



**BRENTFORD SCHOOL FOR GIRLS**  
**BRENTFORD 6<sup>th</sup> FORM**



**Brentford School for Girls**

**Year 8 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
<b>Still-Life</b> <ul style="list-style-type: none"> <li>Students will learn about the work of the Cubist Artists through research and analysis.</li> <li>They will produce still-life observational drawings using a range of techniques and media.</li> <li>Composing and planning techniques will be learnt and practiced.</li> <li>Learning and skill development will be presented in a final Cubist inspired artwork.</li> <li>Ongoing self, peer and formative assessment will help students manage and track their progress.</li> </ul>		<b>Portraiture</b> <ul style="list-style-type: none"> <li>Students will learn about the work of the Fauvist Artists through research and analysis.</li> <li>They will produce a copy as a preparatory and skill building exercise.</li> <li>They will revise the colour theory learnt in Year 7 and develop their understanding by looking at the symbolic and dimensional use of colours.</li> <li>Drawing skills will be developed by exploring techniques that make Fauvist work different to other movements. Drawing and planning skills will also be learnt by using enlargement grids.</li> <li>Learning and skill development will be presented in a final Fauvist inspired self-portrait.</li> <li>Ongoing self, peer and formative assessment will help students manage and track their progress.</li> </ul>		<b>Typography</b> <ul style="list-style-type: none"> <li>Students will learn about the history and evolution of typography.</li> <li>They will learn about grids, proportion and perspective as important drawing techniques.</li> <li>Copying and restructuring a range of styles help to inspire and inform and designing of monograms.</li> <li>2 and 3-Dimensional projects help to develop and consolidate the skills and understanding gained through the project.</li> </ul>	
<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>Creating a time-line to understand the context and circumstance surrounding the development of artworks.</li> <li>Exploring the impact different artists and artworks had.</li> <li>Comparing different artworks with deep understanding and insight.</li> </ul>					

# 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
<p><b>Transition: Baseline assess prior learning</b></p> <p><b>Explorative strategies and rehearsal techniques-</b></p> <ul style="list-style-type: none"> <li>• To explore the use of explorative strategies with a workshop.</li> <li>• To use rehearsal techniques to develop a piece of theatre.</li> </ul>	<p><b>Identity- Devising</b></p> <ul style="list-style-type: none"> <li>• Explore a variety of stimuli through group work, explorative strategies and rehearsal techniques.</li> <li>• Explore social issues through drama exploration.</li> </ul>	<p><b>Theatre review- The Railway Children</b></p> <ul style="list-style-type: none"> <li>• To understand the creation of theatre</li> <li>• To evaluate and analyse a performance.</li> <li>• To evaluate and analyse the use of staging and set in relation to the play</li> <li>• Evaluate the dramatic forms Impact on the audience</li> </ul>	<p><b>Naturalism- theatre style and practitioner</b></p> <ul style="list-style-type: none"> <li>• Explore Stanislavski's style and techniques</li> <li>• Apply techniques to a script.</li> </ul>	<p><b>ASBO- play</b></p> <ul style="list-style-type: none"> <li>• To understand social issues through performance</li> <li>• To stage and explore the themes and issues within the play.</li> <li>• Impact on the audience.</li> <li>• Role of a director in a performance</li> </ul>	<p><b>Horror: Genre</b></p> <ul style="list-style-type: none"> <li>• To understand the style and genre of horror.</li> <li>• To use the techniques of horror within a performance.</li> <li>• To develop understanding of the role of a designer and the impact on a performance</li> <li>• To devise a horror performance using the conventions of the genre.</li> </ul>
<p><b>Deeper Learning</b></p>	<p><b>Deeper Learning</b></p> <ul style="list-style-type: none"> <li>• Research on own identity / heritage</li> </ul>	<p><b>Deeper Learning</b></p>	<p><b>Deeper Learning</b></p> <ul style="list-style-type: none"> <li>• Memorizing lines</li> </ul>	<p><b>Deeper Learning</b></p> <ul style="list-style-type: none"> <li>• Research local area Anti-social behaviour</li> </ul>	<p><b>Deeper Learning</b></p>

# English

## Curriculum Intent

In BSFG's Year 8 English Curriculum, our aims for our students are:

- To explore reflection 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
<p><b>'Romeo &amp; Juliet'</b></p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Analysis of a character or theme in 'Romeo and Juliet' through exploration of an extract and the wider text. <b>Literature AO1 and 2.</b></li> <li>• Analysis of a character or theme in 'Romeo and Juliet' through exploration of an extract and the wider text. <b>Literature AO1, 2, 3 and 4</b></li> </ul>		<p><b>English Language Writing Unit</b></p> <p><b>Writer's Viewpoints and Perspectives</b> (Similar to English Language Paper 2, Section B)</p> <p>Write in a variety of forms and styles such as travel writing, blogs and newspaper articles. <b>Language A05 &amp; 6</b></p>	<p><b>'Of Mice and Men'</b></p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Analysis of a character or theme in 'Of Mice and Men' through exploration of an extract and the wider text. <b>Literature AO1, 2, 3 and 4</b></li> </ul>		<p><b>Exploring Culture Through Poetry</b></p> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Analysis of a poem, applying exploration of cultural contexts and exploring how they influence a text, writer and reader. <b>Literature AO1, 2, 3 and 4</b></li> </ul>
<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>• Development of revision and study skills (flip learning, consolidation and revision of texts for assessment).</li> <li>• Mask displays created to explore symbolism, characterisation and key themes.</li> <li>• Investigation into Elizabethan England and relevant contexts, such as marriage, religion and the role of women.</li> <li>• Spoken Language - Role-play used to develop communication, interpretation and an understanding of performance of texts.</li> </ul>		<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>• Dragon's Den competition, using persuasive language.</li> <li>• Develop writing about a viewpoint using current affairs. Wider reading of relevant sources and different forms of writing.</li> </ul>	<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>• Development of revision and study skills (flip learning, consolidation and revision of texts for assessment).</li> <li>• Socratic method of discussion and teaching to explore the writer's viewpoints and how this has been influenced by contexts.</li> <li>• Philosophical enquiries into the American Dream, race, gender, disability, ageing and other key themes.</li> </ul>		<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>• Investigation into the different cultures and experiences.</li> <li>• Using inspiration from poetry and different cultures to inform a varied forms of creative writing.</li> </ul>
<p><b>Extra-curricular activities</b></p> <ul style="list-style-type: none"> <li>• Reading activities and clubs to encourage a love of reading and literature.</li> <li>• Debate Mate – a great way to learn how to form opinions, debate, argue an idea and work as a team.</li> </ul>			<p><b>Key resources / websites</b></p> <ul style="list-style-type: none"> <li>• <b>English Learning Passport</b> – this is given to students at the start of the year and is part of English equipment throughout the year.</li> </ul>		

- **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
<b><u>Dynamo 1 Module 4: Ma vie de famille</u></b> <ul style="list-style-type: none"> <li>• Point de départ</li> <li>• Describing family</li> <li>• Describing where you live</li> <li>• Talking about breakfast</li> <li>• Learning about Bastille Day</li> <li>• Developing writing</li> <li>•</li> </ul>	<b><u>Dynamo 1 Module 4: Ma vie de famille</u></b> <ul style="list-style-type: none"> <li>• Point de départ</li> <li>• Describing family</li> <li>• Describing where you live</li> <li>• Talking about breakfast</li> <li>• Learning about Bastille Day</li> <li>• Developing writing</li> </ul>	<b><u>Dynamo 1 Module 5:En ville</u></b> Salut! Fait-il? <ul style="list-style-type: none"> <li>• Point de départ</li> <li>• Week-end plans</li> <li>• Inviting someone out</li> <li>• Ordering drinks/snacks in a café</li> <li>• Talking about future plans-je vais</li> <li>• Paris</li> </ul>	<b><u>Dynamo 1 Module 5:En ville</u></b> Salut! Fait-il? <ul style="list-style-type: none"> <li>• Point de départ</li> <li>• Week-end plans</li> <li>• Inviting someone out</li> <li>• Ordering drinks/snacks in a café</li> <li>• Talking about future plans-je vais</li> </ul> Paris	<b>Grammar practice:</b> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Perfect tense</li> <li>• Near future tense</li> <li>• Adjectives+ endings</li> <li>• Multi-skill practice</li> </ul>	<b>Grammar practice:</b> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Perfect tense</li> <li>• Near future tense</li> <li>• Adjectives+ endings</li> <li>• Multi-skill practice</li> <li>• <b>Preparation in all 4 skills for PPEs and Speaking Exam</b></li> </ul>
<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Cultural differences re meals when compared to the UK</li> <li>• Information about history/events surrounding a major celebration</li> </ul>	<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Cultural differences re meals when compared to the UK</li> </ul> Information about history/events surrounding a major celebration	<b>Deeper learning</b> Roleplays re directions, ordering food and drink etc Cultural knowledge about Paris	<b>Deeper learning</b> Roleplays re directions, ordering food and drink etc Cultural knowledge about Paris	<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Links with English grammar</li> </ul>	<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Links with English grammar</li> </ul>
<b>Extra Curricular activities</b>			<b>Key resources / websites</b> <a href="http://www.linguascope.com">www.linguascope.com</a>		

# 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
<b>Is Russia a country of contrasts?</b> <ul style="list-style-type: none"> <li>- Physical features of Russia</li> <li>- Biomes in Russia</li> <li>- Climate in Russia</li> <li>- Population distribution</li> <li>- Russia's human and physical features</li> <li>- Quality of life</li> <li>- Nenet people</li> </ul>	<b>Is living on a plate boundary a crazy choice?</b> <ul style="list-style-type: none"> <li>- Layers/structure of the Earth</li> <li>- Continental drift</li> <li>- Plate boundaries and convection currents</li> <li>- Earthquakes and volcanoes – causes and hazards</li> <li>- Living in hazard zones</li> </ul>	<b>Why is it important to study weather and climate?</b> <ul style="list-style-type: none"> <li>- Measuring weather</li> <li>- Clouds</li> <li>- Types of rainfall</li> <li>- Air pressure and air masses</li> <li>- Heat waves</li> <li>- Climate graphs</li> <li>- Major climate zones</li> </ul>	<b>Is Africa a changing continent?</b> <ul style="list-style-type: none"> <li>- Population distribution</li> <li>- Migration in Angola</li> <li>- Reasons for poverty</li> <li>- Aid</li> <li>- Chinese intervention in Zambia</li> <li>- Cooking stoves in Somalia</li> <li>- Afforestation in Burkina Faso</li> </ul>	<b>How and why is the world's climate changing</b> <ul style="list-style-type: none"> <li>- Causes of climate change</li> <li>- The Greenhouse effect</li> <li>- Impacts of climate change on people</li> <li>- Impacts of climate change on the environment</li> <li>- Carbon footprint</li> <li>- Government intervention and social action</li> </ul>	<b>Why do geographers complete fieldwork?</b> <ul style="list-style-type: none"> <li>- Qualitative and quantitative data</li> <li>- Sampling strategies</li> <li>- Fieldwork activities around the school site</li> </ul>
<b>Deeper Learning</b> Threats to the Nenet people	<b>Deeper Learning</b> Tectonic case studies	<b>Deeper Learning</b> Weather watching 2018 Heat wave	<b>Deeper Learning</b> In depth understanding of situations in different African nations	<b>Deeper Learning</b> Impacts on different areas of the world	<b>Deeper Learning</b> Fieldwork experiences
<b>Extra Curricular activities</b>			<b>Key resources / websites</b> <a href="https://www.bbc.co.uk/bitesize/subjects/zrw76sg">https://www.bbc.co.uk/bitesize/subjects/zrw76sg</a> <a href="https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/">https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/</a>		

# German

## 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
<b>Stimmt 1 Kapitel 4: Schule ist Klasse</b> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Days and times</li> <li>• Describing teachers</li> <li>• School facilities and rules</li> <li>• Reading longer texts</li> <li>• Dream school</li> </ul>	<b>Stimmt 1 Kapitel 4: Schule ist Klasse</b> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Days and times</li> <li>• Describing teachers</li> <li>• School facilities and rules</li> <li>• Reading longer texts</li> <li>• Dream school</li> </ul>	<b>Stimmt 1 Kapitel 5: Gute Reise</b> <ul style="list-style-type: none"> <li>• What a town has/not</li> <li>• Buying souvenirs</li> <li>• Buying snacks and drinks</li> <li>• Holiday plans</li> <li>• Listening skills</li> <li>• Writing longer texts</li> </ul>	<b>Stimmt 1 Kapitel 5: Gute Reise</b> <ul style="list-style-type: none"> <li>• What a town has/not</li> <li>• Buying souvenirs</li> <li>• Buying snacks and drinks</li> <li>• Holiday plans</li> <li>• Listening skills</li> <li>• Writing longer texts</li> </ul>	<b>Grammar practice:</b> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Perfect tense</li> <li>• Near future tense</li> <li>• Adjectives+ endings</li> <li>• Multi-skill practice</li> </ul>	<b>Grammar practice:</b> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Perfect tense</li> <li>• Near future tense</li> <li>• Adjectives+ endings</li> <li>• Multi-skill practice</li> <li>• <b>Preparation in all 4 skills for PPEs and Speaking Exam</b></li> </ul>
<b>Deeper learning:</b> Comparing German/UK schools	<b>. Deeper learning:</b> Comparing German/UK schools	<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Shopping in Germany.</li> <li>• Typical German food/ drinks.</li> <li>• Ordering food in a German-speaking country.</li> <li>• Roleplays</li> </ul>	<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Shopping in Germany</li> <li>• . Typical German food/ drinks.</li> <li>• Ordering food in a German-speaking country.</li> <li>• Roleplays</li> </ul>	<b>Deeper learning</b> Links with English grammar	<b>Deeper Learning</b> Links with English grammar
<b>Extra Curricular activities</b>			<b>Key resources / websites</b> <a href="http://www.linguascope.com">www.linguascope.com</a>		



# 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
<b>The British Empire in India</b> <ul style="list-style-type: none"> <li>• How big was the British Empire?</li> <li>• The Mughal empire</li> <li>• The British takeover</li> <li>• The Indian rebellion</li> <li>• The impact on India</li> <li>• The Amritsar massacre</li> <li>• India's independence</li> <li>• Partition</li> </ul>	<b>African Kingdoms</b> <ul style="list-style-type: none"> <li>• The development of the kingdom of Benin</li> <li>• Life in Benin</li> <li>• Benin art</li> <li>• Relations with the Europeans</li> <li>• End of the Benin kingdom</li> </ul>	<b>Slavery in America and the Civil Rights Movement</b> <ul style="list-style-type: none"> <li>• The Triangle trade and the middle passage</li> <li>• Plantation life</li> <li>• Resistance to the regime</li> <li>• Abolitionists</li> <li>• American Civil War</li> <li>• Reconstruction</li> <li>• Start of the Civil Rights Movement</li> <li>• Peaceful protest VS radical protest</li> <li>• Race relations in America today</li> </ul> <b>Equal rights for all in Britain</b> <ul style="list-style-type: none"> <li>• Rights for women</li> <li>• Disability rights</li> <li>• Rights for the LGBTQ+ community</li> </ul>	<b>World War One</b> <ul style="list-style-type: none"> <li>• Assassination at Sarajevo</li> <li>• Causes of WW1</li> <li>• Life as a soldier</li> <li>• Soldiers from the empire</li> <li>• Women and War</li> <li>• End of the War</li> <li>• The Treaty of Versailles</li> </ul>	<b>The Inter-War years &amp; Nazi Germany</b> <ul style="list-style-type: none"> <li>• Rise of the dictators</li> <li>• Germany in the 1920s</li> <li>• Hitler's rise to power</li> <li>• Life in Nazi Germany</li> <li>• Appeasement</li> <li>• Causes of WW2</li> </ul> <b>The Holocaust</b> <ul style="list-style-type: none"> <li>• Persecution of the Jews</li> <li>• The Final Solution</li> <li>• Jewish resistance</li> </ul>	<b>The British home front</b> <ul style="list-style-type: none"> <li>• The Blitz</li> <li>• Evacuation</li> <li>• Battle of Britain</li> <li>• VE Day</li> <li>• The dropping of the atomic bomb</li> </ul>
<b>Deeper learning</b> Homework tasks looking at other countries within the British empire	<b>Deeper learning</b> Homework tasks involve researching other African Kingdoms and creating a booklet throughout the term	<b>Deeper learning</b> Homework tasks looking at slavery and civil rights in Britain	<b>Deeper Learning</b> Trenches: building a trench	<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Home Front: Deeper learning – project / research / presentation</li> </ul>	
<b>Extra Curricular activities</b>		<b>Key resources / websites</b> <a href="https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1">https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/zpcwmmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zpcwmmn/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/1">https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/1</a> <a href="https://www.bbc.co.uk/bitesize/guides/z9s9q6f/revision/1">https://www.bbc.co.uk/bitesize/guides/z9s9q6f/revision/1</a> <a href="https://www.iwm.org.uk/learning/adventures-in-history/on-the-home-front-part-two">https://www.iwm.org.uk/learning/adventures-in-history/on-the-home-front-part-two</a>			

# 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
<b>Sets 1 and 2</b>					
<b>Unit 1 Factors and Powers</b> 1a. Prime factor decomposition 1b. Laws of indices 1c. STEM: Powers of 10 1d. Calculating and estimating  <b>Unit 2 : Working with Powers</b> 2a. Simplifying expressions 2b. More simplifying 2c. Expanding and simplifying 2d. Substituting and solving	<b>Unit 3: 2D Shapes and 3D solids</b> 3a. Plans and elevations 3b. Surface area of prisms 3c. Volume of prisms 3d. Circumference of a circle 3e. Area of a circle 3f. Cylinders 3g. Pythagoras' theorem  <b>Unit 4 Real Life Graphs</b> 4a. FINANCE: Interpreting financial graphs 4c. Distance-time graphs 4d. Rates of change 4e. Misleading graphs	<b>Unit 5 Transformations</b> 5a. Reflection and translation 5b. Rotation 5c. Enlargement 5d. More enlargement 5e. STEM: Combining transformations 5f. 2D shapes and 3D solids  <b>Unit 6: Fractions, Decimals and Percentages</b> 6a. Recurring decimals 6b. Using percentages 6c. Percentage change 6d. FINANCE: Repeated percentage change	<b>Unit 7: Constructions and Loci</b> 7a. Accurate drawings 7b. Constructing shapes 7c. Constructions 1 7d. Constructions 2 7e. Loci	<b>Unit 8 Probability</b> 8a. Comparing probabilities 8b. Mutually exclusive events 8c. Estimating probability 8d. Experimental probability 8e. Probability diagrams 8f. Tree diagrams  <b>Unit 9 Scale Drawings and measures</b> 9a. Maps and scales 9b. Bearings 9c. Scales and ratio 9d. Congruent and similar shapes 9e. Solving geometry problems	<b>Unit 10: Graphs</b> 10a. Plotting linear graphs 10b. The gradient 10c. $y = mx + c$ 10d. Parallel and perpendicular lines 10e. Inverse functions 10f. STEM: Non-linear graphs
<b>Sets 3 and 4</b>					
<b>Unit 1a -d Number</b> 1a. Calculations 1b. Calculating with negative integers 1c. Powers and roots 1d. Powers, roots and brackets  <b>Unit 1e: Number</b> 1e. Multiples and factors	<b>Unit 4a – b: Expressions and Equations</b> 4a. Algebraic powers 4b. Expressions and brackets  <b>Unit 4c – f: Expressions and Equations</b> 4c. Factorising expressions 4d. One-step equations 4e. Two-step equations 4f. The balancing method	<b>Unit 6 Decimals and Ratio</b> 6a. Ordering decimals and rounding 6b. Place-value calculations 6c. Calculations with decimals 6d. Ratio and proportion with decimals 6e. STEM: Using ratios	<b>Unit 8: Calculating with Fractions</b> 8a. Adding and subtracting fractions 8b. Multiplying fractions 8c. Fractions, decimals and reciprocals 8d. Dividing fractions 8e. Calculating with mixed numbers	<b>Unit 9: Straight Line Graphs</b> 9a. Direct proportion on graphs 9b. Gradients 9c. Equations of straight lines 9d. STEM: Direct proportion problems  <b>Unit 10: Percentages, Decimals and Fractions</b> 10a. Fractions and decimals 10b. Equivalent proportions 10c. Writing percentages	<b>Unit 3: Statistics, Graphs and Charts</b> 3a. Pie charts 3b. Using tables 3c. Stem and leaf diagrams 3d. Comparing data 3e. Scatter graphs 3f. FINANCE: Misleading graphs

<b>Unit 2 : Area and Volume</b> 2a. Area of a triangle 2b. Area of a parallelogram and trapezium 2c. Volume of cubes and cuboids 2d. 3D shapes 2e. Surface area of cubes and cuboids 2f. Problems and measures	<b>Unit 5: Real Life Graphs</b> 5a. Conversion graphs 5b. Distance-time graphs 5c. Line graphs 5d. Complex line graphs 5e. STEM: Graphs of functions 5f. More real-life graphs	<b>Unit 7: Lines and Angles</b> 7a. Quadrilaterals 7b. Alternate angles and proof 7c. Geometrical problems 7d. Exterior and interior angles 7e. Solving geometric problems		10d. Percentages of amounts 10e. FINANCE: Solving problems	
<b>Set 5</b>					
<b>Unit 1 Number Properties and Calculations</b> 1a. Adding and subtracting with larger numbers 1b. More calculations 1c. Negative numbers 1d. STEM: Writing ratios 1e. Using ratios to solve problems 1f. Multiplicative reasoning  <b>Unit 2 : Shapes and Measures in 3D</b> 2a. 3D solids 2b. Nets of 3D solids 2c. Surface area 2d. Volume 2e. Working with measures	<b>Unit 3: Statistics</b> 3a. Data collection sheets 3b. Interpreting bar charts 3c. Drawing bar charts 3d. STEM: Pie charts  <b>Unit 4 Expressions and Equations</b> 4a. Simplifying expressions 4b. Functions 4c. Solving equations 4d. Using brackets	<b>Unit 5 Decimals and Calculations</b> 5a. Adding and subtracting decimals 5b. Multiplying decimals 5c. Ordering and rounding decimals 5d. STEM: Problem-solving with decimals  <b>Unit 6: Angles</b> 6a. Measuring and drawing angles 6b. Vertically opposite angles 6c. Angles in triangles 6d. Drawing triangles accurately 6e. Designing nets	<b>Unit 7: Number Properties</b> 7a. Squares, cubes and roots 7b. Calculating with brackets and indices 7c. LCM and HCF 7d. Prime factor decomposition	<b>Unit 8 Sequences</b> 8a. Generating sequences 8b. Extending sequences 8c. Special sequences 8d. Position-to-term rules 8e. Finding the nth term  <b>Unit 9: Fractions and Percentages</b> 9a. Comparing fractions 9b. Fractions of amounts 9c. Adding and subtracting fractions 9d. Fractions and percentages 9e. Calculating percentages 9f. STEM: Percentages and proportion	<b>Unit 10: Probability</b> 10a. The language of probability 10b. Outcomes 10c. Probability calculations 10d. Experimental probability 10e. FINANCE: Comparing probabilities
<b>Deeper Learning</b> STEM incorporated into SOW	<b>Deeper Learning</b> STEM incorporated into SOW	<b>Deeper Learning</b> STEM incorporated into SOW	<b>Deeper Learning</b> STEM incorporated into SOW Easter Relay	<b>Deeper Learning</b> STEM incorporated into SOW	<b>Deeper Learning</b> STEM incorporated into SOW
<b>Extra Curricular activities</b>			<b>Key resources / websites</b> PinPoint Learning and Hegarty Maths		

# 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><b>Samba II</b></p> <p><b>Performing &amp; Composing</b> Theory:</p> <ul style="list-style-type: none"> <li>• Notating rhythms</li> <li>• Dictation</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Playing poly- and cross-rhythms</li> <li>• Instrument technique</li> <li>• Composing complex rhythmic piece (structure and texture!)</li> <li>• Leading</li> </ul>	<p><b>Band Skills</b></p> <p><b>Performing</b> Theory:</p> <ul style="list-style-type: none"> <li>• Notations</li> <li>• Chords and progressions</li> <li>• 2.4 and 3.5/8 time signatures</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Drum, bass, guitar basic skills</li> </ul>	<p><b>Song Writing</b></p> <p><b>Composing</b> Theory:</p> <ul style="list-style-type: none"> <li>• Triads, progressions and cadences</li> <li>• Keys, chords and melody</li> <li>• Song structure</li> <li>• Bass line</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Creating chord sequences</li> <li>• Fitting melody to chords</li> <li>• Lyric writing</li> </ul>	<p><b>Exploring Composing Through the Classics</b></p> <p><b>Performing, composing and histoire</b> Theory:</p> <ul style="list-style-type: none"> <li>• Chords, keys,</li> <li>• Looping, ground bass, syncopation, minimalist techniques, improvising</li> <li>• 2.6-2.8 Minor scales</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Music history knowledge</li> <li>• Ensemble skills</li> </ul> <p>Applying new techniques to own compositions</p>		<p><b>Class Concert: Student Choice</b></p> <p><b>Performing and/or composing</b> Theory:</p> <ul style="list-style-type: none"> <li>• That which is appropriate to the students' projects.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Putting together a quality performance/composition</li> <li>• Staging</li> <li>• Coping with nerves</li> <li>• - Beyond this - student choice!</li> </ul>
<p><b>Deeper Learning</b></p> <ul style="list-style-type: none"> <li>• Performing in lessons</li> <li>• Proposed Soundcloud recordings/performances to share with wider community</li> <li>• Performance down Curie grass verge to SLT</li> </ul>	<p><b>Deeper Learning</b></p> <ul style="list-style-type: none"> <li>• Performing in lessons</li> <li>• Proposed Soundcloud recordings/performances</li> </ul>	<p><b>Deeper Learning</b></p> <ul style="list-style-type: none"> <li>• Christmas Concert performances</li> <li>• House Song Competition?</li> <li>• Performing in lessons</li> <li>• Proposed Soundcloud recordings/performances</li> </ul>	<p><b>Deeper Learning</b></p> <ul style="list-style-type: none"> <li>• Long-term research homework</li> <li>• Talent Show</li> <li>• Performing in lessons</li> <li>• Proposed Soundcloud recordings/performances</li> </ul>		<p><b>Deeper Learning</b></p> <ul style="list-style-type: none"> <li>• Live final performance or sharing of final composition to class (invite tutor and HoY?)</li> <li>• Live performance recorded for class album</li> <li>• Talent Show</li> <li>• Summer Fayre</li> <li>• - Proposed KS3 Music Showcase</li> </ul>

Core PE Year 8  
Focus - Tactical Awareness

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Sports Covered:</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Football</li> <li>• Gym</li> <li>• Dance</li> </ul>	<p>Sports Covered:</p> <ul style="list-style-type: none"> <li>• Netball</li> <li>• Fitness</li> <li>• Hockey</li> <li>• Badminton</li> </ul>	<p>Sports Covered:</p> <ul style="list-style-type: none"> <li>• Fitness</li> <li>• Hockey</li> <li>• Netball</li> </ul>	<p>Sports Covered:</p> <ul style="list-style-type: none"> <li>• Football</li> <li>• Netball</li> </ul>	<p>Sports Covered:</p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Cricket</li> <li>• Rounders</li> </ul>	<p>Sports Covered:</p> <ul style="list-style-type: none"> <li>• Rounders</li> <li>• Athletics</li> <li>• Cricket</li> </ul>

\* Sports may change depending on weather/space available/timetable availability  
Team sports are made up of one skills based lesson and one games lesson a week to allow the skills to be demonstrated in game play and the main focus to become the rules of the game.

**Deeper Learning**

Students regularly demonstrate and perform in front of one another especially in the creative sports such as gym and dance which develops confidence and self belief.  
Fixtures against other schools to demonstrate skills and abilities in action against others of differing abilities that can be compared against.  
Access to key words and high end vocabulary through verbal feedback throughout lessons.  
Trips and visits.

**Assessment**

Head, Heart, Hands criteria with GCSE grading is used for all lessons based on the 1-9 criteria as well as attitude towards learning.

- Head indicates the students knowledge and understanding
- Heart equates to the students attitude and ability to help others
- Hands is the students ability to demonstrate the physical skills being learnt.

Minimum grade to be achieved by the end of Year 8 is a 1+.

**Theory Content**

Students should be working towards knowing:

- Bone names and muscles that they are connected to
- What happens to your breathing rate when you exercise
- Difference between anaerobic and aerobic

This knowledge is used amongst basic skills and ability to provide a holistic grade for each sport.

**Extra Curricular Activities**

Wide range of sporting clubs both at lunch times and after school for students to attend.

Opportunities to represent the school in a variety of sporting fixtures and events throughout the year.

**Key Resources/Websites**

PE Pupil Passport - identifies grades, strengths and areas for development like a personal portfolio which would help if GCSE PE is chosen to show progression.

Journal PACE sheet - what have I achieved this term?

## 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
<b>Health and Safety / First Aid</b> <ul style="list-style-type: none"> <li>● Staying safe at work</li> <li>● Risk assessment</li> <li>● Making sensible decisions</li> <li>● Knowing how to respond in first aid situation</li> </ul>	<b>Healthy Living – Drugs, tobacco and the law</b> <ul style="list-style-type: none"> <li>● Smoking &amp; Drugs – types, costs, effects (physical &amp; mental)</li> <li>● Vaping</li> <li>● Health risks (cancer)</li> </ul>	<b>Careers</b> <ul style="list-style-type: none"> <li>● Deciding on options for KS4</li> <li>● Discovering the opportunities</li> </ul>	<b>Diversity and Discrimination</b> <ul style="list-style-type: none"> <li>● Diversity similarities and differences, disability</li> <li>● Challenging prejudice - attitudes</li> <li>● Conflict and racism Images of Britain</li> <li>● Being British</li> <li>● Building bridges</li> <li>● Refugees</li> </ul>	<b>RSE and Different family types</b> <ul style="list-style-type: none"> <li>● Nuclear family</li> <li>● Extended family</li> <li>● Blended family</li> <li>● Single parent family</li> <li>● Same sex parents</li> <li>● Planning a wedding</li> </ul>	<b>Online Safety</b> <ul style="list-style-type: none"> <li>● E- safety and emergency situations</li> <li>● Staying safe online – Snapchat, Instagram, Face Party, Facebook</li> </ul>
		<b>Deeper learning</b> Talks from different subject leaders about their courses			



# 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
<b>Festivals</b> <ul style="list-style-type: none"> <li>• Why do religious people celebrate festivals?</li> <li>• Why Muslims celebrate with sacrifice?</li> <li>• Why do Sikhs celebrate Vaisakhi?</li> <li>• Why do Christians celebrate the death of Jesus?</li> <li>• Why do Hindu's celebrate light?</li> <li>• Why is the Festival of Hanukkah important to Jewish people?</li> </ul>	<b>Influences</b> <ul style="list-style-type: none"> <li>• How are Muslims influenced by their beliefs?</li> <li>• How are Christians influenced by their beliefs?</li> <li>• How are Sikh's influenced by their beliefs?</li> <li>• How are Jewish people influenced by their beliefs?</li> <li>• How are Hindu's influenced by their beliefs?</li> </ul>	<b>Equality</b> <ul style="list-style-type: none"> <li>• Are we all equal?</li> <li>• Do all races share equality?</li> <li>• Are men and women equal?</li> <li>• Are the rich and poor equal?</li> <li>• Are all religions equal?</li> </ul>	<b>Stewardship and treatment of animals</b> <ul style="list-style-type: none"> <li>• Creation stories</li> <li>• Awe and wonder</li> <li>• Problems for planet earth</li> <li>• Treatment of animals</li> <li>• Animal testing</li> </ul>	<b>What are the answers to life's big mysteries?</b> <p><b>Transition- GCSE Skills through HWK tasks</b></p> <ul style="list-style-type: none"> <li>• What is the meaning of life?</li> <li>• How was the universe created?</li> <li>• Why do we suffer?</li> <li>• What happens when we die?</li> <li>• Group Project</li> </ul>	
		<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Equality case studies</li> </ul>	<b>Deeper learning</b> <ul style="list-style-type: none"> <li>• Should people eat meat?</li> </ul>		

## 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 role in shaping it.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>8A Food and nutrition</b></p> <ul style="list-style-type: none"> <li>• Food and advertising</li> <li>• Nutrients</li> <li>• Use of nutrients</li> <li>• Weighing and bias (L&amp;C)</li> <li>• Balanced diets</li> <li>• Digestion</li> <li>• Surface area (WS)</li> <li>• Absorption</li> <li>• Packaging and the law</li> </ul> <p><b>8K Energy Transfers</b></p> <ul style="list-style-type: none"> <li>• Living in extremes</li> <li>• Temperature changes</li> <li>• Choosing language (L&amp;C)</li> <li>• Transferring energy</li> <li>• Controlling transfers</li> <li>• Accuracy and precision (WS)</li> <li>• Power and efficiency</li> <li>• Paying for energy</li> <li>• Keeping warm</li> </ul>	<p><b>8D Unicellular organisms</b></p> <ul style="list-style-type: none"> <li>• The Black Death</li> <li>• Unicellular or multicellular</li> <li>• Microscopic fungi</li> <li>• Modal verbs (L&amp;C)</li> <li>• Bacteria</li> <li>• Pie charts (WS)</li> <li>• Protoctists</li> <li>• Decomposers and carbon</li> <li>• Black Death hypothesis</li> </ul>	<p><b>8F The Periodic Table</b></p> <ul style="list-style-type: none"> <li>• Fireworks</li> <li>• Dalton's atomic model</li> <li>• Chemical properties</li> <li>• Using sentences (L&amp;C)</li> <li>• Mendeleev's table</li> <li>• Anomalous results (WS)</li> <li>• Physical trends</li> <li>• Chemical trends</li> <li>• Firework ban</li> </ul> <p><b>8J Light</b></p> <ul style="list-style-type: none"> <li>• Seeing things</li> <li>• Light on the move</li> <li>• Drawing and conventions (WS)</li> <li>• Reflection</li> <li>• Refraction</li> <li>• Cameras and eyes</li> <li>• Preparing a presentation (L&amp;C)</li> <li>• Colour</li> <li>• Invisibility cloaks</li> </ul>	<p><b>8C Breathing and respiration</b></p> <ul style="list-style-type: none"> <li>• Water sports and breathing</li> <li>• Aerobic respiration</li> <li>• Gas exchange system</li> <li>• Means and ranges (WS)</li> <li>• Getting oxygen</li> <li>• Cause and effect (L&amp;C)</li> <li>• Comparing gas exchange</li> <li>• Anaerobic respiration</li> <li>• Fitness training</li> </ul> <p><b>8E Combustion</b></p> <ul style="list-style-type: none"> <li>• Engines</li> <li>• Burning fuels</li> <li>• Oxidation</li> <li>• Fire safety</li> <li>• Fair testing (WS)</li> <li>• Air pollution</li> <li>• Global warming</li> <li>• Information and explanation text (L&amp;C)</li> <li>• Reducing pollution</li> </ul>	<p><b>8B Plants and their reproduction</b></p> <ul style="list-style-type: none"> <li>• Useful plants</li> <li>• Classification and biodiversity</li> <li>• Accuracy and estimates (WS)</li> <li>• Types of reproduction</li> <li>• Pollination</li> <li>• Fertilisation and dispersal</li> <li>• Structuring paragraphs (L&amp;C)</li> <li>• Germination and growth</li> <li>• Animals using plants</li> </ul>	<p><b>8L Earth and Space</b></p> <ul style="list-style-type: none"> <li>• Changing ideas</li> <li>• Gathering the evidence</li> <li>• Scientific arguments</li> <li>• Seasons</li> <li>• Magnetic earth</li> <li>• Gravity in space</li> <li>• Making comparison (WS)</li> <li>• Beyond the Solar System</li> <li>• Studying space</li> </ul> <p><b>8H Rocks</b></p> <ul style="list-style-type: none"> <li>• Disaster!</li> <li>• Rocks and their uses</li> <li>• Igneous and metamorphic</li> <li>• Assessing sources (L&amp;C)</li> <li>• Weathering and erosion</li> <li>• Sedimentary rocks</li> <li>• Theories in geology (WS)</li> <li>• Materials in the Earth</li> <li>• Living in danger</li> </ul>
<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>• Food tests</li> <li>• Designing an energy efficient home</li> <li>• What does a food scientist do?</li> </ul>	<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>• Unicellular organisms crash course</li> <li>• Career profile - Microbiologist</li> </ul>	<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>• British science week activities</li> </ul>	<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>• Combustion crash course</li> </ul>	<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>• Fluids crash course</li> </ul>	<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>• Earth &amp; space crash course</li> </ul>
<p><b>Extra-Curricular activities</b></p> <p>Science club Robotics club</p>			<p><b>Key resources / websites</b></p> <p>BBC bitesize Activelearn Google classroom</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.

<p><b>Students will move through each of the carousels during the academic year</b></p>	<p><b>Carousel 1: Food</b></p> <ul style="list-style-type: none"> <li>• Food safety and Hygiene</li> <li>• Factors affecting food choices</li> <li>• Basic practical skills – dicing, pastry making, kneading dough, whisking, blending, all in one cake making</li> <li>• Bolognese sauce</li> <li>• Cheese and onion quiche</li> <li>• Margarita pizza</li> <li>• Cheesecake</li> <li>• Chocolate brownies</li> <li>• Victoria Sponge cake</li> <li>• Adaptation and modification of a recipe, pupil choice</li> </ul>	<p><b>Carousel 2: ICT</b></p> <ul style="list-style-type: none"> <li>• Introduction to working with computers in Brentford</li> <li>• How to Research</li> <li>• How to avoid death by Powerpoint / Google slides</li> <li>• How to work with Excel / Google sheets</li> <li>• How to use publisher</li> </ul>	<p><b>Carousel 3: Graphics – illustration</b></p> <ul style="list-style-type: none"> <li>• Drawing, design and IT skills</li> <li>• Magazine cover analysis</li> <li>• Working through the design process</li> <li>• Typography</li> <li>• Mood board</li> <li>• Artist research</li> <li>• Development of design ideas and production of a template</li> <li>• Using affinity to produce and edit the final idea</li> </ul>	<p><b>Carousel 4: Textiles</b></p> <p>Day of the dead book covers</p> <ul style="list-style-type: none"> <li>• Mindmap</li> <li>• Introduction to the sewing machine</li> <li>• Applique, hand, machine and reverse</li> <li>• Embroidery</li> <li>• Consolidation - Pupils to make textile book covers</li> </ul>
	<p><b>Deeper Learning</b> Evaluation and sensory testing throughout</p>	<p><b>Deeper Learning</b> Project work: Enterprise project – planning and marketing a product</p>	<p><b>Deeper Learning</b> Evaluation of all work Artist research and analysis</p>	<p><b>Deeper Learning</b> Evaluation of all work Magazine cover booklet</p>
<p><b>Extra-Curricular activities</b> Cookery club Textiles club</p>			<p><b>Key resources / websites</b> Pupils to bring ingredients to food lessons, recipe given in the previous lesson</p>	