



BRENTFORD SCHOOL FOR GIRLS
BRENTFORD 6th FORM



Brentford School for Girls

Year 8 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
FAUVISM <ul style="list-style-type: none"> Students will learn about the work of the Fauvist Artists through research and analysis. They will produce a copy as a preparatory and skill building exercise. They will revise the colour theory learnt in Year 7 and develop their understanding by looking at the symbolic and dimensional use of colours. Drawing skills will be developed by exploring techniques that make Fauvist work different to other movements. Drawing and planning skills will also be learnt by using enlargement grids. Learning and skill development will be presented in a final Fauvist inspired self-portrait. Ongoing self, peer and formative assessment will help students manage and track their progress. 		CUBISM <ul style="list-style-type: none"> Students will learn about the work of the Cubist Artists through research and analysis. They will produce still-life observational drawings using a range of techniques and media. Composing and planning techniques will be learnt and practised. Learning and skill development will be presented in a final Cubist inspired artwork. Ongoing self, peer and formative assessment will help students manage and track their progress. 		ARCHITECTURE <ul style="list-style-type: none"> Students will learn about the history and evolution of architecture. They will look at the architecture in the area surrounding the school and compare the materials, styles and purpose. They will look at the work of Antoni Gaudi and what makes his style distinct and iconic. Ongoing self, peer and formative assessment will help students manage and track their progress. 	
Learning will be supported with calendared lessons to: <ul style="list-style-type: none"> Celebrate BLACK HISTORY MONTH by researching and responding to Mickalene Thomas GCSE OPTIONS TASTERS: This includes a workshop in alternative drawing skills for GCSE Art and a surreal collage workshop based on Hannah Hoch for GCSE Photography. 					
HOMEWORK <p>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.</p>					

Deeper Learning

- Exploring the impact different artists and artworks had as well as what influenced them and their art making.
- Comparing different artworks with deeper understanding and insight as well as learning to articulate observations and opinions with subject specific vocabulary.
- Learning to create and work from a visual reference in creating a response.

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
<p>Transition: Baseline assess prior learning</p> <p>Explorative strategies and rehearsal techniques-</p> <ul style="list-style-type: none"> • To explore the use of explorative strategies with a workshop. • To use rehearsal techniques to develop a piece of theatre. 	<p>Identity- Devising</p> <ul style="list-style-type: none"> • Explore a variety of stimuli through group work, explorative strategies and rehearsal techniques. • Explore social issues through drama exploration. 	<p>Theatre review- The Railway Children</p> <ul style="list-style-type: none"> • To understand the creation of theatre • To evaluate and analyse a performance. • To evaluate and analyse the use of staging and set in relation to the play • Evaluate the dramatic forms Impact on the audience 	<p>Naturalism- theatre style and practitioner</p> <ul style="list-style-type: none"> • Explore Stanislavski's style and techniques • Apply techniques to a script. 	<p>ASBO- play</p> <ul style="list-style-type: none"> • To understand social issues through performance • To stage and explore the themes and issues within the play. • Impact on the audience. • Role of a director in a performance 	<p>Horror: Genre</p> <ul style="list-style-type: none"> • To understand the style and genre of horror. • To use the techniques of horror within a performance. • To develop understanding of the role of a designer and the impact on a performance • To devise a horror performance using the conventions of the genre.
<p>Deeper Learning</p>	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Research on own identity / heritage 	<p>Deeper Learning</p>	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Memorizing lines 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Research local area Anti-social behaviour 	<p>Deeper Learning</p>

English

Our BSG English curriculum in Year 8 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 8, we build on the exploration of character, setting, tone and atmosphere to study texts in more depth, considering structure, plot and the development of themes across a text.

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 in a range of contexts, 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
<p>'Romeo & Juliet'</p> <p>Assessments:</p> <ul style="list-style-type: none"> ● Analysis of a character or theme in 'Romeo and Juliet' through exploration of an extract and the wider text. ● Analysis of a character or theme in 'Romeo and Juliet' through exploration of an extract and the wider text. 		<p>'The Bone Sparrow'</p> <p>Assessment:</p> <ul style="list-style-type: none"> ● Analysis of a character or theme in 'The Bone Sparrow' through exploration of an extract and the wider text. ● Analysis of a character or theme in 'The Bone Sparrow' through exploration of an extract and the wider text. 		<p>Writing Unit - Writer's Viewpoints and Perspectives</p> <p>Write in a variety of forms and styles such as travel writing, letters, speeches, blogs and newspaper articles.</p> <p>Assessment:</p> <ul style="list-style-type: none"> ● Writing for a specific audience and purpose in an appropriate style (article/letter/speech). 	<p>Exploring Culture Through Poetry</p> <p>Assessment:</p> <ul style="list-style-type: none"> ● Analysis of a poem, applying exploration of cultural contexts and exploring how they influence a text, writer and reader.
<p>Deeper learning</p> <ul style="list-style-type: none"> ● Development of revision and study skills (flip learning, consolidation and revision of texts for assessment). ● Mask displays created to explore symbolism, characterisation and key themes. ● Exploration of the way 'R&J' has influenced other writers, texts and forms of popular culture. ● Investigation into Elizabethan England and relevant contexts, such as marriage, religion and the role of women. 		<p>Deeper learning</p> <ul style="list-style-type: none"> ● Development of revision and study skills (flip learning, consolidation and revision of texts for assessment). ● Socratic method of discussion and teaching to explore the writer's viewpoints and how this has been influenced by contexts. ● Philosophical enquiries into the issues associated with refugees, community and resilience among other themes. ● Exploration of how personal experiences, cultural backgrounds and current affairs can influence writers. 		<p>Deeper learning</p> <ul style="list-style-type: none"> ● Exploration of the issues and concerns that have influenced writers of non-fiction and poetry. ● Develop writing to express a viewpoint using current affairs, using information from internet research and social media. ● Wider reading of relevant sources and different forms of writing. ● Exploration of writing linked to different workplaces and job roles. ● Dragon's Den competition, using persuasive language, linking speaking skills to the world of work. ● Investigation into the different cultures and experiences. 	

<ul style="list-style-type: none"> Spoken Language - Role-play used to develop communication, interpretation and an understanding of performance of texts. Use of IT to research the Rohingya conflict, and as an option to create anti-bullying posters. Homework is also set to read newspaper articles, and research other poems from varied cultures. Creating podcasts and videos about mental health in the Bone Sparrow unit. 	<ul style="list-style-type: none"> Spoken Language: Homework task to interview family members (The Bone Sparrow), role-playing as we read Romeo and Juliet, individual presentations of wedding vows in Romeo and Juliet lessons and whole-class readings of poems with dialect, colloquialism and phonetic spellings in Y8. In the Bone Sparrow unit, there is an opportunity for students to consider good mental health through podcasts and videos. A cross-curricular trip to the Globe for a performance of a Shakespeare play. 	<ul style="list-style-type: none"> Using inspiration from poetry and different cultures to inform a varied forms of creative writing.
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> Reading activities and clubs to encourage a love of reading and literature. Debate Mate – a great way to learn how to form opinions, debate, argue an idea and work as a team. A cross-curricular trip to the Globe for a performance of a Shakespeare play. 	<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. 	

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 2 Module 1: <u>Vive les vacances (Holidays)</u> •describing a past holiday •saying where you went, what you visited and did •giving opinions •learning how to use the perfect tense	Dynamo 2 Module 2: <u>J'adore les fêtes (Celebrations)</u> •talking about festivals, celebrations, cultural events •buying food at a market •talking about food in the present, past and future	Dynamo 2 Module 3: <u>Loisirs (Leisure activities)</u> •talking about leisure time (hobbies, new technologies, TV programmes & cinema)	Dynamo 2 Module 4: <u>Le monde est petit (Where I live)</u> •talking about and describing where you live, saying what we can do in your region • Year 8 Formal Assessments	Dynamo 2 Module 4: <u>Le monde est petit (Where I live)</u> •describing where you live using three tenses •talking about chores •describing your daily routine	Dynamo 2 Module 5: <u>Le sport en direct (Sport)</u> •talking about sports and giving opinions •asking the way and giving directions •talking about body parts, injuries & illnesses
Deeper learning experience/ cultural links: International Languages Week.	Deeper learning experience/ cultural links: festivals and cultural events in France and other French-speaking countries	Deeper learning experience/ cultural links: French TV programmes and films	Deeper learning experience/ cultural links: different ways of living	Deeper learning experience/ cultural links: la Francophonie + restaurant outing	Deeper learning experience/ cultural links: Pupils to watch a French film to mark the end of Year 8
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
What is happening to the world's population? <ul style="list-style-type: none"> - Population change - Population pyramids - Why do people migrate? - Overpopulation - Ageing populations 	Is living on a plate boundary a crazy choice? <ul style="list-style-type: none"> - Layers/structure of the Earth - Continental drift - Plate boundaries and convection currents - Earthquakes and volcanoes – causes and hazards - Living in hazard zones 	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 	Is Africa a changing continent? <ul style="list-style-type: none"> - Population distribution - Migration in Angola - Reasons for poverty - Aid - Chinese intervention in Zambia - Cooking stoves in Somalia - Afforestation in Burkina Faso 	How and why is the world's climate changing <ul style="list-style-type: none"> - Causes of climate change - The Greenhouse effect - Impacts of climate change on people - Impacts of climate change on the environment - Carbon footprint - Government intervention and social action 	Why do geographers complete fieldwork? <ul style="list-style-type: none"> - Qualitative and quantitative data - Sampling strategies - Fieldwork activities around the school site
Deeper Learning	Deeper Learning Tectonic case studies	Deeper Learning Weather watching 2018 Heat wave	Deeper Learning In depth understanding of situations in different African nations	Deeper Learning Impacts on different areas of the world	Deeper Learning Fieldwork experiences
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/			

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>The British Empire in India Enquiry question: <i>How should we remember the British empire in India?</i></p> <ul style="list-style-type: none"> • How big was the British Empire? • The Mughal empire • The British takeover • The Indian rebellion • The impact on India • The Amritsar massacre • India's independence • Partition 	<p>African Kingdoms Enquiry question: <i>How can our study of Benin challenge European historians' views on the History of Africa</i></p> <ul style="list-style-type: none"> • The development of the kingdom of Benin • Life in Benin • Benin art • Relations with the Europeans • End of the Benin kingdom 	<p>Slavery in America and the Civil Rights Movement Enquiry question: <i>How did the experiences of Black people in America change between the 17th & 20th centuries</i></p> <ul style="list-style-type: none"> • The Triangle trade and the middle passage • Plantation life • Resistance to the regime • Abolitionists • American Civil War • reconstruction • Start of the Civil Rights Movement • Peaceful protest VS radical protest • Race relations in America today 	<p>World War One Enquiry question: <i>What is the significance of World War One</i></p> <ul style="list-style-type: none"> • Assassination at Sarajevo • Causes of WW1 • Life as a soldier • Soldiers from the empire • Women and War • End of the War • The Treaty of Versailles 	<p>The Inter-War years & Nazi Germany Enquiry question: <i>How did one man transform Germany and contribute to the start of another World War?</i></p> <ul style="list-style-type: none"> • Rise of the dictators • Germany in the 1920s • Hitler's rise to power • Life in Nazi Germany • Appeasement • Causes of WW2 <p>The holocaust</p> <ul style="list-style-type: none"> • Persecution of the Jews • The Final Solution • Jewish resistance 	<p>Post War migration Enquiry question: <i>How has post-war migration changed Britain?</i></p> <ul style="list-style-type: none"> • Irish migration • The Windrush generation • Migrants from South-Asia • Eastern European migration

Deeper learning	Deeper learning Homework tasks involve researching other African Kingdoms and creating a booklet throughout the term	Deeper learning Discussion lesson around equality in America today - also look at Britain's involvement in the slave trade and the British civil rights movement	Deeper learning: Building a trench	Deeper learning: Homework tasks on Anne Frank's diary	Deeper learning: Discussions around why migration is now such a controversial topic
<p>National Curriculum links:</p> <ul style="list-style-type: none"> Students will know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires. They will gain and deploy a historically grounded understanding of abstract terms such as 'colony' 'empire' They will develop an understanding of historical concepts: interpretations, sources, significance, cause and consequence ideas, political power, industry and empire: Britain, 1745-1901 + 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 aspects of the history of the wider world and non-European societies – their achievements They will gain and deploy a historically grounded understanding of abstract terms such 'civilised' as and continue to develop their understanding of 'colony' understanding of historical concepts: interpretations, sources, significance Significant world study 	<p>National Curriculum links:</p> <ul style="list-style-type: none"> In this thematic study students will know and understand aspects of the history of the wider world and non-European societies – their achievements and follies of mankind They will gain and deploy a historically grounded understanding of abstract terms such 'racism' 'prejudice' 'civil rights' as and continue to develop their understanding of 'colony' understanding of historical concepts: sources, change and continuity Study of a significant issue in world history linking the transatlantic slave trade to the CRM in the USA in the 20th Century 	<p>National Curriculum links:</p> <ul style="list-style-type: none"> Student will know and understand significant aspects of the history of the wider world They will gain and deploy a historically grounded understanding of abstract terms such as 'colony' 'empire' They will build on their understanding of 'war' 'empire' understanding of historical concepts: sources, significance, cause and consequence challenges for Britain, Europe and the wider world 1901 to the present day 	<p>National Curriculum links:</p> <ul style="list-style-type: none"> Student will know and understand significant aspects of the history of the wider world They will gain and deploy a historically grounded understanding of abstract terms such as 'genocide' 'fascism' 'communism' 'empire' They will build on their understanding of 'war' 'empire' understanding of historical concepts: cause and consequence, change and continuity, sources challenges for Britain, Europe and the wider world 1901 to the present day 	<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: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world They will gain and deploy a historically grounded understanding of abstract terms such a 'empire' 'migration' 'emigration' They will build on their understanding of 'war' 'empire' understanding of historical concepts: cause and consequence, change and continuity, sources challenges for Britain, Europe and the wider world 1901 to the present day
<p>Extra Curricular activities</p>			<p>Key resources / websites</p> <p>https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zcpcwmn/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z4n4jxs/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z9s9q6f/revision/1</p> <p>https://www.iwm.org.uk/learning/adventures-in-history/on-the-home-front-part-two</p>		

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 1a -d Number 1a. Calculations 1b. Calculating with negative integers 1c. Powers and roots 1d. Powers, roots and brackets Unit 1e: Number 1e. Multiples and factors Unit 2 : Area and Volume 2a. Area of a triangle 2b. Area of a parallelogram and trapezium 2c. Volume of cubes and cuboids 2d. 3D shapes 2e. Surface area of cubes and cuboids 2f. Problems and measures	Unit 4a – b: Expressions and Equations 4a. Algebraic powers 4b. Expressions and brackets Unit 4c – f: Expressions and Equations 4c. Factorising expressions 4d. One-step equations 4e. Two-step equations 4f. The balancing method Unit 5: Real Life Graphs 5a. Conversion graphs 5b. Distance-time graphs 5c. Line graphs 5d. Complex line graphs 5e. STEM: Graphs of functions 5f. More real-life graphs	Unit 6 Decimals and Ratio 6a. Ordering decimals and rounding 6b. Place-value calculations 6c. Calculations with decimals 6d. Ratio and proportion with decimals 6e. STEM: Using ratios Unit 7: Lines and Angles 7a. Quadrilaterals 7b. Alternate angles and proof 7c. Geometrical problems 7d. Exterior and interior angles 7e. Solving geometric problems	Unit 8: Calculating with Fractions 8a. Adding and subtracting fractions 8b. Multiplying fractions 8c. Fractions, decimals and reciprocals 8d. Dividing fractions 8e. Calculating with mixed numbers	Unit 9: Straight Line Graphs 9a. Direct proportion on graphs 9b. Gradients 9c. Equations of straight lines 9d. STEM: Direct proportion problems Unit 10: Percentages, Decimals and Fractions 10a. Fractions and decimals 10b. Equivalent proportions 10c. Writing percentages 10d. Percentages of amounts 10e. FINANCE: Solving problems	Unit 3: Statistics, Graphs and Charts 3a. Pie charts 3b. Using tables 3c. Stem and leaf diagrams 3d. Comparing data 3e. Scatter graphs 3f. FINANCE: Misleading graphs

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>Blues Music</p> <p><i>Improvising, Performing, Listening</i></p> <p>Theory: Chord revision: Tonic, Subdominant, Dominant chords Time signatures Notation - revision of rhythmic and melodic notation studied so far. Bass clef Blues Scale</p>	<p>Pentatonic Melodies <i>Performing</i></p> <p>Theory: Notations Chords and progressions 2.4 and 3.5/8 time signatures</p> <p>Skills: Drum, bass, guitar basic skills</p>	<p>The Art of Film Music <i>Listening, performing and composing</i></p> <p>Theory: - revision of musical elements - musical keywords - musical effect/mood - major/minor/chromatic - using melodic ostinatos</p>	<p>The Roots of Reggae: Offbeat <i>Performing</i></p> <p>Theory: - Treble Clef and Bass Clef - Accidentals - Primary chords - Lead sheets - Bass riffs and hooks - Offbeat rhythms - Syncopation - Dotted rhythms</p>	<p>Popular Music <i>Performing</i></p> <p>Theory: - Treble Clef and Bass Clef - Accidentals - Primary and Secondary chords - Lead sheets - Bass riffs and hooks - major scales - use of tab - melodic shape and phrasing</p>	<p>Songwriting <i>Composing</i></p> <p>Theory:</p> <p>- Chords and progressions - Use of lead sheets - Rhythmic and melodic notation - use of tab</p>
<p>Skills and content:</p> <p>"Why are the Blues Important?" Historical context Historical influences, before and after Instruments and musicians associated with the Blues Blues lyrics and structure 12-bar blues structure Improvisation using the blues scale Bass riff Keyboard skills Singing</p>	<p>Skills and content:</p> <p>"How does the use of the pentatonic scale change the music?" - sight-singing world pentatonic melodies: Scotland, Africa, America, China, India, Eastern European - Examples include Amazing Grace; Large from New World Symphony; Raga Bhoopali; Auld Lang Syne - Composing a pentatonic folk dance</p>	<p>Skills and content:</p> <p>How does music affect emotion? - Performing famous motifs from opera and film - Analysing film themes from a variety of film genres - composing a character motif - composing a short theme to a given scene</p>	<p>Skills and content</p> <p>Why does syncopation matter? - Group performance - Guitar and bass skills - Keyboard skills - chord progressions - Mento; Ska; Rocksteady - Bob Marley and the Wailers - Rastafarianism, Ethiopia</p> <p>- Creating arrangements</p>	<p>Skills and content</p> <p>What impact does popular music have on my identity? - Song structures and analysis - famous songwriters who have done well in their field, and why - Lyric analysis - Bass riffs and hooks - The bass guitar - Chord progressions - Group performance of cover songs - manipulating and adapting existing and new musical material - coping with nerves</p>	<p>Skills:</p> <p>How can we use structure to tell a story in music? - Drum, bass, keyboard, guitar skills - group composition - composing own song - original lyric writing</p>
<p>Deeper Learning Performing in lessons Keyboard Club</p>	<p>Deeper Learning Experiences: - Composing in lessons - Soundcloud recordings/performances</p>	<p>Deeper Learning Experiences: Composition use of music technology</p>	<p>Deeper Learning Experiences: -Hounslow Battle of the Bands Summer Arts Festival</p>	<p>Deeper Learning Experiences: - Hounslow Battle of the Bands - Summer Arts Festival</p>	<p>Deeper Learning Experiences: - Hounslow Battle of the Bands - University of West London Songwriting competition - live performance recorded for class album - Summer Arts Festival</p>

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

The aim of PE is to encourage students to participate and enjoy their PE lessons to help foster long term love for physical activity. Students will achieve and feel successful despite their physical ability compared to others and they will learn the fundamental skills required to take part in a variety of skills embedding them securely over their time at Brentford.

Each year builds on their previous years knowledge and focuses on a different area i.e. Year 7 Rules, Year 8 Tactics etc. Confidence will be developed in order to engage students to lead their classmates in warm ups, assessment and through theoretical knowledge. As a result of enjoyment and an instilled love of learning students are more likely to participate in clubs and teams across the school and will have enough knowledge to help them lead and maintain a healthy, active lifestyle.

Core PE Year 8 Focus - Tactical Awareness						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Sports Covered: <ul style="list-style-type: none"> ● Badminton ● Football ● Gym ● Dance 	Sports Covered: <ul style="list-style-type: none"> ● Netball ● Fitness ● Hockey ● Badminton 	Sports Covered: <ul style="list-style-type: none"> ● Fitness ● Hockey ● Netball 	Sports Covered: <ul style="list-style-type: none"> ● Football ● Netball 	Sports Covered: <ul style="list-style-type: none"> ● Athletics ● Cricket ● Rounders 	Sports Covered: <ul style="list-style-type: none"> ● Rounders ● Athletics ● Cricket
<p>* 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.</p>						
<p>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.</p>						
<p>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.</p> <ul style="list-style-type: none"> ● 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. <p>Minimum grade to be achieved by the end of Year 8 is a 1+.</p>						
<p>Theory Content Students should be working towards knowing:</p> <ul style="list-style-type: none"> · Bone names and muscles that they are connected to · What happens to your breathing rate when you exercise · Difference between anaerobic and aerobic <p>This knowledge is used amongst basic skills and ability to provide a holistic grade for each sport.</p>						
<p>Extra Curricular Activities Wide range of sporting clubs both at lunch times and after school for students to attend. Opportunities to represent the school in a variety of sporting fixtures and events throughout the year.</p>			<p>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?</p>			

BLOSSOM (PSCHEE)

Curriculum Intent

The fundamental purpose of the BLOSSOM (Body, Love, Opportunity, Self, Society, Open-Mindedness) (PSCHEE Personal, Social, Citizenship, Health, Economic and Emotional) course is to enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we develop their sense of self-worth and raise self-esteem. We teach them how society is organised and governed. We ensure that they experience the process of democracy and decision making in school through the School Council and Student Leadership Teams. We teach them about their rights and responsibilities as citizens, both in school and in the wider community. They learn to appreciate what it means to be a positive member of a diverse multi-cultural society.

To do this, we must:

- Foster inquisitiveness and maintain pupil engagement and enjoyment in Blossom.
- Develop reflective learning for all pupils by promoting an awareness of the wider implications of Blossom for the individual, the community and the wider world in terms of (but not limited to) gender equality, human rights and democracy, fake news, the benefits and risks of the online world.
- Implement flexible teaching and learning practices and build resources that allow pupils to be ambitious, courageous and confident in both their classroom experiences and during independent learning.
- Develop a lifelong interest in social issues- both locally and globally.
- Provide students with deeper learning experiences in the form of external visitors, workshops and trips.
- Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society.
- Establish an understanding of emotional and physical pressures faced by our pupils and empower them by providing strategies to overcome these pressures, as well as sharing support networks for them to seek, if necessary.

Relationship and Sex Education (Body, Love, Self and Open-Mindedness in Blossom) will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

They will focus on:

- Understanding the need to be flexible when dealing with different types of relationships, including friendships, family relationships, dealing with strangers and intimate relationships.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, inclusivity of LGBTQAI+ individuals and how to manage conflict, and how to recognise unhealthy relationships and being courageous and confident about dealing with these.
- How relationships may affect health and wellbeing, including mental health as well as building resilience in times of adversity.
- Healthy relationships and safety online.
- Factual knowledge, around sex, sexual health and sexuality, set firmly within the context of healthy relationships.

Citizenship (Society in Blossom) helps to provide pupils with knowledge, skills and an understanding of what it takes to play a full and active role in society. The British values including, importantly, democracy and rule of law are focused on throughout all five years at secondary school.

We aim to:

- Foster pupil's keen awareness of how the UK is governed, its political system and how citizens participate actively in its democratic systems of government
- Encourage students to develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- Encourage students to develop an interest in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- Ensure students are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>'Staying safe'</p> <ul style="list-style-type: none"> ● Recap - what is Blossom? ● Personal safety & first aid. CPR practical ● Online safety 	<p>'Healthy & Wellness'</p> <ul style="list-style-type: none"> ● Smoking ● Vaping ● Alcohol/binge drinking ● Cancer ● UV & skin protection from sun ● Drugs & their effects ● Social effect of drugs 	<p>'Careers'</p> <ul style="list-style-type: none"> ● Personal qualities ● Skills ● Job related skills ● Enterprise ● Working in C21st ● Deciding on options for KS4 	<p>'Extremism'</p> <ul style="list-style-type: none"> ● Xenophobia ● Racism ● Extreme nationalism ● Radicalisation ● Preventing radicalisation & extremism ● Cults, religions & their leaders ● Corrupt authority figures ● Identifying extremist groups ● Shamima Begum (a case study) 	<p>'Family Relationships'</p> <ul style="list-style-type: none"> ● Family diversity ● Change in family structure ● Conflict management in families ● Healthy family dynamics 	<p>'Online Safety'</p> <ul style="list-style-type: none"> ● Intro to online safety ● Social media & positive online engagement ● Fake news ● YPs1 & the law
		<p>Deeper learning</p> <p>Talks from different subject leaders about their courses</p>			

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
Festivals <ul style="list-style-type: none"> • Why do religious people celebrate festivals? • Why Muslims celebrate with sacrifice? • Why do Sikhs celebrate Vaisakhi? • Why do Christians celebrate the death of Jesus? • Why do Hindu's celebrate light? • Why is the Festival of Hanukkah important to Jewish people? 	Influences <ul style="list-style-type: none"> • How are Muslims influenced by their beliefs? • How are Christians influenced by their beliefs? • How are Sikh's influenced by their beliefs? • How are Jewish people influenced by their beliefs? • How are Hindu's influenced by their beliefs? 	Equality <ul style="list-style-type: none"> • Are we all equal? • Do all races share equality? • Are men and women equal? • Are the rich and poor equal? • Are all religions equal? 	Stewardship and treatment of animals <ul style="list-style-type: none"> • Creation stories • Awe and wonder • Problems for planet earth • Treatment of animals • Animal testing 	What are the answers to life's big mysteries? Transition- GCSE Skills through HWK tasks <ul style="list-style-type: none"> • What is the meaning of life? • How was the universe created? • Why do we suffer? • What happens when we die? • Group Project 	
		Deeper Learning <ul style="list-style-type: none"> • Equality case studies 	Deeper learning <ul style="list-style-type: none"> • Should people eat meat? 		

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 and her role in shaping it.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
8A Food and nutrition <ul style="list-style-type: none"> ● Food and advertising ● Nutrients ● Use of nutrients ● Weighing and bias (L&C) ● Balanced diets ● Digestion ● Surface area (WS) ● Absorption ● Packaging and the law 8K Energy Transfers <ul style="list-style-type: none"> ● Living in extremes ● Temperature changes ● Choosing language (L&C) ● Transferring energy ● Controlling transfers ● Accuracy and precision (WS) 	8D Unicellular organisms <ul style="list-style-type: none"> ● The Black Death ● Unicellular or multicellular ● Microscopic fungi ● Modal verbs (L&C) ● Bacteria ● Pie charts (WS) ● Protocists ● Decomposers and carbon ● Black Death hypothesis 	8F The Periodic Table <ul style="list-style-type: none"> ● Fireworks ● Dalton's atomic model ● Chemical properties ● Using sentences (L&C) ● Mendeleev's table ● Anomalous results (WS) ● Physical trends ● Chemical trends ● Firework ban 8J Light <ul style="list-style-type: none"> ● Seeing things ● Light on the move ● Drawing and conventions (WS) ● Reflection ● Refraction ● Cameras and eyes ● Preparing a presentation (L&C) 	8C Breathing and respiration <ul style="list-style-type: none"> ● Water sports and breathing ● Aerobic respiration ● Gas exchange system ● Means and ranges (WS) ● Getting oxygen ● Cause and effect (L&C) ● Comparing gas exchange ● Anaerobic respiration ● Fitness training 8E Combustion <ul style="list-style-type: none"> ● Engines ● Burning fuels ● Oxidation ● Fire safety ● Fair testing (WS) ● Air pollution ● Global warming ● Information and explanation text (L&C) 	8B Plants and their reproduction <ul style="list-style-type: none"> ● Useful plants ● Classification and biodiversity ● Accuracy and estimates (WS) ● Types of reproduction ● Pollination ● Fertilisation and dispersal ● Structuring paragraphs (L&C) ● Germination and growth ● Animals using plants 	8L Earth and Space <ul style="list-style-type: none"> ● Changing ideas ● Gathering the evidence ● Scientific arguments ● Seasons ● Magnetic earth ● Gravity in space ● Making comparison (WS) ● Beyond the Solar System ● Studying space 8H Rocks <ul style="list-style-type: none"> ● Disaster! ● Rocks and their uses ● Igneous and metamorphic ● Assessing sources (L&C) ● Weathering and erosion ● Sedimentary rocks ● Theories in geology (WS) ● Materials in the Earth ● Living in danger

<ul style="list-style-type: none"> • Power and efficiency • Paying for energy • Keeping warm 		<ul style="list-style-type: none"> • Colour • Invisibility cloaks 	<ul style="list-style-type: none"> • Reducing pollution 		
Deeper learning <ul style="list-style-type: none"> • Food tests • Designing an energy efficient home • What does a food scientist do? 	Deeper learning <ul style="list-style-type: none"> • Unicellular organisms crash course • Career profile - Microbiologist 	Deeper learning <ul style="list-style-type: none"> • British science week activities 	Deeper learning <ul style="list-style-type: none"> • Combustion crash course 	Deeper learning <ul style="list-style-type: none"> • Fluids crash course 	Deeper learning <ul style="list-style-type: none"> • Earth & space crash course
Extra-Curricular activities Science club Robotics club			Key resources / websites BBC bitesize Activelearn Google classroom		

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><u>Module 1-Mis vacaciones (Holidays)</u></p> <ol style="list-style-type: none"> Talking about a holiday Past tense holiday activities Describing last day of holiday Opinions about holiday-past tense 	<p><u>Module 2-Todo sobre mi vida (All about me and my hobbies)</u></p> <ol style="list-style-type: none"> Talking about use/s of mobile phone Discussing types of music Talking about TV & understanding a TV guide Saying what you did yesterday 	<p><u>Module 3- A comer (Food)</u></p> <ol style="list-style-type: none"> Talking about food Describing mealtimes Ordering a meal Organising party food/drink Describing a party-all 3 tenses 	<p><u>Module 4- Qué hacemos (Going out)</u></p> <ol style="list-style-type: none"> Arranging to go out Making excuses Getting ready to go out <p>•Preparation for Year 8 Formal Assessments</p>	<p><u>Module 4- Qué hacemos (Shopping & Sport)</u></p> <ol style="list-style-type: none"> Talking about clothes Talking about sports events <p><u>Module 5-Operación verano</u></p> <ol style="list-style-type: none"> Talking about summer camps 	<p><u>Module 5-Operación Verano (Holidays)</u></p> <ol style="list-style-type: none"> Describing a holiday home Describing holiday activities Asking for directions Describing a trip
<p>Deeper learning experience/ cultural links: International Languages Week.</p>	<p>Deeper learning experience/ cultural links: Music & TV in Spanish-speaking countries</p>	<p>Deeper learning experience/ cultural links: Spanish food</p>	<p>Deeper learning experience/ cultural links</p>	<p>Deeper learning experience/ cultural links: sports in the Spanish-speaking world</p> <p>+ restaurant outing</p>	<p>Deeper learning experience/ cultural links: the Spanish-speaking world + Pupils to watch a Spanish film to mark the end of Year 8</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>		

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 restaurant wants to attract more customers and appeal to people from different cultures. You have been commissioned to plan and prepare a range of cultural dishes, mostly savoury, that can be modified to meet different dietary requirements including veganism	Developing and modifying recipes	Caribbean Jerk Risotto Bolognese sauce Margarita pizza Enchiladas Spinach, chickpea and potato curry Chocolate brownies	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 perfume manufacturing company has expanded its range of fragrances. You have been commissioned to Design the packaging for one of the new perfumes. It must appeal to the suggested target audience.	Initial design ideas Design development Designing for nets Digital manipulation and editing	Digitally modified 3D perfume box including motif and typography suitable for the target audience	Genre Typography Font Illustration Mathematical measuring 3D modelling Consolidation and development of affinity	All designs annotated and evaluated
New technology – Jewellery making Brief: A costume jewellery company wants to increase its range to include bib style necklaces. You have been commissioned to produce a necklace made up of multiple parts.	Initial design ideas Design development Final digital design	Test piece beads Bib style necklace with mechanism	Consolidation and development of Techsoft design V3 Use of Laser cutter 3D construction incorporating mechanism Precision hole drilling	All designs and make annotated and evaluated
Textiles: Brief: An accessories shop wants to increase its sustainability. You have been commissioned to make an upcycled bag, suitable to hold a journal	Biomimicry design – nature themed bag	Construction of a small bag, incorporating patchwork, a patch pocket and simple fastening	Product analysis and problem solving Seams – plain, zig-zag edged and French Hems – plain and blind Patchwork Patch-pocket Handle, turned and folded	All test pieces annotated and evaluated Completed upcycled bag 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

