GCSE. Through the year, lessons will encourage; interest in artists, an understanding of a wide variety of artworks, and playful exploration of material processes and techniques. During this programme of learning, the class will be undertaking skills workshops and mini-projects, which will be supported by a wide variety of learning tools. These include teacher-led activities, online digital material, PowerPoints, inspirational outings, and gallery visits. The students will keep a sketchbook that will document their learning and showcase their creative explorations.

AQA GCSE Art and Design (8202)

100% non-exam

Unit 1 Portfolio

(96 marks 60% of total GCSE)

Throughout Year 10 and term 1 of Year 11 (students will be individually guided as to their progress on this programme of study)

No time limit

What is assessed: portfolio selected from work undertaken during skills-building learning, mini projects and sustained projects.

Unit 2 Externally set assignment

(96 marks 40% of total mark)

Question papers issued from 1 January.

Marked by the centre and moderated by AQA.

Unlimited preparation time followed by 10 hours of supervised time.

What is assessed: Sustained project, students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives

Cookery

Year 2 (2022-2023)		
Autumn	Spring	Summer
Basic skills: Safety, routine, washing up, putting away. Cooking skills: Kneading, mixing, weighing, measuring, knife skills (fruit salad, coleslaw) Bakery project – create own bakery including logo, boxes (nets) and menu.	Pasta dishes Store cupboard essentials	Student recipes: requests
Half term		
Gingerbread truffles Christmas: Cheesy tear and share 3D gingerbread (2 weeks) (melting snowman biscuits)	Unusual flavor combinations	Ready Steady Cook

English

AQA English Language (8700) English Literature (8702)

Topic	Text	Activities	Wider Learning	Skill Focus
<i>Terms 1 and 2:</i>				
Shakespeare and Elizabethan Theatre	Macbeth	<ul style="list-style-type: none"> • Exploration of the historical context • Character analysis • Script reading/acting • Setting 	<ul style="list-style-type: none"> • Tragic hero • Heroes and Villains 	Language, structure and context linked to AQA literature course
Dystopian Fiction	Mortal Engines (Extracts)	<ul style="list-style-type: none"> • Analysis of literary devices • Identifying language and structural features 	<ul style="list-style-type: none"> • Similarities and Differences (worlds/characters /experiences) 	Whole class reader Extended study of a novel Inspiration for creative writing using literary devices evident in text
Step up to English (Used throughout the year)	Heroes (Extracts from 19 th /20 th and 21 st Century writing)	<ul style="list-style-type: none"> • Analysis • Annotation • Creative writing (fiction and non-fiction) 	<ul style="list-style-type: none"> • Historical context related to modern day examples • Letter writing activity 	How to infer. How to compare. How language is used. Identifying and applying structure
Poetry	Poetry Day A selection of poetry (including AQA poetry anthology)	<ul style="list-style-type: none"> • Language and structure • Read and study poetry with vocab of poetic terms. • Create a poem • Whole class reading • Film clips 	<ul style="list-style-type: none"> • Thematic • Perspectives over the centuries • Genre • Exploration of themes related to society 	Creating a poem Analyse the language, form and structure used by the poet to create meanings and effects, using relevant subject terminology where appropriate
19 th Century Prose	A Christmas Carol	<ul style="list-style-type: none"> • Context • Characters • Language and Structural features 	<ul style="list-style-type: none"> • Compare and contrast 19th and 21st century thematically • Education, socio-economic conditions and perspectives 	Language and structural features, inferences and critical response using PEEL or PETER.
<i>Terms 3 and 4:</i>				
The Gothic Genre	Frankenstein (including	<ul style="list-style-type: none"> • Discovering the Gothic genre • Gothic convention 	<ul style="list-style-type: none"> • The benefits of science and influence 	Creating a character and setting for our

Modern Drama	the scripted version) Blood Brothers	<ul style="list-style-type: none"> • Debate • Discussion • Evaluation • Critical analysis 	<ul style="list-style-type: none"> • Status and power • Exploring perspectives • 20th Century context • Comparing different time periods linked to themes 	<p>own compelling gothic story</p> <p>Repeating patterns in language analysis</p> <p>Structural features of a play compared to prose</p>
<i>Terms 5 and 6:</i> Non-Fiction	Demands of this style. Study Going Solo – Roald Dahl and link to autobiographical writings	<ul style="list-style-type: none"> • Study of stimulus material from both the 19th/20th and 21st century. Structure and planning for own writing • Include transactional writing as a response to themes 	<ul style="list-style-type: none"> • Exploring context. • Historical and modern-day perspectives 	<p>Identifying and application of language and structural features associated with non-fictional writing.</p>
Speaking and Listening	Stimulus provided using AQA guidelines.	<ul style="list-style-type: none"> • Structuring a speech • Applying appropriate language • Awareness of audience 	<ul style="list-style-type: none"> • Participation in group Discussion 	<p>Group discussion etiquette. Recognising and acknowledging points of view.</p> <p>Applying these skills to speech writing and writing to argue or persuade.</p>
Assessment Practice				

Geography

In geography, this year students will cover three main topics and within these topics geographical skills will be incorporated:

The Living World

- **Ecosystems:** A small-scale ecosystem, ecosystems and change and global ecosystems.

- **Tropical Rainforests:** Rainforest characteristics, interdependences, adaptations, deforestation, rainforest value and sustainable management.
- **Hot Deserts:** Desert characteristics, desert ecosystems, development opportunities and challenges and desertification.

Urban Issues and Challenges

- Global urban change and urbanisation factors.
- **Mumbai:** Location and growth, opportunities, challenges, planning for the urban poor.
- **Urban UK**
- **Bristol:** Location, migration, opportunities, challenges and UK urban regeneration.
- **Freiburg:** Sustainable living and urban transport strategies.

Within this topic, students will be expected to take part in a human geography field study around Bristol Temple Meads to collect and evaluate their own data.

The Challenge of Natural Hazards

- **Natural Hazards**
- **Tectonic Hazards:** Plate tectonics theory, plate margin processes, tectonic hazards effects and responses, living with tectonic hazards and reducing hazard risk.
- **Weather Hazards:** Global atmospheric circulation, tropical storms distribution, tropical storm causes, structure, changes, effects, responses and reducing the risk.
- **UK:** weather hazards, extreme weather and future extreme weather.
- **Climate Change:** Evidence, possible causes, effects, mitigating climate change and adapting to climate change.

Mathematics

AQA GCSE Mathematics (8300)

GCSE Mathematics helps students develop a knowledge and understanding of:

- problem-solving
- reasoning
- applying maths in context
- the functional elements of maths.

As our Maths teaching is extremely individualised, depending on their ability and progress, some students will only attempt a sample of this material and others will do extra topics. The list below shows the key areas of study:

Section 1 – Number

Types of Number and BODMAS
 Word Problems
 Multiplying and Dividing by 10,000 etc
 Multiplying and Dividing by Whole Numbers
 Multiplying and Dividing with Decimals
 Negative Numbers
 Prime Numbers
 Multiples, Factors and Prime Factors
 LCM and HCF

Section 2 – Algebra

Fractions without a calculator
Fractions Problems
Fractions, Decimals and Percentages
Rounding Numbers
Estimating
Rounding Errors
Powers
Roots
Standard Form
Algebra – Simplifying
Algebra – Multiplying and Dividing
Multiplying Double Brackets
Factorising
Solving Equations
Expressions, Formulas and Functions
Formulas and Equations from Words
Formulas and Equations from Diagrams
Rearranging Equations
Sequences

Section 3 – Graphs

Inequalities
Coordinates and Midpoints
Straight-Line Graphs
Straight-Line Graphs – Gradients
Straight-Line Graphs – $y=mx+c$
Using $y=mx+c$
Real-Life Graphs

Section 4 – Ratio, Proportion and Rates of Change

Ratio
Direct Proportion Problems
Inverse Proportion Problems
Percentages

Section 5 – Shape and Area

Properties of 2D Shapes
Congruent Shapes
Similar Shapes
The Four Transformations
Perimeter and Area
Perimeter and Area – Circles
3D Shapes
3D Shapes – Surface Area
3D Shapes – Volume

Section 6 – Angles and Geometry

Angle Basics
Five Angle Rules
Parallel Lines
Geometry Problems
Angles in Polygons
Triangle Construction
Loci and Construction
Bearings
Maps and Scale Drawings
Pythagoras' Theorem

Section 7 – Probability and Statistics

Probability Basics
 More Probability
 Probability Experiments
 The AND / OR Rules
 Tree Diagrams
 Sets and Venn Diagrams
 Sampling and Bias
 Collecting Data
 Mean, Median, Mode and Range
 Simple Charts and Graphs
 Pie Charts
 Scatter Graphs

PE

Although there are no sports facilities at Belgrave School itself, students are taken locally to Hengrove Leisure Centre for the majority of their lessons and our local Primary School, Four Acres. Activities are planned according to the students and can range from Multi Skills, The Gym, Ball Skills, Trampolining, Badminton, Rock Climbing and Rounders.

PSHE

PSHE will follow a programme using 'Jigsaw' materials and will cover six different topics:

Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes

Science

AQA GCSE Biology
 AQA GCSE Physics

We seek to develop a fascination and wonder at the world around us, scientific knowledge and investigative skills. The topics we cover are:

Working Scientifically

- The Scientific Method
- Communication & Issues Created by Science
- Risk
- Safety and Ethics
- Designing Experiments
- Measuring Techniques
- Heating Substances
- Working with Electronics

B1 Cell Biology

- Cells
- Microscopy
- Set Practical on Microscopy
- Cell differentiation and Specialisation
- Chromosomes and Mitosis
- Stem Cells
- Diffusion
- Osmosis
- Active Transport
- Exchange Surfaces
- Exchanging Substances

B2 Organisation

- Cell Organisation
- Enzymes
- Set Practical on Investigating Enzymatic Reactions
- Enzymes and Digestion
- Set Practical on Food Tests
- The Lungs
- Circulatory System – The Heart
- Circulatory System – Blood Vessels
- Circulatory System – Blood
- Cardiovascular Disease
- Health and Disease
- Risk Factors for Non-Communicable Disease
- Cancer
- Plant Cell Organisation
- Transpiration and Translocation
- Transpiration and Stomata

B3 Infection and Response

- Communicable Disease
- Viral, Fungal and Protist Diseases
- Bacterial Disease and Preventing Disease
- Fighting Disease
- Fighting Disease – Vaccination

B4 Bioenergetics

- Fighting Disease – Drugs
- Developing Drugs

B5 Homeostasis and Response

- Photosynthesis and Limiting Factors
- The Rate of Photosynthesis
- Respiration and Metabolism
- Aerobic and Anaerobic Respiration
- Exercise

B7 Ecology

- Nervous system
- Reproduction
- Meiosis
- X and Y Chromosomes
- Genetic diagrams
- Inherited disorders
- Family Trees and Embryo Screening
- Variation
- Evolution
- Antibiotic Resistance
- Selective breeding
- Genetic Engineering
- Fossils
- Classification

P 1 Energy

- Competition
- Abiotic and Biotic Factors
- Adaptations
- Food Chains
- Using Quadrats
- Using Transects
- The Water Cycle
- The Carbon Cycle
- Biodiversity and Waste Management
- Global Warming
- Deforestation and Land Use
- Maintaining Ecosystems and Biodiversity

- Energy Stores and Systems
- Kinetic and Potential Energy Stores
- Specific Heat Capacity
- Set Practical on Specific Heat Capacities
- Conservation of Energy and Power
- Reducing Unwanted Energy Transfers
- Efficiency
- Energy Resources and Their Use
- Wind, Solar and Geothermal
- Hydro-electricity, Waves and Tides

P2 Electricity

- Biofuels and Non-renewables
- Trends in Energy Resource Use

- Current and Circuit Symbols
- Resistance and $V=IR$
- Set Practical on Factors Affecting Resistance
- Resistance and I-V Characteristics
- Set Practical on I-V Characteristics
- Circuit Devices
- Series Circuits
- Parallel Circuits
- Set Practical on Investigating Resistance
- Electricity in the Home
- Power of Electrical Appliances
- The National Grid

P3 Particle Model of Matter

- The Particle Model and Motion in Gases
- Density of Materials
- Internal Energy and Changes of State
- Specific Latent Heat

P4 Atomic Structure

- Developing the Model of the Atom
- Isotopes and Nuclear Radiation
- Nuclear Equations
- Half-Life
- Irradiation and Contamination

P5 Forces

- Contact and Non-Contact Forces
- Weight, Mass and Gravity
- Resultant Force and Work Done
- Forces and Elasticity
- Investigating Springs
- Distance, Displacement, Speed and Velocity
- Acceleration
- Distance-Time Graphs
- Velocity Time Graphs
- Newton's Laws
- Investigating Motion
- Stopping and Thinking Distance
- Braking Distance
- Reaction Time

P6 Waves

- Transverse and Longitudinal
- Frequency, Period and Wave Speed
- Investigating Waves
- Refraction
- Electromagnetic Waves
- Uses of EM Waves

P& Magnetic and Electromagnetism

- Investigating IR Radiation
- Investigating IR Absorption
- Dangers of Electromagnetic Waves
- Permanent and Induced Magnets
- Electromagnetism

ICT and online safety

Aims	To prepare and build confidence and life skills to use ICT effectively, independently and safely
Lesson Aims & Learning outcomes	<ul style="list-style-type: none"> -Understand and apply the fundamental principles of ICT through activities that embed and develop ICT skills and Digital Well-being. -Learn how to use Chromebooks, Google Apps and accessibility options independently and confidently. -Develop awareness and social skills around online behaviour, safety, copyright, piracy, and plagiarism. -Explore online social/behaviour issues and find solutions in managing/reporting inappropriate contact or content. - Develop skills in researching and problem solving or using software apps or further support and guidance. -Learn to identify fake and scam emails, texts, or sites and learning about data sharing and data consent.
Lesson Activities: All ICT tasks will have an element of writing, reading or research to support those cross curricular learning opportunities. Lessons will be interactive, with students working both individually or in pairs/assisted. Tasks provide extension activities for varying abilities.	

Topics	Learning Objectives
Concept of ICT	Learning about Hardware and Software and the concepts of Information and Communication Technology. (ICT)
Introduction & ICT Expectations	Understanding and implementing good working practices. Chromebook care and management and online safety.
Google System & Chromebooks	Understand the concept of the G- Suite and its Apps and be able to open apps, navigate and use effective editing skills.
Computer Security	Recognise the important security issues associated with using computers.
Managing Files, Folders,	Implement effective file management of Docs,Sites, Slides, Email's, Files & Folders (Storage, deleting, restoring) Navigate & search for files.
G-Mail	Learning to navigate and access emails. Write, send and receive emails using good email protocols. Locating addresses, entering text, links. Adding Signatures and attachments. Organising, managing and saving emails into folders.
The Internet and online Safety	Learning and understanding school policy for online usage. Learning and understanding about the Internet and how to use safely and appropriately both in school and at home.
Online Safety	Developing an awareness of the online risks and how to identify them and who to refer concerns to.

Research & Safe Searching	Understanding how to search using appropriate and effective language. Applying targeted terms to generate safe searches. Researching professional websites such as Colleges, Government or job sites.
Safer Internet Day	Researching activities and events taking place. Plan school events to deliver.
Research Skills	How to authenticate and evaluate websites and online search results. How to gather accurate and appropriate information and analysis what information to use.
Data Protection, Copyright & Plagiarism	Recognise the important legal issues in relation to copyright and data protection associated with using computers. How to evaluate and gather statistical or factual information to use and how to use and credit the source.
Additional Activities	To learn how to use other online resources. Video conferencing, podcasting, movie making, coding, gaming apps.

Communication Skills

The following skills will be covered though independent, paired and group activities across all classes.

Body Language

1. Eye contact
2. Facial expression
3. Gesture
4. Distance
5. Touch
6. Fidgeting
7. Posture
8. Personal appearance

The way we talk

1. Volume
2. Rate
3. Clarity
4. Intonation
5. Fluency

Conversational Skills

1. Listening
2. Starting a conversation
3. Taking turns
4. Asking questions
5. Answering questions
6. Being relevant
7. Repairing
8. Ending a conversation
9. Debate

Assertiveness

1. Expressing feelings
2. Standing up for self
3. Making suggestions
4. Reusing
5. Disagreeing
6. Complaining
7. Apologising
8. Requesting explanation

British Values are promoted across the curriculum

Individual Safety is taught, reinforced and applied as appropriate across the curriculum, which is particularly relevant with the more vulnerable students.