



BRENTFORD SCHOOL FOR GIRLS
BRENTFORD 6th FORM

Brentford School for Girls
Year 7 Curriculum Guide
2024-2025

Brentford School for Girls Vision

IMAGINE THE FUTURE BRENTFORD GIRL...

- She thrives on challenge and has a desire to fulfill her learning potential;
- she is able to think independently and is confident in her social and academic capability;
- she is emotionally aware and emotionally intelligent;
- she is capable and dependable;
- she is resourceful and inquisitive;
- she embraces the technological world as a global village and is ready to interact with others in the local and worldwide community;
- she accepts the welfare of others as her responsibility;
- she understands the need for sustainable living both locally and globally;
- she is ready for life in the future – whatever that may be.
- She is the centre of our vision and will remain the very core of our being and purpose.

Brentford School for Girls Curriculum Aims

- To engage all students, developing / providing inquisitive and reflective learning.
- To provide flexible approaches allowing students to be ambitious, courageous and confident in their learning.
- To provide personalised provision for all students on a formal and informal basis.
- To provide a breadth of learning experience for all students.
- To provide girls with skills for life.
- Inspire a thirst for learning
- Allow girls to follow appropriate pathways to achieve their desired goal
- Provide a breadth of learning experience reflecting the multi-cultural and technological world
- Enable students to become skilled 21st century citizens

The 3-Year GCSE – a Rationale

At BSfG we start GCSEs in Year 9. The objectives of this decision were: -

- To enable more time to develop the necessary skills and knowledge to enable students to fulfil their potential with increased challenge
- To enable opportunities to interleave, consolidate knowledge and develop deeper learning experiences for students
- Opportunity for early entry to exams e.g. English Literature

Art

Curriculum Intent

Education in Art is essential to the development of humankind. This development refers to progress in physical, emotional, intellectual and social behaviours and understanding. Creation is what sets the human race apart from all other species. The reward and significance art making is based in creation of something which has never existed before. This is made possible by fostering the desire to create and developing the skills that are needed.

In Art and Design lessons students will gain skills, knowledge, inspiration, and enjoyment whilst being exposed to the work of artists, new media, techniques and themes. As Henri Matisse said, "Creativity takes courage". With this in mind, lessons are planned to include INQUISITIVE discussions and research into Art history. Projects are developed to include REFLECTIVE checkpoints. Students will learn that failure is a natural part of the creative process and they will review and refine techniques until they are successful. The ability to be FLEXIBLE and to think around different situations will help to build independent thinking and the ability to broaden their practical skills. AMBITIOUS efforts and projects are celebrated. As a result, CONFIDENT students move closer to developing and appreciating the COURAGOUS attitude that artists need.

KEY STAGE 3 ART & DESIGN

The Key Stage 3 curriculum within Art & Design will provide students with a broad set of skills by exploring the Formal Elements of Art through different subject matter and media. A wide range of artists and contexts are investigated and analysed through research, discussions and practical work.

Students will work on recording and presenting their skills in sketchbooks. As they evaluate, review and refine their work, they develop ideas and vocabulary that equip them for interactions beyond the Art Room. Introductions to processes, keywords, research, drawing, painting, 3D, Printmaking and Photography provides all students with a solid foundation on which to build at Key Stage 4.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Formal Elements of Art Year 7 Art lessons are divided and structured to develop understanding of the Formal Elements: colour, pattern, line, shape, texture, line, tone. Projects are based on learning from a range of Artists: Jean-Michel Basquiat, Henry Moore, Vincent van Gogh, and Henri Matisse. Students respond to the above artists through research, analysis, discussions, comparisons, copies and responses. Practical tasks over a range of activities to develop skills in planning, composing, drawing, painting, 3-Dimensional work, and printmaking. Homeworks are designed to build independence and develop skills learn in class. Practical tasks are designed to not need any specialist equipment. Written tasks are built on celebrating female artists who were working at the same time and in the same style of more well known male artists. Homework club is run weekly to support students needing guidance, catch up time or resources.					
Deeper Learning <ul style="list-style-type: none">● Research the work of different artists. Consider their influences. Articulate your own observations. Compare them to similar and different artists.● Recreate their art to explore their technique and style.● Create a response where you take the researched artist as a starting point and develop your own artwork.					

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
<p>'All about me'</p> <ul style="list-style-type: none"> ● Getting to know each other ● All about me ● Presentation skills ● Our school ● Learning to learn ● The people around me 	<p>'Time of change'</p> <ul style="list-style-type: none"> ● Growing up - puberty ● Puberty for girls & boys ● Periods ● Emotional changes ● Identity ● Attraction & feelings ● Personal hygiene ● FGM 	<p>'Friendships & Bullying'</p> <ul style="list-style-type: none"> ● Types of relationships ● Building healthy friendships ● Bullying ● Cyberbullying ● Social media age restrictions & online safety ● Anti bullying & kindness 	<p>'British Values'</p> <ul style="list-style-type: none"> ● British Citizenship ● Racism & stereotyping ● Researching our multiple personal identities ● Human rights ● Conflict 	<p>'Healthy Eating'</p> <ul style="list-style-type: none"> ● Healthy lifestyles ● Consequences of unhealthy living ● Activity & exercise ● Healthy diet ● Food labels ● Food groups, nutrients, calories 	<p>'Careers'</p> <ul style="list-style-type: none"> ● A work day ● Working hours ● Working patterns/types of work ● My ideal career ● Law/child labour ● Budgeting ● Historical context of child labour
	<p>Deeper learning Outside visitor - school nurse to provide information on puberty and menstruation.</p>				

Drama

Curriculum Intent

In Drama we aim to:

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

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

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition: Baseline asses prior learning					
Introduction to Drama – key terms and rehearsal techniques <ul style="list-style-type: none"> • To explore drama through a variety of stimuli. • To develop understanding of rehearsal techniques and the basics on drama. • To evaluate the process of creating drama and rehearsing. 	The Ship- Devising <ul style="list-style-type: none"> • Explore storytelling through the use of drama. • Apply a variety of drama strategies within a performance. • Consider technical theatre in creating a performance. • Develop skills in creativity and the development of a performance. • Reflect upon the creation of character. 	Theatre review- Shrek the Musical <ul style="list-style-type: none"> • To understand the creation of theatre • To evaluate and analyse a performance. • Introduction to theatre performance and performance forms • Links to GCSE written examination 	Ernie's Incredible illucinations- play <ul style="list-style-type: none"> • To explore the use of narration and other drama strategies <p>To stage the play with a consideration for the style.</p>	Shakespeare introduction: playwright /genre <p>Plays explored: Macbeth, Twelfth Night, Midsummer Night's dream, The Tempest.</p> <ul style="list-style-type: none"> • Explore the life and works of Shakespeare. • To understand the language and performance style of Shakespearean theatre. • To reflect upon the relevance of Shakespeare's plays in today's society 	
	Deeper learning <ul style="list-style-type: none"> • Theatre visit 				

English

Our BSGF English curriculum in Year 7 explores the many ways written and spoken language can influence readers or audiences, along with the different ways writers and readers are influenced by the circumstances under which a text is written or experienced. In Year 7, we consider a range of fiction and non-fiction texts and extracts, with a focus on breadth of study; a range of text types, genres and writers are studied across the literary canon, examining how character, setting, tone and atmosphere are created and developed.

While we cover all the knowledge and skills outlined in the National Curriculum, our aims are also to empower our students to:

- Confidently read any text, developing as critical, analytical and independent thinkers;
- Write and speak effectively, developing a love and use of language which enables them to communicate confidently in any situation;
- Express themselves, knowing their voice / opinion / interpretation is valued, important and relevant, through lively, respectful and challenging debate and discussion;
- Explore a broad, rich and diverse curriculum, with study of language and literature texts and great writers through the ages and from different cultures in order to develop an appreciation for the arts and a love of learning;
- Develop a questioning, inquisitive, reflective and curious approach to their learning;
- Explore and reflect on the human experience, to better understand themselves, others and the world around them – developing their empathetic, cultural and emotional awareness;
- Develop their own moral compass through the exploration of different views, values and experiences;
- Develop their own flexibility, accountability and a range of transferable skills, through personalised learning experiences for all learners;
- Develop skills that will enable them to achieve their potential and be successful and happy in the future.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition Period – Introduction to analysis. Guidance on key vocabulary, how to structure analytical paragraphs and how to use the English Learning Passports.					
<p>‘Alice in Wonderland’</p> <p>(Transition unit from primary to secondary, looking at how Carroll creates characters, setting and atmosphere by reading extracts from the whole novel).</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Creative writing inspired by the study of the novella. • Analysis of a character or theme in the novella through exploration of an extract and the wider text. 	<p>Gothic Horror & ‘Frankenstein’</p> <p>(Exploring the genre through a range of extracts before taking a closer look at ‘Frankenstein’.)</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Analysis of an unseen Gothic Horror extract. • Analysis of a character or theme in ‘Frankenstein’ through exploration of an extract and the wider text. 	<p>Inspirational Women</p> <p>(Reading a variety of writing on, about or by inspirational women and how this can influence students’ own writing).</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Analysis of an unseen extract written by an inspirational woman. 	<p>Exploring Shakespeare</p> <p>(Providing a taste of several of Shakespeare’s plays as preparation for studying ‘Romeo and Juliet’ at the start of Year 8).</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Language style assessment of comprehension and contextual knowledge. 		
<p>Deeper learning</p> <ul style="list-style-type: none"> • Explore influences on Carroll for the writing of the novel, as well as how the novel has influenced art and fashion. • Investigate satire, nonsense texts, archetypes, and other generic conventions. • Study of Victorian era with links to History curriculum. • Philosophical enquiry about awe and wonder. 	<p>Deeper learning</p> <ul style="list-style-type: none"> • Exploring genre through a range of extracts before a deeper dive into one text (‘Frankenstein’). • Project exploring the influences of the Romantic period, the Gothic tradition and female writers during this time. 	<p>Deeper learning</p> <ul style="list-style-type: none"> • Investigate and reflect on women who inspire them in their own lives. • Creating a collection of knowledge gained about 	<p>Deeper learning</p> <ul style="list-style-type: none"> • Exploring Shakespeare through a range of play extracts. • Exploring contextual influences upon 		

<ul style="list-style-type: none"> ● Spoken Language discussion task. ● Introduction to use of Google Classroom as an independent learning tool. 	<ul style="list-style-type: none"> ● Spoken Language – Role-play used to develop communication, interpretation and an understanding of performance of texts. ● Internet Research project on relevant contexts compiling findings in typed presentation. 	<p>how women can inspire and influence others.</p> <ul style="list-style-type: none"> ● Different activities on influential women including a poster and spoken language presentation. ● Discussion about women's roles, including in different workplaces. ● Research and create a fact file about an inspirational woman in science, technology, engineering or mathematics. 	<p>Shakespeare at the time of writing.</p> <ul style="list-style-type: none"> ● Socratic method of discussion and teaching to explore the writer's viewpoints and how this has been influenced by contexts. ● Drama activities to explore the play in performance. ● Exploring actor interviews who have played main roles in plays and discussing how they portray certain characters. ● Internet research project on different plays and historical context.
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> ● Reading activities and clubs to encourage a love of reading and literature. ● Debate Club – 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. ● Extract/Source Booklets - given for each unit for students to annotate, make notes and use to aid revision. 		

French

Curriculum Intent

Through studying a modern foreign language, students develop their ability, confidence and ambition to communicate with others. They also 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.

The KS3 curriculum mirrors the skills, expectations and assessments in the new MFL GCSE curriculum.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Dynamo 1 Module 1: <u>Tout sur moi (All about me)</u> •Transition KS2-KS3: covering the basics such as greetings, numbers, alphabet & phonics (introduction to French sounds and pronunciation), name, age, months, birthday •talking about siblings and pets w/c 26 Sept: European (International) Day of Languages	Dynamo 1 Module 1: <u>Tout sur moi (All about me)</u> •giving opinions •describing your personality •talking about what you do and like to do	Dynamo 1 Module 2: <u>En classe (School)</u> •talking about school subjects and giving opinions •describing uniform •describing your school	Dynamo 1 Module 3: <u>Mon temps libre (Free time)</u> •talking about weather and seasons •talking about sports/leisure activities you play & do •talking about what you like doing including technologies	Dynamo 1 Module 4: <u>Ma vie de famille (Family life)</u> •talking about your family and pets •describing your physical appearance •describing where you live •talking about breakfast •ordering drinks and snacks	Dynamo 1 Module 5: <u>En ville (In town)</u> •talking about places in town and saying where you go at the weekend •inviting someone out •describing Paris & talking about a future trip •learning how to use the near future tense accurately
Deeper learning experience/ cultural links: What are the key facts about France? International Languages Week.	Deeper learning experience/ cultural links: Christmas in France and other French-speaking countries	Deeper learning experience/ cultural links: Learning about schools in France.	Deeper learning experience/ cultural links: Learning about sport in French-speaking countries	Deeper learning experience/ cultural links: French foods & drinks	Deeper learning experience/ cultural links: all about Paris + Pupils to watch a French film to mark the end of Year 7
Extra-curricular activities French Ciné-club			Key resources / Websites Pearson ActiveHub www.languagesonline.org.uk https://app.senecalearning.com + Quizlet/Memrise/BBC Bitesize		

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
Are we lost without Geography? <ul style="list-style-type: none"> - Continents and Oceans - British Isles - Compass, atlas and map skills - 4 and 6 figure grid references - Introduction to GIS - Stakeholder views - Importance of Geography 	How is Asia changing? <ul style="list-style-type: none"> - Biomes in Asia - Monsoon rainfall in India - Flooding - Population change - Urbanisation in India - Economic growth in China - Belt and road initiative 	Why is it important to study weather and climate? <ul style="list-style-type: none"> - Measuring weather - Clouds - Types of rainfall - Air pressure and air masses - Heat waves - Climate graphs - Major climate zones 	Are rivers a friend or foe? <ul style="list-style-type: none"> - Rivers importance to humans in developed and developing countries - Erosion and transportation - Causes of flooding - Flooding in the UK - Flooding in Bangladesh - Flood management 	How threatened are our rainforests? <ul style="list-style-type: none"> - Rainforest locations - Rainforest characteristics - Rainforest uses - Rainforest importance to the biosphere - Deforestation in Brazil - Forest fires 	What is life like in the Middle East? <ul style="list-style-type: none"> - Physical geography of the Middle East - Climate in the Middle East - Human & physical threats - Oil as a resource - Migration - Case study- Yemen & Turkey
Deeper Learning	Deeper Learning Bangalore case study South Asian floods	Deeper Learning Weather watching 2018 Heat wave	Deeper Learning Flooding case studies	Deeper Learning Social action campaign	Deeper Learning Qatar world cup, UAE migration crisis
Extra Curricular activities			Key resources / websites https://www.bbc.co.uk/bitesize/subjects/zrw76sg https://senecalearning.com/en-GB/seneca-certified-resources/geography-ks3-1/		

Spanish

Curriculum Intent

Through studying a modern foreign language, students develop their ability, confidence and ambition to communicate with others. They also 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.

The KS3 curriculum mirrors the skills, expectations and assessments in the new MFL GCSE curriculum.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Introduction to Spanish - Module 1: Mi vida (All about me)</p> <p>•Transition KS2-KS3: covering the basics such as greetings, numbers, alphabet & phonics (intro to key Spanish sounds & pronunciation), name, age,</p> <p>w/c 26 Sept: International Day of Languages</p>	<p>Module 1: Mi vida (All about me)</p> <ol style="list-style-type: none"> 1. saying where you live 2. describing personality 3. talking about siblings 4. colours 5. talking about pets 	<p>Module 2: Mi tiempo libre (Free time)</p> <ol style="list-style-type: none"> 1. giving opinions and justifications 2. hobbies and what you do in your spare time 3. weather and seasons 4. talking about sports 	<p>Module 3: Mi insti (School)</p> <ol style="list-style-type: none"> 1. school subjects & saying what you study 2. describing your favourite day 3. justified opinions 4. describing your school (places in the school) 5. what you do at break (activities, food and drinks) 	<p>Module 4: Mi familia y mis amigos (Family and friends)</p> <ol style="list-style-type: none"> 1. talking about family 2. numbers up to 100 3. physical description (of yourself and others) 4. describing where you live: house & area 	<p>Module 5: Mi ciudad (Where I live)</p> <ol style="list-style-type: none"> 1. places in town 2. telling the time 3. saying where you go 4. ordering food and snacks from a café 5. saying what you are going to do using the near future tense
<p>Deeper learning experience/ cultural links: What are the key facts about Spain? International Languages Week.</p>	<p>Deeper learning experience/ cultural links: Spanish speaking countries, día de los muertos</p>	<p>Deeper learning experience/ cultural links: hobbies in the Spanish-speaking world</p>	<p>Deeper learning experience/ cultural links: Learning about schools in Spain.</p>	<p>Deeper learning experience/ cultural links: Spanish houses</p>	<p>Deeper learning experience/ cultural links: Spanish gastronomy + Pupils to watch a Spanish film to mark the end of Year 7</p>
<p>Extra-curricular activities</p> <p>Spanish cine-club</p>			<p>Key resources / Websites</p> <p>Pearson ActiveHub</p> <p>www.languagesonline.org.uk</p> <p>https://app.senecalearning.com</p> <p>+ Quizlet/Memrise/BBC Bitesize</p>		

History

Curriculum Intent

- To create independent learners through historical enquiries and investigations. To use these enquiries to develop their critical thinking
- To develop curiosity amongst the students so that they begin to ask relevant questions about the past, creating inquisitive learners
- To help students understand the relevance of the past and the part that it plays in the world in which we live
- To develop students oracy skills through presentations, debates and effective questioning in lessons
- To develop students' essay writing skills, where they begin to understand how to construct an argument using knowledge and explanation. This will help them to secure the best possible outcomes at KS4, KS5 and beyond
- To allow students to develop their knowledge and understanding of key events, people, periods, in local, British and world History
- To develop source skills by providing opportunities in lesson to examine various sources thinking about the usefulness of these
- To engage students in various debates in History and teach them how to make their own judgements using a variety of interpretations, understanding that History is never one-sided.
- To enable students to devise their own independent opinions by using material they have been given and to articulate this in arguments that are coherent, concise, well-written and supported by relevant evidence

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Induction: What is History? Early migration to England Enquiry question: How did early migrants change England</p> <ul style="list-style-type: none"> • Chronology • Sources • Pre-historic migration • The Celts • The Romans • The Ivory Bangle Lady • The Anglo-Saxons • The Vikings 	<p>The Norman conquest Enquiry question: What was the impact of the Norman Conquest?</p> <ul style="list-style-type: none"> • The Middle Ages • Contenders for the throne in 1066 • Battle of Hastings • Harold's death • Castles • Domesday Book • Harrying of the North • Feudal System 	<p>Power in the Middle Ages Enquiry question: Who had the most power in the Medieval era?</p> <ul style="list-style-type: none"> • Medieval church • Medieval monarchs • Henry and Beckett • King John Vs the Barons • The significance of the Magna Carta • Medieval Women • The peasant's revolt 	<p>The Tudors Enquiry question: What impact did the Tudor religious rollercoaster have on the people?</p> <ul style="list-style-type: none"> • Catholic church losing power • Reasons for the reformation • Impact of the reformation • Edward VI changes to the church • Mary I and Catholicism • Bloody Mary • Elizabeth's middle way 	<p>17th Century England Enquiry question: How had the glorious revolution shifted the power in 17th Century England?</p> <ul style="list-style-type: none"> • Causes of the English Civil war • The battle of Brentford • The trial and execution of Charles I • Oliver Cromwell • The merry monarch • The Glorious Revolution 	<p>The suffragettes Enquiry question: Why did women get the right to vote in the 20th Century?</p> <ul style="list-style-type: none"> • Women in Victorian Britain • The suffragists • The Suffragettes • Emily Wilding Davison <p>Native Americans</p> <ul style="list-style-type: none"> • Research project
<p>Deeper learning</p> <ul style="list-style-type: none"> • The Ivory bangle lady is an enquiry-based lesson where the students will look at how the study of a human skull could reveal 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Castle building project 		<p>Deeper learning</p> <ul style="list-style-type: none"> • Tudors storybook project 		<p>Students given the opportunity to work creatively in groups and research information themselves. They can then present this in any format</p>

information about a diverse Roman Britain					they would like and present this to the class
<p>National Curriculum links:</p> <ul style="list-style-type: none"> Students will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day They will gain and deploy a historically grounded understanding of abstract terms such as ‘migration’ ‘conquest’ They will develop an understanding of historical concepts: chronology, change and continuity, similarity and differences They will understand the methods of historical enquiry by using sources They will gain historical perspective by placing their growing knowledge into different contexts and understanding the impact that different settlers had on England The study of an aspect in British History that consolidates and extends pupil’s chronological knowledge from before 1066 	<p>National Curriculum links:</p> <ul style="list-style-type: none"> Students will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day They will gain and deploy a historically grounded understanding of abstract terms such as ‘peasant’ ‘feudalism’ ‘monarch’ They will develop an understanding of historical concepts: Cause and consequence, change and continuity ‘The development of Church, state and society in Medieval Britain 1066-1509’ 	<p>National Curriculum links:</p> <ul style="list-style-type: none"> Students will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day and understand how society worked at this time They will gain and deploy a historically grounded understanding of abstract terms such as ‘democracy’ ‘revolt’ ‘Christendom’ and build on their understanding of ‘feudalism’ ‘monarchy’ They will develop an understanding of historical concepts: significance and cause and consequence ‘The development of Church, state and society in Medieval Britain 1066-1509’ The struggle between church and crown + Magna Carta and emergence of Parliament 	<p>National Curriculum links:</p> <ul style="list-style-type: none"> Students will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day and understand how society worked at this time They will gain and deploy a historically grounded understanding of abstract terms such as ‘Catholic’ ‘protestant’ ‘reformation’ In this thematic study they will develop an understanding of historical concepts: change and continuity The development of Church, state and society in Britain 1509-1745 The English reformation and Counter reformation + the Elizabethan religious settlement 	<p>National Curriculum links:</p> <ul style="list-style-type: none"> Students will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day and understand how society worked at this time They will gain and deploy a historically grounded understanding of abstract terms such as ‘execution’ ‘parliament’ and build on their understanding of ‘revolution’ They will develop an understanding of historical concepts: Cause and consequence The development of Church, state and society in Britain 1509-1745 The civil war, the interregnum, the restoration & glorious revolution 	<p>National Curriculum links:</p> <ul style="list-style-type: none"> Students will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day and understand how society worked at this time They will gain and deploy a historically grounded understanding of abstract terms such as ‘suffrage’ and build on their understanding of ‘parliament’ They will develop an understanding of historical concepts: interpretations, sources, cause and consequence, similarities and differences challenges for Britain, Europe and the wider world 1901 women’s suffrage Significant world study when looking at the Native Americans – this will introduce the idea of ‘colonies’ which will be built upon in year 8

Extra Curricular activities

Key resources / websites

- <https://www.bbc.co.uk/bitesize/topics/zshtryd>
- <https://www.bbc.co.uk/bitesize/guides/zdvdp3/revision/1>
- <https://www.bbc.co.uk/bitesize/guides/zqgqfr/revision/1>
- <https://www.bbc.co.uk/bitesize/topics/z3yfr82>
- <https://www.bbc.co.uk/bitesize/topics/zbvycdm>
- <https://www.bbc.co.uk/bitesize/topics/z4rg87h>
- <https://www.bbc.co.uk/bitesize/topics/z9crd2p>

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
CORE					
Unit 1 Analysing and Displaying Data 1a. Mode, median and range 1b. Displaying data 1c. Grouping data 1d. Averages and comparing data 1e. Line graphs and more bar charts 1f. Spreadsheets Unit 2 : Number Skills 2a. Mental maths 2b. Addition and subtraction 2c. Multiplication 2d. Division 2e. Finance: Time and money 2f. Negative numbers 2g. Factors, multiples and primes 2h. Square and triangle numbers	Unit 3: Equations, Functions and Formulae 3a. Functions 3b. Simplifying expressions 1 3c. Simplifying expressions 2 3d. Writing expressions 3e. STEM: Substituting into formulae 3f. Writing formulae Unit 4 Decimals and Measures 4a. Decimals and rounding 4b. Length, mass and capacity 4c. Scales and coordinates 4d. Working with decimals mentally 4e. Working with decimals 4f. Perimeter 4g. Area 4h. STEM: More units	Unit 5 Fractions 5a. Comparing fractions 5b. Simplifying fractions 5c. Working with fractions 5d. Fractions and decimals 5e. Understanding percentages 5f. Percentages of amounts Unit 6: Probability 6a. The language of probability 6b. Calculating probability 6c. More probability calculations 6d. Experimental probability 6e. FINANCE: Expected outcomes	Unit 7: Ratio and Proportion 7a. Direct proportion 7b. Writing ratios 7c. Using ratios 7d. Scales and measures 7e. Proportions and fractions 7f. Proportions and percentages	Unit 8 Lines and Angles 8a. Lines, angles and triangles 8b. Estimating, measuring and drawing angles 8c. Drawing triangles accurately 8d. STEM: Calculating angles 8e. Angles in a triangle 8f. Quadrilaterals Unit 9: Sequences and Graphs 9a. Sequences 9b. Pattern sequences 9c. Coordinates 9d. Extending sequences 9e. Straight-line graphs 9f. Position-to-term rules	Unit 10: Transformations 10a. Congruency and enlargements 10b. Symmetry 10c. Reflection 10d. Rotation 10e. Translations and combined transformations

Music

Curriculum Intent

We are all musicians. Together we discover, explore and experience the music of the world through performing, composing, listening and understanding in a variety of different contexts

As a member of Brentford School for Girls Music Department you will have the space and opportunity to: -

- Develop confidence as a musician and learner through directed, independent and collaborative learning and rehearsal;
- Regularly perform, create and listen to music that challenges your understanding, musical and interpersonal skills, and resilience;
- Learn about music theory and notation so that you can confidently understand music notated in different ways;
- Develop a deeper understanding of the world, of your own views and feelings, and of others' perspectives and cultures through critical engagement with a range of genres;
- discover and develop your own musical interests and talents through personalised routes in each topic and extracurricular clubs.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Introduction to Music/ Singing</p> <p><i>Performing</i></p> <p>Theory: -Introduction to Music - Rhythmic notation - time signatures 4 / 4 or 3 / 4 - Major Scales - Texture</p>	<p>Instruments of the Orchestra!</p> <p><i>Listening, Performing, Composition</i></p> <p>Theory:</p> <ul style="list-style-type: none"> • - Keywords • - Melody writing (recap of rhythmic notation, plus notating pitches) • - time signatures 	<p>Keyboard Skills I</p> <p><i>Listening, Performing</i></p> <p>Theory:</p> <ul style="list-style-type: none"> - Melody writing - Dictation, minims, crotchets, quavers - Treble Clef and Bass clef - Chords - tonic triads, I, IV, V, VI 	<p>The Musical Elements: Building Blocks</p> <p><i>Listening, Performing, Composition</i></p> <p>Theory:</p> <ul style="list-style-type: none"> -Key music terminology from the musical elements - graphic score as form of notation 	<p>Ukulele and Class Band</p> <p><i>Performance</i></p> <p>Theory:</p> <ul style="list-style-type: none"> - Treble clef revision - Reading Tab - Chords and progressions - Major/minor 	<p>Programme Music</p> <p><i>Listening, composition and performance</i></p> <p>Theory:</p> <ul style="list-style-type: none"> -Intervals - Harmony - Major/minor - Melody writing stepwise/conjunct
<p>Skills and Content: "What is my musical identity?"</p> <ul style="list-style-type: none"> - Breathing - Tuning - Singing rounds/2-part harmony - Introduction to School Musical - Ensemble 	<p>Skills and Content: "What are my personal targets in music?"</p> <ul style="list-style-type: none"> - Britten's Instruments of the Orchestra - Prokofiev's Peter and the Wolf - Listening and identification - Instrument demonstrations by Hounslow Music Service and students - Performance of melodies, free, improvised composition of "animal" melodies - reflecting,evaluating 	<p>Skills and content "How do I learn an instrument?"</p> <ul style="list-style-type: none"> - Reading notation - Performing in lessons - chord progressions - Ode to Joy, sightreading of notated phrases - contemporary song melody, also played at the keyboard 	<p>Skills and content: "What is music?"</p> <ul style="list-style-type: none"> - What are the key musical elements? - Creating a presentation to the class - Using graphic scores to show the musical elements, performing from graphic scores - Creating a descriptive piece of music from a photograph/painting - interpreting symbols as a form of music expression 	<p>Skills and content: "How do I play within an ensemble?"</p> <ul style="list-style-type: none"> Class band - ukulele, keyboard and boomwhackers - Performing contemporary pop songs - Basic chords (C, F, Am, G) - Strumming patterns - Articulation - Fingerpicking - Rhythmic patterns - keyboard skills - Musical structures 	<p>Skills and content: "Does Music have to be Descriptive?"</p> <ul style="list-style-type: none"> - Broad look at Programme music across classical music eras - Programme Music, Romantic Era - Focus on Smetana Vltava from Ma Vlast - Performance of specific melodies - Musical structures - Composition based on River Thames

<ul style="list-style-type: none"> • Deeper Learning Experiences: • - Performing in lessons • - Soundcloud recordings/performances to share with wider community • - Tutor form singing competition • - Extracurricular choir • - School Musical 	<p>Deeper Learning Experiences:</p> <ul style="list-style-type: none"> - Performing in lessons - Soundcloud recordings/performance 	<p>Deeper Learning Experiences:</p> <ul style="list-style-type: none"> - Performing in lessons - Keyboard Club (extracurricular) 	<p>Deeper Learning Experiences:</p> <ul style="list-style-type: none"> - Performing in lessons - Composing in lessons 	<p>Deeper Learning Experiences:</p> <ul style="list-style-type: none"> • - Christmas Concert performances • - House Song Competition • - Performing in lessons • - Summer Art Festival 	<p>Deeper Learning Experiences</p> <ul style="list-style-type: none"> ● Talent Show ● Performing in lessons <p>Deeper Learning Experiences:</p> <ul style="list-style-type: none"> - Performing in lessons - Composing in lessons
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Physical Education

Curriculum Intent - PACE

- **Participate** in all lessons to the best of your ability
- **Achievement** that is personal to you and the resilience to persevere when things don't go your way
- **Confidence** to try new things and lead others
- **Enjoyment** to keep motivated, happy and live a healthy

CORE PE KS3

Core PE Year 7 Focus - Rules						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition: Taster sessions as part of whole school initiative. Multi-skills induction programme to gauge where students are at ability wise in order to further plan and develop upcoming lessons in specific sports to allow PACE to happen.						
	Sports Covered: <ul style="list-style-type: none"> ● Multi Skills ● Netball Assessment Baseline testing and an overall starting secondary school grade is given.	Sports Covered: <ul style="list-style-type: none"> ● Dance ● Gymnastics 	Sports Covered: <ul style="list-style-type: none"> ● Fitness ● Hockey 	Sports Covered: <ul style="list-style-type: none"> ● Basketball 	Sports Covered: <ul style="list-style-type: none"> ● Athletics ● Cricket 	Sports Covered: <ul style="list-style-type: none"> ● Rounders
* Sports may change depending on weather/space available/timetable availability Team sports are made up of one skills based lesson and one games lesson a week to allow the skills to be demonstrated in game play and the main focus to become the rules of the game.						
Deeper Learning Students regularly demonstrate and perform in front of one another especially in the creative sports such as gym and dance which develops confidence and self belief. Fixtures against other schools to demonstrate skills and abilities in action against others of differing abilities that can be compared against. Access to key words and high end vocabulary through verbal feedback throughout lessons. Trips and visits.						

Assessment

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

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

Minimum grade to be achieved by the end of Year 7 is a 1=.

Theory Content

Students should be working towards knowing:

- Muscle names
- How O₂ is delivered to working muscles and why muscles need O₂
- 5 components of fitness
- How to warm up and the benefits
- Types of guidance

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?

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
Importance of Place <ul style="list-style-type: none"> • What makes a place special? • Humanism: Do we need a physical place to worship? • How are Sikh beliefs practised through the Gurdwara • Is the Mosque important to the Islamic community? • Do all Jewish people worship in the same way? 	Modern Leaders in Religion <ul style="list-style-type: none"> • Jesus the leader • Martin Luther King • Oscar Romero- a follower of Jesus. • The 10 Gurus of Sikhism- Leaders of change • Muhammad (pbuh)- a leader of influence • Everyday Leaders in Religion 	The Patriarchs <ul style="list-style-type: none"> • Adam • Noah • Abraham • Joseph • Moses 	Religion and Belonging <ul style="list-style-type: none"> • Christianity- Are symbols important in belonging? • Sikhism- Are symbols important in belonging? • Islam- Does helping others help us to belong? • Judaism- Do I need to follow all the rules to belong? <p>Hinduism- Does everyone belong in the same way?</p>	Buddhism <ul style="list-style-type: none"> • Introduction to Buddhism • Four Noble Truths • Enlightenment • Eight fold path • Five precepts • Denominations • Buddhism in Art 	
	Deeper Learning <ul style="list-style-type: none"> • Mahatma Ghandi- a leader of peace. • What could the world learn from Gandhi? • Group Project (Deeper Learning experience- Leadership) 	Deeper Learning <ul style="list-style-type: none"> - Design a Movie Cover 		<ul style="list-style-type: none"> • Lanterns • Design your own Buddhism T- Shirt 	
Extra Curricular activities <ul style="list-style-type: none"> - Easter Bonnets 			Key resources / websites <ul style="list-style-type: none"> KS3 Religious Studies - BBC Bitesize 		

Science

Curriculum Intent

The aim of the Science Department at Brentford School for Girls is to offer a science curriculum that develops curiosity, excitement and a better understanding about the world around us and our role in it. The curriculum guides students through the specific disciplines of Biology, Chemistry and Physics, and ensures students are able to build on their own learning with a progression of skills, effective pedagogy, vocabulary rich teaching and the inclusion of enrichment activities. Our curriculum also focusses on providing our students with a set of skills and experiences that develops their ability to think critically, work scientifically and to also prepare them to progress into advanced areas of studies in science.

The Brentford scientist....

- Is **Inquisitive** and curious about scientific phenomenon and processes
- **Reflects** on ideas and has confidence to explore, challenge and change them
- Is **Flexible** in their approach to gain a deeper understanding of the world around them.
- Is **Ambitious** and possesses the skills to face whatever life may hold
- Is **Confident** about her place in the world and her role in shaping it.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Induction – developing investigative skills</p> <p>7A Cells, Tissues, Organs and Systems</p> <ul style="list-style-type: none"> • Doctors past and present • Life processes • Conventions in writing (L&C) • Organs • Tissues • Microscopes (WS) • Cells • Organ systems • Transplants <p>7K Forces</p> <ul style="list-style-type: none"> • Forces • Different forces • Springs • Making notes (L&C) • Friction • Pressure • SI units (WS) • Balanced and unbalanced • Safety standards 	<p>7H Atoms, Elements and Molecules</p> <ul style="list-style-type: none"> • Our material world • Sorting resource data (WS) • The air we breath • Earth's elements • Metals and non-metals • Facts and opinions (L&C) • Making compounds • Chemical reactions • Problems with elements <p>7I Energy</p> <ul style="list-style-type: none"> • Energy changes • Energy from food • Fair comparisons and ratios (WS) • Energy transfers and stores • Fuels • Summarising (L&C) • Other energy resources • Using resources • Making changes 	<p>7F Acids and Alkali</p> <ul style="list-style-type: none"> • Chemistry in the home • Hazards • Controlling risk (WS) • Indicators • Acidity and alkalinity • Writing titles (L&C) • Neutralisation • Neutralisation in daily life • Danger at home <p>7L Sound</p> <ul style="list-style-type: none"> • Animal sounds • Making sounds • Moving sounds • Line graphs and scatter graphs (WS) • Detecting sound • Remembering (L&C) • Comparing waves • Animals and noise 	<p>7G The Particle Model</p> <ul style="list-style-type: none"> • Sorting rubbish • Making comparisons • Solids, liquids and gases • Hypotheses and theories (WS) • Particles • Brownian motion • Diffusion • Air pressure • Waster 	<p>7B Sexual reproduction in animals</p> <ul style="list-style-type: none"> • Escaped zoo animals • The scientific method (WS) • Animal sexual reproduction • Reproductive organs • Becoming pregnant • Making notes (L&C) • Gestation and birth • Growing up • The work of zoos <p>7E Mixtures and Separation</p> <ul style="list-style-type: none"> • Mixtures and separation • Writing a method (L&C) • Mixtures • Solutions • Safety when heating (WS) • Evaporation • Chromatography • Distillation • Safe drinking water 	<p>7J Current Electricity</p> <ul style="list-style-type: none"> • Discovering electricity • Switches and current • Models in science (WS) • Models for circuits • Series and parallel circuits • Using tables (L&C) • Changing the current • Using electricity • A world without electricity <p>7D Ecosystems</p> <ul style="list-style-type: none"> • Exploring the world • Variation • Charts and graphs • Adaptations • Effects of the environment • Paragraphs (L&C) • Effects on the environment • Transfer in food

<p>Deeper Learning</p> <ul style="list-style-type: none"> • Investigating if plants respire • Using microscopes • Doctors past and present 	<p>Deeper learning</p> <ul style="list-style-type: none"> • Classifying metals • The properties and uses of alloys • Fuels and our environment • Careers in Chemistry – Chemical Engineer 	<p>Deeper learning</p> <ul style="list-style-type: none"> • British science week activities • Comparing the hazards of acids • Design a label • Careers in Physics – Sound Engineer 	<p>Deeper learning</p> <ul style="list-style-type: none"> • Investigating mixtures • The story of Robert Brown 	<p>Deeper learning</p> <ul style="list-style-type: none"> • Careers in Health services – Maternity Nurse, Midwife • Writing a scientific method 	<p>chains</p> <p>Deeper learning</p> <ul style="list-style-type: none"> • Building circuits • Careers in science – Electrical Engineer, Environmental officer • Climate change – how can you help?
<p>Extra-Curricular activities</p> <p>Science club Robotics club Science support club</p>			<p>Key resources/ websites</p> <p>BBC Bitesize Exploring Science Seneca learning</p>		

Technology & Textiles

Curriculum Intent

- 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.
- To introduce students to new technologies and technological advances to help them navigate a fast-moving world.

In Design and technology, at KS3 the school follows the rotation system, allowing each student to experience the different aspects of Design and technology, led by specialist teachers for each material area.

Material area	Design	Make	Technical	Evaluation
Food Brief: A local café is updating its menu. It wants to bring in more tasty fruit and vegetable-based dishes. You have been commissioned to produce a range of different nutritious dishes that will appeal to the customers who have a preference for vegetarian or vegan food	Developing and modifying recipes	Fruit salad Vegetable soup Pizza toast Bread rolls Scones Vegetable stir fry Apple crumble Cheese straws Free choice assessment- developed dish	Health and safety instruction Dicing, Chopping – Bridge and claw method, Peeling, Boiling, Simmering, frying, Using the hob (gas and electric) Using the oven, Baking, Kneading, Rolling, Grating, collating and measuring with the weighing scale	All dishes evaluated. Sensory testing
Graphics: Brief: A small publishing company specialising in children's books wants to update its book covers to stand out more from the bookshop shelves. You have been commissioned to design a new book cover that includes all of the relevant information required, plus a promotional keyring to be given as a free gift.	Designing for a target audience Initial design ideas for a book cover Design development Final design idea Computer edited final design Key ring- digital design	Digitally modified children's book cover. Laser cut key ring	Genre Typography Font Illustration Introduction to affinity Introduction to Techsoft design V3 Introduction and use of Laser cutter	All designs annotated and evaluated
Textiles: Brief: A local zoo has recently opened a new aquarium with a gift shop, you have been commissioned to design and make a wall hanging to be sold in the shop, it must be decorative and appeal to young children.	Designing for a target audience Thumbnail sketches, aquarium-based motifs Final design idea	Decorative technique test pieces Aquarium themed wall hanging	Block printing Applique Embroidery Patchwork Quilting Introduction to the sewing machine Weaving	All test pieces annotated and evaluated Wall-hanging evaluated

Extra-Curricular activities
 Cookery club, bake off and Etsy club

Key resources / websites
 Ingredients to be brought in for food lessons, the recipe will be shared in advance

