



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



**Brentford School for Girls**  
**Year 11 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

## Academic Mentoring

### Curriculum Intent

To provide support and guidance for all students to ensure student wellbeing and preparation for GCSE exams and the pressures of year 11

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Introduction to AC Lessons</b> <ul style="list-style-type: none"> <li>• Why we have AC lessons and what how they help support</li> </ul> <b>Preparing for PPE 1</b> <ul style="list-style-type: none"> <li>• Forming Revision Timetables</li> <li>• Understanding learning styles and how to revise</li> <li>• Coping with pressure of PPEs</li> </ul>	<b>Preparing Revision Materials</b> <ul style="list-style-type: none"> <li>• Planning for effective use of AC lessons</li> <li>• Consolidating learning</li> </ul>	<b>Preparing for PPE 2</b> <ul style="list-style-type: none"> <li>• Revisiting forming Revision Timetables</li> <li>• Revisiting learning styles and how to revise</li> <li>• Revising coping with pressure of PPEs</li> </ul>	<b>Preparing Revision Materials</b> <ul style="list-style-type: none"> <li>• Planning for effective use of AC lessons</li> <li>• Consolidating learning</li> </ul>	<b>Preparing Revision Materials</b> <ul style="list-style-type: none"> <li>• Planning for effective use of AC lessons</li> <li>• Consolidating learning</li> </ul>	
<b>Deeper Learning</b> Writing Revision Timetable VAK Learning Styles Testing	<b>Deeper Learning</b> Producing a portfolio or revision materials	<b>Deeper Learning</b> Writing Revision Timetable Organisation Skills Wellbeing	<b>Deeper Learning</b> Producing a portfolio or revision materials	<b>Deeper Learning</b> Producing a portfolio or revision materials	

# 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

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.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Consolidation of Pop Art and Portraiture Projects.</b> <ul style="list-style-type: none"><li>● FIT tasks and revisiting of old work.</li><li>● Completion of any outstanding work</li><li>● Skills development through practice</li></ul>		<b>Externally Set Assignment</b> Hand out exam paper set by the exam board Set tasks as lead up to different questions. Students will follow the same procedure for deeper learning as that covered in years 7-10 and individually carry out task which are regarded as deeper learning			
<b>Deeper Learning</b> <ul style="list-style-type: none"><li>● Individual Students will research an artists or art movements with their theme.</li><li>● They will carry out analysis and research that is based on multiple sources.</li><li>● Annotation and exploration demonstrated understanding and meaningful insights.</li><li>● Gallery visits will help build appreciate and understanding of the significance of artists and artworks.</li></ul>					

## 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 21<sup>st</sup> 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
<b>Finance</b> <ul style="list-style-type: none"><li>• Sources of Finance</li><li>• Revenue &amp; Costs</li><li>• Profit &amp; Loss Accounts</li><li>• Cash Flow</li><li>• Financial performance Analysis</li></ul>		<b>Revision/Exam Preparation</b> <ul style="list-style-type: none"><li>• Business Activity</li><li>• Marketing</li><li>• Business Operations</li></ul>		<b>Business/Exam Preparation</b> <ul style="list-style-type: none"><li>• Human Resources</li><li>• Influences on Business</li><li>• Finance</li></ul>	
<b>Deeper Learning</b> <ul style="list-style-type: none"><li>• Business Plan Final Stage – Forecasting Financial Performance</li><li>• Business Plan Displays</li></ul>					

# Drama

## Curriculum Intent

### In Drama we aim to:

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

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

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b><u>Component 2: performance of a text</u></b> <ul style="list-style-type: none"> <li>• Explore and stage the play</li> <li>• Reflect on use of characterisation and development</li> <li>• Explore the use of performance skills within the play</li> <li>• Analyse the intent for performance for each character.</li> </ul>		<b><u>Recap of set text:</u></b> <ul style="list-style-type: none"> <li>• Study of a play's themes and issues</li> <li>• Study of writers' intentions and influences</li> <li>• Exploration of personal vision for performance</li> <li>• Exploration of designer, director and actors' roles</li> <li>• Critical evaluation of the performance's forms.</li> </ul>	<b><u>Recap of Theatre review:</u></b> <ul style="list-style-type: none"> <li>• Evaluating a performance using all performance techniques</li> <li>• Analysis of directors' decisions and impact.</li> <li>• Understand the impact of the audience of a performance.</li> <li>• Introduction of practitioner design influence.</li> <li>• Understanding of staging and set</li> </ul>	Exam Preparation	
Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning

# English

## Curriculum Intent

English Curriculum Intent:

- 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
<b>Language Reading &amp; Writing Skills</b>  <b>English Language Paper 1 Sections A &amp; B (Sources 1-5)</b>  Explorations in Creative Reading and Writing	<b>English Language Paper 2 Section A &amp; B (Sources 1-4)</b>  Writers' Viewpoints and Perspectives – two linked texts	<b>English Language Paper 2 Section A &amp; B (Sources 1-4)</b>  Writers' Viewpoints and Perspectives – two linked texts	<b>(Revise) English Language Paper 1 Section A &amp; B (Sources 6-9)</b>  <b>Spoken Language – Link to Paper 2 Section B</b> Provide opportunities to practise.	<b>Language Revision Focus – Sections A and B:</b> <ul style="list-style-type: none"> <li>• <b>Paper 1:</b> Explorations in Creative Reading and Writing</li> <li>• <b>Paper 2:</b> Writers' Viewpoints and Perspectives</li> </ul>	<b>English (AQA)</b>
	<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Walking Talking Mock with AFL on exemplars from AQA (prior to PPE1).</li> <li>• Research and create revision resources for genre and style</li> </ul>	<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Walking Talking Mock with AFL on exemplars from AQA (prior to PPE1).</li> <li>• Research and create revision resources for genre and style</li> </ul>	<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Revision Conference</li> <li>• Walking-talking mock with AQA exemplars.</li> </ul>		

## 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 worldview. 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
<p><u>Crime/Thriller option (too completion)</u>  <b>Rebel without a Cause</b>  <b>Ferris Bower's Day Off</b>            Focus on comparison: <b>genre, narrative</b> and <b>context</b> in addition to key elements of film form.</p> <p>Develop skills in longer answers (10, 15, 20 mark questions)  <b>Film Timeline</b></p> <p><b>Component 3:</b> review and complete NEA (screenplay/shooting script 20%)</p> <p>NEA productions (TBA)</p>	<p>PPE            Component 2 + Component 1 (sections A&amp;B only)            US independent film: <b>Whiplash</b>            Focus: key elements, specialised writing</p> <p>Completion of <b>Component 3:</b> film production edit/final screenplay/shooting script (20%)</p> <p>Writing evaluations - first draft (10%)</p>	<p>Revision of CP1:UK, English language and global films in another language.</p> <p>Re-screenings (partial):</p> <ul style="list-style-type: none"> <li>• <b>Attack the Block</b></li> <li>• <b>Slumdog Millionaire</b></li> <li>• <b>Wadjda/Let The Right One In</b></li> </ul> <p>Analysis and test questions</p> <p><b>Component 3:</b> NEA Evaluations (re-draft to competition)</p> <p>BFI study day (TBC)</p>	<p>Component 1 revision:</p> <p>Hollywood and US Independent film:</p> <p>re-screenings (partial)</p> <ul style="list-style-type: none"> <li>• <b>Rebel</b></li> <li>• <b>Ferris Bower</b></li> <li>• <b>Whiplash</b></li> </ul> <p>Analysis and test questions</p> <p>Submit NEA</p>	<p>Revision and exams (2 x 1.5 hours)</p>
<ul style="list-style-type: none"> <li>• <b>Deeper learning:</b></li> <li>• Film History and wider contextual knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developing critical thinking in relation to specialist writing.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Application of skills, wider contextual knowledge and appreciation of diversity</li> </ul>	<p><b>Exam skills</b></p>	
Extra-Curricular activities: autumn term NEA - film production, refining screenplays			Key resources / websites: <a href="#">GCSE - BRENTFORD FILM STUDIES DEPARTMENT (weebly.com)</a>	



## 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
<u>Module 7: Bon travail</u> <ul style="list-style-type: none"><li>• : Point de départ</li><li>• Qu'est-ce que tu voudrais faire?</li><li>• Mon avenir</li><li>• Les langues sont un atout!</li><li>• Mon petit boulot</li><li>• C'était une bonne experience?</li><li>• <b>Preparation for PPEs</b></li></ul>		<u>Module 8: Un oeil sur le monde</u> <ul style="list-style-type: none"><li>• Point de départ</li><li>• Notre planète</li><li>• Protéger l'environnement</li><li>• D'où vient ton tee-shirt?</li><li>• Je suis solidaire</li><li>• Les grands événements</li></ul>	Speaking Exam Preparation	Revision & Consolidation – listening, reading and writing exams.	
<b>Deeper Learning</b> <ul style="list-style-type: none"><li>• Why are languages important? How can we use German in our futures?</li><li>• Applying for jobs French-speaking countries</li></ul>		<b>Deeper Learning</b> <ul style="list-style-type: none"><li>• Festivals and events in French speaking countries.</li><li>• World-wide events/ bringing the world together</li></ul>			
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
<b>Investigating physical &amp; human environments—field work:</b> <ul style="list-style-type: none"> <li>- Purpose of investigation</li> <li>- Methods of data collection</li> <li>- Risk assessment</li> <li>- Presentation of data</li> <li>- Analysis of data</li> <li>- Conclusions</li> <li>- Evaluation</li> </ul> <b>Weather</b> <b>Key idea 2.5:</b> Tropical cyclones are extreme weather events that develop under specific conditions and certain locations. <b>Key idea 2.6:</b> There are various impacts of and responses to natural hazards caused by tropical cyclones depending on a country's level of development. <b>Key idea 2.7:</b> The causes of drought are complex with some locations more vulnerable than others. <b>Key idea 2.8:</b> The impacts of and responses to, drought vary depending on a country's level of development	<b>Paper 1 Revision</b> Ecosystems, Biodiversity and Management River Landscapes	<b>Paper 1 Revision</b> Coastal landscapes <b>UK Challenges</b> <b>Key idea 8.1</b> The UK's resource consumption and environmental sustainability challenge <b>Key idea 8.2</b> The UK settlement, population and economic challenges <b>Key idea 8.3</b> The UK's landscape challenges <b>Key idea 8.4</b> The UK's climate change challenges	<b>Revision</b> <b>Paper 2 Content</b> Changing Cities Global development Water and resource management	<b>Revision</b>	
<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Hurricane Sandy case study</li> </ul> Namibia case study	<b>Deeper Learning</b>	<b>Deeper Learning</b>	<b>Deeper Learning</b>	<b>Deeper Learning</b>	
<b>Extra Curricular activities</b>			<b>Key resources / websites</b> BBC Bitesize Seneca learning		

## 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
<u><b>Module 7: Rund um die Arbeit</b></u> <ul style="list-style-type: none"><li>• Arbeiterinnen und Arbeiter</li><li>• : Berufsbilder</li><li>• mein Berufsprofil</li><li>• Traum und Wirklichkeit</li><li>• Sprachen öffnen Türen</li><li>• <b>Preparation for PPEs</b></li></ul>	<u><b>Module 8: Eine wunderbare Welt</b></u>  Festivals und Events Der Berlin Marathon Die Olympischen Winterspiele Der Eurovision Song Contest Umwelt macht grüner Wie werden wir grüner? Kampagnen und gute Zwecke	Speaking Exam Preparation	Revision & Consolidation – listening/ reading/ writing exams	Revision & Consolidation - listening/ reading/ writing exams	
<b>Deeper Learning</b> <ul style="list-style-type: none"><li>• Why are languages important?</li><li>• How can we use German in our futures?</li><li>• Applying for jobs in German-speaking countries.</li></ul>	<b>Deeper Learning</b> <ul style="list-style-type: none"><li>• Festivals and events in German speaking countries.</li><li>• World-wide events/ bringing the world together.</li></ul>				
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 21<sup>st</sup> 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
<b>Component 3: Health and Wellbeing</b> <b><i>Learning Aim A: Factors that affect health and wellbeing</i></b> Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to, and extends, knowledge and understanding of life events covered in Component 1, but here the focus is on health and wellbeing.		<b>Component 3: Health and Wellbeing</b> <b><i>Learning Aim B: Interpreting health indicators</i></b> Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. Lifestyle indicators Learners will interpret lifestyle data in relation to risks posed to physical health.		<b>Component 3: Health and Wellbeing</b> <b><i>Learning Aim C Person- centred health and wellbeing improvement plans</i></b> Health and wellbeing improvement plans Learners will explore the features of health and wellbeing improvement plans. It links to, and consolidates, knowledge and understanding from Component 2, specifically support services and also care values in terms of the need for a person-centred approach.  Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.	

# 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

to help develop skills and competencies which students can apply in the wider world					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>CONFLICT AND TENSION BETWEEN EAST AND WEST 1945 – 1972</b> <ul style="list-style-type: none"><li>● Attitudes and ideologies</li><li>● Yalta and Potsdam</li><li>● Division of Germany</li><li>● Effects of the atomic bomb on post war relations</li><li>● Soviet expansion in eastern Europe</li><li>● Truman Doctrine and Marshall Plan</li><li>● Cominform / Comecon and Yugoslavia</li><li>● Berlin blockade and airlift</li><li>● Communism in China – USSR’s support for Mao</li><li>● Korean war</li><li>● Vietnam</li><li>● Arms Race / Space Race 1950s / 1960s</li><li>● NATO / Warsaw Pact</li><li>● Hungary 1956 – Nagy’s reforms and Soviet response</li><li>● The thaw / peaceful coexistence</li><li>● U2 – and its impact</li><li>● The Berlin Wall</li></ul>		<b>CONFLICT AND TENSION BETWEEN EAST AND WEST 1945 – 1972</b> <ul style="list-style-type: none"><li>● Castro’s revolution in Cuba, US concerns and Bay of Pigs</li><li>● Cuban Missile crisis</li><li>● Roles of Castro / Kennedy and Khrushchev</li><li>● Dubcek and Prague Spring</li><li>● USSR’s response and impact on East West relations</li><li>● Brezhnev Doctrine</li><li>● Détente – SALT and Helsinki - Soviet record on human rights</li><li>● Role of Brezhnev and Nixon</li></ul>		Revision	
Extra Curricular activities			Key resources / websites <ul style="list-style-type: none"><li>● <a href="https://www.johndclare.net/cold_warA1.htm">https://www.johndclare.net/cold_warA1.htm</a></li><li>● <a href="https://www.johndclare.net/cold_warB1.htm">https://www.johndclare.net/cold_warB1.htm</a></li><li>● GCSE Pod</li></ul>		

# Mathematics

## Curriculum Intent

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Sets 1, 2 and 3 (Higher)</b>					
<b>Unit 18: Vectors and Geometric Proof</b> 18a. Vectors and geometric proof	<b>Unit 19: Proportions and Graphs</b> 19a. Reciprocal and exponential graphs; Gradient and area under graphs 19b. Direct and inverse proportion	Focussed Revision time and Exam preparation	Focussed Revision time and Exam preparation	Exams	Exams
<b>Set 4 and 5 (Foundation)</b>					
<b>Unit 18: Fractions, Indices and Standard Form</b> 18a. Fractions and reciprocals 18b. Indices and standard form  <b>Unit 19: Congruence, Similarity and Vectors</b> 19a. Similarity and congruence in 2D 19b. Vectors	<b>Unit 20: More Algebra</b> 20a. Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations	Focussed Revision time and Exam preparation	Focussed Revision time and Exam preparation	Exams	Exams
Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning
Extra Curricular 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
<b>Film Studies Composing Collab</b>  <b>Composing</b> <ul style="list-style-type: none"> <li>• Film composing to briefs from HL's class</li> <li>• Garage band skills</li> <li>• Chords, key and melody</li> <li>• Structure</li> <li>• Texture</li> <li>• The details - articulation, dynamics...</li> <li>• Matching a composition to a brief</li> <li>• Film music analyses</li> </ul>		<b>Christmas Prep</b>  <b>Performing</b> <ul style="list-style-type: none"> <li>• Creating the Year 11 concert performance</li> <li>• Rehearsal Skills (solo and as a group)</li> <li>• Putting together a quality performance</li> <li>• Staging</li> <li>• Coping with nerves</li> <li>• Ensemble and leadership skills</li> <li>• Revision of tech set-up</li> <li>• - Communication strategies</li> </ul>	<b>Theory</b>  Students choose between working on: - <ul style="list-style-type: none"> <li>• Theory Revision</li> <li>• Practical Exams</li> </ul>	<b>Revision</b>  Theory revision for those doing a grade exam	
<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Composing to a brief for real film trailers</li> <li>• Performances or acting as crew at KS4 Showcase</li> <li>• - Proposed Soundcloud recordings</li> </ul>		<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>• Tech support and perform at Christmas Concert</li> <li>• Proposed House Song Competition</li> <li>• Performing in lessons</li> <li>• Proposed Soundcloud recordings/ performances</li> </ul>	<b>Deeper Learning</b> Talent Show	<b>Deeper Learning</b>	

# 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
<b>Chosen theme from past exam papers</b> Students will produce further independent work and record their own ideas and observations fuelled by the own research <ul style="list-style-type: none"><li>To gain an understanding of the work of the photographers and their style of work</li><li>To gain knowledge of how to compose a image</li><li>To learn how to record observations and ideas</li><li>To learn the techniques used by photographers</li></ul>			<b>Hand out exam paper set by the exam board</b> Set still-life tasks as lead up to different questions		
<b>Extracurricular activities</b>  The Photography Studio is open after school on some days for students to complete photoshoots and continue working			<b>Key resources / websites</b> 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		



Core PE Year 11 Focus - Healthy, Active Lifestyle						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11 PE is all about healthy lifestyles and adopting choice into the students' lessons. Lessons can vary in terms of content due to student interest and motivation and the use of GCSE students to lead certain lessons. Year 11 students only have one lesson of PE a week.						
	<b>Sports Covered:</b> <ul style="list-style-type: none"> <li>Ultimate Frisbee</li> <li>Football</li> </ul>	<b>Sports Covered:</b> <ul style="list-style-type: none"> <li>Badminton</li> <li>Fitness</li> </ul>	<b>Sports Covered:</b> <ul style="list-style-type: none"> <li>Rugby</li> <li>Volleyball</li> </ul>	<b>Sports Covered:</b> <ul style="list-style-type: none"> <li>Handball</li> <li>Netball</li> </ul>	<b>Sports Covered:</b> <ul style="list-style-type: none"> <li>Rounders</li> </ul>	<b>Sports Covered:</b> <ul style="list-style-type: none"> <li>Cricket</li> </ul>
* Sports may change depending on weather/space available/timetable availability						
<b>Deeper Learning</b> 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.						
<b>Assessment</b> Year 11 assessment is based 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.						
<b>Theory Content</b> Students should be working towards knowing: <ul style="list-style-type: none"> <li>Effects of a healthy, active lifestyle</li> <li>What affects participation in physical activity</li> <li>Immediate/Long term effects of exercise</li> </ul> This knowledge is used amongst basic skills and ability to provide a holistic grade for each sport.						
<b>Extra Curricular Activities</b> 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.			<b>Key Resources/Websites</b> Journal PACE sheet - what have I achieved this term?			

## GCSE PE

Year 11	Term 1 - Oct	Term 2 - Dec	Term 3 - Feb	Term 4 - Apr	Term 5 - May
Theory content for Year 11 is made of a mixture of Paper 1 and Paper 2 content with a heavy emphasis on long answer questions for exams as well as building in opportunities for active revision and leadership/flipped learning.					
	<b>Content Covered:</b> Personal revision or coursework update if needed.  <b>Long Answer Question</b> <ul style="list-style-type: none"> <li>Model and write long answer exam questions</li> </ul>	<b>Content Covered:</b> Paper 2 - Revision <ul style="list-style-type: none"> <li>RAG rate content to identify weaker areas</li> <li>Revision lessons</li> </ul>	<b>Content Covered:</b> Paper 1 - Revision <ul style="list-style-type: none"> <li>RAG rate content to identify weaker areas</li> <li>Revision lessons</li> </ul>	<b>Content Covered:</b> <ul style="list-style-type: none"> <li>Revision based learning</li> <li>Personal revision</li> <li>Group revision</li> <li>Revision tool creation</li> </ul>	
	<b>Assessment:</b> Long answer question marks	<b>Assessment:</b> Topic tests for Paper 2	<b>Assessment:</b> Topic tests for Paper 1	<b>Assessment:</b> Full papers Walking talking mock papers	
	<b>Deeper Learning/Interleaving</b> Questions to include paper 1 content Flipped learning and research tasks Student deliver research to aid revision				
	<b>Practical - Moderation practice</b> Each lesson should focus on an area that needs working on for moderation. Work way through the set criteria for each sport to cement skills, knowledge and understanding of the drills needed to get the highest arks possible.				
<b>Extra Curricular Activities</b> 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. Revision and booster sessions for different ability groups based on data.		<b>Key Resources/Websites</b> Google Classroom BBC Bitesize GCSE Pod Seneca Learning			

## 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
Mental health and Resilience (exam stress)	Post-16 Applying for 6 <sup>th</sup> form, writing letters	Study Skills /Revision Organisation Planning <ul style="list-style-type: none"><li>• Revising</li></ul>			

## RE - Curriculum Intent

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Theme F Religion, human rights &amp; Social Justice</b> <b>Wealth and poverty</b> <ul style="list-style-type: none"> <li>the right attitude to wealth The responsibilities of wealth, including the duty to tackle poverty and its causes. It will explore fair pay excessive interest on loans</li> <li>Exploitation of the poor / people trafficking</li> <li>Giving money to the poor.</li> <li>The responsibilities of those living in poverty to help themselves overcome the difficulties they face.</li> <li>Charity, including issues related to giving money to the poor.</li> </ul> <b>Theme D Religion Peace &amp; Conflict</b> <ul style="list-style-type: none"> <li>Introduction to religion peace and conflict</li> <li>Violent Protest and Terrorism</li> <li>Reasons for War</li> <li>Just War Theory</li> <li>Nuclear War &amp; WMD</li> <li>Holy War</li> <li>Pacifism</li> </ul>	<b>Revision of Christian Beliefs &amp; Practices identified by PLCs</b>  <b>Revision activities will include:</b> <ul style="list-style-type: none"> <li><b>Marking model answers</b></li> <li><b>Writing their own exam papers</b></li> <li><b>Presentations</b></li> <li><b>Debates</b></li> <li><b>Quizzes</b></li> <li><b>Preparing revision materials</b></li> <li><b>Walking talking mocks</b></li> <li><b>Independent learning using the Topic Classrooms</b></li> </ul>	Revision of Theme A & E.	Revision of Islamic Beliefs & Practices	Revision identified by PLCs	
<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>Rashford Documentary</li> <li>Walker documentary</li> </ul>	<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>Escape rooms</li> <li>Practice exam papers</li> </ul>				
<b>Extra Curricular activities:</b> Rashford Documentary, Watch 'Selma'			<b>Key resources / websites:</b> <a href="#">GCSE Learning and Revision</a>   <a href="#">GCSEPod</a> , <a href="#">GCSE Religious Studies - AQA</a> - <a href="#">BBC Bitesize</a>		

# 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
<b>Biology</b>  <b>Exchange &amp; transport in animals</b> <ul style="list-style-type: none"><li>• Efficient transport and exchange</li><li>• The circulatory system</li><li>• The heart</li><li>• Cellular respiration</li><li>• Core practical – Respiration rates</li></ul> <b>Ecosystems &amp; material cycles</b> <ul style="list-style-type: none"><li>• Ecosystems</li><li>• Abiotic factors and communities</li><li>• Core practical – Quadrats and transects</li><li>• Biotic factors and communities</li><li>• Parasitism and mutualism</li><li>• Biodiversity and human</li><li>• Preserving biodiversity</li><li>• The water cycle</li><li>• The carbon cycle</li><li>• The nitrogen cycle</li></ul>		<b>Chemistry</b>  <b>Fuels ,Earth &amp; atmospheric science</b> <ul style="list-style-type: none"><li>• Hydrocarbons in crude oil and natural gas</li><li>• Fractional distillation of crude oil</li><li>• The alkane homologous series</li><li>• Complete and incomplete combustion</li><li>• Combustible fuels and pollution</li><li>• Breaking down hydrocarbons</li><li>• The early atmosphere</li><li>• The changing atmosphere</li><li>• The atmosphere today</li><li>• Climate change</li></ul> <b>(Triple science: Hydrocarbons, Alcohols and carboxylic acids, Polymers, Qualitative analysis, Bulk and surface properties of matter).</b>		<b>Physics</b>  <b>Electricity &amp; Circuits</b> <ul style="list-style-type: none"><li>• Electricity circuits</li><li>• Current and potential difference</li><li>• Current, change and energy</li><li>• Resistance</li><li>• More about resistance</li><li>• Core practical – Investigating resistance</li><li>• Transferring energy</li><li>• Power</li><li>• Transferring energy by electricity</li><li>• Electrical safety</li></ul> <b>Magnetism &amp; the Motor effect and Electromagnetic induction</b> <ul style="list-style-type: none"><li>• Magnets and magnetic fields</li><li>• Electromagnetism</li><li>• Magnetic forces</li><li>• Transformers</li><li>• Transformers and energy</li></ul> <b>Particle model &amp; Forces and Matter</b> <ul style="list-style-type: none"><li>• Particles and density</li><li>• Core practical – Investigating densities</li><li>• Energy and change of state</li><li>• Energy calculations</li><li>• Core practical – Investigating water</li><li>• Gas temperature and pressure</li><li>• Bending and stretching</li><li>• Core practical – Investigating springs</li><li>• Extensions and energy transfer</li></ul> <b>(Triple science: Static electricity)</b>	
<b>Deeper learning</b> <ul style="list-style-type: none"><li>• Investigating Photosynthesis</li><li>• Using field-work techniques –Quadrats and Transects</li><li>• Humans and Biodeiversity</li></ul>		<b>Deeper learning</b> <ul style="list-style-type: none"><li>• British science week activities</li><li>• Fuels and pollution</li><li>• Fuels for cars</li><li>• Global warming</li></ul>		<b>Deeper learning</b> <ul style="list-style-type: none"><li>• Building electric circuits</li><li>• Electrical safety</li><li>• The National Grid</li><li>• Measuring the density of different materials</li></ul>	
<b>Extra curricular activities</b> Science club Robotics club			<b>Key Resources / websites</b> GCSEPod BBC Bitesize Activelearn Google classroom		

## 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.

Personal investigation -Student led <ul style="list-style-type: none"> <li>• Brainstorming ideas</li> <li>• Drawing</li> <li>• Artist research, analysis and practical response</li> <li>• Exploration and development of techniques</li> <li>• Critical analysis of work</li> </ul>	Personal investigation -Student led <ul style="list-style-type: none"> <li>• Design and make a final piece incorporating elements from the previous work.</li> <li>• Annotate and evaluate final piece, explain processes, use of visual elements, links with prior work and artists work.</li> </ul>	Externally Set Assignment -Student led <ul style="list-style-type: none"> <li>• Brainstorming ideas</li> <li>• Drawing</li> <li>• Artist research, analysis and practical response</li> <li>• Exploration and development of techniques</li> <li>• Critical analysis of work</li> </ul>	Externally Set Assignment <ul style="list-style-type: none"> <li>• Design and plan for a final piece, exploring techniques and incorporating elements from the previous work.</li> <li>• Annotate all work to make links explicit</li> </ul>	Exam - Make the final piece incorporating elements from previous work, clearly showing link with artists work
<b>Extra-Curricular activities</b>			<b>Key resources / websites</b> Pinterest	