



BRENTFORD SCHOOL FOR GIRLS
BRENTFORD & FORM

Brentford School for Girl
Year 9 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.

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.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Still Life To develop skills when: <ul style="list-style-type: none"> ● Carrying out research ● Analysing an image ● Recording ideas and observations ● Exploring a range of media and techniques ● Producing outcomes 			Pop Art <ul style="list-style-type: none"> ● To gain an understanding of how to develop a long term thematic project ● To complete research into the influences, context and significance of the art movement ● To research the protagonists of the art movement ● To copy and respond to a range of artworks and as a result develop skills and confidence in a range of media ● To learn to record observations and understanding in annotations and written tasks ● To gain knowledge of how to plan and compose a picture ● To create a final outcome that is informed and a suitable response to the theme 		
Deeper Learning <ul style="list-style-type: none"> ● Creating a time-line to understand the context and circumstance surrounding the development of artworks. ● Exploring the impact different artists and artworks had. ● Comparing different artworks with deep understanding and insight. 					

Business Studies

Curriculum Intent

The Business Studies department encourages students to be inquisitive, reflective and challenged by following a broad, coherent, satisfying and worthwhile course of study, thereby gaining an insight into the wide world of business, employment and the economic environment in which students live and will grow into as 21st century citizens.

The department prides itself on allowing students to develop academically and, more importantly, helps to foster and grow transferable skills which can later be applied to further education and the work environment.

The department aims to develop students who:

- actively engage in the study of business to develop as effective and independent students and as critical and reflective thinkers with enquiring minds;
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements;
- develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts;
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities;

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition <ul style="list-style-type: none"> ● Organisation of folders ● Glossary of Business Terms 					
Business Activity <ul style="list-style-type: none"> ● Business Enterprise ● Providing Goods & Services 	Business Activity <ul style="list-style-type: none"> Types of Ownership Business Aims & Objectives Business Growth Business Location 	Marketing <ul style="list-style-type: none"> ● Target Markets ● Market Segmentation ● Market Research ● Marketing Mix 	Business Operations <ul style="list-style-type: none"> ● Methods of Production ● Quality ● Supply Chain ● Sales Process ● Customer Service 		
Deeper Learning <ul style="list-style-type: none"> ● Dragons Den Competition ● Investigation into an entrepreneur 	Deeper Learning <ul style="list-style-type: none"> ● Business Plan Stage 1 	Deeper Learning <ul style="list-style-type: none"> ● The impact of “Supersize Me on McDonalds ● Brand vs Own Brand Taste Testing ● Business Plan Stage 2 	Deeper Learning <ul style="list-style-type: none"> ● Production Game – Making Paper Dice ● Costs vs Ethics – Using Manufacturers Overseas Investigation ● Business Plan Stage 3 ● Customer Service Role Play Activities 		

Drama

Curriculum Intent

In Drama we aim to:

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

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

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition: check prior learning and refresh					
<u>Introduction to GCSE- Course requirements</u>	<u>Let Him Have it- Devising</u> <ul style="list-style-type: none"> • Exploring through stimuli • Using rehearsal techniques to develop a piece of drama. • To develop an understanding of the historical influences on a piece of theatre. • To make critical judgements on factors in society. 	<u>Theatre review</u> <ul style="list-style-type: none"> • Evaluating a performance using all performance techniques • Analysis of director's decisions and impact. • Understand the impact of the audience of a performance. 	<u>Too Much Punch for Judy-TIE</u> <ul style="list-style-type: none"> • Study of a full play • Explore the role of the director and the vision • Understanding the influence of a variety of theatre. • Devising own TIE on the issue of drink driving. 	<u>Monologue unit.</u> <ul style="list-style-type: none"> • Explore performing a monologue. • Explore the use of voice, body language and creating a character. • Evaluating own performance and justify creative decisions. 	<u>Blood Brothers-Drama</u> <ul style="list-style-type: none"> • Exploring a text • Understanding the societal influence of a play • Performing from a text
Deeper Learning Developing key skills: <ul style="list-style-type: none"> • Team building • Performance skills • Devising skills • Written response 	Deeper learning <ul style="list-style-type: none"> • Right and wrong opinion project 			Deeper learning <ul style="list-style-type: none"> • Characterisation and monologue project 	

English

Curriculum Intent

In BSFG's Year 9 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
Transition Period: Course Overview. Introduction to study skills, including using the Learning Passport. Revision of techniques, looking at exam style questions and how the GCSEs link to previous KS3 topics.					
<p>'An Inspector Calls' (4 lessons a week) English Literature Paper 2 Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Love and Relationships Poems (one lesson a week) English Literature Paper 2 Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p>	<p>Unseen Poetry English Literature Paper 2 Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>	<p>Writing Unit English Language Paper 1 Sec B 1 extended writing question (24 marks for content, 16 marks for technical accuracy) AO5&6</p> <p>Paper 1 = Explorations in Creative Reading and Writing – Narrative and Descriptive Writing</p>	<p>'Macbeth' English Literature Paper 1 Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play.</p> <p>Revision skills Revision of 'An Inspector Calls' and the poems from the Love and Relationships anthology.</p>		
<p>Deeper Learning</p> <ul style="list-style-type: none"> • Research project about the context to the play – Edwardian Britain, the interwar years and Britain in the 1940s. • Spoken Language - Presentations in groups to teach the class about contextual information. • Exploration into political and social issues then and now. • Research context for each poem (additional ideas) and present to the class, as well as teach the class to enhance their understanding. 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Creation of a revision resource/booklet about forms of poetry. • Reading poetry from across the literary canon, discussing different views, perspectives and experiences. 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Reading different forms of non-fiction texts that focus on social issues. Discussion and debate used to inform views and perspectives for writing tasks. 	<p>Deeper Learning:</p> <ul style="list-style-type: none"> • Compilation of revision games and resources to track first and altered impressions of main characters. • Presentations to the class. • Further research on context and evidence of linking these ideas to analysis (colour-code books). • Debate whether Macbeth and Lady Macbeth are likeable. 		
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> • Reading activities and clubs to encourage a love of reading and literature. • Debate Mate – a great way to learn how to form opinions, debate, argue an idea and work as a team. 			<p>Key resources / websites</p> <ul style="list-style-type: none"> • English Learning Passport – this is given to students at the start of the year and is part of English equipment throughout the year. • Topic Google Classrooms – Each English topic has a Google Classroom filled with useful resources, helpful support and opportunities to explore the topic further. 		

Film Studies

Intent	Implementation	Impact
<p>Film Studies is the study of films from different periods of filmmaking from across the world. It offers an unparalleled opportunity to explore human stories reflecting diversity in cultural social class and world view. It gives students the chance to see films they might otherwise never see and develop the skills necessary to discuss the meanings those films create for an audience.</p> <p>Film Studies also gives students the opportunity to exercise their own creativity in response to the concepts of narrative, genre, aesthetics and representation which they are presented with and following bloom's taxonomy of learning this creativity and attendant evaluation sit at the zenith of their learning.</p>	<p>Across the three years of study the students learn the language of film and how to apply it in analysis of the films they study. Using these key micro elements of film form (cinematography, sound, editing and mise en scene) the students learn to describe what they see and hear then explain how these micro-elements help to synthesise meaning, especially considering the aesthetics and their role in a film's look or style.</p> <p>In addition, they learn about film from a structural perspective exploring narrative, plot and story; genres including Teen, Sci Fi, Horror, War, Romance, Action and Thriller and the hybrids of more than one genre; and representations of people, places and events within the films.</p> <p>Films are never studied without a deep awareness of their contexts - social, cultural, historical, economic, institutional and technological - as these are vital in the understanding of the meanings created for the spectator.</p> <p>Students also learn how to write and format a screenplay, plan and execute a shooting script, film scenes and sequences and edit using industry standard software. Creativity is seen as the ultimate expression of their understanding</p>	<p>By the end of the three years of GCSE study, students have developed a clear knowledge and understanding of the ways in which films are constructed, how meanings are created through technical means and how audiences' responses are affected. Students are able to write with confidence using accurate terminology, explain fluently with reference to contexts, narrative and genre, and explore the construction of representations.</p> <p>Results in film studies have been regularly above national averages and some of the most successful in the school.</p> <p>The skills gained at GCSE are excellent preparation for the study of English Literature, Sociology, Media Studies and of course Film Studies. A level Film Studies develops their critical awareness further still through a range of deeper and broader studies of different films considering them ideologically, in terms of spectatorship, auteurship, experimentalism and film movements as well as narrative and aesthetics.</p>

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Global film in English: The Breadwinner (2017)</p> <p>Focus on key elements of film form, aesthetics, narrative and context</p> <p><u>NEA: screenwriting</u></p> <ul style="list-style-type: none"> • Shooting scripts • Understanding genres: • Teen • Horror • Sci-Fi • Romance • Action 	<p>Global film in a foreign language: Wadjda (2012)</p> <p>Focus on key elements of film form, social and cultural context, representations</p> <p><u>Practical</u></p> <ul style="list-style-type: none"> • Developing skills in filming • Understanding editing • Understanding sound 	<p>UK film: Rocks/Attack the Block (TBC)</p> <p>Focus on aesthetics, genre, narrative.</p> <p>Improving screenplays and shooting scripts</p> <p><u>Test shoots</u></p> <ul style="list-style-type: none"> • constructing a sequence • editing 	<p>NEA: creative and production Planning and pre-production</p> <p>NEA (Component 3) Completing Screenplays/Shooting Scripts – re-drafts</p> <p>Rebel Without a Cause (1955)</p> <p>Focus on comparison: genre, narrative and context in addition to key elements of film form.</p>	<p>Rebel (continued)</p> <p>Revision</p> <p>PPE1:</p> <p>FIT and consolidation of all three films</p> <p>NEA (Component 3) Completing Screenplays/Shooting Scripts – re-drafts</p> <p>Practical Productions:</p> <p>Planning/filming</p>	<p>NEA:</p> <p>Production</p> <p>First edits</p> <p>Review and evaluation of productions</p> <ul style="list-style-type: none"> • Review of year
<p>Deeper learning Aesthetics and genres - sound and image making meaning</p>	<p>Deeper learning Films from around the world</p> <p>How society influences film</p>	<p>Deeper learning Films from around the world</p> <ul style="list-style-type: none"> • How film influences society. 	<p>Deeper learning History and development of film</p> <ul style="list-style-type: none"> • Film timeline 	<p>Careers in Film</p> <p>Opportunities to extend learning beyond classroom</p>	<p>Summer film project (TBC)</p>
<p>Extra- curricular Activities: all taught after school. After school filmmaking opportunities, links to external professional organisations offering courses in student filmmaking</p>			<p>Key resources / websites GCSE - BRENTFORD FILM STUDIES DEPARTMENT (weebly.com)</p>		

French

Curriculum Intent

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Transition from KS3 – KS4 Pupils are spoken to about how they can ensure that they make excellent levels of progress throughout KS4 as well as what the course entails and how their work will be assessed and marked. The first term will focus on pupils forming a solid knowledge of the foundations of the language and developing the key skills necessary to success. Pupils will be assessed on their speaking, listening, reading and writing skills at the end of each module.</p>					
<p>Module 1: Qui suis-je?</p> <ul style="list-style-type: none"> ● Point de départ ● A comme amitié ● C'est de famille! ● On va voir un spectacle? ● Une sortie ● La personne que j'admire 		<p>Module 2: Le temps de loisirs</p> <ul style="list-style-type: none"> ● Point de départ ● Tu es plutôt foot, tennis ou basket? ● Ma vie d'internaute ● Lecture et musique! ● Mes émissions préférées ● Une soirée entre amis 		<p>Module 3: Jours ordinaires de fête</p> <ul style="list-style-type: none"> ● Point de départ ● C'est bientôt dimanche? ● Vous faites quelle taille? ● C'est la fête! ● Qu'est ce-qu'on va manger? ● Félicitations! ● Preparation in all 4 skills for PPEs and Speaking Exam 	
<p>Deeper Learning</p> <ul style="list-style-type: none"> ● Who are the role models of young people in French-speaking countries? ● Who are the prominent figures of French society? 		<p>Deeper Learning</p> <ul style="list-style-type: none"> ● French music – discovering different genres of music/ artists and giving opinions on them. ● French film/ TV programmes – what do people watch? 		<p>Deeper Learning</p> <ul style="list-style-type: none"> ● French festivals/ celebrations. 	
<p>Extra Curricular activities</p>		<p>Key resources / websites www.linguascope.com</p>			

Geography

Curriculum Intent

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term
<p>Introduction to GCSE Geography – Geographical skills – Part 1</p> <p>Compass directions 4 figure grid references 6 figure grid references Map symbols and features Using a scale bar Contour lines—height/gradient Map cross sections Photo orientation</p>	<p>Introduction to GCSE Geography – Geographical skills – Part 2</p> <p>Analysis of Data: Mean, mode, median and range Interquartile range Analysis of/presentation of data: Bar graphs, pie charts, scatter graph, radar graphs, triangular graphs, pictographs, kite diagrams & GIS</p>	<p>River Landscapes</p> <p>Key idea 1.7: A variety of physical processes interact to shape river landscapes.</p> <p>Key idea 1.8: Erosion and deposition interacts with geology to create distinctive landforms in river landscapes.</p> <p>Key idea 1.9: Human activities can lead to changes in river landscapes which affect people and the environment.</p>	<p>River Landscapes</p> <p>Key idea 1.10: Distinctive river landscapes are the outcome of the interaction between physical and human processes.</p> <p>Ecosystems, biodiversity and management</p> <p>Key idea 3.1: Large-scale ecosystems are found in different parts of the world and are important.</p> <p>Key idea 3.2: The biosphere is a vital system.</p> <p>Key idea 3.3: The UK has its own variety of distinctive ecosystems that it relies on</p>	<p>Ecosystems, biodiversity and management</p> <p>Key idea 3.4: Tropical rainforests show a range of distinguishing features.</p> <p>Key idea 3.5: Tropical rainforest ecosystems provide a range of goods and services some of which are under threat.</p> <p>Key idea 3.6: Deciduous woodlands show a range of distinguishing features.</p> <p>Key idea 3.7: Deciduous woodlands ecosystems provide a range of goods and services some of which are under threat.</p>	<p>Coastal Landscapes</p> <p>Key idea 1.3: A variety of physical landscapes interact to shape coastal landscapes.</p> <p>Key idea 1.4: Coastal erosion and deposition create distinctive landforms within the coastal landscape.</p> <p>Key idea 1.5: Human activities can lead to changes in coastal landscapes which affect people and the environment.</p> <p>Key idea 1.6: Distinctive coastal landscapes are the outcome of the interaction between physical and human processes.</p>
Deeper Learning	Deeper Learning	Deeper Learning	<p>Deeper Learning</p> <ul style="list-style-type: none"> Lower Wye Valley 	<p>Deeper Learning</p> <ul style="list-style-type: none"> Costa Rica + Wyre Forest case studies 	<p>Deeper Learning</p> <ul style="list-style-type: none"> Swanage case study
Extra Curricular activities	<p>Key resources / websites</p> <p>https://www.bbc.co.uk/bitesize/topics/z26jdmn - Geographical skills</p> <p>https://www.bbc.co.uk/bitesize/topics/zskbv4j - Coasts and rivers</p> <p>https://www.bbc.co.uk/bitesize/topics/zxbnhv4 - Tropical rainforests and global ecosystems</p>				

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
<p>Transition from KS3 – KS4</p> <p>Pupils are spoken to about how they can ensure that they make excellent levels of progress throughout KS4 as well as what the course entails and how their work will be assessed and marked. The first term will focus on pupils forming a solid knowledge of the foundations of the language and developing the key skills necessary to success. Pupils will be assessed on their speaking, listening, reading and writing skills at the end of each module.</p>					
<p>Kapitel 1: Auf in die Schule!</p> <p>So ist das Schulleben Mit Freude in die Schule? Die Sommerferien haben Spass gemacht! Der Schultag Ordnung muss sein! Wir fahren mit der Klasse weg! Erfolge feiern</p>		<p>Kapitel 2: Zeit für Freizeit</p> <p>Verschiedene Freizeitaktivitäten Musik ist mein Leben Film und Fernsehen Sport für alle Wir feiern!</p>		<p>Kapitel 3: Menschliche Beziehungen</p> <p>Wir machen Fotos Auf gute Freundschaft! Wir verstehen uns gut....manchmal Wer ist dein Vorbild? Dein Leben jetzt und als Kind Preparation in all 4 skills for PPEs and Speaking Exam</p>	
<p>Deeper Learning</p> <ul style="list-style-type: none"> Learning about the German school system and comparing this with the UK school system. 		<p>Deeper Learning</p> <ul style="list-style-type: none"> German music – discovering different genres of music/ artists and giving opinions on them. German film/ TV programmes – what do people watch? German festivals/ celebrations lessons linked to Easy German YouTube videos. 		<p>Deeper Learning</p> <ul style="list-style-type: none"> Who are the role models of young people in German-speaking countries? Who are the prominent figures of German society? Grimm fairy-tales and cultural texts 	
<p>Extra Curricular activities</p>	<p>Key resources / websites www.linguascope.com</p>				

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
Induction Program <ul style="list-style-type: none"> • Introduction to BTEC • Introduction to Health & Social Care as a subject • Guided practical ICT training • Practice Assignment on Types of Communication 	Component 1: Human Lifespan and Development Learning Aim A: Understand human growth and development across life stages and the factors that affect it Students to learn about the different life stages humans pass through, as well as the physical, intellectual, emotional and social development that occurs during these times. Students to complete coursework based on a case study covering three life stages.			Component 1: Human Lifespan and Development Learning aim B: Investigate how individuals deal with life events Students to learn about the different life events that occur in our lives and the way in which individuals react to these	
Deeper learning experiences: <ul style="list-style-type: none"> • Care Giver Egg Challenge – all YR9 students to be given raw eggs to ‘care’ for. • Blind-fold challenge – all YR9 students to spend a lesson blindfolded – to experience what life is like whilst visually impaired. 	Deeper learning experiences: <ul style="list-style-type: none"> • Outside visitor from HSC sector to deliver session • (Midwife/ Student Social Worker/ Ms Coleman (paediatric nurse)) 			Deeper learning experiences: <ul style="list-style-type: none"> • Staff forum – dealing with life experiences • MW to organise for staff Q&A on specific life events to help students with their coursework • (Graduation/ Leaving home/ Starting work/ Bereavement?) 	

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
Britain: Health and the People c1000 – present day INDUCTION Overview of the topic and group work on medicine today Medieval medicine <ul style="list-style-type: none"> • Christianity and medical progress • Islamic medicine and surgery • Surgery in medieval times • Public health in towns and monasteries • Black Death Early Modern Medicine <ul style="list-style-type: none"> • Vesalius, Pare and Harvey. • Treatment of disease • The Plague • The growth of hospitals • Jenner and vaccination • Early modern surgery (Hunter) 		BRITAIN: HEALTH AND THE PEOPLE C1000 – PRESENT DAY 19 th century Medicine <ul style="list-style-type: none"> • Pasteur – Germ Theory • Developments in surgery: Anaesthetics / Antiseptics / Aseptic surgery. • Nightingale: nursing and hospitals • Pasteur and Koch – understanding the cause of disease • Public health: Cholera / government / the role of reformers Modern Medicine <ul style="list-style-type: none"> • Overview – science and technology • Penicillin and the growth of the Pharmaceutical industry • The development of surgery • Public health – Booth and Rowntree / Liberal governments / impact of Boer War and WW1/2 		BRITAIN: HEALTH AND THE PEOPLE C1000 – PRESENT DAY <ul style="list-style-type: none"> • Beveridge Report and Welfare State – NHS • Costs, choices and issues in 21st century Elizabethan England 1586 – 1603 INDUCTION <ul style="list-style-type: none"> • England in 1558 / Elizabeth’s early life • Government in Elizabethan England • Key Ministers • Problems in government: Northern Rebellion / Essex Rebellion • Marriage and the succession 	
		Deeper Learning <ul style="list-style-type: none"> • Comparing the contributions of Mary Seacole and Florence Nightingale 		Deeper Learning <ul style="list-style-type: none"> • NHS debate • Balloon debate 	

Extra-Curricular activities <ul style="list-style-type: none"> • Operating theatre / Hunarian museum visit/ cholera hotspots walk and talk tour 	Key resources / websites https://senecalearning.com/en-GB/blog/free-aga-history-gcse-revision-health-the-people/ https://www.bbc.co.uk/teach/class-clips-video/medicine-through-time/zdcy8xs GCSE Pod
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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.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Sets 1, 2 and 3 (Higher)					
Unit 1: Number 1a. Calculations, checking and rounding 1b. Indices, roots, reciprocals and hierarchy of operations 1c. Factors, multiples, primes 1d. Standard form and surds	Unit 2: Algebra 2a. Algebra: the basics 2b. Setting up, rearranging and solving equation 2c. Sequences	Unit 3: Interpreting and Representing Data 3a. Averages and range 3b. Representing and interpreting data 3c. Scatter graphs Unit 4: Fractions, Ratio and Percentage 4a. Fractions 4b. Percentages 4c. Ratio and proportion	Unit 5: Angles and Trigonometry 5a. Polygons, angles and parallel lines 5b. Pythagoras' Theorem and trigonometry	Unit 6: Graph 6a. Graphs: the basics and real-life graphs 6b. Linear graphs and coordinate geometry 6c. Quadratic, cubic and other graphs Unit 7: Area and Volume 7a. Perimeter, area and circles 7b. 3D forms and volume, cylinders, cones and spheres 7c. Accuracy and bounds	Unit 8: Transformations and Constructions 8a. Transformations 8b. Constructions, loci and bearings
Set 4 and 5 (Foundation)					
Unit 1: Number 1a. Integers and place value 1b. Decimals 1c. Indices, powers and roots 1d. Factors, multiples and primes	Unit 2: Algebra 2a. Algebra: the basics 2b. Expanding and factorising single brackets 2c. Expressions and substitution into formulae	Unit 3: Interpreting and Representing Data 3a. Averages and range 3b. Representing and interpreting data 3c. Scatter graphs Unit 4: Fractions and Percentage 4a. Fractions 4b. Fractions, decimals and percentages 4c. Percentages	Unit 5: Equations, inequalities and Sequences 5a. Equations 5b. Inequalities 5c. Sequences	Unit 6: Angles 6a. Properties of shapes, parallel lines and angle facts 6b. Interior and exterior angles of polygons Unit 7: Averages and Range 7a. Statistics and sampling 7b. The averages	Unit 8: Perimeter, Area and Volume 8a. Perimeter and area 8b. 3D forms and volume
Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning
Extra Curricular activities	Key resources / websites PinPoint Learning for Question Analysis https://www.pinpointlearning.co.uk/ Hegarty maths for homework and independent study https://hegartymaths.com/				

- 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.

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
Transition 1 lesson - Theory revision 2 lessons - Baseline Theory assessment					
Welcome to KS4! <ul style="list-style-type: none"> • Room expectations • Stage set-up • AV set-up in Theatre and Hall • H&S, • Key dates 	Performing Skills <ul style="list-style-type: none"> • Theory (mastery) following the Theory Roadmap • Putting together a quality performance • Staging • Coping with nerves 	IT'S CHRIIISSSTMMMASSSS! Performing/Composing <ul style="list-style-type: none"> • Theory (mastery) following the Theory Roadmap • Rehearsal Skills (solo and as a group) • Putting together a quality performance • Staging • Coping with nerves • Ensemble and leadership skills 	Composing Skills <ul style="list-style-type: none"> • Theory (mastery) following the Theory Roadmap • Garage band skills • Chords, key and melody • Structure • Texture • The details - articulation, dynamics... 	ICT Skills <ul style="list-style-type: none"> • Word processing skills • Ppt skills • Research skills • Referencing • - Presentation skills 	Recording Skills (Mock Unit) <ul style="list-style-type: none"> • Theory (mastery) following the Theory Roadmap • Rehearsal skills, • Recording skills • Garage band skills • - Coursework hints, tips and guidance
Deeper Learning <ul style="list-style-type: none"> • AV set-up in Theatre and Hall • Stage set-up 	Deeper Learning <ul style="list-style-type: none"> • Performing in lessons • Proposed Soundcloud recordings/performances • Proposed KS4 Showcase 	Deeper Learning <ul style="list-style-type: none"> • Christmas Concert performances • Possible House Song Competition • Performing in lessons • Proposed Soundcloud recordings/performances 	Deeper Learning <ul style="list-style-type: none"> • Talent Show • Performing in lessons • Proposed Soundcloud recordings/performances • - Crew during Rockschoo Roadshow week 	Deeper Learning	Deeper Learning <ul style="list-style-type: none"> • Recorded performances • Talent Show • Summer Fayre • - Battle of the Bands

Photography

Curriculum Intent

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.

Students 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.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Transition Form – Sketchbook Skills Share sketchbook examples- Presentation Introduction to DSLR- ISO, Shutter speed, Aperture.</p>	<p>To develop skills when:</p> <ul style="list-style-type: none"> ● Carrying out research ● Analysing an image ● Recording ideas and observations ● Producing outcomes ● Digital manipulation 		<p>To develop personal ideas based on the photographers we have studied so far Demonstrate knowledge from transition period</p>	<p>Present final outcomes Revisit past shoots- WWW/EBI</p>	
<p>Extra Curricular activities The Photography Studio is open after school on some days for students to complete photoshoots and continue working</p>			<p>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</p>		

Core PE Year 9
Focus - Sportsmanship/ Gamesmanship

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Sports Covered:</p> <ul style="list-style-type: none"> • Badminton • Fitness 	<p>Sports Covered:</p> <ul style="list-style-type: none"> • Football • Volleyball • Trampolineing • Rugby • Badminton 	<p>Sports Covered:</p> <ul style="list-style-type: none"> • Trampolineing • Handball • Netball 	<p>Sports Covered:</p> <ul style="list-style-type: none"> • Netball • Volleyball • Handball 	<p>Sports Covered:</p> <ul style="list-style-type: none"> • Athletics • Cricket • Rounders 	<p>Sports Covered:</p> <ul style="list-style-type: none"> • Rounders • Athletics • Cricket

* 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 knowledge and understanding through their leadership skills, which develops confidence and self belief further.
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 9 is a 2+.

Theory Content

Students should be working towards knowing:

- Different types of feedback
- Difference between sportsmanship and gamesmanship

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?

GCSE PE

Year 9	Term 1 - Oct	Term 2 - Dec	Term 3 - Feb	Term 4 -Apr	Term 5 - May	Term 6 - July
<p>Transition: Summer project at the end of Year 8 for the GCSE class which is a personal reflection of their own skills and abilities within certain sports. This links to the practical element of the course as well as preparing them for their coursework.</p> <p>The GCSE course comprises of a practical element which is worth 40% of the students final marks and a theoretical component worth 60%.</p> <p>Theory content for Year 9 is made of Paper 2 content including: Social Cultural Factors in Sport and Sports Psychology as well as encouraging deeper learning experiences to make the most of the 3 year GCSE.</p>						
	<p>Content Covered: Sports Psychology - Paper 2</p> <ul style="list-style-type: none"> ● Skill & ability ● Skill classification ● Goals in sport ● SMART targets ● Information processing ● Guidance & feedback ● Arousal ● Aggression ● Personality traits ● Motivation 	<p>Content Covered: Social, Cultural Influence - Paper 2</p> <ul style="list-style-type: none"> ● Engagement patterns ● Barriers to participation ● Sponsorship & media ● Commercialisation ● Etiquette ● Performance enhancing drugs ● Spectator behaviour ● Technology in sport 	<p>Content Covered: NEA Coursework Completion</p> <ul style="list-style-type: none"> ● Personal strengths and weaknesses in a particular sport ● Identifying links with components of fitness ● Identifying training types/methods to improve weaknesses ● Creating a training session to improve weaknesses ● Analysing and evaluating personal performance ● Linking to the specification of the course 			
	<p>Assessment: End of unit assessment</p>	<p>Assessment: End of unit assessment Whole paper 2 practice paper</p>	<p>Assessment: Coursework is marked and internally verified using assessment grids from the exam board.</p>			

	<p>Deeper Learning/Interleaving Practical tasks embedded into the theory lessons. Flipped learning - student research and deliver findings on specific topics.</p>	<p>Deeper Learning/Interleaving Links to other areas of the course within paper 1. Practical tasks embedded into the theory lessons.</p>
<p>Practical - Focusing on moderation drills activities that students would need to demonstrate for their practical marks. Badminton & Netball skills and filming. 1 skills lesson followed by a filming lesson to aid higher grades.</p>		
<p>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. Specific GCSE practical catch up session to go through moderation activities/moderation filming.</p>	<p>Key Resources/Websites Google Classroom BBC Bitesize GCSE Pod & Seneca Learning</p>	

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
Financial management – budgeting <ul style="list-style-type: none"> • My Money week • Work and Financial Awareness • Budgeting and Finance • Work and Lifestyles Economy • My Money Week – The Money Tree 	Body Image, eating disorders and growing in confidence What is body image?	Role Models and Peer Pressure <ul style="list-style-type: none"> • Positive and negative role models • Challenging peer pressure • Dealing with conflict Is it always good to conform?	Alcohol and Drugs Awareness <ul style="list-style-type: none"> • Drink aware campaign • Alcohol – limits/units/law Alcohol Abuse • Effects long term and short term 	SRE – Consent <ul style="list-style-type: none"> • Sex and sexual pressure, where to go for help Relationships/friendships <ul style="list-style-type: none"> • Positive and negative. • Types of relationships Deeper learning Outside visitor – LVA charity deliver three sessions on coercion and self-esteem.	<ul style="list-style-type: none"> • Careers • Beliefs • School vs work • Job roles • Hierarchy • Types of industry

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
<p>Islam – Beliefs and Teachings Key Beliefs</p> <p>Transition- Intro to Islam</p> <ul style="list-style-type: none"> The six articles of faith in Sunni Islam The five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. The Oneness of God (Tawhid), Qur'an Surah 112. The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence. Angels, their nature and role, including Jibril and Mika'il. <p>Key Beliefs</p> <ul style="list-style-type: none"> Predestination and human freedom and its relationship to the Day of Judgement. Life after death (Aakhirah), human responsibility and accountability, resurrection, heaven and help <p>Deeper Learning Activities:</p> <ul style="list-style-type: none"> History of Islam Key Language 	<p>Islam – Beliefs and Teachings Key Beliefs</p> <p>Holy Books</p> <ul style="list-style-type: none"> Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad. Qur'an: revelation and authority the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. The imamate in Shi'a Islam: its role and significance. <p>Islam Practices Five Pillars of Sunni * Shi'a Islam</p> <ul style="list-style-type: none"> Introduction to the 5 pillars of Islam and 10 obligatory acts of Shi'a Islam Shahadah: Salah and its significance Sawm: the role and significance of fasting during the month of Ramadan Zakah: the role and significance of giving alms Haji: the role and significance of the pilgrimage to Makkah <p>Deeper Learning Activities</p> <ul style="list-style-type: none"> Escape Rooms Life and Times of the Prophets Hajj Experience 	<p>Islam Practices Five Pillars of Sunni * Shi'a Islam Duties & Festivals</p> <p>Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings</p> <ul style="list-style-type: none"> Id-ul-Fitr Id-ul-Adha Ashura <ul style="list-style-type: none"> Jihad- Greater and Lesser <p>Introduction to Christianity at GCSE</p> <p>Overview</p> <ul style="list-style-type: none"> History of Christianity Denominational Differences Life of Jesus Bible – Old Testament <p>Bible – New Testament</p> <p>Deeper learning</p> <ul style="list-style-type: none"> Deep dive into Christianity 	<p>Christian Beliefs & Teachings</p> <ul style="list-style-type: none"> Nature of God Trinity Creation Problem of evil / Fall & Original sin The Incarnation & Jesus The Crucifixion The Resurrection The Ascension <p>Deeper Learning: Create lantern about Jesus' life</p>	<p>Christian Beliefs & Teachings</p> <ul style="list-style-type: none"> Sin & Salvation Afterlife & Judgement / heaven & hell <p>Christian Practices Worship and Festivals</p> <ul style="list-style-type: none"> liturgical, non-liturgical and informal, including the use of the Bible and private worship Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. the sacrament of baptism and its significance for Christians; infant. Believers' baptism; different beliefs about baptism the sacrament of Eucharist (Holy Communion) and its significance for Christians Holy Communion orthodox <p>Holy Communion Baptist and Pentecostal</p> <p>Deeper Learning</p> <ul style="list-style-type: none"> Make Christingle Scavenger Hunt 	<p>Christian Practices</p> <p>The role and importance of pilgrimage and celebrations</p> <ul style="list-style-type: none"> two contrasting examples of Christian pilgrimage: Lourdes and Iona the celebrations of Christmas importance for Christians and in Great Britain today. Easter, including its importance for Christians and in Great Britain today. <p>The role of the church in the local and worldwide community</p> <ul style="list-style-type: none"> The role of the Church in the local community, including food banks and street pastors. The place of mission, evangelism and Church growth. The importance of the worldwide Church including working for reconciliation how Christian churches respond to persecution <p>The work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</p> <p>Deeper Learning</p> <ul style="list-style-type: none"> Research local food banks
<p>Extra Curricular activities</p> <ul style="list-style-type: none"> Explore places of worship in Brentford 			<p>Key resources / websites</p> <p>GCSE Learning and Revision GCSEPod Google Topic Classrooms What is Islam? - BBC Bitesize</p>		

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
Induction – developing investigative skills					
Biology Key concepts in biology <ul style="list-style-type: none"> • Microscopes • Plants and animal cells • Core practical – Using microscopes • Specialised cells • Inside bacteria • Enzymes and nutrition • Enzyme action • Enzyme activity • Core practical – pH and enzymes • Transporting substance • Core practical – Osmosis in potato slices Cells and control <ul style="list-style-type: none"> • Mitosis • Growth in animals • Growth in plants • Stem cells • The nervous system • Neurotransmission speeds Genetics <ul style="list-style-type: none"> • Meiosis • DNA • DNA extraction • Alleles • Inheritance • Gene mutation • Variation 		Chemistry States of matter and mixtures <ul style="list-style-type: none"> • States of matter • Mixtures • Filtration and crystallisation • Paper chromatography • Distillation • Core practical – Investigating inks • Drinking water Atomic structure <ul style="list-style-type: none"> • Structure of an atom • Atomic number and mass number • Isotopes The Periodic table <ul style="list-style-type: none"> • Elements and the periodic table • Atomic number and the periodic table • Electronic configuration and the periodic table Bonding and Type of Substance <ul style="list-style-type: none"> • Ionic bonds • Ionic lattices • Properties of ionic compounds • Covalent bonds • Molecular compounds • Allotropes of carbon • Properties of metals • Bonding metals (Triple Science: Acids)		Physics Motion <ul style="list-style-type: none"> • Vectors and scalars • Distance/time graphs • Acceleration • Velocity/time graphs Forces and Motion <ul style="list-style-type: none"> • Resultant forces • Newton's First Law • Mass and weight • Newton's Second Law • Core practical – Investigating acceleration • Newton's Third Law • Momentum • Stopping distances • Crash hazards Conservation of energy <ul style="list-style-type: none"> • Energy stores and transfers • Energy efficiency • Keeping warm • Stored energies • Non-renewable resources • Renewable resources Waves <ul style="list-style-type: none"> • Describing waves • Wave speeds • Core practical – Investigating waves • Refraction 	
Deeper Learning <ul style="list-style-type: none"> • Investigating cells • Enzymes and digestion 		<ul style="list-style-type: none"> • Why is stem cell technology important? • The Human Genome Project 		Deeper learning <ul style="list-style-type: none"> • British science week activities • Mendeleev and the Periodic table • The History of the atom • Where does drinking water come from? 	
Extra-Curricular activities Science club Robotics club			Key resources / websites GCSEPod BBC Bitesize Activelearn Google classroom		

Sociology

Curriculum Intent

The aim of the Sociology department at Brentford School for Girls is to offer an insight into social and cultural issues. In the department, students will develop a multi-perspective and critical approach to understanding issues around culture, identity, religion, crime, media, childhood and social power. Our department aims to develop opinions and new ideas, debate and explore contemporary social issues. Our students will have a better understanding of the social world and be able to challenge everyday understandings of social events from a sociological perspective and learn how to apply various research methods to different sociological contexts.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Research Methods and Social Theory <ul style="list-style-type: none"> • Research design • Qualitative/ Quantitative data; primary/ secondary sources incl the +/- of each • Interpretation of data- secondary sources 	Research Methods and Social Theory <ul style="list-style-type: none"> • Evaluating research design • Official statistics • Social surveys 	Research Methods and Social Theory <ul style="list-style-type: none"> • Questionnaires • Interviews • Assess the usefulness of the mixed methods approach. • Case studies • Longitudinal studies • Ethnographic research 	The Sociology of Families and Households <ul style="list-style-type: none"> • What is the family? • Nuclear family • Family diversity/ Alternative family types • Reasons for family diversity • Families in global context 	The Sociology of Families and Households <ul style="list-style-type: none"> • Functionalist- Family • Marxist- Family • Feminists- Family • Marriage • Divorce • 	The Sociology of Families and Households <ul style="list-style-type: none"> • Conjugal roles • Changing relationships within families
Deeper Learning <ul style="list-style-type: none"> • What is sociology? • Topics sociologist study • Social issues, processes and structures • Introduction to sociological perspectives/ key sociologist/ key concepts Watch list: <ul style="list-style-type: none"> • Netflix-Explained: Racial wealth gap • Netflix-Explained: Why are women paid less; Explained- Monogamy • Channel 4 Documentary- The Invisible People 	Deeper Learning <ul style="list-style-type: none"> • Karl Marx Walking Tour (Central London) 	Deeper learning <ul style="list-style-type: none"> • V&A Museum of Childhood • Independent/ group social research • Netflix- Explained- Monogamy 	Deeper learning <ul style="list-style-type: none"> • Netflix- Explained- Monogamy • National Geographic- Polyandry 		
Extra Curricular activities			Key resources / websites Wider reading resources: https://www.bbc.co.uk/news https://www.thetimes.co.uk/ https://www.independent.co.uk/ https://www.nationalgeographic.com/ https://www.suttontrust.com/ Revision resources: https://www.tutor2u.net/sociology https://www.youtube.com/c/Tutor2uNet/videos		

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.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition (2 weeks)– Modelling expectations, reviewing folders, identifying different textiles techniques.					
Basic skills program – Nature theme <ul style="list-style-type: none"> ● Applique ● Mood board ● Hand applique and evaluation ● Machine applique and evaluation ● Reverse applique and evaluation ● Research artist – Mandy Pattullo ● Create work based on Mandy Pattullo and evaluate 	Basic Skills program – Nature theme <ul style="list-style-type: none"> ● Embroidery ● Mood board ● Hand embroidery, using a combination of stitches and evaluation ● Research artist Liz Cooksey ● Create work based on Liz Cooksey and evaluate 	Basic Skills program – Nature theme <ul style="list-style-type: none"> ● 3D Flowers ● Mood board ● Suffolk puffs and evaluation ● Research artists Julie Arkell and Marna Lunt ● Create 3D flowers based on Julie Arkell and Marna Lunt and evaluate 	Basic skills program – Nature theme <ul style="list-style-type: none"> ● Printing techniques ● Observational drawing from nature ● Block printing and evaluation ● Stencilling and evaluation ● Lino cut and evaluation ● Research Artist – Lotta Jansdotter ● Create work based on Lotta Jansdotter and evaluate 	Basic skills program – Nature theme <ul style="list-style-type: none"> ● Printing techniques continued ● Mono printing and evaluation ● String printing and evaluation ● Collograph and evaluation ● Research artist – Sue Lowe ● Create work based on Sue Lowe and evaluate 	Basic skills program – Nature theme <ul style="list-style-type: none"> ● Consolidation - Final piece ● Research artist – Angie Lewin ● Create work based on Angie Lewin, using a combination of techniques previously learned and evaluate.
Extra-Curricular activities Trip TBC	Key resources / websites Pinterest https://www.mandypattullo.co.uk/ - Textile collage http://lizcooksey.com/ https://marnalunt.co.uk/ https://www.jansdotter.com/ https://www.angielewin.co.uk/				