



BRENTFORD SCHOOL FOR GIRLS
BRENTFORD 6th FORM



Brentford School for Girls

Year 10 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 4 ART & DESIGN

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Ye ar 10	Pop Art Completion of the project started in Year 9		Portraiture <ul style="list-style-type: none"> • To explore the potential and diversity of portraiture • To explore a range of artists and approaches that relate to the theme • To gain insight into the influences, contexts and significance of different portrait artists through research. • To show transferable knowledge and observations in analysis • To develop an understanding of the proportions of the face and practical skills to use this to enhance drawings skills. • 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"> • Investigate the theme of Portraiture by looking at the development of portraiture as a genre and how it developed and changed over time. • Choose a collection to compare in terms of intention, style, composition, technique, and use of the Formal Elements. 					

Art & Design at Key Stage 4 level builds on the foundation of knowledge and skills gained in Key Stage 3. Sustained projects that are thematic (versions of Still Life, Graphics and Portraiture) will allow them to learn to use a variety of media as well as develop more individual ideas and explore their own choice of subject matter. This provides all students with a solid foundation on which to build at Key Stage 5.

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
Human Resources <ul style="list-style-type: none"> ● Recruitment & Selection ● Training ● Motivation ● Organisational Structures 		Influences on Business <ul style="list-style-type: none"> ● Technological Influence on Business Activity ● Ethical Influence on Business Activity ● Environmental Influence on Business Activity ● Economic Influence on Business Activity ● The Impact of Globalisation on Businesses ● The impact of Legislation on Business 			
Deeper Learning <ul style="list-style-type: none"> ● Career Process Competition 		Deeper Learning <ul style="list-style-type: none"> ● Benefits and Negatives of EU membership for the UK ● “Black Gold” and investigation into Fair Trade 			

English

Curriculum Intent

In BSFG's Year 10 English Curriculum, our aims for our students are:

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>'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>'A Christmas Carol' English Literature Paper 1 Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel.</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>REVISION WEEKS</p> <ul style="list-style-type: none"> ● 'Macbeth' ● 'A Christmas Carol' ● 'An Inspector Calls' ● Love and Relationships Anthology/Poetry ● Unseen Poetry 	<p>English Language Paper 1 Section B Creative Writing</p> <p>Explorations in Creative Reading and Writing</p>
<p>Deeper Learning</p> <ul style="list-style-type: none"> ● Further research on context and evidence of linking these ideas to analysis (colour-code books). ● Exploration into the tragedy genre and its conventions. 	<p>Deeper Learning</p> <ul style="list-style-type: none"> ● Role-play, presentations and hot seating to show the development of Scrooge's character. ● Create and add to a revision resource about the form of the Victorian novella. ● Debate about social and moral issues relevant to the text. ● Further research about the context and group presentations. Revision Games. 		<p>Deeper Learning</p> <ul style="list-style-type: none"> ● Creating revision cards and using revision games to consolidate learning. Create a bank of resources which include iceberg analysis. ● Revision drop-down sessions. 	<p>Deeper Learning</p> <ul style="list-style-type: none"> ● Reading Logs – read two novels. Create a bank of story openings and comment on the writers' use of language and structural features (set as ongoing homework). 	
<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>UK film: Attack The Block(2011)</p> <p>Focus on aesthetics + key elements of film form, contexts</p> <p><u>NEA: screenwriting</u></p> <p>Shooting scripts</p> <p>Understanding genres:</p> <ul style="list-style-type: none"> • Teen • Horror • Sci-Fi • Romance • Action 	<p>Global film in a foreign language:</p> <p>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>Global film in English: Slumdog Millionaire (2008)</p> <p>Focus on key elements of film form, narrative and context</p> <p>Improving screenplays and shooting scripts</p> <p><u>Test shoots</u></p> <ul style="list-style-type: none"> • Constructing a sequence 	<p>NEA: creative and production</p> <p>Planning and pre-production</p> <ul style="list-style-type: none"> • NEA (Component 3) Completing Screenplays/Shooting Scripts – re-drafts <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>Hollywood film (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>
<p>Deeper learning Aesthetics and genres - sound and image making meaning</p>	<p>Deeper learning Films from around the world How society influences film</p>	<p>Deeper learning Films from around the world • How film influences society.</p>	<p>Deeper learning History and development of film • Film timeline</p>	<p>Careers in Film Opportunities to extend learning beyond classroom</p>	<p>Summer film project (TBC)</p>
<p>Extra- curricular Activities Film club TBC: 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
Module 4: de la ville à la campagne <ul style="list-style-type: none"> ● Point de départ ● Ma région est top! ● C'est pour un renseignement ● S'il fait beau... ● Ville de rêve ou ville de cauchemar? 		Unit 5: Le grand large <ul style="list-style-type: none"> ● Point de départ ● les hôtels, mode d'emploi ● En route! ● Mes vacances ● Bon appétit! ● C'était catastrophique! 		Module 6: Au collège <ul style="list-style-type: none"> ● Point de départ ● Au bahut ● L'école chez nous, l'école chez vous ● Liberté, égalité, fraternité ● Ville de rêve ou ville de cauchemar? ● Preparation in all 4 skills for PPEs and Speaking Exam 	
Deeper Learning <ul style="list-style-type: none"> ● Learning about French speaking cities – what places are there? 		Deeper Learning <ul style="list-style-type: none"> ● Students learn about the main sights/ landmarks/ transport/ accommodation and food in French-speaking cities. ● Role play group tasks: Booking a hotel room/ ordering in a restaurant/ finding the way around a city/ going shopping. 		Deeper Learning <ul style="list-style-type: none"> ● Learning about the French school system and comparing this with the UK school system. ● Students shown the film 'la classe'. 	
Extra- curricular Activities				Key resources / websites www.linguascope.com	

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
<p>Changing Cities</p> <p>Key idea 4.1 Urbanisation is a global process Key idea 4.2 The degree of urbanisation varies across the UK. Key idea 4.3 The context of the chosen UK city influences its functions and structure Key idea 4.4 The chosen UK city is being changed by movements of people, employment and services. Key idea 4.5 Globalisation and economic change create challenges for the chosen UK city that require long-term solutions Key idea 4.6 The context of the chosen developing country or emerging country city influences its functions and structure</p>	<p>Changing Cities</p> <p>Key idea 4.7: The character of the chosen developing country or emerging country city is influenced by its fast rate of growth. Key idea 4.8: Rapid growth within the chosen developing country or emerging country city results in a number of challenges that need to be managed. Key idea 5.1: Definitions of development vary as do attempts to measure it. Key idea 5.2 The level of development varies globally. Key idea 5.3 Uneven global development has had a range of consequences.</p>	<p>Global Development</p> <p>Key idea 5.4 A range of strategies has been used to try to address uneven development. Key idea 5.5 The level of development of the chosen developing or emerging country is influenced by its location and context in the world. Key idea 5.6 The interactions of economic, social and demographic processes influence the development of the chosen developing or emerging country. Key idea 5.7: Changing geopolitics and technology impact on the chosen developing or emerging country. Key idea 5.8: There are positive and negative impacts of rapid development for the people and environment of the chosen developing or emerging country.</p>	<p>Resource management</p> <p>Key idea 6.1: A natural resource is any feature or part of the environment that can be used to meet human needs. Key idea 6.2: The patterns of the distribution and consumption of natural resources varies on a global and a national scale. Key idea 6.8: The supply of fresh water supply varies globally. Key idea 6.9: There are differences between the water consumption patterns of developing countries and developed countries.</p>	<p>Resource management</p> <p>Key idea 6.10: Countries at different levels of development have water supply problems. Key idea 6.11: Meeting the demands for water resources could involve technology and interventions by different interest groups Key idea 6.12: Management and sustainable use of water resources are required at a range of spatial scales from local to international</p> <p>The changing landscapes in the UK</p> <p>Key idea 1.1: There are geological variations within the UK. Key idea 1.2: A number of physical and human processes work together to create distinct UK landscapes.</p>	<p>Investigating physical & human environments—field work:</p> <ul style="list-style-type: none"> - Purpose of investigation - Methods of data collection - Risk assessment - Presentation of data - Analysis of data - Conclusions - Evaluation <p>Weather</p> <p>Key idea 2.1: The atmosphere operates as a global system transferring heat and energy. Key idea 2.2: The global climate was different in the past and continues to change due to natural causes. Key idea 2.3: Global climate is now changing as a result of human activity. Key idea 2.4: The UK has a distinct climate which has changed over time.</p>
<p>Deeper Learning</p> <ul style="list-style-type: none"> • Bristol case study 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Sao Paulo case study 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Tanzania case study 	<p>Deeper Learning</p>	<p>Deeper Learning</p> <ul style="list-style-type: none"> • UK and China case study 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Field trip
<p>Extra- curricular Activities</p> <p>Year 10 field trip</p>			<p>Key resources / websites</p> <p>https://www.bbc.co.uk/bitesize/guides/zwtqnbk/revision/1 - Urbanisation https://www.bbc.co.uk/bitesize/guides/zq8gi6f/revision/1 - Uneven development https://www.bbc.co.uk/bitesize/topics/ztgsp39 - Resource and water management</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
Module 4 – Willkommen bei mir! So ist es bei mir Herzlich willkommen! Rund um mein Zuhause Ein Tag in meinem Leben Leckerbissen Total vernetzt Technologiefeind oder –freund?		Module 5 – Ich liebe Wien Die Reise wichtig planen! Wir fahren nach Wien! Wo übernachten wir? Wie komme ich zur Oper? Ein Wiener Schnitzel, bitte! Einkaufen in der Kärtner Strasse Probleme im Prater		Module 6 – Im Urlaub und zu Hause Beliebte Reiseziele Das Wetter Dein Urlaubsstil Willkommen auf Sylt Meine Stadt: Vorteile und Nachteile Preparation in all 4 skills for PPEs and Speaking Exam	
Deeper Learning <ul style="list-style-type: none"> Living in a German-speaking country – housing. Taking part in an exchange to a German-speaking country – how does home life in Germany differ to the UK? Food: Learning about what German people eat/ drink. 		Deeper Learning <ul style="list-style-type: none"> This unit is centred around travelling to Vienna. Students learn about the main sights/ landmarks/ transport/ accommodation and Austrian food. Role play group tasks: Booking a hotel room/ ordering in a restaurant/ finding the way around a city/ going shopping – group tasks and role plays. 		Deeper Learning <ul style="list-style-type: none"> Pupils learn about the German speaking Island Sylt. They also look at the weather of German speaking countries. 	
Extra-curricular activities				Key resources / websites www.linguascope.com	

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
<p>Component 2: Health and Social Care Services and Values Learning aim A: Understand the different types of health and social care services and barriers to accessing them Learners will explore the health and social care services that are available and why individuals may need to use them. Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p>		<p>Component 2: Health and Social Care Services and Values Learning aim B: Demonstrate care values and review own practice Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services. Learners will reflect on own application of care values, including using teacher or service-user feedback.</p>		<p>Preparation for Component 3: Students to be introduced to the final Component of the course and given time to prepare for this.</p>	
<p>Deeper learning experiences:</p> <ul style="list-style-type: none"> • Outside visitor from HSC sector to deliver session (Midwife/ Student Social Worker/ Ms Coleman (paediatric nurse)/ Health Care Assistant/) • Outside speaker who has used HSC services to deliver session • (Ex-students who have had children/ staff members who have been injured) 				<p>Deeper learning experiences:</p> <ul style="list-style-type: none"> • Trip to Wellmann Museum 	
<p>Deeper learning experience: Baby visit – to see Bowlby's attachment theory in real life application.</p>		<p>Deeper learning experience: External speaker: Visit from nurse/ midwife/ PAM/ for a Q&A</p>			

History

Curriculum Intent

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> • Elizabethan England 1586 – 1603 • Society • The question of religion: The Catholic and Puritan threat • Mary Queen of Scots • Growing prosperity and the rise of the gentry • The Golden Age: Elizabethan country homes and the theatre • Poverty in Elizabethan England • English sailors, voyages and trade • Conflict with Spain - Naval warfare: The Armada 		<ul style="list-style-type: none"> • RUSSIA 1894 – 1945 • Tsarist Russia – key features • Revolutionary opposition • 1905 revolution and attempts to reform Russia • Impact of WW1 on government, society, economy • Unpopularity of Romanovs / Role of Rasputin • Revolution Feb 1917 • Provisional Government • Lenin, Trotsky and the October Revolution • Lenin’s Russia: Civil war / War Communism / Kronstadt / NEP • Achievements of Lenin • Struggle for power after Lenin • Social, economic and political impact of WW2 		<ul style="list-style-type: none"> • RUSSIA 1894 - 1945 • Stalin’s Russia • The Terror and Purges • Censorship and Cult of personality • Collectivisation • Five Year Plans • Social and economic impact of change – extent of modernisation • Stalin’s wartime leadership <p>Elizabethan England:</p> <ul style="list-style-type: none"> • Historic environment 	
Deeper Learning <ul style="list-style-type: none"> • Trip to the Globe theatre • Discussions about capitalism and communism 		Extra Curricular		Key Resources / Websites https://www.bbc.co.uk/bitesize/topics/zxgvfrd https://www.bbc.co.uk/bitesize/topics/zj72pv4 https://www.johndclare.net/Russ1.htm GCSE Pod	

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
Sets 1, 2 and 3 (Higher)					
Unit 9: Equations and Inequalities 9a. Solving quadratic and simultaneous equations 9b. Inequalities Unit 10: Probability 10a. Probability	Unit 11: Multiplicative Reasoning 11a. Multiplicative reasoning	Unit 12: Similarity and Congruence 12a. Similarity and congruence in 2D and 3D Unit 13: More Trigonometry 13a. Graphs of trigonometric functions 13b. Further trigonometry	Unit 14: Further Statistics 14a. Collecting data 14b. Cumulative frequency, box plots and histograms	Unit 15: Equations and Graphs 15a. Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics Unit 16: Circle Theorems 16a. Circle theorems 16b. Circle geometry	Unit 17: More Algebra 17a. Changing the formulae subject (more complex), solving equations, algebraic fractions, rationalising surds, proof
Set 4 and 5 (Foundation)					
Unit 9: Graphs 9a. Real-life graphs 9b. Straight-line graphs Unit 10: Transformations 10a. Transformations I: translations, rotations and reflections 10a. Transformations II: enlargements and combinations	Unit 11: Ratio and Proportion 11a. Ratio 11b. Proportion	Unit 12: Right Angle Triangles 12a. Right-angled triangles: Pythagoras and trigonometry Unit 13: Probability 13a. Probability I 13b. Probability II	Unit 14: Multiplicative Reasoning 14a. Multiplicative reasoning	Unit 15: Constructions, Loci and Bearings 15a. Plans and elevations 15b. Constructions, loci and bearings Unit 16: Quadratic equations and Graphs 16a. Quadratic equations: expanding and factorising 16b. Quadratic equations: graphs	Unit 17: Perimeter, Area and Volume 2 17a. Circles, cylinders, cones and spheres
Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning
Extracurricular activities			Key Resources / websites:		

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
8 Credit Unit (Options) Performing & Composing <ul style="list-style-type: none"> • 8 Credit Unit Work 	4 Credit Unit (Core) Listening & Understanding <ul style="list-style-type: none"> • 4 Credit Unit Work 	Xmas Performance <ul style="list-style-type: none"> • Preparing the Xmas performance 	Controlled Assessment Performing & Composing	Coursework Resubmissions Acting on Official Feedback from 4-Credit and 8-Credit Units	Album Performing <ul style="list-style-type: none"> • Theory (mastery) following the Theory Roadmap • Recording the Yr. 10 Album • Recording skills • Garage band • Garage band skills • Film music analysis • Reflecting on the year
Deeper Learning <ul style="list-style-type: none"> • Completing the recordings & compositions for coursework 	Deeper Learning <ul style="list-style-type: none"> • Proposed KS4 Showcase • Exploration of music of students' choice for coursework 	Deeper Learning <ul style="list-style-type: none"> • Christmas Concert performances • Potential House Song Competition 	Deeper Learning <ul style="list-style-type: none"> • Rockschool Roadshow • Composing to a given brief • Talent Show 	Deeper Learning	Deeper Learning <ul style="list-style-type: none"> • Recorded performances • Battle of the Bands • Crew for proposed KS3 Showcase • Film music analysis project homework • Talent Show • Summer Fayre

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.

Key Stage 4 Photography

Within Photography at Key Stage 4 students will build on prior knowledge and skills gained at Key Stage 3. They will broaden their knowledge by creating a sustained Portraiture project. They will develop ideas, exploring the subject matter using a variety of media. This provides all students with a solid foundation on which to build at Key Stage 5.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><u>Portraiture</u> Students will study the theme of Portraiture and look at historical and contemporary portraits. They will record their own portraits from observation, develop their own ideas and produce a final piece of work. They will develop skills when:</p> <ul style="list-style-type: none"> ● Carrying out research ● Analysing an image ● Recording ideas and observations ● Producing outcomes ● Digital manipulation ● Camera Settings 			<p><u>Chosen theme from past exam papers</u> Students will produce further independent work and record their own ideas and observations fuelled by the own research</p> <ul style="list-style-type: none"> ● 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 		
<p>Extracurricular 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 10
Focus - Leadership**

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

* 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

Year 10 assessment is based on theoretical knowledge, confidence to lead and attitude to learning.
 Students receive an ATL grade based on their motivation and ability to adapt to any situation, demonstrate confidence and use of leadership opportunities to get the highest possible grade.

Theory Content

Students should be working towards knowing:

- **Personality traits and sports that link**
- **Types of motivation**

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 10	Term 1 - Oct	Term 2 - Dec	Term 3 - Feb	Term 4 - Apr	Term 5 - May	Term 6 - July	
<p>Theory content for Year 10 is made of Paper 1 content including: Anatomy & Physiology, Training Types, Movement Analysis and more focus on exam questions.</p>							
	<p>Content Covered: Physical Training - Paper 1</p> <ul style="list-style-type: none"> • Health & wellbeing • Components of fitness • Fitness testing • Principles of training • Safety in sport • Training seasons 	<p>Content Covered: Movement Analysis - Paper 1</p> <ul style="list-style-type: none"> • Skeletal System • Muscular System • Types of Movement • Planes & Axes of Movement • Lever Systems • Mechanical Advantage 	<p>Content Covered: Anatomy & Physiology - Paper 1</p> <ul style="list-style-type: none"> • Structure of the heart • Cardiac Cycle • Gaseous Exchange • Respiration • Effects of Exercise <p>Data Analysis - Paper 1</p> <ul style="list-style-type: none"> • Collecting & presenting data • Interpreting & analysing data 				
	<p>Assessment: End of unit assessment</p>	<p>Assessment: End of unit assessment</p>	<p>Assessment: End of unit assessment Whole paper 1 practice PPE</p>				
	<p>Deeper Learning/Interleaving Practical tasks embedded into the theory lessons. Quizzes on previous paper topics every lesson to keep fresh in the mind. Flipped learning Practical lessons to strengthen understanding of theoretical content.</p>						
	<p>Practical - Focusing on moderation drills activities that students would need to demonstrate for their practical marks. Netball & Trampolining 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>
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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
Crime <ul style="list-style-type: none"> Local crime Knife crime County Lines Gangs Reasons behind why people resort to crime 	RSE Pregnancy, abortion, parenting skills <ul style="list-style-type: none"> Contraception Conception & Pregnancy / Teenage The law Pregnancy choices Abortion Young Parents, what kind of family are you? Job description for a parent! Costs of parenting – lists/spending Day in the life of a baby 	Domestic Violence and prep for work experience, expectations, health & safety <ul style="list-style-type: none"> What is abuse? Facts and effects Effect on welfare and development Denial, minimisation and blame What's gender got to do with it? Positive/negative Relationships	Refugees <ul style="list-style-type: none"> Laws Migration vs Immigration Reasons for migrating Case studies 	Mental health and Mindfulness <ul style="list-style-type: none"> OCD Eating Disorders Stress Anxiety Coping with depression Relaxation/Visualisation .B 	Careers Unit: Into Work! <ul style="list-style-type: none"> Personal Qualities / Self-awareness Challenging Stereotypes: Equal Opportunities Local labour market and work legislation- Applying for work and writing a CV
Deeper learning MET Police talk on knife crime	Deeper learning Outside visitor – LVA charity deliver three sessions contraception				

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 Miika'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>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>Islam Practices</p> <p>Five Pillars of Sunni * Shi'a Islam</p> <p>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 Jihad- Greater and Lesser <p>Theme A: Relationships and Families</p> <p>Sex, Marriage & Divorce</p> <ul style="list-style-type: none"> Christian teachings about human sexuality Sexual relationships before and outside marriage Contraception and family planning Religious teachings about marriage Divorce and remarriage Nature and purpose of families Christian beliefs about gender equality 	<p>Theme A: Relationships and Families</p> <p>Families and Gender Equality</p> <ul style="list-style-type: none"> The nature of families including: <ul style="list-style-type: none"> The role of parents & children Extended families and the nuclear family The purpose of families; procreation, stability and the protection of children, educating children in a faith Contemporary family issues including: - <ul style="list-style-type: none"> Same-sex parents Polygamy The roles of men and women Gender equality Gender prejudice and discrimination <p>Theme D: Peace and Conflict</p> <ul style="list-style-type: none"> Religion, Violence, Terrorism & War <ul style="list-style-type: none"> Peace Justice Forgiveness Reconciliation Violence, including violent protest Reasons for war The just war theory 	<p>Theme D: Peace and Conflict</p> <ul style="list-style-type: none"> Religion, Violence, Terrorism & War <ul style="list-style-type: none"> Peace Justice Forgiveness Reconciliation Violence, including violent protest Reasons for war The just war theory Religion and Belief in 21st Century Conflict <ul style="list-style-type: none"> Religion & belief as a cause of war & violence in the contemporary world Nuclear weapons The use of weapons of mass destruction Religion & peace-making in the contemporary world <p>Religious responses to the victims of war</p>	<p>Theme E: Religion, crime and punishment</p> <ul style="list-style-type: none"> Good and evil intentions and actions, including whether it can ever be good to cause suffering. Reasons for crime, including: <ul style="list-style-type: none"> poverty and upbringing -mental illness and addiction -greed and hate -opposition to an unjust law. Views about people who break the law for these reasons. The aims of punishment, including: - <ul style="list-style-type: none"> Retribution Deterrence Reformation. The treatment of criminals, including: <ul style="list-style-type: none"> Prison corporal punishment Community service. Forgiveness. The death penalty. <p>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life</p>

			<ul style="list-style-type: none"> o Holy war o Pacifism ● Religion and Belief in 21st Century Conflict o Religion & belief as a cause of war & violence in the contemporary world o Nuclear weapons o The use of weapons of mass destruction o Religion & peace-making in the contemporary world <p>Religious responses to the victims of war</p>		
Deeper Learning / Transition <ul style="list-style-type: none"> ● History of Islam ● Key Language ● Life and Times of the Prophets 	Deeper Learning <ul style="list-style-type: none"> ● Hajj Experience 				Deeper Learning Capital Punishment- does it work?
<u>Extracurricular Activities</u>			<u>Key Resources / websites</u> <u>Google classroom – topic classrooms, BBC bitesize and GCSE pod</u>		

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 focuses 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
Biology Natural Selection & Genetic Modification <ul style="list-style-type: none"> Evidence for human evolution Darwin's theory Classification Breeds and varieties Genes in agriculture and medicine Health, disease and the development of medicines <ul style="list-style-type: none"> Health and disease Non-communicable diseases Cardiovascular disease Pathogens Spreading pathogens Physical and chemical barriers The immune system Antibiotics Plant structures and their functions <ul style="list-style-type: none"> Photosynthesis Factors that affect photosynthesis Core practical – Light intensity and photosynthesis Absorbing water and mineral ions Transpiration and translocation Animal coordination, control and homeostasis <ul style="list-style-type: none"> Hormones Hormonal control of metabolic rate The menstrual cycle Hormones and the menstrual cycle Control of blood glucose Type 2 diabetes 		Chemistry Acids and alkalis <ul style="list-style-type: none"> Acids, alkalis and indicators Looking at acids Base and salts Core practical – Preparing copper sulfate Alkalis and balancing equation Core practical – Investigating neutralization Alkalis and neutralization Reactions of acids with metals and carbonates Solubility Calculations involving masses <ul style="list-style-type: none"> Masses and empirical formulae Conservation of mass Moles Electrolytic processes ,Obtaining and using metals, Reversible reactions & equilibria <ul style="list-style-type: none"> Electrolysis Core practical – Electrolysis of copper sulfate solution Products from electrolysis Reactivity Ores Oxidation and reduction Life cycle assessment and recycling Dynamic equilibrium Groups in the periodic table ,Rates of reaction and Heat energy changes in chemical reactions <ul style="list-style-type: none"> Group 1 Group 7 Halogen reactivity Group 0 Rates of reaction Factors affecting reaction rates Core practical – Investigating reaction rates Catalysts and activation energy Exothermic and endothermic reactions Energy changes in reactions (Triple Science: Transition metals, alloys, chemical cells and fuel cells)		Physics Light & electromagnetic spectrum <ul style="list-style-type: none"> Electromagnetic waves Core practical – Investigating refraction The electromagnetic spectrum Using the long wavelengths Using the short wavelengths EM radiation dangers Radioactivity <ul style="list-style-type: none"> Atomic models Inside atoms Electrons and orbits Background radiation Types of radiation Radioactive decay Half-life Dangers of radioactivity Energy-forces doing work and Forces and their effects <ul style="list-style-type: none"> Work and power Objects affecting each other Vector diagrams (Triple Science: Astronomy)	

<p>Deeper learning</p> <ul style="list-style-type: none"> • The work and life of Charles Darwin • How drugs are made – Preclinical and clinical trials 	<p>Deeper learning</p> <ul style="list-style-type: none"> • British science week activities • Metal uses and recycling • Life cycle assessment of materials 	<p>Deeper learning</p> <ul style="list-style-type: none"> • Developing practical skills • How does a Nuclear powerplant work?
<p>Extra-curricular activities</p> <p>Science club Robotics club</p>		<p>Key Resources / websites</p> <p>GCSEPod BBC Bitesize Activelearn Google classroom</p>

Technology & Textiles

Curriculum Intent

Intent for the Curriculum:

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

<p>Environment – Wendy Dolan</p> <ul style="list-style-type: none"> • Artist research, mood board and drawing • Textiles response in the style of Wendy Dolan, layering, colour blending and machine embroidery • Critical analysis of all work, explaining use of artist inspiration <p>Visual elements: colour, texture and line</p>	<p>Environment – Mary Bryning</p> <ul style="list-style-type: none"> • Artist research, mood board and drawing • Textiles response in the style of Mary Bryning, mixed media, applique and embroidery • Critical analysis of all work, explaining use of artist inspiration <p>Visual elements: colour and texture</p>	<p>Environment – Lucy Levenson</p> <ul style="list-style-type: none"> • Artist research, mood board and drawing • Card collage • Textiles response in the style of Lucy Levenson, applique and machine embroidery • Critical analysis of all work, explaining use of artist inspiration <p>Visual elements: pattern and colour</p>	<p>Environment – Alison Whateley</p> <ul style="list-style-type: none"> • Artist research, mood board and drawing • Textiles response in the style of Alison Whateley, layering patchwork and embroidery • Critical analysis of all work, explaining use of artist inspiration <p>Visual elements: colour and texture</p>	<p>Environment – Moy Mackay</p> <ul style="list-style-type: none"> • Artist research, mood board and drawing • Oil pastel drawing • Textiles response in the style of Moy Mackay, wet felting and needle felting • Critical analysis of all work, explaining use of artist inspiration <p>Visual elements: colour, texture and line</p>	<p>Environment - Rachel Derstine</p> <ul style="list-style-type: none"> • Artist research, mood board and drawing • Textiles response in the style of Rachel Derstine, quilting • Critical analysis of all work, explaining use of artist inspiration <p>Visual elements: form</p> <p>Consolidation</p> <ul style="list-style-type: none"> • Initial ideas • Production of cushion combining techniques and artist inspiration
<p>Extracurricular Activities Museum visit - TBC</p>			<p>Key Resources / websites Pinterest https://www.wendydolan.co.uk/ Layer stitch and paint https://www.bryningart.co.uk/about.html http://www.lucylevenson.com/ https://alisonwhateleydesign.co.uk/ https://www.moymackaygallery.com/ The Art of Moy Mackay https://rachelderstinedesigns.com/</p>		