BRENTFORD SCHOOL FOR GIRLS
BRENTFORD 6ᵗʰ FORM

Brentford School for Girls

Year 13 Curriculum Guide

2023-2024

Brentford School for Girls Vision	Brentford School for Girls Curriculum Aims
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.	● 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 INQUISITVE 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 5 ART & DESIGN

As students will come with a range of experiences from studying GCSE: Art/ Photography/ Textiles, or without skills having given up Art at the end of year 8, the beginning of the course is very structured. Students undertake an intensive number of sessions to develop skills and different approaches to drawing, painting and printmaking.

In Art & Design at Key Stage 5 students will investigate their own ideas. Through their choice of theme, bespoke support in research and guidance will help them to broaden their knowledge and create independent sustained projects of a personal nature. This provides all students with a solid foundation on which to build if they pursue a career in the Arts

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition – confidence building when working in a large capacity (A3) drawing skills Students will experiment with media whilst developing observational skills. They will complete a number of tasks using a variety of media. This will develop the following sketchbook skills: ● How to research and analyse ● How to record and develop ideas ● How to incorporate your own ideas or feelings into your work ● Artist study & colour theory ● Drawing techniques including: Blue drawing, Chalk drawing ● Own observed painting ● Students must visit a gallery or museum (often done as a whole year trip to the Tate Modern and St Pauls)					
Introduction to research, practical skills and processes Consolidating a range of skills by visiting the themes Vanitas, Surrealism and Impressionism	**INDIVIDUAL PROJECT FOCUS** ● To decide upon a project intent – focus. ● Begin research on chosen topic. Options provided based on previous exam tasks. Eg Messages, Detail, Rhythm, Construction etc. ● Visual and conceptual exploration through Group Discussions/Mood board/ Mind map based tasks	**INDIVIDUAL PROJECT FOCUS** ● Carry out own responses to artists discovered. ● Take photos and drawings to record observations ● Annotate, analyse and recreate example artworks to develop analytical and writing skills.	**INDIVIDUAL PROJECT FOCUS** Use work by artists and research you have carried out to create your own ideas ready for printmaking **Relief Printmaking** ● Research Collagraph, Linoprintmaking and Polyprinting processes. Look at Printmakers for inspiration for styles and colour schemes (examples include Sarah Ross Thompson, Kim Herringe, Gail Brodhalt, Cyril Power, Edward Bawden, and Angie Lewin) **Monoprinting** ● Research photographic mono, photographic screen-printing, and impression based monoprinting processes. Look at printmakers for inspiration (examples include Kathe Kollwitz, Henry Moore and Andy Warhol) ● Use processes to further explore visual representation of individual themes		**INDIVIDUAL PROJECT FOCUS** **Research based essay** ● Consolidation of Artist research ● Scaffold and Development Planning Documents used to consolidate arguments and comparisons. ● Analysis and 'double bubbles' used to guide comparisons ● Keyword and terminology lists constructed with reference to sketchbook work ● Essay developed and written

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
Component 1	**Component 3**	**Component 2**	**Component 2**	**Component 3**	**Component 3**
Mop up	Practical exploration of 'That Face'/woyzeck	Scripted text/monologues	Monologues/scripted text	Exam technique	Revision

English

Curriculum Intent

In BSfG's Year 13 English Literature 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
Component 2 Section A **Shakespeare: *King Lear***	**Component 1 Sec B** **Carol Ann Duffy**: *Mean Time* (Picador) – open book **Philip Larkin**: *The Whitsun Weddings* (Faber) – open book		**REVISION:** **Component 2 Sec A - *King Lear*** **Component 2 Sec B A *Streetcar Named Desire*** and ***The Duchess of Malfi*** **Component 1 Sec B Mean *Time*** and ***The Whitsun Weddings***		
Component 1 Sec A **John Donne:** *Selected Poems* (Penguin Classics) – open book			**REVISION:** **Component 1 Sec A - John Donne** **Component 3 Sec A - Unseen Prose** **Component 3 Sec B - Unseen Poetry**		
Extra-curricular activities ● Reading activities and clubs to encourage a love of reading and literature.			**Key resources / websites** ● **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.		

Film Studies

<u>Curriculum Intent</u>

The study of film is an opportunity to engage with the dominant art form of the last 100 years: an art form that has spread to every corner of the globe and reflects the cultures, stories and representations of human existence.

Studying film is a powerful experience that can be emotional, thrilling, illuminating and challenging. Students experience a range of responses as they are drawn into characters, their narratives and the issues films raise. The root of that power is the immersive audio-visual experience film offers – one which can exploit striking cinematography, composition and locations, powerful music and sound structured through the editing which focuses and directs the attention of the spectator.

Studying film **develops critical thinking** through analysis of films, including:

- the ways in which meanings and responses are generated through film
- a contrasting, culturally diverse range of films from different national contexts
- film as an aesthetic medium
- how films reflect the social, cultural and political contexts in which they are made
- the relationship between film and film technology over time
- to apply knowledge and understanding of film to filmmaking or screenwriting

Film Studies promotes **global learning** through study of diverse films from a range of cultures. It deepens **historical knowledge** of culture and technology and **develops emotional intelligence**. Alongside the **critical responses**, students are encouraged to **explore their creativity** through screenwriting and film-making. They **develop independence** and **responsibility** through planning, producing and editing filmed productions. Alongside this, they develop **real world skills** in writing, filming, editing and **collaborating**.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
CP1 **Screening**: Extracts from films Revise: core elements **Essay 1** - auteur **Essay 2** - ideology/spectatorship Revise: core elements, narrative, ideology and auteur **Essay 3** - narrative/ideology	Revision for CP1 PPE Review PPE - FIT	Plan in response to review of PPE - developing exam skills Revisiting core, narrative, ideology, spectatorship, auteur. **Essay TBC** After school screenings of all films.	Essay TBC After school screenings of all films.	Revision: essay questions and model answers	Exam 3rd June 2023
CP2 Research **world cinema** Revise: aesthetics, representation and context Presentation - aesthetics **Screening**: **Experimental film** - auteur/narrative. Research and presentation (on camera)	Screening: **Silent cinema** - core elements Research and presentation Screening: **Documentary film** - critical debates Research and presentation	**Review of CP2**: Extracts from all films. Essay planning. **Essay 4**: core and aesthetics - world comparison **Essay 5**: auteur/narrative - experimental **Revision for CP2** PPE **Essay 6**: core - silent **Essay 7**: critical debates – doc	After school screenings of all films. PPE2 FIT Tasks based on PPE results	Revision: essay questions and model answers	Exam 7th June 2023
CP3 Pre-production: Storyboard, script breakdown, schedule **Production:** Filming Evaluation: Re-watching of shorts, notes and planning	**Post-production:** Edit and sound Evaluation: linking of research to own film **Post-production:** Final mix, grade and delivery **Evaluation**: Draft 1	**Evaluation:** Draft 2 Revisit final films and make any additional changes Evaluation re-drafts	Complete NEA folders	Submit NEA from April 27 – May 15 2023	

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
Teacher RSP **Coursework NEA**	**Superpowers** Enquiry question 1: What are superpowers and how have they changed over time? Enquiry question 2: What are the impacts of superpowers on the global economy, political systems and the physical environment? Enquiry question 3: What spheres of influence are contested by superpowers and what are the implications of this?	**Migration** Enquiry question 1: What are the impacts of globalisation on international migration? Enquiry question 2: How are nation states defined and how have they evolved in a globalising world?	**Migration** Enquiry question 3: What are the impacts of global organisations on managing global issues and conflicts? Enquiry question 4: What are the threats to national sovereignty in a more globalised world?	**Revision**	
Superpowers Enquiry question 1: What are superpowers and how have they changed over time?					
HPA **Carbon Cycle** Enquiry question 1: How does the carbon cycle operate to maintain planetary health? Enquiry question 2: What are the consequences for people and the environment of our increasing demand for energy?	**Carbon Cycle** Enquiry question 3: How are the carbon and water cycles linked to the global climate system? **Migration** Enquiry question 1: What are the impacts of globalisation on international migration?	Enquiry question 2: How are nation states defined and how have they evolved in a globalising world? Enquiry question 3: What are the impacts of global organisations on managing global issues and conflicts? Enquiry question 4: What are the threats to national sovereignty in a more globalised world?	**Paper 3/Revision**	**Revision**	

Extra Curricular activities Fieldwork activities	Key resources / websites https://geographyrevisionalevel.weebly.com/ https://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/ https://app.senecalearning.com/classroom/course/e863f76a-c037-441e-b405-96c1e8649284

Health & Social Care

Curriculum Intent

The fundamental purpose of the Health and Social Care course is to empower all students - regardless of ethnic background and academic ability - to access the content and develop their understanding of the subject through exploring deeper learning experiences and promote students to reach their full potential holistically.

To do this, we must:

- Foster inquisitiveness and maintain pupil engagement and enjoyment in Health and Social Care.
- Develop reflective learning for all pupils by promoting an awareness of the wider implications of Health and Social Care for the individual, the community and the wider 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.
- Provide pupils with skills for life (communication, inter-personal, ICT, emotional/wellbeing awareness, employability and critical thinking) thus enabling them to become skilled 21st Century citizens.
- Delve deeper into the subject of Health and Social Care, giving students access to key roles existing in current Health and Social Care provision.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit 5: Meeting Individual Care and Support Needs Learning Aim B: Examine the ethical issues involved when providing care and support to meet individual needs. Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges.	**REVISION Unit 2: Working in Health and Social Care exam in January** Learning Aim A: Roles and responsibilities of people who work in the health and social care sector Learning Aim B: Roles of organisations in the health and social care sector Learning Aim C: Working with people with specific needs in the health and social care sector	**Unit 5: Meeting Individual Care and Support Needs** Learning Aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.	**Unit 10: Sociological Perspectives** Learning Aim A: Understand how sociological concepts and perspectives are applied to the study of health and social care. Learning Aim B: Examine how sociological approaches support understanding of models and concepts of health.	**Unit 10: Sociological Perspectives** Learning Aim C: Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery. **REVISION Unit 2: Working in Health and Social Care exam in May (for students who didn't achieve data target in January series)**	**Study Leave**

History

<u>Curriculum Intent</u>

- 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
Teacher: HLA **Tudors** ● Edward VI: Somerset and Northumberland ● Edward VI: relations with foreign powers ● Edward VI: Social impact of religious and economic change ● Edward VI: Intellectual developments	● Mary I: Authority and ministers ● Mary I: Relations with foreign powers ● Mary I: Impact of religious and economic changes	● Elizabeth I: Character and aims ● Elizabeth I: Impact of social and religious change in the early years ● Elizabeth I: Government 1563 – 1603 ● Elizabeth I: Foreign affairs	● Elizabeth I: Society ● Elizabeth I: Economic developments ● Elizabeth I: Religious developments and the Golden Age ● Elizabeth I: The last years	● Revision and exam practice	
Teacher:HCH **Nazism and Democracy** ● Hitler's consolidation of power, March 1933 to August 1934 ● The 'Terror State' ● Economic policies	● Social Policies ● The radicalisation of the state ● Nazi policies towards the Jews, 1933-37	● The development of anti-Semitic policies, 1938-40 ● Policies towards Jews, 1940-41 ● The impact of war on German society	● The wartime economy and the work of Speer ● The 'Final Solution' ● Opposition and resistance in wartime	● Revision and exam practice	
Extra Curricular activities			**Key resources / websites**		

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
Pure Mathematics Year 2 **Teacher: Mr Butt** Ch 6 – Trigonometric Functions Ch 7 – Trigonometry and Modelling)	**Pure Mathematics Year 2** **Teacher: Mr Butt** Ch 8 – Parametric Equations Ch 9 – Differentiation	**Pure Mathematics Year 2** **Teacher: Mr Butt** Ch 10 – Numerical Methods Ch 11 - Integration	**Stats and Mechanics Year 2** **Teacher: Mr Butt** Ch 1 – Regression, correlation and hypothesis testing Ch 2 – Conditional Probability Ch 3 – The normal distribution	Revision of Pure and Statistics	Revision of Pure and Statistics
Pure Mathematics Year 2 **Teacher: Mrs Farrukh** Ch 5 – Radians	**Pure Mathematics Year 2** **Teacher: Mrs Farrukh** Ch 12 - Vectors	**Stats and Mechanics Year 2** **Teacher: Mrs Farrukh** Ch 4 – Moments Ch 5 – Forces and Friction	**Stats and Mechanics Year 2** **Teacher: Mrs Farrukh** Ch 6 – Projectiles	**Stats and Mechanics Year 2** **Teacher: Mrs Farrukh** Ch 7 - Applications of Forces Ch 8 - Further Kinematics	Revision of Pure and Mechanics
Extra-Curricular activities			**Key resources / websites** **Physics and Maths tutor** **Maths Genie** **Hegarty Maths** **Edexcel/Pearson Active Learn** **Save My Exams**		

Photography

<u>Curriculum Intent</u>

Education in creative subjects is essential to the development of human- kind; development occurs in many ways including physical, emotional, intellectual and social. Creation is what sets the human race apart from all other species and having the desire to create coupled with the skills results in something which never existed before.

Students will gain skills and knowledge within Photography whilst being exposed to the work of photographers from different time periods. They will gain enjoyment and become inspired when they explore media and techniques while investigating a theme or idea.

Student are provided with a hand-on learning approach of discovery and gain confidence from their successes. 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 is nurtured within Photography and to be reflective by carrying out evaluations to build on positive aspects of work.   Individuality and ambition are celebrated, and independence is promoted within Art & Design. Henri Matisse said, "**Creativity** takes courage" and the confidence to be courageous is what is fostered within Art & Design.

Key Stage 5 Photography

As students will come with a range of experiences from studying GCSE: Art/ Photography/ Textiles, or without skills having given up Art at the end of year 8, the beginning of the course is very structured. Students undertake a transition project which will outline the fundamentals of Photography – camera settings, sketchbook skills, research, analysis and responding to a photographer.

Within Photography at Key Stage 5 students will investigate their own ideas while broadening their knowledge and creating independent sustained projects of a personal nature. This provides all students with a solid foundation on which to build if they pursue a career within an Art pathway.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Developed ideas from Formal Elements: Possible development ideas include Portraiture, Manufactured structures, Natural Vs. Manmade, Black and White</u> Students will develop an idea from the Formal Elements project. Students will choose their preferred formal element. They will develop skills when: ● Carrying out research ● Analysing an image ● Recording ideas and observations ● Producing outcomes ● Digital manipulation ● Camera Settings			**Hand out exam paper set by the exam board: Students will need to choose a title from AQA exams paper. Students will need to do this carefully in order to not be repeating work from Unit 1.** Students will produce further independent work and record their own ideas and observations fuelled by the own research ● To gain an understanding of the work of the photographers and their style of work ● To gain knowledge of how to compose a image ● To learn how to record observations and ideas ● To learn the techniques used by photographers		
● **Studies of the work of other photographers, consideration of composition/background/manipulation/theme**			**Set still-life tasks as lead up to different questions**		
Extracurricular activities The Photography Studio is open after school on some days for students to complete photoshoots and continue working			**Key resources / websites** Resources will be available on Google Classroom as the Year goes on If students wish to further their own research on different photographers they can explore any gallery websites		

Psychology

Curriculum Intent

The fundamental purpose of the Sociology course is to develop an understanding for the way in which we as humans behave. Through cultivating an understanding of one's own behaviour it empowers an individual to take control of their own actions, as well as how to respond to others in any given situation. Students must be encouraged to develop their own psychological awareness through active engagement with not only contemporary psychological theory, but also established psychological approaches.

To do this, we must:

- Foster inquisitiveness and maintain pupil engagement and enjoyment in Psychology.
- Develop reflective learning for all pupils by promoting an awareness of the wider implications of Psychology for the individual, the community and the wider world in terms of medicine and healthcare.
- 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 psychological issues.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Biopsychology ● Localisation of function in the brain and hemispheric lateralisation ● Biological rhythms *Research Methods* *Scientific process:* ● Types of validity across all methods of investigation ● Features of science ● Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing. *Data Handling:* ● Analysis and interpretation of correlation, including correlation coefficients. ● Levels of measurement: nominal, ordinal and interval. ● Content analysis and coding. Thematic analysis.	*Relationships* ● The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. ● Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. ● Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.	*Schizophrenia* ● Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability ● and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap. ● Biological explanations for schizophrenia: genetics, the dopamine hypothesis and neural correlates. ● Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. ● Drug therapy: typical and atypical antipsychotics. ● Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.	*Aggression* ● Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. ● The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression. ● Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation. ● Institutional aggression in the context of prisons: dispositional and situational explanations. ● Media influences on aggression, including the effects of computer games. The role of desensitisation,	**Recap- AS Level** ● Memory ● Social influence ● Attachment ● Psychopathology ● Approaches- cognitive, behavioural, biological, evolutionary Revision A Level	

Inferential testing	Virtual relationships in social media	The importance of an interactionist approach	disinhibition and cognitive priming.	
Inferential testing ● Probability and significance ● Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.	● Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. ● Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.	● The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis stress model		

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 and vocabulary rich teaching.

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 word around them
- Is **ambitious** and possess the skills to face whatever life may hold

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
B i o l o g y		9.4 CNS and peripheral nervous system 9.5 nervous transmission Test on topics covered + AS topics 9.6 effects of drugs 9.7 detection of light 9.8 control of heart rate	9.9 osmoregulation Y13 PPE1 exams 9.9 thermoregulation 6.1 Microbial techniques Core Practical 13	6.2 bacteria as pathogens 6.3 action of antibiotics 6.4 antibiotic resistance 6.5 fungi as pathogens 6.5 viruses as pathogens 6.6 problems of controlling endemic diseases	6.7 response to infection Y13 PPE2 exams 6.7 response to infection Core Practical 9 Core Practical 10	Revision of all Topics	Study leave External exams
		Teacher: MAB 10.1 the nature of ecosystems 10.2 energy transfer through ecosystems 10.3 changes in ecosystems 10.4 human effects on ecosystems Y13 Field Trip to Bushy Park - Core practical 15 and 16	5.1 aerobic respiration 5.2 glycolysis 5.3 Link reaction and Krebs cycle 5.4 oxidative phosphorylation 5.5 anaerobic respiration 5.6 photosynthetic pigments Core Practical 11 5.7 photosynthesis	7.1 gene sequencing 7.2 Transcription factors and Gene expression 7.3 Stem cells 7.4 Gene technology in plants 7.4 Gene technology in animals 8.1 origins of genetic variation	8.2 dihybrid crosses 8.2 linkage 8.3 gene pools Revision of Topic 7 and 8	Revision of topics chosen by students Exam practice for Paper 3	Study leave External exams
C h e m i s t r y		Topic 5: Formulae, Equations and Amounts of Substance (6, 14 - 16) Topic 5: Formulae, Equations and Amounts of Substance (1 - 5) Topic 5: Formulae, Equations and Amounts of Substance (7 - 10) CORE PRACTICAL 1 Topic 5: Formulae, Equations and Amounts of Substance (11 - 13)	Topic 5: Formulae, Equations and Amounts of Substance (11 - 13) CORE PRACTICAL 2 CORE PRACTICAL 3	Revision Topic 8: Energetics I (1 - 5) Topic 8: Energetics I (1 - 5) Topic 8: Energetics I (6 - 11) CORE PRACTICAL 8	Topic 9: Kinetics I (1-9) Topic 10: Equilibrium I (1 - 4) Revision - Topics 1-4	Revision - topic 5 Revision 6-11 Core practical review	Start Y13 topic (tbc) Core Practical catch up sessions
		Teacher: CIR Topic 8: Energetics I (1–5) Review Topic 13A: Lattice energy (1–11) Topic 13B: Entropy (12–17) Topic 13B: Entropy (18–22) Topic 14: Redox II (1–6) Topic 14: Redox II (1–6)	Topic 14: Redox II (7–11) Core practical 10 Topic 14: Redox II (7–11) Core Practical 11. Topic 14: Redox II (12–17) Topic 14: Redox II (18–19) Topic 15A: Principles of transition metal chemistry (1–11)	Topic 15A: Principles of transition metal chemistry (12–19) Topic 15B: Reactions of transition elements (20–27) Core Practical 12 Topic 15B: Reactions of transition elements (28–35)	Core Practical 14 Revision of topics Targeted intervention Paper 3 practice	Revision of topics chosen by students Exam practice for Paper 3	Study leave External exams

Extra Curricular activities	Key resources / websites
Science club Science homework support club	Activelearn Google classroom

Sociology

Curriculum Intent

The fundamental purpose of the Sociology course is to foster the development of critical and reflective thinking with a respect for social diversity. It must provide an awareness of the importance of social structure and social action in explaining social issues. Students must be encouraged to develop their own sociological awareness through active engagement with the contemporary social world.

To do this, we must:

- Foster inquisitiveness and maintain pupil engagement and enjoyment in Sociology.
- Develop reflective learning for all pupils by promoting an awareness of the wider implications of Sociology for the individual, the community and the wider world in terms of social policy and law-making.
- 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 skills that enable individuals to focus on their personal identity, roles and responsibilities within society.
- Develop a lifelong interest in social issues.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Crime and Deviance Theories of crime and deviance - Marxists - Neo-Marxist - Left Realist - Right Realist Recent patterns and trends in crime; the social distribution of crime and deviance by: - ethnicity - gender - social class **Theory and Methods** - consensus, conflict, structural and social action theories - the concepts of modernity and post-modernity in relation to sociological theory	**Crime and Deviance** - Globalisation and crime in contemporary society - The media and crime - Green crime - Human rights - State crimes - Crime control - Surveillance - Prevention and punishment - Victims **Theory and Methods** - the nature of science and the extent to which Sociology can be regarded as scientific - the relationship between theory and methods - debates about subjectivity, objectivity and value freedom - the relationship between Sociology and social policy.	**Beliefs in Society** - the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions. - the relationship between social change and social stability, and religious beliefs, practices and organisations - religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice - ideology, science and religion, including both Christian and non-Christian religious traditions - the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices	**Recap- AS Level** **Education** - the role and functions of the education system, including its relationship to the economy and to class structure - differential educational achievement of social groups by social class, gender and ethnicity in contemporary society - relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning - the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy.	**Recap- AS Level** **Families and Households** - the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies - changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures - gender roles, domestic labour and power relationships within the family in contemporary society - the nature of childhood, and changes in the status of children in the family and society - demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.	

Technology & Textiles

<u>Curriculum Intent</u>

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.

Personal investigation Student led ● Drawing ● Research ● Experimentation and development ● Annotation **Personal study - Essay**	Personal investigation Student led ● Drawing ● Research ● Experimentation and development ● Annotation **Personal study - Essay**	Personal investigation - Final piece ● Design and make a final piece incorporating elements from the previous work. ● Annotate and evaluate final piece, explain processes, use of visual elements, links with prior work and artists work. **Personal study - Essay**	Externally Set Assignment ● Planning and preparation ● Drawing ● Research ● Experimentation and development ● Annotation	Externally Set Assignment ● Planning and preparation ● Drawing ● Research ● Experimentation and development ● Annotation **Exam -** Design and make a final piece incorporating elements from the previous work.	
Extra-Curricular activities Knitting and stitching show			**Key resources / websites**		