



BRENTFORD SCHOOL FOR GIRLS
BRENTFORD 6th FORM

Brentford School for Girls
Year 7 Curriculum Guide
2023-2024

Brentford School for Girls Vision

IMAGINE THE FUTURE BRENTFORD GIRL...

- She thrives on challenge and has a desire to fulfill her learning potential;
- she is able to think independently and is confident in her social and academic capability;
- she is emotionally aware and emotionally intelligent;
- she is capable and dependable;
- she is resourceful and inquisitive;
- she embraces the technological world as a global village and is ready to interact with others in the local and worldwide community;
- she accepts the welfare of others as her responsibility;
- she understands the need for sustainable living both locally and globally;
- she is ready for life in the future – whatever that may be.
- She is the centre of our vision and will remain the very core of our being and purpose.

Brentford School for Girls Curriculum Aims

- To engage all students, developing / providing inquisitive and reflective learning.
- To provide flexible approaches allowing students to be ambitious, courageous and confident in their learning.
- To provide personalised provision for all students on a formal and informal basis.
- To provide a breadth of learning experience for all students.
- To provide girls with skills for life.
- Inspire a thirst for learning
- Allow girls to follow appropriate pathways to achieve their desired goal
- Provide a breadth of learning experience reflecting the multi-cultural and technological world
- Enable students to become skilled 21st century citizens

The 3-Year GCSE – a Rationale

At BSfG we start GCSEs in Year 9. The objectives of this decision were: -

- To enable more time to develop the necessary skills and knowledge to enable students to fulfil their potential with increased challenge
- To enable opportunities to interleave, consolidate knowledge and develop deeper learning experiences for students
- Opportunity for early entry to exams e.g. English Literature

Art

Curriculum Intent

Education in Art is essential to the development of humankind. This development refers to progress in physical, emotional, intellectual and social behaviours and understanding. Creation is what sets the human race apart from all other species. The reward and significance art making is based in creation of something which has never existed before. This is made possible by fostering the desire to create and developing the skills that are needed.

In Art and Design lessons students will gain skills, knowledge, inspiration, and enjoyment whilst being exposed to the work of artists, new media, techniques and themes. As Henri Matisse said, "Creativity takes courage". With this in mind, lessons are planned to include INQUISITIVE discussions and research into Art history. Projects are developed to include REFLECTIVE checkpoints. Students will learn that failure is a natural part of the creative process and they will review and refine techniques until they are successful. The ability to be FLEXIBLE and to think around different situations will help to build independent thinking and the ability to broaden their practical skills. AMBITIOUS efforts and projects are celebrated. As a result, CONFIDENT students move closer to developing and appreciating the COURAGOUS attitude that artists need.

KEY STAGE 3 ART & DESIGN

The Key Stage 3 curriculum within Art & Design will provide students with a broad set of skills by exploring the Formal Elements of Art through different subject matter and media. A wide range of artists and contexts are investigated and analysed through research, discussions and practical work.

Students will work on recording and presenting their skills in sketchbooks. As they evaluate, review and refine their work, they develop ideas and vocabulary that equip them for interactions beyond the Art Room. Introductions to processes, keywords, research, drawing, painting, 3D, Printmaking and Photography provides all students with a solid foundation on which to build at Key Stage 4.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Formal Elements of Art Year 7 Art lessons are divided and structured to develop understanding of the Formal Elements: colour, pattern, line, shape, texture, line, tone. Projects are based on learning from a range of Artists: Piet Mondrian, Henry Moore, Henri Matisse, Vincent van Gogh, Niki de Saint Phalle and Wassily Kandinsky Students respond to the above artists through research, analysis, discussions, comparisons, copies and responses. Practical tasks over a range of activities to develop skills in planning, composing, drawing, painting, 3-Dimensional work, and printmaking.					
Deeper Learning <ul style="list-style-type: none">● Research the work of different artists. Consider their influences. Articulate your own observations. Compare them to similar and different artists.● Recreate their art to explore their technique and style.● Create a response where you take the researched artist as a starting point and develop your own artwork.					
Deeper Learning <ul style="list-style-type: none">● Individual Students will research an artists or art movements with their theme.● They will carry out analysis and research that is based on multiple sources.● Annotation and exploration demonstrated understanding and meaningful insights.● Gallery visits will help build appreciate and understanding of the significance of artists and artworks.					

Drama

Curriculum Intent

In Drama we aim to:

- Develop resilience through group work, taking risks and developing an understanding of their own personal values and abilities.
- Understand a variety of theatre and its forms.
- Reflect on their own work and that of others and become astute in analysing theatre and its dramatic forms.
- Develop an understanding for society and the issues arising in a modern society through a safe and focused drama led exploration.
- Gain confidence and build self-esteem enabling them to present themselves in a positive manner in any situation.
- Develop an appreciation for Drama and its place in society and the curriculum.
- Be inquisitive and engaged in theatrical developments through time.

At Year 7 and 8 Drama is a compulsory subject with a clear focus on developing their presentation, storytelling, comprehension, personal confidence and expressive skills. At GCSE and A-Level their learning becomes far more specialised and covers stagecraft, production, naturalistic and non-naturalistic performance styles.

Alongside our co-curricular school productions, theatre trips and drama clubs, we believe our programme enriches our students by giving them the opportunity to explore their own creativity, challenging them to become independent thinkers and promoting a greater understanding and appreciation of the arts.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition: Baseline asses prior learning					
Introduction to Drama – key terms and rehearsal techniques <ul style="list-style-type: none"> • To explore drama through a variety of stimuli. • To develop understanding of rehearsal techniques and the basics on drama. • To evaluate the process of creating drama and rehearsing. 	The Ship- Devising <ul style="list-style-type: none"> • Explore storytelling through the use of drama. • Apply a variety of drama strategies within a performance. • Consider technical theatre in creating a performance. • Develop skills in creativity and the development of a performance. • Reflect upon the creation of character. 	Theatre review- Shrek the Musical <ul style="list-style-type: none"> • To understand the creation of theatre • To evaluate and analyse a performance. • Introduction to theatre performance and performance forms • Links to GCSE written examination 	Ernie’s Incredible illucinations- play <ul style="list-style-type: none"> • To explore the use of narration and other drama strategies <p>To stage the play with a consideration for the style.</p>	Shakespeare introduction: playwright /genre <p>Plays explored: Macbeth, Twelfth Night, Midsummer Night’s dream, The Tempest.</p> <ul style="list-style-type: none"> • Explore the life and works of Shakespeare. • To understand the language and performance style of Shakespearean theatre. • To reflect upon the relevance of Shakespeare’s plays in today’s society 	
	Deeper learning <ul style="list-style-type: none"> • Theatre visit 				

English

Curriculum Intent

In BSFG's Year 7 English Curriculum, our aims for our students are:

- To explore and reflect on the human experience, to better understand themselves, others and the world around them – developing their empathetic, cultural and emotional awareness;
- To develop their own moral compass through the exploration of different views, values and experiences;
- Providing a space in which students feel their voice / opinion / interpretation is valued, important and relevant through lively, respectful and challenging debate and discussion;
- To develop an appreciation for the arts and great writers from the literary canon through study of literature and language through the ages;
- To develop critical, analytical and independent thinkers through an intellectual engagement with texts and others;
- To develop a love and use of language which enables them to communicate effectively and confidently;
- To develop a questioning, inquisitive, reflective and curious approach to their learning;
- To create personalised learning experiences for all learning styles, also encouraging students to develop their own flexibility, accountability and a range of transferrable skills;
- To develop skills that will enable them to achieve their potential and be successful and happy in the future.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition Period – Introduction to analysis. Guidance on key vocabulary, how to structure analytical paragraphs and how to use the English Learning Passports.					
'Alice in Wonderland' Assessments: <ul style="list-style-type: none"> • Creative writing inspired by the study of the novella. Language A05 & 6 • Analysis of a character or theme in the novella through exploration of an extract and the wider text. Literature AO1, 2, 3 and 4 	Exploring Shakespeare & 'Hamlet' (Providing a taste of several of Shakespeare's plays before taking a closer look at 'Hamlet'.) Assessments: <ul style="list-style-type: none"> • A non-fiction style writing task using ideas and inspiration from the study of a Shakespeare text. Language A05 & 6 • Analysis of a character or theme in 'Hamlet' through exploration of an extract and the wider text. Literature AO1, 2, 3 and 4 	Gothic Horror & 'Frankenstein' (Exploring the genre through a range of extracts before taking a closer look at 'Frankenstein'.) Assessments: <ul style="list-style-type: none"> • Analysis of a Gothic Horror extract. Literature AO1, 2, 3 and 4 • Analysis of a character or theme in 'Frankenstein' through exploration of an extract and the wider text. Literature AO1, 2, 3 and 4 			
Deeper learning <ul style="list-style-type: none"> • Investigate satire, non-sense texts, archetypes, and other generic conventions. • Study of Victorian era with links to History curriculum. • Philosophical enquiry about awe and wonder. • Spoken Language presentation. 	Deeper learning <ul style="list-style-type: none"> • Exploring Shakespeare through a range of play extracts before a deeper dive into one text ('Hamlet'). • Socratic method of discussion and teaching to explore the writer's viewpoints and how this has been influenced by contexts. • Whoosh of 'Hamlet' and other drama activities to explore the play in performance. 	Deeper learning <ul style="list-style-type: none"> • Exploring genre through a range of extracts before a deeper dive into one text ('Frankenstein'). • Project exploring the Romantic period, the Gothic tradition and female writers during this time. • Spoken Language – Role-play used to develop communication, interpretation and an understanding of performance of texts. 			
Extra-curricular activities <ul style="list-style-type: none"> • A cross-curricular trip to the Globe for a workshop and performance of a Shakespeare play. • Reading activities and clubs to encourage a love of reading and literature. • Debate Mate – a great way to learn how to form opinions, debate, argue an idea and work as a team. 			Key resources / websites <ul style="list-style-type: none"> • English Learning Passport – this is given to students at the start of the year and is part of English equipment throughout the year. • Topic Google Classrooms – Each English topic has a Google Classroom filled with useful resources, helpful support and opportunities to explore the topic further. 		

French

Curriculum Intent

Through studying a modern foreign language, students develop their ability, confidence and ambition to communicate with others. Through their learning, students become inquisitive about how language works and demonstrate the flexibility of their linguistic skills. Learning a new language broadens students' horizons and encourages them to step beyond familiar cultural boundaries and develop new ways of seeing the world. Students become able to express their ideas and thoughts in the target language and are equipped with a plethora of skills which better prepare them for a globalised world of work.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Transition: KS2 – KS3 As many pupils have not studied French at primary school/ have no background in the subject, the Y7 course starts with the basics – greetings/ numbers/ the alphabet etc. Within the first lesson we have some discussion/ activities related to the importance of languages – why and how we learn them. Pupils are also given a quiz relating to France/ French in which they can show any prior knowledge they already have.</p>					
<p>• Dynamo 1 Module 1: La rentrée</p> <ul style="list-style-type: none"> As-tu des frères ou des soeurs? Voici ma salle de classe!! Tu aimes ça? Tu es comment? Qu'est-ce que tu fais? 	<p>• Dynamo 1 Module 1: La rentrée</p> <ul style="list-style-type: none"> As-tu des frères ou des soeurs? Voici ma sale de classe!! Tu aimes ça? Tu es comment? Qu'est-ce que tu fais? 	<p>Dynamo 1 Module 2:En classe</p> <ul style="list-style-type: none"> Des matières Qu'est-ce que tu portes? La journée scolaire Un college français Un college supercool 	<p>Dynamo 1 Module 2:En classe</p> <ul style="list-style-type: none"> Des matières Qu'est-ce que tu portes? La journée scolaire Un college français Un college supercool 	<p>Dynamo 1 Module 3 Mon temps libre</p> <ul style="list-style-type: none"> Tu es sportive? Qu'est-ce que tu fais? Le sport dans les pays francophones Tu aimes faire ça? Des questions 	<p>Dynamo 1 Module 3 Mon temps libre</p> <ul style="list-style-type: none"> Tu es sportive? Qu'est-ce que tu fais? Le sport dans les pays francophones Tu aimes faire ça? Des questions <p>Pupils prepare for end of year exams.</p>
<p>Deeper learning</p> <ul style="list-style-type: none"> What are the key facts about France/French-speaking countries? Comparing French/UK schools 			<p>Deeper Learning</p> <ul style="list-style-type: none"> Comparing French/UK schools. 	<p>Deeper Learning</p> <ul style="list-style-type: none"> What sports/ hobbies do young French people have? 	<p>Deeper Learning</p> <ul style="list-style-type: none"> Pupils are shown the film 'les choristes' French TV/music/films
<p>Extra Curricular activities</p>			<p>Key resources / websites www.linguascope.com</p>		

Geography

Curriculum Intent

Geographers at Brentford will develop a broad range of skills that will encourage them to be inquisitive of the world around them and to be able to reflect on real life experiences, locations and issues. They will be able to confidently explain a range of geographical phenomena and apply their classroom understanding to wider field work contexts. Regardless of whether students choose Geography for GCSE or A level, they will develop an understanding of the world around them that will be relevant and have real life applicability.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Are we lost without Geography? - Continents and Oceans - British Isles - Compass, atlas and map skills - 4 and 6 figure grid references - Introduction to GIS - Stakeholder views - Importance of Geography	How is Asia changing? - Biomes in Asia - Monsoon rainfall in India - Flooding - Population change - Urbanisation in India - Economic growth in China - Belt and road initiative	Why is it important to study weather and climate? - Measuring weather - Clouds - Types of rainfall - Air pressure and air masses - Heat waves - Climate graphs - Major climate zones	Are rivers a friend or foe? - Rivers importance to humans in developed and developing countries - Erosion and transportation - Causes of flooding - Flooding in the UK - Flooding in Bangladesh - Flood management	How threatened are our rainforests? - Rainforest locations - Rainforest characteristics - Rainforest uses - Rainforest importance to the biosphere - Deforestation in Brazil - Forest fires	Are UK coastlines under threat? - Importance of coasts for humans - Coastal erosion - Weathering - Holderness coastal erosion and management options - Sea level rise
Deeper Learning	Deeper Learning Bangalore case study South Asian floods	Deeper Learning Weather watching 2018 Heat wave	Deeper Learning Flooding case studies	Deeper Learning Social action campaign	Deeper Learning Holderness coastline case study
Extra Curricular activities			Key resources / websites https://www.bbc.co.uk/bitesize/subjects/zrw76sg https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/		

Spanish

Curriculum Intent

Through studying a modern foreign language, students develop their ability, confidence and ambition to communicate with others. They also become inquisitive about how language works and demonstrate the flexibility of their linguistic skills. Learning a new language broadens students' horizons and encourages them to step beyond familiar cultural boundaries and develop new ways of seeing the world. Students become able to express their ideas and thoughts in the target language and are equipped with a plethora of skills which better prepare them for a globalised world of work.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Introduction to Spanish - Module 1: Mi vida</p> <p>1. greetings / how are you / name</p> <p>2. phonics: intro to key Spanish sounds & pronunciation</p> <p>3. numbers 0-12 & age</p> <p>4. numbers up to 31</p> <p>5. months & birthday</p> <p>w/c 26 Sept: International Day of Languages</p>	<p>Module 1: Mi vida</p> <p>1. saying where you live</p> <p>2. describing personality</p> <p>3. talking about siblings</p> <p>4. colours</p> <p>5. talking about pets</p>	<p>Module 2: Mi tiempo libre</p> <p>1. giving opinions and justifications</p> <p>2. hobbies and what you do in your spare time</p> <p>3. weather and seasons</p> <p>4. talking about sports</p>	<p>Module 3: Mi insti</p> <p>1. school subjects & saying what you study</p> <p>2. describing your favourite day</p> <p>3. justified opinions</p> <p>4. describing your school (places in the school)</p> <p>5. what you do at break (activities, food and drinks)</p>	<p>Module 4: Mi familia y mis amigos</p> <p>1. talking about family</p> <p>2. numbers up to 100</p> <p>3. physical description (of yourself and others)</p> <p>4. describing where you live: house & area</p>	<p>Module 5: Mi ciudad</p> <p>1. places in town</p> <p>2. telling the time</p> <p>3. saying where you go</p> <p>4. ordering food and snacks from a café</p> <p>5. saying what you are going to do using the near future tense</p>
<p>Deeper learning experience/ cultural links: What are the key facts about Spain? International Languages Week.</p>	<p>Deeper learning experience/ cultural links: Spanish speaking countries, día de los muertos</p>	<p>Deeper learning experience/ cultural links: hobbies in the Spanish-speaking world</p>	<p>Deeper learning experience/ cultural links: Learning about schools in Spain.</p>	<p>Deeper learning experience/ cultural links: Spanish houses</p>	<p>Deeper learning experience/ cultural links: Spanish gastronomy + Pupils to watch a Spanish film to mark the end of Year 7</p>
<p>Extra-curricular activities</p> <p>Spanish for newcomers</p>			<p>Key resources / Websites</p> <p>www.linguascope.com</p> <p>www.languagesonline.org.uk</p> <p>https://app.senecalearning.com</p> <p>+ Quizlet/Memrise/BBC Bitesize</p>		

History

Curriculum Intent

- To inspire students to become independent learners, willing to take risks and confident in their ability to express themselves both orally and in writing
- To instil a love of History and a passion to explore it further
- To encourage students to become inquisitive, questioning individuals with strong analytical and reasoning skills
- To help students develop empathy with people in the past and present
- To encourage resilience and self-motivation in their approach to learning
- To develop a range of historical skills including the ability to construct an argument, analyse sources and interpretations
- To help students understand the relevance of the past and the part that it plays in the world in which we live
- To help develop skills and competencies which students can apply in the wider world

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Induction: What is History & The Suffragettes Time Sources The suffrage movement The suffragists The suffragettes Reactions to the suffragettes Emily Wilding Davison World War One and women's suffrage Global suffrage	The Normans The Middle Ages Contenders for the throne in 1066 Battle of Hastings Harold's death Castles Domesday Book Harrying of the North Feudal System	Power in the Middle Ages Medieval church Medieval monarchs Henry and Beckett King John Vs the Barons The significance of the Magna Carta Medieval Queens Medieval women	The Tudors <ul style="list-style-type: none"> • Henry VII & the war of the roses • Catholic church losing power • Reasons for the reformation • Impact of the reformation • Edward VI changes to the church • Mary I and Catholicism • Bloody Mary • Elizabeth's middle way 	17th Century England Gunpowder Plot Causes of the English civil war Battle of Brentford Charles I Trial & execution The interregnum Charles II Plague The Great fire of London	Native Americans <ul style="list-style-type: none"> • Research project
Deeper learning <ul style="list-style-type: none"> • Suffragettes from around the world 	Deeper Learning <ul style="list-style-type: none"> • Castle building project 		Deeper learning <ul style="list-style-type: none"> • Tudors storybook project 		Students given the opportunity to work creatively in groups and research information themselves. They can then present this in any format they would like and present this to the class
Extra Curricular activities		Key resources / websites <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/topics/zshtyrd • https://www.bbc.co.uk/bitesize/guides/zdvdmp3/revision/1 • https://www.bbc.co.uk/bitesize/guides/zgqatfr/revision/1 • https://www.bbc.co.uk/bitesize/topics/z3yfr82 • https://www.bbc.co.uk/bitesize/topics/zbvycdm • https://www.bbc.co.uk/bitesize/topics/z4rg87h • https://www.bbc.co.uk/bitesize/topics/z9crd2p 			

Mathematics

Curriculum Intent

- The teaching in the Mathematics Department provides a foundation for understanding the world, the ability to reason mathematically and appreciation of the beauty and power of mathematics. We aim to develop a sense of enjoyment and curiosity about the subject and to engage students in developing a deeper understanding of fundamental concepts. Students will be able to recall and apply knowledge in real life situations and cross curricular subjects.
- Students develop the confidence to apply their mathematics to a variety of problems and are given the opportunity to show resilience in seeking their solutions.
- Students are frequently given the opportunity to be inquisitive through problem solving, being reflective and flexible in their approaches. Students are then empowered to show courage in applying that knowledge to other subjects and real-life situations.
- Students have opportunities to experience various enrichment activities which encourage them to be ambitious in their post 16 choices.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition Unit					
Theme Parks & Year 7 Baseline Tests					
Sets 1 and 2					
Unit 1 Analysing and Displaying Data 1a. Two-way tables and bar charts 1b. Averages and range 1c. Grouped data 1d. More graphs 1e. Pie charts 1f. STEM: Scatter graphs and correlation Unit 2 : Number Skills 2a. Factors, primes and multiples 2b. Using negative numbers 2c. Multiplying and dividing 2d. Squares and square roots 2e. More powers and roots 2f. Calculations	Unit 3: Equations, Functions and Formulae 3a. Simplifying algebraic expressions 3b. Writing algebraic expressions 3c. STEM: Using formulae 3d. Writing formulae 3e. Brackets and powers 3f. Factorising expressions Unit 4 Fractions 4a. Working with fractions 4b. Adding and subtracting fractions 4c. Fractions, decimals and percentages 4d. Multiplying and dividing fractions 4e. Working with mixed numbers	Unit 5 Angles and Shapes 5a. Angles and parallel lines 5b. Triangles 5c. Quadrilaterals 5d. Polygons Unit 6: Decimals 6a. Ordering decimals 6b. Rounding decimals 6c. Adding and subtracting decimal 6d. Multiplying decimals 6e. Dividing decimals 6f. Fractions, decimals and percentages 6g. FINANCE: Working with percentages 2e. More powers and roots 2f. Calculations	Unit 7: Equations 7a. Solving one-step equations 7b. Solving two-step equations 7c. More complex equations 7d. Trial and improvement	Unit 8 Multiplicative Reasoning 8a. STEM: Metric and imperial units 8b. Writing ratios 8c. Sharing in a given ratio 8d. Proportion 8e. Proportional reasoning 8f. Using the unitary method Unit 9: Perimeter, Area and Volume 9a. Triangles, parallelograms and trapeziums 9b. Perimeter and area of compound shapes 9c. Properties of 3D solids 9d. Surface area 9e. Volume 9f. STEM: Measures of area and volume	Unit 10: Sequences and Graphs 9a. Triangles, parallelograms and trapeziums 9b. Perimeter and area of compound shapes 9c. Properties of 3D solids 9d. Surface area 9e. Volume 9f. STEM: Measures of area and volume
Sets 3 and 4					

<p>Unit 1 Analysing and Displaying Data 1a. Mode, median and range 1b. Displaying data 1c. Grouping data 1d. Averages and comparing data 1e. Line graphs and more bar charts 1f. Spreadsheets</p> <p>Unit 2 : Number Skills 2a. Mental maths 2b. Addition and subtraction 2c. Multiplication 2d. Division 2e. Finance: Time and money 2f. Negative numbers 2g. Factors, multiples and primes 2h. Square and triangle numbers</p>	<p>Unit 3: Equations, Functions and Formulae 3a. Functions 3b. Simplifying expressions 1 3c. Simplifying expressions 2 3d. Writing expressions 3e. STEM: Substituting into formulae 3f. Writing formulae</p> <p>Unit 4 Decimals and Measures 4a. Decimals and rounding 4b. Length, mass and capacity 4c. Scales and coordinates 4d. Working with decimals mentally 4e. Working with decimals 4f. Perimeter 4g. Area 4h. STEM: More units</p>	<p>Unit 5 Fractions 5a. Comparing fractions 5b. Simplifying fractions 5c. Working with fractions 5d. Fractions and decimals 5e. Understanding percentages 5f. Percentages of amounts</p> <p>Unit 6: Probability 6a. The language of probability 6b. Calculating probability 6c. More probability calculations 6d. Experimental probability 6e. FINANCE: Expected outcomes</p>	<p>Unit 7: Ratio and Proportion 7a. Direct proportion 7b. Writing ratios 7c. Using ratios 7d. Scales and measures 7e. Proportions and fractions 7f. Proportions and percentages</p>	<p>Unit 8 Lines and Angles 8a. Lines, angles and triangles 8b. Estimating, measuring and drawing angles 8c. Drawing triangles accurately 8d. STEM: Calculating angles 8e. Angles in a triangle 8f. Quadrilaterals</p> <p>Unit 9: Sequences and Graphs 9a. Sequences 9b. Pattern sequences 9c. Coordinates 9d. Extending sequences 9e. Straight-line graphs 9f. Position-to-term rules</p>	<p>Unit 10: Transformations 10a. Congruency and enlargements 10b. Symmetry 10c. Reflection 10d. Rotation 10e. Translations and combined transformations</p>
<p>Set 5</p>					

<p>Unit 1 Analysing and Displaying Data 1a. Tables and pictograms 1b. Bar charts 1c. Grouped data 1d. Mode and modal class 1e. Range and median 1f. Mean</p> <p>Unit 2 : Calculating 2a. Adding 2b. Subtracting 2c. Multiplying 2d. Dividing 2e. Multiplying and dividing by 10, 100 and 1000 2f. Using the four operations 2g. Positive and negative numbers</p>	<p>Unit 3: Expressions, Functions and Formulae 3a. Using functions 3b. Function machines 3c. Simplify expressions 3d. Writing expressions 3e. STEM: Using formulae 3f. Writing formulae</p> <p>Unit 4 Graphs 4a. Real-life graphs 4b. Coordinates 4c. Graphs of functions 4d. STEM: Scientific graphs</p>	<p>Unit 5 Factors and Multiples 5a. Number rules and relationships 5b. Multiples 5c. Multiplication 5d. Division 5e. Solving problems 5f. Factors and primes 5g. Common factors and multiples</p> <p>Unit 6: Decimals and Measures 6a. Estimates and measures 6b. Decimal numbers 6c. Metric units 6d. Adding and subtracting decimals 6e. Rounding 6f. Multiplying and dividing decimals 6g. FINANCE: Calculating with money</p>	<p>Unit 7: Angles and Lines 7a. Right angles and lines 7b. Measuring angles 1 7c. Measuring angles 2 7d. Drawing and estimating angles 7e. Putting angles together</p>	<p>Unit 8 Measuring and Shapes 8a. Shapes 8b. Symmetry in shapes 8c. More symmetry 8d. Regular polygons 8e. Perimeter 8f. Area</p> <p>Unit 9: Fractions, Decimals and Percentages 9a. Comparing fractions 9b. Equivalent fractions 9c. Calculating with fractions 9d. Adding and subtracting fractions 9e. Introducing percentages 9f. FINANCE: Finding percentages</p>	<p>Unit 10: Transformations 10a. Reflection 10b. Translation 10c. Rotation 10d. STEM: Congruency</p>
<p>Deeper Learning Designing a Theme Park</p>	<p>Deeper Learning STEM integrated into SOW</p>	<p>Deeper Learning Finance – calculating with money</p>		<p>Deeper Learning Finance – calculating with money</p>	<p>Deeper Learning</p>
<p>Extra-Curricular activities</p>			<p>Key resources / websites PinPoint Learning and Hegarty Maths</p>		

Music

Curriculum Intent

We are all musicians. Together we discover, explore and experience the music of the world through performing, composing, listening and understanding in a variety of different contexts

As a member of Brentford School for Girls Music Department you will have the space and opportunity to: -

- Develop confidence as a musician and learner through directed, independent and collaborative learning and rehearsal;
- Regularly perform, create and listen to music that challenges your understanding, musical and interpersonal skills, and resilience;
- Learn about music theory and notation so that you can confidently understand music notated in different ways;
- Develop a deeper understanding of the world, of your own views and feelings, and of others' perspectives and cultures through critical engagement with a range of genres;
- discover and develop your own musical interests and talents through personalised routes in each topic and extracurricular clubs.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Transition/Baseline</p> <p>Performing Theory: Key words (dynamics etc.)</p> <p>Skills: <ul style="list-style-type: none"> • Basic instrument skills (voice, uke, keyboard, drums) • Ensemble skills </p>	<p>Boomwhackers!</p> <p>Performing Theory: <ul style="list-style-type: none"> • 1.1 and 1.3 Rhythm • 1.2 Time sigs • Pitch • Beat • Rhythm </p> <p>Skills: <ul style="list-style-type: none"> • Reading and playing notation • Ensemble skills • Timing • Dynamics </p>	<p>Ukulele</p> <p>Performing Theory: <ul style="list-style-type: none"> • 1.5 Writing out • 1.6 Treble Clef and 1.7 Bass clef • Reading Tab • Chords and progressions • Major/minor </p> <p>Skills: <ul style="list-style-type: none"> • Basic chords (C, F, Am, G) • Strumming patterns • Articulation • Fingerpicking </p>	<p>Keyboard</p> <p>Performing & Improvising <ul style="list-style-type: none"> • Theory: • 1.8 Accidentals • 1.10 Key signatures </p> <p>Skills: <ul style="list-style-type: none"> • Playing the notation • Playing simple "melody and accompaniment" • Playing in time to a beat • - Articulation </p>	<p>Singing</p> <p>Performing Theory: <ul style="list-style-type: none"> • 1.9 Major scales • Dictation • Texture </p> <p>Skills: <ul style="list-style-type: none"> • Breathing • Tuning • Round • 2-part harmony • 3-part harmony • - Dynamics </p>	<p>Samba 1</p> <p>Performing Theory: <ul style="list-style-type: none"> • Revision • Dictation • Texture • Beat • Rhythm </p> <p>Skills: <ul style="list-style-type: none"> • Reading rhythms • Playing poly- and cross-rhythms • Individual instrument technique • Dynamics • Articulation </p>
<p>Deeper Learning <ul style="list-style-type: none"> • Performing in lessons </p>	<p>Deeper Learning <ul style="list-style-type: none"> • Performing in lessons • Proposed Soundcloud recordings/performances to share with wider community </p>	<p>Deeper Learning <ul style="list-style-type: none"> • Christmas Concert performances • House Song Competition Performing in lessons • Proposed Soundcloud recordings/performances </p>	<p>Deeper Learning <ul style="list-style-type: none"> • Talent Show • Performing in lessons • Proposed Soundcloud recordings/performances </p>	<p>Deeper Learning <ul style="list-style-type: none"> • Proposed KS3 Music Showcase • Performing in lessons • Proposed Soundcloud recordings/performances </p>	<p>Deeper Learning <ul style="list-style-type: none"> • Talent Show • Performing in lessons • Proposed Soundcloud recordings/performances • Summer Fayre </p>

Physical Education

Curriculum Intent

Students will participate and enjoy their PE lessons to help foster long term love of physical activity. Students will achieve and feel successful despite their physical ability compared to others. Students will learn the fundamental skills required to take part in a variety of skills and will imbed these securely over their time at Brentford. Students will have the confidence to lead their classmates in warm ups, assessment and through their theoretical knowledge. Students will enjoy PE and because of this take part in clubs and teams across the school. Students will have enough knowledge to help them lead a healthy and active lifestyle now and in the future.

- **Participate** in all lessons to the best of your ability.
- **Achievement** that is personal to you and the resilience to persevere when things don't go your way.
- **Confidence** to try new things and lead others.
- **Enjoyment** to keep motivated, happy and healthy.

Core PE

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition Summer project: Me and my physical activity Year 7 Induction: Base Line Testing 1 st Lesson: OAA (team building) students use summer project to introduce each other (teams collate work to see what sports students). Team building games. 2 nd Lesson: Dance: short set routine: copy & repeat/ high achievers can create 3 rd Lesson: Coordination/ skills games 4 th Lesson: Brentford Mile 5 th Lesson: Gymnastics basic sequence- can students link three balances? 6 th Lesson: tactical games: capture the flag (introduce different equipment etc) 7 th Lesson: Introduction of PACE and Levels/ targets					
Gymnastics- focus on building body tension and extension. Students should understand the fundamental gymnastics shapes. Students will learn basic skills such as balances and rolls. They will be able to link these into a sequence Netball: developing skills such as footwork, passing and dodging. Students should be able to use this in small sided games. Dance: focus on the ability to copy and repeat basic movements. Students will understand basic choreography and use this to create a final performance. Football: students such be able to perform basic skills. They should become confident when dribbling the ball and be able to use skills in small sided games.	Badminton: students should develop basic coordination. They should learn key shots such as the serve and the OHC. Students should be able to umpire singles matches. OAA: students will develop their teamwork skills and their ability to lead others. Unit will focus on developing their confidence through a variety of games/ challenges	Students here will repeat two modules. This can vary depending on lessons missed due to weather etc. In the two sports they do skills should be developed further and they should gain a better knowledge of tactics.	Rounders: basic coordination. Students should learn the key skills and techniques used. By summer two they should be clear on the rules/ regulations. Athletics: students will take part in all events that are safe/ possible on the school site. One or two lessons should be used to help students develop their skills in a variety of track and field events.		

BLOSSOM (PSCHEE)

Curriculum Intent

The fundamental purpose of the BLOSSOM (Body, Love, Opportunity, Self, Society, Open-Mindedness) (PSCHEE Personal, Social, Citizenship, Health, Economic and Emotional) course is to enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we develop their sense of self-worth and raise self-esteem. We teach them how society is organised and governed. We ensure that they experience the process of democracy and decision making in school through the School Council and Student Leadership Teams. We teach them about their rights and responsibilities as citizens, both in school and in the wider community. They learn to appreciate what it means to be a positive member of a diverse multi-cultural society.

To do this, we must:

- Foster inquisitiveness and maintain pupil engagement and enjoyment in Blossom.
- Develop reflective learning for all pupils by promoting an awareness of the wider implications of Blossom for the individual, the community and the wider world in terms of (but not limited to) gender equality, human rights and democracy, fake news, the benefits and risks of the online world.
- Implement flexible teaching and learning practices and build resources that allow pupils to be ambitious, courageous and confident in both their classroom experiences and during independent learning.
- Develop a lifelong interest in social issues- both locally and globally.
- Provide students with deeper learning experiences in the form of external visitors, workshops and trips.
- Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society.
- Establish an understanding of emotional and physical pressures faced by our pupils and empower them by providing strategies to overcome these pressures, as well as sharing support networks for them to seek, if necessary.

Relationship and Sex Education (Body, Love, Self and Open-Mindedness in Blossom) will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

They will focus on:

- Understanding the need to be flexible when dealing with different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, inclusivity of LGBTQAI+ individuals and how to manage conflict, and how to recognise unhealthy relationships and being courageous and confident about dealing with these.
- How relationships may affect health and wellbeing, including mental health as well as building resilience in times of adversity.
- Healthy relationships and safety online.
- Factual knowledge, around sex, sexual health and sexuality, set firmly within the context of healthy relationships.

Citizenship (Society in Blossom) helps to provide pupils with knowledge, skills and an understanding of what it takes to play a full and active role in society. The British values including, importantly, democracy and rule of law are focused on throughout all five years at secondary school.

We aim to:

- Foster pupil's keen awareness of how the UK is governed, its political system and how citizens participate actively in its democratic systems of government
- Encourage students to develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- Encourage students to develop an interest in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- Ensure students are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Induction period:</p> <p>Getting Started! Family, Identity, Diversity @ Brentford</p> <ul style="list-style-type: none"> ● Introductions ● What is PSCHEE? ● Myself – timelines ● School - finding out (.who does what in school) interview skills + careers research ● Your Time- planning and organisation ● Decision making ● How to access information ● Learning to Learn ● Me and my ambitions ● Me and my family Me and my community ● The people around me 	<p>Puberty and SRE Adapting to change</p> <ul style="list-style-type: none"> ● What is puberty ● Challenges of puberty ● Feminine protection ● HPV awareness ● Appropriate behaviour regarding puberty <p>Deeper learning Outside visitor – school nurse to provide information on puberty and menstruation.</p>	<p>British Values</p> <ul style="list-style-type: none"> ● Identity ● Shared identity ● Heritage ● Family tree 	<p>Careers</p> <ul style="list-style-type: none"> ● Job vs Career ● Salary vs Wage ● Part time work 	<p>Government and Politics/Community</p> <ul style="list-style-type: none"> ● Voting and Parliament Voting, everyday politics, student council elections. ● Relevant elections (London Mayoral Campaign) <p>Parliament</p> <ul style="list-style-type: none"> ● Parliamentary jobs ● Making laws/why important. <p>Deeper learning Outside visitor – LVA charity deliver three sessions on coercion and self-esteem.</p>	<p>Active Citizenship</p> <ul style="list-style-type: none"> ● End of year assessment project – Active citizenship. ● What would you like to change around the school? ● Group work/roles. Presentation to class. ● Planning, prep and delivery to class.

RE

Curriculum Intent

The aim of the Religious Studies department at Brentford School for Girls is to develop the Brentford Girl as a well-balanced and tolerant member of society who is aware of our rich and diverse community and promotes community cohesion. Our motto is that 'no barriers', whether academic or pastoral should impede academic success. The department will strive to give the best learning experience to all students that inspires awe, wonder and a thirst for knowledge and understanding. Our department aims to contribute to the spiritual and moral development of our students, the school community and contemporary British society. We encourage our students to be critical thinkers in the exploration of religion, faith and the ethical issues they will encounter in life. We will ensure that this can take place in a safe and nurturing environment where every student is confident to share and discuss their own beliefs and values with others.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Importance of Place <ul style="list-style-type: none"> • What makes a place special? • Humanism: Do we need a physical place to worship? • How are Sikh beliefs practised through the Gurdwara • Is the Mosque important to the Islamic community? • Do all Jewish people worship in the same way? 	Modern Leaders in Religion <ul style="list-style-type: none"> • Jesus the leader • Martin Luther King • Oscar Romero- a follower of Jesus. • The 10 Gurus of Sikhism- Leaders of change • Muhammad (pbuh)- a leader of influence • Everyday Leaders in Religion 	The Patriarchs <ul style="list-style-type: none"> • Adam • Noah • Abraham • Joseph • Moses 	Religion and Belonging <ul style="list-style-type: none"> • Christianity- Are symbols important in belonging? • Sikhism- Are symbols important in belonging? • Islam- Does helping others help us to belong? • Judaism- Do I need to follow all the rules to belong? <p>Hinduism- Does everyone belong in the same way?</p>	Buddhism <ul style="list-style-type: none"> • Introduction to Buddhism • Four Noble Truths • Enlightenment • Eight fold path • Five precepts • Denominations • Buddhism in Art 	
	Deeper Learning <ul style="list-style-type: none"> • Mahatma Ghandi- a leader of peace. • What could the world learn from Gandhi? • Group Project (Deeper Learning experience- Leadership) 	Deeper Learning <ul style="list-style-type: none"> - Design a Movie Cover 		<ul style="list-style-type: none"> • Lanterns • Design your own Buddhism T- Shirt 	
Extra Curricular activities <ul style="list-style-type: none"> - Easter Bonnets 			Key resources / websites <ul style="list-style-type: none"> KS3 Religious Studies - BBC Bitesize 		

Science

Curriculum Intent

The aim of the Science Department at Brentford School for Girls is to offer a science curriculum that develops curiosity, excitement and a better understanding about the world around us and our role in it.

The curriculum guides students through the specific disciplines of Biology, Chemistry and Physics, and ensures students are able to build on their own learning with a progression of skills, effective pedagogy, vocabulary rich teaching and the inclusion of enrichment activities. Our curriculum also focusses on providing our students with a set of skills and experiences that develops their ability to think critically, work scientifically and to also prepare them to progress into advanced areas of studies in science.

The Brentford scientist...

- Is **Inquisitive** and curious about scientific phenomenon and processes
- **Reflects** on ideas and has confidence to explore, challenge and change them
- Is **Flexible** in their approach to gain a deeper understanding of the world around them.
- Is **Ambitious** and possesses the skills to face whatever life may hold
- Is **Confident** about her place in the world and her and her role in shaping it.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Induction – developing investigative skills</p> <p>7A Cells, Tissues, Organs and Systems</p> <ul style="list-style-type: none"> Doctors past and present Life processes Conventions in writing (L&C) Organs Tissues Microscopes (WS) Cells Organ systems Transplants <p>7K Forces</p> <ul style="list-style-type: none"> Forces Different forces Springs Making notes (L&C) Friction Pressure SI units (WS) Balanced and unbalanced Safety standards 	<p>7H Atoms, Elements and Molecules</p> <ul style="list-style-type: none"> Our material world Sorting resource data (WS) The air we breath Earth's elements Metals and non-metals Facts and opinions (L&C) Making compounds Chemical reactions Problems with elements <p>7I Energy</p> <ul style="list-style-type: none"> Energy changes Energy from food Fair comparisons and ratios (WS) Energy transfers and stores Fuels Summarising (L&C) Other energy resources Using resources Making changes 	<p>7F Acids and Alkali</p> <ul style="list-style-type: none"> Chemistry in the home Hazards Controlling risk (WS) Indicators Acidity and alkalinity Writing titles (L&C) Neutralisation Neutralisation in daily life Danger at home <p>7L Sound</p> <ul style="list-style-type: none"> Animal sounds Making sounds Moving sounds Line graphs and scatter graphs (WS) Detecting sound Remembering (L&C) Comparing waves Animals and noise 	<p>7G The Particle Model</p> <ul style="list-style-type: none"> Sorting rubbish Making comparisons Solids, liquids and gases Hypotheses and theories (WS) Particles Brownian motion Diffusion Air pressure Waster 	<p>7B Sexual reproduction in animals</p> <ul style="list-style-type: none"> Escaped zoo animals The scientific method (WS) Animal sexual reproduction Reproductive organs Becoming pregnant Making notes (L&C) Gestation and birth Growing up The work of zoos <p>7E Mixtures and Separation</p> <ul style="list-style-type: none"> Mixtures and separation Writing a method (L&C) Mixtures Solutions Safety when heating (WS) Evaporation Chromatography Distillation Safe drinking water 	<p>7J Current Electricity</p> <ul style="list-style-type: none"> Discovering electricity Switches and current Models in science (WS) Models for circuits Series and parallel circuits Using tables (L&C) Changing the current Using electricity A world without electricity <p>7D Ecosystems</p> <ul style="list-style-type: none"> Exploring the world Variation Charts and graphs Adaptations Effects of the environment Paragraphs (L&C) Effects on the environment Transfer in food chains
<p>Deeper Learning</p> <ul style="list-style-type: none"> Investigating if plants respire Using microscopes Doctors past and present 	<p>Deeper learning</p> <ul style="list-style-type: none"> Classifying metals The properties and uses of alloys Fuels and our environment Careers in Chemistry – Chemical Engineer 	<p>Deeper learning</p> <ul style="list-style-type: none"> British science week activities Comparing the hazards of acids Design a label Careers in Physics – Sound Engineer 	<p>Deeper learning</p> <ul style="list-style-type: none"> Investigating mixtures The story of Robert Brown 	<p>Deeper learning</p> <ul style="list-style-type: none"> Careers in Health services – Maternity Nurse, Midwife Writing a scientific method 	<p>Deeper learning</p> <ul style="list-style-type: none"> Building circuits Careers in science – Electrical Engineer, Environmental officer Climate change – how can you help?
<p>Extra-Curricular activities</p> <p>Science club Robotics club Science support club</p>			<p>Key resources/ websites</p> <p>BBC Bitesize Exploring Science Seneca learning</p>		

Technology & Textiles

Curriculum Intent

Intent for the Curriculum:

- Through inquisitive and reflective exploration, students are able to make valued judgements of an aesthetic, technical, economic and moral nature.
- To enable students to become independent and reflective learners and develop the art of constructive criticism and the skills of self and group assessment.
- To encourage empathetic learning and allow students to debate issues such as social responsibility and sustainability.
- To promote safe working practice within all areas of technology.
- To allow students to design, test and develop ideas with creative confidence and acquire skills for life.
- Be inspired by the past, creating excellence in the present and embracing and fashioning the future.

Transition project – 3 weeks				
Lesson 1 – Audit of prior skills and practices and Health and safety – homework – Health and safety poster				
Lesson 2 – Product analysis – adapt and adjust exercise – Homework – disassembly				
Lesson 3 – research task with extended writing – homework - article or letter				
Students will move through each of the carousels during the academic year	Carousel 1: Food <ul style="list-style-type: none"> Hygiene and safety Healthy eating and nutrition Peeling, cutting and dicing fruit and vegetables Smoothies Soup Flapjacks Stir fry crumble 	Carousel 2: ICT <ul style="list-style-type: none"> Introduction to working with computers in Brentford How to Research How to avoid death by Powerpoint / Google slides How to work with Excel / Google sheets How to use publisher Email etiquette 	Carousel 3: Graphics – illustration <ul style="list-style-type: none"> Introduction to graphic design Drawing, design and IT skills Book cover analysis Working through the design process Typography Mood board Initial design ideas Initial design ideas Development of design ideas and production of a template Using affinity to produce and edit the final idea 	Carousel 2: Textiles <ul style="list-style-type: none"> Health & safety Under the sea project – basic textiles skills Mindmap Embroidery Applique Patchwork Quilting Block printing and repeat patterns Design development Consolidation - Production of an under the sea wall hanging using mixed techniques
	Deeper Learning Evaluation and sensory testing throughout	Deeper Learning Project work: Enterprise, planning and marketing a product	Deeper Learning Evaluation of all work Book illustration booklet	Deeper Learning Evaluation of all work Artist research and analysis
Extra-Curricular activities Cookery club Textiles club			Key resources / websites Ingredients to be brought in for food lessons, the recipe will be shared in advance	