



BRENTFORD SCHOOL FOR GIRLS
BRENTFORD & FORM

Brentford School for Girl
Year 9 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

Brentford School for Girls – Year 9 Curriculum Enrichment Programme

Our ambitious curriculum is one where we have identified the knowledge and skills we think will prove most useful to students in their lives. Curriculum leaders have highlighted the non-negotiable aspects of each subject. Our curriculum provision facilitates students leaving us with the knowledge and skills to consider our teaching a success and allows them access to their next phase of education.

At a whole-school level, our broad and balanced curriculum is about offering as many different subject disciplines as we can for as long as we can, thus keeping students’ options open and providing a rounded education with sufficient time being accorded to these subjects so that they are taught well.

Once a week **all students** in Year 9 are allocated an enrichment activity during tutor time. The aim of the year 9 curriculum enrichment programme is to ensure that whilst our students complete a two year KS3, their exposure to the subjects that they are no longer studying is not cut short and that both the depth and breadth of key knowledge and skills to be gained from these subjects is still imparted to the students so that they are most prepared for life in the future, whatever that may be.

Academic Year	Continued exposure to curriculum areas	Enhanced depth of curriculum	Enhanced breadth of curriculum					
2022/2023	<p>The enrichment sessions in each subject were framed around the deeper learning content of the subjects on offer. The intent of the enrichment programme was to retain students’ exposure to the subjects they would not have opted for at KS4. Students were strategically placed across the following options.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>ART</td> <td>DRAMA</td> <td>MUSIC</td> <td>HUMANITIES</td> <td>MFL</td> </tr> </table>		ART	DRAMA	MUSIC	HUMANITIES	MFL	
ART	DRAMA	MUSIC	HUMANITIES	MFL				
2023/2024	<p>Drama, Music, Art, Dance</p> <p>All students undertook a focused programme of study across two of the creative arts to further build upon the skills and knowledge developed at KS3</p>	<p>Modern foreign languages</p> <p>All students have completed an extended introduction to beginners Spanish. This has ensured that all students across the year group are able to more fully develop their language skills from their study of KS3 French and German</p>	<p>History: local history study</p> <p>All students have completed a local depth study on the impact of the arson attack on Kew Gardens led by the suffragette movement. This serves to build upon the skills learnt in KS3 History and allow for application in a focused local context.</p>					
2024/2025		<p>Computing</p> <p>All students will build upon the skills embedded at KS3 to develop a robust understanding of key computational language including the use algorithmic applications to solve unseen problems</p> <p>Art</p> <p>Students will further enhance their knowledge of artistic styles and mediums via a depth study on architecture and 3D representation.</p>	<p>History: local history study</p> <p>All students will complete a local depth study on the impact of the arson attack on Kew Gardens led by the suffragette movement. This will serve to build upon the skills learnt in KS3 History and allow for application in a focused local context.</p>					

Art

Curriculum Intent

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

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

KEY STAGE 3 ART & DESIGN

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

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

As students will come with a range of experiences from studying GCSE: Art/ Photography/ Textiles, or without skills having given up Art at the end of year 8, the beginning of the course is very structured. Students undertake an intensive number of sessions to develop skills and different approaches to drawing, painting and printmaking.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Still Life To develop skills when:</p> <ul style="list-style-type: none"> • Carrying out research • Analysing an image • Recording ideas and observations • Exploring a range of media and techniques • Producing outcomes <p>Projects reference a range of artists including Paul Cezanne, Giorgio Morandi and Micheal Craig-Martin</p>				<p>Pop Art</p> <ul style="list-style-type: none"> • To gain an understanding of how to develop a long term thematic project • To complete research into the influences, context and significance of the art movement • To research the protagonists of the art movement • To copy and respond to a range of artworks and as a result develop skills and confidence in a range of media • To learn to record observations and understanding in annotations and written tasks • To gain knowledge of how to plan and compose a picture • To create a final outcome that is informed and a suitable response to the theme <p>Projects reference a range of artists including Andy Warhol, Roy Lichtenstein, James Rosenquist, and Peter Blake.</p> <p>Note: This project counts as part of the students' GCSE Coursework and continues into Year 10.</p>	
<p>Deeper Learning</p> <ul style="list-style-type: none"> • Creating a time-line to understand the context and circumstance surrounding the development of artworks. • Exploring the impact different artists and artworks had. • Comparing different artworks with deeper understanding and insight as well as learning to articulate observations and opinions with subject specific vocabulary. • Developing own artistic skills by taking elements from an art history reference and from there being able to make creative choices in how to appropriate that visual into something new. 					

Business Studies

Curriculum Intent

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

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

The department aims to develop students who:

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

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

Drama

Curriculum Intent

In Drama we aim to:

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

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

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

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

English

Our BSG English curriculum in Years 9 and 10 continues to build on the knowledge and skills gained throughout KS3; we further hone reading and analytical skills through the study of the GCSE Literature texts and a range of other fiction and nonfiction texts, while also developing a more acute awareness of the influence of the context and writers' ideas and attitudes. Writing and communication skills are developed in essay writing and a range of writing and speaking activities within each of our units. Our AQA English Literature texts are chosen to allow for interesting discussion, debates and reflections relevant to our students, whilst also exploring themes linked to social, cultural, moral and spiritual issues and experiences, broadening their cultural awareness and developing their love for literature.

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: Course Overview. Introduction to study skills, including using the Learning Passport. Revision of techniques, looking at exam style questions and how the GCSEs link to previous KS3 topics.					
<p>Unseen Poetry - English Literature Paper 2 Section C (3 weeks and then 1 lesson a week)</p> <p>Assessment: Students answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>	<p>'An Inspector Calls' - English Literature Paper 2 Section A (4 lessons a week)</p> <p>Assessments: Students answer one essay question from a choice of two on their studied drama text.</p> <p>Narrative and Descriptive Writing Unit - English Language Paper 1 Sec B (1 lesson a week)</p> <p>Explorations in Creative Reading and Writing, focusing on content, organisation and technical accuracy. (AO5&6)</p>	<p>Love and Relationships Poems - English Literature Paper 2 Section B (4 lessons a week)</p> <p>Assessment: Students answer one comparative question on one named poem printed on the paper and one other poem from the anthology cluster.</p> <p>Revision skills (1 lesson a week)</p>	<p>'Macbeth' - English Literature Paper 1 Section A (4 lessons a week)</p> <p>Assessment: Students answer one question on the play. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Revision skills (1 lesson a week)</p>		
<p>Deeper Learning</p> <ul style="list-style-type: none"> • Creation of a revision resource/ booklet about forms of poetry. • Reading poetry from across the literary canon, 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Research project about the context to the play – Edwardian Britain, the interwar years and Britain in the 1940s, including changing working conditions. • Spoken Language - Presentations in groups to teach the class about contextual information. Drama activities in role, exploring family relationships. 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Research context for each poem (additional ideas) and present to the class, as well as teach the class to enhance their understanding. • SMSC debates and discussions, linked to the issues and themes in the poems. 	<p>Deeper Learning:</p> <ul style="list-style-type: none"> • Exploration of the contexts: genre, writer, social, historical, cultural and literary. • Presentations to the class. • Spoken Language – performance of the play and hot seating / drama activities in character. • Debates and discussion to enhance independent interpretation of the texts. 		

<p>discussing different views, perspectives and experiences.</p>	<ul style="list-style-type: none"> • Exploration into political and social issues then and now, with discussion of related SMSC issues and workers' rights. • Reading different forms of fiction and non-fiction texts that focus on social issues. Discussion and debate used to inform views and perspectives for writing tasks. • Compilation of revision games and resources to track first and altered impressions of main characters. 	<ul style="list-style-type: none"> • 'Singh Song!' used to discuss work life balance and wellbeing. • Use of technology for collaborative learning and revision. 	<ul style="list-style-type: none"> • Use of technology for collaborative learning and revision.
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> • Wider reading activities 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. • Trips and visits, depending on productions / opportunities during the year. 		<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.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Module 1: <u>Media and Technology, My personal world</u></p> <ul style="list-style-type: none"> •give opinions using nouns and infinitive verbs •talk about what I do online •talk about what I do to stay active •talk about what I watch •make plans to go out •use 3 tenses: perfect, present and near future 		<p>Module 2: <u>My personal world</u></p> <ul style="list-style-type: none"> •talk about my identity •talk about my weekend routine •discuss friends and friendship •talk about physical appearance •talk about positive role models •talk about celebrations •use 3 tenses accurately: perfect, present and near future 		<p>Module 3: <u>Studying and my future</u></p> <ul style="list-style-type: none"> •talk about school life •give opinions about school subjects •discuss school rules •talk about making progress at school •talk about what school used to be like using the imperfect tense •talk about learning languages •use up to 4 tenses: perfect, imperfect, present and near future <p>Year 9 Formal Assessments</p>	
<p>Key resources / Websites Pearson ActiveHub www.languagesonline.org.uk https://app.senecalearning.com + Quizlet/Memrise/BBC Bitesize</p>					

Geography

Curriculum Intent

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term
<p>Introduction to GCSE Geography – Introduction to India</p> <ul style="list-style-type: none"> - Rivers (processes & human interactions) - Biomes of India - Climate of India - Aid & human development - Population - geographical skills 	<p>Changing Cities</p> <p>Key idea 4.1 Urbanisation is a global process</p> <p>Key idea 4.2 The degree of urbanisation varies across the UK.</p> <p>Key idea 4.3 The context of the chosen UK city influences its functions and structure</p> <p>Key idea 4.4 The chosen UK city is being changed by movements of people, employment and services.</p> <p>Key idea 4.5 Globalisation and economic change create challenges for the chosen UK city that require long-term solutions</p> <p>Key idea 4.6 The context of the chosen developing country or emerging country city influences its functions and structure</p>	<p>Changing Cities</p> <p>Key idea 4.7: The character of the chosen developing country or emerging country city is influenced by its fast rate of growth.</p> <p>Key idea 4.8: Rapid growth within the chosen developing country or emerging country city results in a number of challenges that need to be managed.</p>	<p>River Landscapes</p> <p>The changing landscapes in the UK</p> <p>Key idea 1.1: There are geological variations within the UK.</p> <p>Key idea 1.2: A number of physical and human processes work together to create distinct UK landscapes.</p> <p>Key idea 1.7: A variety of physical processes interact to shape river landscapes.</p> <p>Key idea 1.8: Erosion and deposition interacts with geology to create distinctive landforms in river landscapes.</p>	<p>River Landscapes</p> <p>Key idea 1.9: Human activities can lead to changes in river landscapes which affect people and the environment.</p> <p>Key idea 1.10: Distinctive river landscapes are the outcome of the interaction between physical and human processes.</p>	<p>Investigating physical & human environments—field work:</p> <ul style="list-style-type: none"> - Purpose of investigation - Methods of data collection - Risk assessment - Presentation of data - Analysis of data - Conclusions - Evaluation
<p>Deeper Learning</p>	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Bristol case study 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Sao Paulo case study 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Costa Rica + Wyre Forest case studies 	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Stratford case study
<p>Extra Curricular activities</p>	<p>Key resources / websites</p> <p>https://www.bbc.co.uk/bitesize/topics/z26jdmn - Geographical skills</p> <p>https://www.bbc.co.uk/bitesize/topics/zskbv4j - Coasts and rivers</p> <p>https://www.bbc.co.uk/bitesize/topics/zxbnhv4 - Tropical rainforests and global ecosystems</p>				

Health & Social Care

Curriculum Intent

The fundamental purpose of the Health and Social Care course is to empower all students - regardless of ethnic background and academic ability - to access the content and develop their understanding of the subject through exploring deeper learning experiences and promote students to reach their full potential holistically.

To do this, we must:

- Foster inquisitiveness and maintain pupil engagement and enjoyment in Health and Social Care.
- Develop reflective learning for all pupils by promoting an awareness of the wider implications of Health and Social Care for the individual, the community and the wider world.
- Implement flexible teaching and learning practices and build resources that allow pupils to be ambitious, courageous and confident in both their classroom experiences and during independent learning.
- Provide pupils with skills for life (communication, inter-personal, ICT, emotional/wellbeing awareness, employability and critical thinking) thus enabling them to become skilled 21st Century citizens.
- Delve deeper into the subject of Health and Social Care, giving students access to key roles existing in current Health and Social Care provision.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Introduction to Y9</p> <ul style="list-style-type: none"> • Induction into BTEC • Introduction to HSC as a subject • Guided ICT practical training • Practice assignment 	<p>Begin Component 1 Human Lifespan and Development</p> <p>Learning aim A: Understand human growth and development across life stages and the factors that affect it .</p> <p><i>A1: Human growth and development across life stages</i></p> <p>Students learn about life stages and their expected key characteristics in each of the PIES classifications:</p> <ul style="list-style-type: none"> - Infancy (0-2) - Early Childhood (3-8) - Adolescence (9-18) - Early adulthood (19-45) - Middle adulthood (46-65) - Later adulthood (65+) <p>Students to learn about PIES characteristics:</p> <p>Infancy – physical: rapid physical growth of weight and height, development of gross and fine motor skills, following the same pattern of growth and development but at different rates – intellectual: rapid development of language and thinking skills such as memory/recall – emotional: attachments are formed, emotional wellbeing is based on bonding/attachment, security and contentment – social: strong dependence on adults/carers, socialisation through family, engage in solitary play</p> <p>Childhood physical: continued growth of weight and height, mastery of gross</p>		<p><i>A2: Factors affecting growth and development</i></p> <p>Physical factors inherited conditions – sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington’s disease, experience of illness and disease, mental ill health – anxiety, stress, physical ill health – cardiovascular disease, obesity, type 2 diabetes, disabilities, sensory impairments.</p> <p>Lifestyle factors Nutrition, physical activity, smoking, alcohol, substance misuse.</p> <p>Emotional factors Fear, anxiety/worry, upset/sadness, grief/bereavement, happiness/contentment, security attachment.</p> <p>Social factors supportive and unsupportive relationships with others –</p>	<p><i>B1 Different types of life event</i></p> <p>Health and wellbeing: accident/injury physical illness mental and emotional health and wellbeing.</p> <p>Relationship changes : entering into relationships marriage, civil partnership, long-term relationship divorce, separation for non-married couples parenthood bereavement.</p> <p>Life circumstances: moving house, school or job exclusion from education redundancy imprisonment changes to standards of living retirement.</p> <p>Case study practice <i>Sabah and Bilal</i></p> <p>Develop analysis and application skills required in controlled assessment and examination</p> <p>This can be used as formal assessment.</p>	<p><i>B2 Coping with change caused by life events</i></p> <p>The character traits that influence how individuals cope : resilience self-esteem emotional intelligence disposition – a person’s character traits, e.g. positive, negative.</p> <p>The sources of support that can help individuals adapt family, friends, neighbours, partners professional carers and services community groups, voluntary and faith-based organisations multi-agency working, e.g. social services working with mental health trust, children’s services working with the justice system multidisciplinary working, e.g. a health visitor working with a GP.</p> <p>The types of support that can help individuals adapt emotional support information, advice, endorsed apps practical help – financial assistance, support with childcare,</p>

	<p>and fine motor skills – intellectual: increased curiosity, language fluency develops, strong grasp of memory/recall – emotional: increased independence, wider range of relationships are formed, emotional wellbeing is based on attachment, security and contentment – social: social circle widens and close friendships are formed, socialisation continues through family and also friends/carers, social play develops</p> <p>Adolescence – physical: onset of puberty, differences between males and females, primary and secondary sexual characteristics – intellectual: complex and abstract thinking develops – emotional: independence increases further, more freedom to make own decisions, concerns over self-image and self-esteem may increase, emotional wellbeing is based on attachment, security and contentment – social: wide range of formal/informal relationships develop and have influence, intimate relationships are formed.</p> <p>Early adulthood physical: peak physical fitness, full height reached, sexual maturity reached, women at their most fertile – intellectual: mastery of abstract and creative thinking, careers become important, may return to education – emotional: independent living and control over own lives, emotional wellbeing is based on attachment, security and contentment – social: intimate and long-lasting relationships are formed.</p> <p>Middle adulthood – physical: at the end of this life stage the ageing process begins, menopause occurs for women – intellectual: can use knowledge and experience for complex decision making, may retire – emotional: may experience changes in self-image and self-esteem linked to retirement or ageing process, emotional wellbeing is based on attachment, security and contentment – social: may have more time to socialise</p> <p>Later adulthood – physical: ageing process continues, decline in strength and fitness, loss of mobility, loss of muscle tone and skin elasticity – intellectual: may experience decline in cognitive ability such as loss of memory/recall – emotional: may start to become more dependent on others, emotional wellbeing is based on attachment, security and contentment – social: may experience bereavement and reduction of social circle.</p>	<p>friends, family, peers and colleagues, social inclusion and exclusion, bullying, discrimination</p> <p>Cultural factors religion gender roles and expectations gender identity sexual orientation community participation race</p> <p>Environmental factors housing needs, conditions, location home environment exposure to pollution – air, noise and light</p> <p>Economic factors employment situation financial resources – income, inheritance, savings.</p> <p>Watch UP to develop an understanding of how people react to different life events.</p> <p>Case study practice <i>Factors and PIES</i></p> <p>Develop analysis and application skills required in controlled assessment and examination</p>		<p>domestic chores, transport.</p> <p>PSA practice Ana and PIES (task 3a)</p>
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<p>Deeper Learning Experiences</p> <p>Look after an egg - caregiver challenge</p>	<p>Watch: Jack Inside Out Watch Old People's Home for 4 Year Olds</p> <p>Create: Board game for children</p> <p>Visit: Local nursery Local care home</p>	<p>Watch: Up</p>	<p>Watch: Harvey Price documentary</p> <p>Create: Residential care home/ SEND school for Harvey</p>
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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
Fight for rights in Modern Britain Women's rights <ul style="list-style-type: none"> • Suffragists Vs suffragettes • Women and the World Wars • The fight for equality • Girl power Black civil rights <ul style="list-style-type: none"> • The Windrush generation experiences in the 1950s • Notting Hill carnival • The Bristol Bus Boycott • Brixton 1981 	The Industrial revolution <ul style="list-style-type: none"> • What was the industrial revolution? • How did Factories create towns? • What impact did this have on working people? • Black gold • From roads to canals to railways • An age of invention 	BRITAIN: HEALTH AND THE PEOPLE C1000 – PRESENT DAY Medieval medicine <ul style="list-style-type: none"> • Christianity and medical progress • Islamic medicine and surgery • Surgery in medieval times • Public health in towns and monasteries • Black Death Early Modern Medicine <ul style="list-style-type: none"> • Vesalius, Pare and Harvey. • Treatment of disease • The Plague • The growth of hospitals • Jenner and vaccination <p>Early modern surgery (Hunter)</p> 19th century Medicine <ul style="list-style-type: none"> • Pasteur – Germ Theory • Developments in surgery: Anaesthetics / Antiseptics / Aseptic surgery. 		BRITAIN: HEALTH AND THE PEOPLE C1000 – PRESENT DAY <ul style="list-style-type: none"> • Nightingale: nursing and hospitals • Pasteur and Koch – understanding the cause of disease • Public health: Cholera / government / the role of reformers Modern Medicine <ul style="list-style-type: none"> • Overview – science and technology • Penicillin and the growth of the Pharmaceutical industry • The development of surgery • Public health – Booth and Rowntree / Liberal governments / impact of Boer War and WW1/2 • Beveridge Report and Welfare State – NHS • Costs, choices and issues in 21st century 	
Deeper learning Sophia Duleep Singh Podcast		Deeper Learning <ul style="list-style-type: none"> • Comparing the contributions of Mary Seacole and Florence Nightingale • NHS debate • Balloon debate 			

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

Curriculum Intent

- The teaching in the Mathematics Department provides a foundation for understanding the world, the ability to reason mathematically and appreciation of the beauty and power of mathematics. We aim to develop a sense of enjoyment and curiosity about the subject and to engage students in developing a deeper understanding of fundamental concepts. Students will be able to recall and apply knowledge in real life situations and cross curricular subjects.
- Students develop the confidence to apply their mathematics to a variety of problems and are given the opportunity to show resilience in seeking their solutions.

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

- Students are frequently given the opportunity to be inquisitive through problem solving, being reflective and flexible in their approaches. Students are then empowered to show courage in applying that knowledge to other subjects and real-life situations.
- Students have opportunities to experience various enrichment activities which encourage them to be ambitious in their post 16 choices.

Music

Curriculum Intent

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

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

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Samba!</p> <p><i>Performing & Composing</i></p> <p>Theory: Notating rhythms - recap Rhythmic ostinatos Syncopation Cyclical form Dictation Structures of Samba (break, groove, etc.)</p>	<p>Performing Skills</p> <p><i>Performing</i></p> <p>Theory: Reading notation Identifying performance marks (phrases; dynamics; articulation) Annotating scores</p>	<p>Musical Textures</p> <p><i>Performing, Composing, Listening</i></p> <p>Theory: Keywords Melody writing Writing chords for a melody Canon; imitation Secondary chords II, IV Major and minor</p>	<p>Minimalism</p> <p><i>Listening, composing</i></p> <p>Theory: Garage band skills Use of ostinato and layering techniques Structure Texture Keywords</p>	<p>Form and Structure</p> <p><i>Listening, composing</i></p> <p>Theory: Melody writing Musical phrases, consequent and antecedent Modulation Developing melodies</p>	<p>Composition Project</p> <p><i>Composing</i></p> <p>Theory: Recording skills Garage band skills revision Structuring compositions within Bandlab Audio recording and editing within DAW Coursework hints, tips and guidance</p>
<p>Skills and content:</p> <p>“What is the relationship between pulse and rhythm?” Brazil, Rio and Carnival Singing Samba de Janeiro! Playing polyrhythms and cross rhythms Composing complex rhythmic piece (structure and texture) Leading Improvisation over a given structure Ensemble work</p>	<p>Skills and Content:</p> <p>“What are my performance goals?” Vocational Scenario Rehearsal Skills (solo and as a group) and planning Setting goals Putting together a quality performance Staging Coping with nerves Ensemble and leadership skills</p>	<p>Skills and Content:</p> <p>“How can musical texture help me to compose?” Musical textures; monophony; homophony; polyphony; heterophony Texture through the musical eras, Baroque; Classical; Romantic; Popular Musical textures around the world Listening with discrimination to different musical textures</p>	<p>Skills and Content:</p> <p>“How can I use repeating ostinatos to create a piece of music?” Focus on Steve Reich and Philip Glass’s use of ostinatos. Listening and identification of ostinato plus discussion of effects and use in film music Clapping Music and student’s own version Use of garageband loops to create ostinato effects</p>	<p>Skills and Content:</p> <p>“Why is structure important in music?” Revision of binary and ternary form Rondo form Theme and variations Ground bass Keyboard skills</p>	<p>Skills and Content:</p> <p>“How can I use music technology to compose?” Vocational scenario Planning out a composition First ideas and structure Developing and editing musical ideas Reflecting and evaluating</p>

		Composing with at least two different musical textures	Use of music technology to compose sounds		
Deeper Learning Performing in lessons Soundcloud recording/performances Outdoor performance	Deeper Learning Performing in lessons Christmas concert performances AV set-up in Theatre and Hall Stage set-up	Deeper Learning Performing in lessons Soundcloud recordings	Deeper Learning Performing in lessons Soundcloud recordings/performances	Deeper Learning Music trip Preparation for Battle of the Bands Informal lunchtime performances	Deeper Learning Recorded performances Talent Show Summer Arts Festival Battle of the Bands

Photography

Curriculum Intent

Art can encourage self-expression and creativity through adaptive learning and a growth mindset. Through studying Art & Design students can build a strong individuality that is celebrated.

Exploring GCSE Photography over three years enables students to be exposed to a wider range of materials, techniques, and concepts.

In their first year of Photography, students will learn the basic skills required to achieve a successful photograph whilst being exposed to the work of photographers from different time periods.. They will gain confidence to control and play with these skills in a variety of photoshoots.

They will gain enjoyment and become inspired when they explore media and techniques while investigating a theme or idea. Students are provided with a hand-on learning approach of discovery and gain confidence from their successes. Students will learn that failure is a natural part of the creative process and they will review and refine techniques until they are successful. The ability to be flexible and to think around different situations is nurtured within Photography and to be reflective by carrying out evaluations to build on positive aspects of work. Individuality and ambition are celebrated, and independence is promoted within Art & Design.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Introduction to Photography Explore under the theme of 'Form' – An Introduction to Camera Basics and Operation using a DSLR- developing an understanding of ISO, Shutter speed, Aperture & Composition. Introduction to Affinity software.</p>	<p>Develop skills & Build knowledge of Photographers. - Present Research - Analyse the fundamentals used in an image and their purpose. - Respond to a source - Learn how to record ideas and observations - Produce outcomes</p>	<p>Build confidence in using Editing software. - Adjustments - Scanography - Colour editing - Layering - Digital Illustrations</p>	<p>To develop personal responses Form meaningful ideas based on the photographers. Demonstrate knowledge from transition period</p>	<p>Review and Refine work by revisiting past shoots. Present final outcomes. Evaluate your work.</p>	<p>Experimental techniques with photography. Create highly developed outcomes exploring physical processes such as collage, embroidery, printing and cyanotypes.</p>
<p>Extra Curricular - Photography Club - Trips and Visits dependant on Exhibitions/ Opportunities during the year.</p>			<p>Key resources / websites Resources will be available on Google Classroom as the Year goes on If students wish to further their own research on different photographers they can explore any gallery websites</p>		

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 9 Focus - Sportsmanship/ Gamesmanship						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Sports Covered: <ul style="list-style-type: none"> ● Badminton ● Fitness 	Sports Covered: <ul style="list-style-type: none"> ● Football ● Volleyball ● Trampolineing ● Rugby ● Badminton 	Sports Covered: <ul style="list-style-type: none"> ● Trampolineing ● Handball ● Netball 	Sports Covered: <ul style="list-style-type: none"> ● Netball ● Volleyball ● Handball 	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 knowledge and understanding through their leadership skills, which develops confidence and self belief further. Fixtures against other schools to demonstrate skills and abilities in action against others of differing abilities that can be compared against. Access to key words and high end vocabulary through verbal feedback throughout lessons. Trips and visits.</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 9 is a 2+.</p>						
<p>Theory Content Students should be working towards knowing:</p> <ul style="list-style-type: none"> · Different types of feedback · Difference between sportsmanship and gamesmanship <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>			

GCSE PE

Year 9	Term 1 - Oct	Term 2 – Dec/	Term 3 - Feb	Term 4 -Apr	Term 5 - May	Term 6 - July
<p>Transition: Summer project at the end of Year 8 for the GCSE class which is a personal reflection of their own skills and abilities within certain sports. This links to the practical element of the course as well as preparing them for their coursework.</p> <p>The GCSE course comprises of a practical element which is worth 40% of the students final marks and a theoretical component worth 60%.</p> <p>Theory content for Year 9 starts with a soft start introduction to GCSE PE and touching on topics that they will cover throughout the course through a practical approach and then other content interleaves Paper 1 and 2.</p> <p>Paper 2 content including: Social Cultural Factors in Sport and Sports Psychology as well as encouraging deeper learning experiences to make the most of the 3 year GCSE.</p> <p>Paper 1 content including: Physical Training in Sport</p>						
	<p>Double Practical/Single Theory Content Covered Practically:</p> <ul style="list-style-type: none"> ● Fitness Testing ● Skill & Ability ● Effects of Exercise ● Types of Movement <p>Content Covered Theoretically:</p> <ul style="list-style-type: none"> ● Collection of data ● Analysing sports for strengths and weaknesses ● Health & Wellbeing ● Muscles & Bones ● Technology ● Command Words 	<p>Content Covered: Sports Psychology - Paper 2</p> <ul style="list-style-type: none"> ● Skill & ability ● Skill classification ● Goals in sport ● SMART targets ● Information processing Guidance & feedback ● Arousal ● Aggression ● Personality traits ● Motivation 	<p>Content Covered: Physical Training - Paper 1</p> <ul style="list-style-type: none"> ● Health & wellbeing ● Components of fitness ● Fitness testing ● Principles of training ● Types of training ● Safety in sport ● Training seasons 	<p>Content Covered: Social, Cultural Influence - Paper 2</p> <ul style="list-style-type: none"> ● Engagement patterns ● Barriers to participation ● Sponsorship & media ● Commercialisation ● Etiquette ● Performance enhancing drugs ● Spectator behaviour ● Technology in sport 		
	<p>Assessment: Multiple choice/assessment</p>	<p>Assessment: End of unit assessment</p>	<p>Assessment: End of unit assessment</p>	<p>Assessment: Full Paper 2 Assessment</p>		
	<p>Deeper Learning/Interleaving Practical tasks embedded into the theory lessons. Flipped learning - student research and deliver findings on specific topics. Sport in the news</p>				<p>Deeper Learning/Interleaving Links to other areas of the course within paper 1. Practical tasks embedded into the theory lessons.</p>	
	<p>Practical - Focusing on exploring new activities and being able to analyse self and peer performance in different sports. Look at where and how they need to perform to get marks on the specification for their practical moderation.</p>					
	<p>Extra Curricular Activities Wide range of sporting clubs both at lunch times and after school for students to attend Opportunities to represent the school in a variety of sporting fixtures and events throughout the year. Specific GCSE practical catch up session to go through moderation activities/moderation filming.</p>			<p>Key Resources/Websites Google Classroom BBC Bitesize GCSE Pod & Seneca Learning</p>		

BLOSSOM (PSCHEE)

Curriculum Intent

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

To do this, we must:

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

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

They will focus on:

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

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

We aim to:

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>'Monies management'</p> <ul style="list-style-type: none"> • Managing personal finances • Budgeting • Savings, loans, interest rates • Services & products from banks • Making & checking transactions • Making ethical financial decisions 	<p>'Body confidence'</p> <ul style="list-style-type: none"> • Body image • Self esteem • Body positivity • Body image in a digital world • Body image across genders • Mental health & body image 	<p>'Equality in society'</p> <ul style="list-style-type: none"> • Prejudice • Stereotypes • Disability rights & prejudice • LGBTQIA & rights & prejudice • Age rights & prejudice • Gender stereotypes 	<p>'Harmful substances'</p> <ul style="list-style-type: none"> • Illegal & legal drugs • Types of drugs (classifications) • Prescription drug abuse • Drugs, vapes, balloons 	<p>'Consent'</p> <ul style="list-style-type: none"> • Different relationships types • Giving & seeking permission • Avoiding assumptions • Consent, rape & sexual harassment • Freedom & capacity to consent <p>Deeper learning YHSH to deliver session on consent</p>	<p>'Careers'</p> <ul style="list-style-type: none"> • Beliefs & values • School vs work • Job sectors • Jobsearching • Dress code • Budgeting • Decision making

RE

Curriculum Intent

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Islam – Beliefs and Teachings Key Beliefs</p> <p>Transition- Intro to Islam</p> <ul style="list-style-type: none"> The six articles of faith in Sunni Islam The five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. The Oneness of God (Tawhid), Qur'an Surah 112. The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence. Angels, their nature and role, including Jibril and Mika'il. <p>Key Beliefs</p> <ul style="list-style-type: none"> Predestination and human freedom and its relationship to the Day of Judgement. Life after death (Aakhirah), human responsibility and accountability, resurrection, heaven and help <p>Deeper Learning Activities:</p> <ul style="list-style-type: none"> History of Islam Key Language 	<p>Islam – Beliefs and Teachings Key Beliefs</p> <p>Holy Books</p> <ul style="list-style-type: none"> Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad. Qur'an: revelation and authority the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. The imamate in Shi'a Islam: its role and significance. <p>Islam Practices Five Pillars of Sunni * Shi'a Islam</p> <ul style="list-style-type: none"> Introduction to the 5 pillars of Islam and 10 obligatory acts of Shi'a Islam Shahadah: Salah and its significance Sawm: the role and significance of fasting during the month of Ramadan Zakah: the role and significance of giving alms Haji: the role and significance of the pilgrimage to Makkah <p>Deeper Learning Activities</p> <ul style="list-style-type: none"> Escape Rooms Life and Times of the Prophets Hajj Experience 	<p>Islam Practices Five Pillars of Sunni * Shi'a Islam Duties & Festivals</p> <p>Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings</p> <ul style="list-style-type: none"> Id-ul-Fitr Id-ul-Adha Ashura <ul style="list-style-type: none"> Jihad- Greater and Lesser <p>Introduction to Christianity at GCSE</p> <p>Overview</p> <ul style="list-style-type: none"> History of Christianity Denominational Differences Life of Jesus Bible – Old Testament <p>Bible – New Testament</p> <p>Deeper learning</p> <ul style="list-style-type: none"> Deep dive into Christianity 	<p>Christian Beliefs & Teachings</p> <ul style="list-style-type: none"> Nature of God Trinity Creation Problem of evil / Fall & Original sin The Incarnation & Jesus The Crucifixion The Resurrection The Ascension <p>Deeper Learning: Create lantern about Jesus' life</p>	<p>Christian Beliefs & Teachings</p> <ul style="list-style-type: none"> Sin & Salvation Afterlife & Judgement / heaven & hell <p>Christian Practices Worship and Festivals</p> <ul style="list-style-type: none"> liturgical, non-liturgical and informal, including the use of the Bible and private worship Prayer and its significance, including the Lord's Prayer, set prayers and informal prayer. the sacrament of baptism and its significance for Christians; infant. Believers' baptism; different beliefs about baptism the sacrament of Eucharist (Holy Communion) and its significance for Christians Holy Communion orthodox <p>Holy Communion Baptist and Pentecostal</p> <p>Deeper Learning</p> <ul style="list-style-type: none"> Make Christingle Scavenger Hunt 	<p>Christian Practices</p> <p>The role and importance of pilgrimage and celebrations</p> <ul style="list-style-type: none"> two contrasting examples of Christian pilgrimage: Lourdes and Iona the celebrations of Christmas importance for Christians and in Great Britain today. Easter, including its importance for Christians and in Great Britain today. <p>The role of the church in the local and worldwide community</p> <ul style="list-style-type: none"> The role of the Church in the local community, including food banks and street pastors. The place of mission, evangelism and Church growth. The importance of the worldwide Church including working for reconciliation how Christian churches respond to persecution <p>The work of one of the following: Catholic Agency For Overseas Development (CAFOD), Christian Aid, Tearfund.</p> <p>Deeper Learning</p> <ul style="list-style-type: none"> Research local food banks
<p>Extra Curricular activities</p> <ul style="list-style-type: none"> Explore places of worship in Brentford 			<p>Key resources / websites</p> <p>GCSE Learning and Revision GCSEPod Google Topic Classrooms What is Islam? - BBC Bitesize</p>		

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.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Module 1: <u>My personal world, Media and Technology</u> <ul style="list-style-type: none"> •talk about life online •talk about sports and free-time activities •use opinion verbs and expressions •make plans to go out •use 3 tenses: perfect, present and near future 		Module 2: <u>Travel and Tourism</u> <ul style="list-style-type: none"> •discuss travel plans •talk about festivals in the Spanish-speaking world •say what you did on holiday •describe where you stayed on holiday •use up to 5 tenses: perfect, imperfect, present, near future and conditional 		Module 2: <u>Media and Technology, My personal world</u> <ul style="list-style-type: none"> •talk about different families •describing people •understand the difference between <i>ser</i> and <i>estar</i> •talk about friendships and relationships •talk about your identity and what matters to you •talk about problems and giving advice •use up to 5 tenses: perfect, imperfect, present, near future and conditional Year 9 Formal Assessments	
Extra-curricular activities Spanish Study club		Key resources / Websites Pearson ActiveHub www.languagesonline.org.uk https://app.senecalearning.com + Quizlet/Memrise/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
Induction – developing investigative skills				
<p>Biology</p> <p>Key concepts in biology</p> <ul style="list-style-type: none"> ● Microscopes ● Plants and animal cells ● Core practical – Using microscopes ● Specialised cells ● Inside bacteria ● Enzymes and nutrition ● Enzyme action ● Enzyme activity ● Core practical – pH and enzymes ● Transporting substance ● Core practical – Osmosis in potato slices <p>Chemistry</p> <p>States of matter and mixtures</p> <ul style="list-style-type: none"> ● States of matter ● Mixtures ● Filtration and crystallization ● Paper chromatography ● Distillation ● Core practical – Investigating inks ● Drinking water <p>Atomic structure</p> <ul style="list-style-type: none"> ● Structure of an atom ● Atomic number and mass number ● Isotopes 	<p>Biology</p> <p>Cells and control</p> <ul style="list-style-type: none"> ● Mitosis ● Growth in animals ● Growth in plants ● Stem cells ● The nervous system ● Neurotransmission speeds <p>Genetics</p> <ul style="list-style-type: none"> ● Meiosis ● DNA ● DNA extraction ● Alleles ● Inheritance ● Gene mutation ● Variation <p>Chemistry</p> <p>Bonding and Type of Substance</p> <ul style="list-style-type: none"> ● Ionic bonds ● Ionic lattices ● Properties of ionic compounds ● Covalent bonds ● Molecular compounds ● Allotropes of carbon ● Properties of metals 	<p>Biology</p> <p>Natural Selection & Genetic Modification</p> <ul style="list-style-type: none"> ● Evidence for human evolution ● Darwin's theory ● Classification ● Breeds and varieties ● Genes in agriculture and medicine <p>Health, disease and the development of medicines</p> <ul style="list-style-type: none"> ● Health and disease ● Non-communicable diseases ● Cardiovascular disease ● Pathogens ● Spreading pathogens ● Physical and chemical barriers ● The immune system ● Antibiotics <p>Chemistry</p> <p>Acids and alkalis</p> <ul style="list-style-type: none"> ● Acids, alkalis and indicators ● Looking at acids ● Base and salts ● Core practical – Preparing copper sulfate 		

<p>The Periodic table</p> <ul style="list-style-type: none"> • Elements and the periodic table • Atomic number and the periodic table • Electronic configuration and the periodic table <p>Physics</p> <p>Motion</p> <ul style="list-style-type: none"> • Vectors and scalars • Distance/time graphs • Acceleration • Velocity/time graphs <p>Forces and Motion</p> <ul style="list-style-type: none"> • Resultant forces • Newton's First Law • Mass and weight • Newton's Second Law • Core practical – Investigating acceleration 	<ul style="list-style-type: none"> • Bonding metals • <p>Physics</p> <p>Forces and Motion</p> <ul style="list-style-type: none"> • Newton's Third Law • Momentum • Stopping distances • Crash hazards <p>Conservation of energy</p> <ul style="list-style-type: none"> • Energy stores and transfers • Energy efficiency • Keeping warm • Stored energies • Non-renewable resources • Renewable resources 	<ul style="list-style-type: none"> • Alkalis and balancing equation • Core practical – Investigating neutralization • Alkalis and neutralization • Reactions of acids with metals and carbonates • Solubility <p>Physics</p> <p>Waves</p> <ul style="list-style-type: none"> • Describing waves • Wave speeds • Core practical – Investigating waves • Refraction <p>Light & electromagnetic spectrum</p> <ul style="list-style-type: none"> • Electromagnetic waves • Core practical – Investigating refraction • The electromagnetic spectrum • Using the long wavelengths • Using the short wavelengths • EM radiation dangers
<p>Deeper Learning</p> <ul style="list-style-type: none"> • Investigating cells • Enzymes and digestion • Mendeleev and the Periodic table • The History of the atom • Where does drinking water come from? 	<p>Deeper learning</p> <ul style="list-style-type: none"> • British science week activities • Why is stem cell technology important? • The Human Genome Project 	<p>Deeper learning</p> <ul style="list-style-type: none"> • Developing practical skills • The life of Sir Isaac Newton • EM Waves and their applications
<p>Extra-Curricular activities</p> <p>Science club Crest award Robotics club</p>		<p>Key resources / websites</p> <p>Kaysceince Seneca BBC Bitesize Google classroom</p>

Sociology

Curriculum Intent

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

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

Technology & Textiles

Curriculum Intent

- 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.

Material Area	Design	Make	Technical	Evaluation
Textiles: Basic skills project – consolidating and developing from KS3 Christmas decoration electronic project Fabric Manipulation project Introduction to fabric manipulation Sustainability competition	Carola Van Dyke themed applique design Joana Choumali style stitched photograph embroidery design (BHM) Christmas decoration design Julie Arkell style flower design Upcycled holiday outfit design	Carola Van Dyke styled animal applique. Joana Choumali style embroidered photograph (BHM) Christmas decoration incorporating an LED light Julie Arkell style flowers, including a Suffolk puff Upcycled holiday outfit, including elements of fabric manipulation	Applique – hand, turned edge, reverse and machine Embroidery – variety of stitches Electronic circuits with Battery, conductive thread and LED Fabric manipulation – 3D modelling, including, pleats, tucks, gathers, ruffles, shirring, slashing, trapunto and smocking. Construction techniques Weaving	All test pieces annotated and evaluated Artist research and techniques annotated and evaluated. Final outcomes evaluated
Enrichment program: Felt decoration electronic project	Felt decoration design	Felt decoration incorporating an LED light	Electronic circuits with Battery, conductive thread and LED	Final outcome evaluated

Extra-Curricular activities Arts award, textiles catch up club	Key resources / websites https://carolavandyke.com/ https://joanachoumali.com/ Fabric Manipulation – Ruth Singer Layered cloth- Ann Small https://www.dezeen.com/2016/07/07/viktor-rolf-vagabonds-autumn-winter-2016-haute-couture-garments-recycled-fabrics/
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