



BRENTFORD SCHOOL FOR GIRLS
BRENTFORD 6th FORM



Brentford School for Girls

Year 10 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 4 ART & DESIGN

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Pop Art Completion of the project started in Year 9:</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>Portraiture</p> <ul style="list-style-type: none"> • To explore the potential and diversity of portraiture • To explore a range of artists and approaches that relate to the theme. This includes a menu of references for students to select from: Jenny Saville, Helenka, Mark Powell, Paul Wright, MC Escher and Pablo Picasso • To gain insight into the influences, contexts and significance of different portrait artists through research. • To show transferable knowledge and observations in analysis • To develop an understanding of the proportions of the face and practical skills to use this to enhance drawings skills. • To copy and respond to a range of artworks and as a result develop skills and confidence in a range of media • To learn to record observations and understanding in annotations and written tasks • To gain knowledge of how to plan and compose a picture <p>Note: This project supplements the POP ART project for form the students' GCSE Coursework and continues into Year 11.</p>	
<p>Deeper Learning</p> <ul style="list-style-type: none"> • Investigate the themes of Pop Art and Portraiture by looking at the development and influences on a genre and how it developed and changed over time. • Learning to select references in preparation for Component 2 • Choose a collection to compare in terms of intention, style, composition, technique, and use of the Formal Elements. 					

Business Studies

Curriculum Intent

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

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

The department aims to develop students who:

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Human Resources <ul style="list-style-type: none"> ● Recruitment & Selection ● Training ● Motivation ● Organisational Structures 		Influences on Business <ul style="list-style-type: none"> ● Technological Influence on Business Activity ● Ethical Influence on Business Activity ● Environmental Influence on Business Activity ● Economic Influence on Business Activity ● The Impact of Globalisation on Businesses ● The impact of Legislation on Business 			
Deeper Learning <ul style="list-style-type: none"> ● Career Process Competition 		Deeper Learning <ul style="list-style-type: none"> ● Benefits and Negatives of EU membership for the UK ● “Black Gold” and investigation into Fair Trade 			

English

Our BSG English curriculum in Years 9 and 10 continues to build on the knowledge and skills gained throughout KS3; we further hone communication and analytical skills through the study of the GCSE Literature texts and a range of other fiction and non-fiction texts, while also developing a more acute awareness of the influence of the context and writers' ideas and attitudes. 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. To further ensure students know more and remember more, we allocate one lesson per week to revise and retrieve previously studied texts in order to promote the importance of early revision.

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
<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>'A Christmas Carol' - English Literature Paper 1 Section B (4 lessons a week)</p> <p>Assessment: Students answer one question on their novel. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p> <p>Revision skills (1 lesson a week)</p>		<p>REVISION WEEKS</p> <ul style="list-style-type: none"> ● 'Macbeth' ● 'A Christmas Carol' ● 'An Inspector Calls' ● Love and Relationships Anthology/Poetry ● Unseen Poetry <p>ENGLISH LITERATURE GCSE EXAMINATIONS</p>		<p>Writing for Different Viewpoints and Perspectives - English Language Paper 2 Section B</p> <p>SPOKEN LANGUAGE EXAMINATIONS</p>
<p>Deeper Learning</p> <ul style="list-style-type: none"> ● Further research on context and evidence of linking these ideas to analysis . ● Exploration into the tragedy genre and its conventions. 	<p>Deeper Learning</p> <ul style="list-style-type: none"> ● Role-play, presentations and hot seating to show the development of Scrooge's character. ● Debate social and moral issues relevant to the text, including issues related to the world of work, such as employer responsibilities and workers' rights. ● Further research about the context and group presentations. 		<p>Deeper Learning</p> <ul style="list-style-type: none"> ● Creating revision cards and using revision games to consolidate learning. ● Group discussion and talk to further learning. ● Use technology to collaboratively create a bank of revision resources. ● Revision drop-down sessions. 		<p>Deeper Learning</p> <ul style="list-style-type: none"> ● The study of inspirational voices and how this can persuade/inspire/inform an audience. ● Speaking activities about a range of topics to build skills

<ul style="list-style-type: none"> • Watching the play in performance (live if available). 	<ul style="list-style-type: none"> • Use of technology for collaborative learning and revision. 	<ul style="list-style-type: none"> • Targeted lessons based on class gaps in knowledge/understanding or to further develop students' contextual understanding of the texts. 	<ul style="list-style-type: none"> • and confidence in public speaking. • Linking speaking skills to the world of work.
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> • Reading activities and clubs to encourage a love of reading and literature. • Debate Club – a great way to learn how to form opinions, debate, argue an idea and work as a team. • Trips to see literature texts on stage, where possible. 		<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. • Consolidation trackers - for each topic students will have an overview of key knowledge and information needed. 	

Film Studies - Year 10 XC (2024-25 only)

Intent	Implementation	Impact
<p>Film Studies is the study of films from different periods of filmmaking from across the world. It offers an unparalleled opportunity to explore human stories reflecting diversity in cultural social class and worldview. It gives students the chance to see films they might otherwise never see and develop the skills necessary to discuss the meanings those films create for an audience. Film Studies also gives students the opportunity to exercise their own creativity in response to the concepts of narrative, genre, aesthetics and representation, which they are presented with and following bloom's taxonomy of learning this creativity and attendant evaluation sit at the zenith of their learning. Students are also offered practical skills training in filmmaking using cameras, industry standard editing facilities led by an experienced film and television professional.</p>	<p>Across the three years of study the students learn the language of film and how to apply it in analysis of the films they study. Using these key micro elements of film form (cinematography, sound, editing and mise en scene) the students learn to describe what they see and hear then explain how these micro-elements help to synthesise meaning, especially considering the aesthetics and their role in a film's look or style. We use a metacognitive approach in formal writing built around the three questions: What? How? Why? In addition, they learn about film from a structural perspective exploring narrative, plot and story; genres including Teen, Sci Fi, Horror, Romance, Action and the hybrids of more than one genre; and representations of people, places and events within the films. Films are never studied without a deep awareness of their contexts - social, cultural, historical, economic, institutional and technological - as these are vital in the understanding of the meanings created for the spectator. Students also learn how to write and format a screenplay, plan and execute a shooting script, film scenes and sequences, and edit using industry standard software. Creativity is seen as the ultimate expression of their understanding.</p>	<p>By the end of the three years of GCSE study, students have developed a clear knowledge and understanding of the ways in which films are constructed, how meanings are created through technical means and how audiences' responses are affected. Students are able to write with confidence using accurate terminology, explain fluently with reference to contexts, narrative and genre, and explore the construction of representations. They structure essays using the What, How Why model to make evidential cogent responses in examination. The skills gained at GCSE are excellent preparation for the study of English Literature, Sociology, Media Studies and of course Film Studies. A level Film Studies develops their critical awareness further still through a range of deeper and broader studies of different films considering them ideologically, in terms of spectatorship, auteurship, experimentalism and film movements as well as narrative and aesthetics. Many of our students seek pathways into the film and media industries through higher education including Film School.</p>

Term 1	Term 2	Term 3	Term 4	Term 5
<p><u>Baseline testing</u> K&U of key elements of film form, meaning and response, contexts - through low stakes testing on <u>component 2</u></p> <p>Component 1 <u>Teen drama/comedy option</u> Rebel without a Cause Ferris Bewler's Day Off Focus on comparison: genre, narrative and context in addition to key elements of film form. Develop skills in longer answers (10, 15 mark questions) Film Timeline - learning and testing (across year) Component 3 - editing/refining</p>	<p><u>In class testing</u> Component 2 (selected question) + Component 1 (questions 1&2 only)</p> <p>Component 1 question 3 - comparative (20 mark) question</p> <p>Component 3: Film production edit (20%) NEA Evaluations (re-draft to competition by Mar 2025) (10%)</p>	<p>Revision of <u>CP2</u>: UK, English language and global films in another language. Re-screenings (partial):</p> <ul style="list-style-type: none"> • Attack the Block • Jo Jo Rabbit • Wadja <p>In class testing on CP1 (without section C) and CP2 Component 1 - Section C <u>Independent US Film</u> Whiplash Question 5 - specialist writing, analysis - toxic masculinity and genre</p>	<p>Whiplash Complete study Testing on Q5</p> <p>Component 1 revision: Hollywood and US Independent film: re-screenings (partial)</p> <ul style="list-style-type: none"> • Rebel • Ferris Bewler • Whiplash <p>Analysis and test questions</p> <p>Submit NEA BFI study day (TBC)</p>	<p>Revision schedule published to GC in March</p> <p>NEA submitted prior to 5th May</p> <p>CP1 and 2 Exams (2 x 1.5 hours) in May/June</p>
<p>Deeper learning:</p> <ul style="list-style-type: none"> • Film History and wider contextual knowledge 	<ul style="list-style-type: none"> • Developing critical thinking in relation to specialist writing. 	<ul style="list-style-type: none"> • Application of skills, wider contextual knowledge and appreciation of diversity 	<p>Exam skills</p>	
<p>Extra-Curricular activities: autumn term NEA, SKY Studio visit (selected students), BFI study day, Pinewood Futures (selected students)</p>			<p>Key resources / websites: Studio Binder, WriterDuet, YouTube, Google Classroom</p>	

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Module 5: <u>Travel and Tourism</u></p> <ul style="list-style-type: none"> •talk about holidays and accommodations •describe my ideal holiday using the conditional •talk about what you can do and see on holiday •talk about festivals •reviewing and booking holiday accommodation •talk about staycation activities •use up to 6 tenses: perfect, imperfect, present, near future and simple future, conditional 		<p>Module 4: <u>Lifestyle and Wellbeing</u></p> <ul style="list-style-type: none"> •give opinions about food •talk about meals and mealtimes •talk about good mental health •describe illnesses and accidents •say what I will do to improve my lifestyle using the simple future •talk about lifestyle changes •use up to 6 tenses: perfect, imperfect, present, near future, simple future and conditional 		<p>Module 6: <u>My neighbourhood</u></p> <ul style="list-style-type: none"> •talk about geography and climate •talk about environmental problems •discuss how we can protect the environment •discuss new technologies •use up to 6 tenses: perfect, imperfect, present, near future and simple future, conditional <p>Year 10 Formal Assessments</p>	

- 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
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<p>Coastal Landscapes</p> <p>Key idea 1.3: A variety of physical landscapes interact to shape coastal landscapes.</p> <p>Key idea 1.4: Coastal erosion and deposition create distinctive landforms within the coastal landscape.</p> <p>Key idea 1.5: Human activities can lead to changes in coastal landscapes which affect people and the environment.</p> <p>Key idea 1.6: Distinctive coastal landscapes are the outcome of the interaction between physical and human processes.</p>	<p>Global Development</p> <p>Key idea 5.1: Definitions of development vary as do attempts to measure it.</p> <p>Key idea 5.2 The level of development varies globally.</p> <p>Key idea 5.3 Uneven global development has had a range of consequences.</p> <p>Key idea 5.4 A range of strategies has been used to try to address uneven development.</p> <p>Key idea 5.5 The level of development of the chosen developing or emerging country is influenced by its location and context in the world.</p>	<p>Global Development</p> <p>Key idea 5.6 The interactions of economic, social and demographic processes influence the development of the chosen developing or emerging country.</p> <p>Key idea 5.7: Changing geopolitics and technology impact on the chosen developing or emerging country.</p> <p>Key idea 5.8: There are positive and negative impacts of rapid development for the people and environment of the chosen developing or emerging country.</p>	<p>Ecosystems, biodiversity and management</p> <p>Ecosystems, biodiversity and management</p> <p>Key idea 3.1: Large-scale ecosystems are found in different parts of the world and are important.</p> <p>Key idea 3.2: The biosphere is a vital system.</p> <p>Key idea 3.3: The UK has its own variety of distinctive ecosystems that it relies on</p> <p>Key idea 3.4: Tropical rainforests show a range of distinguishing features.</p>	<p>Ecosystems, biodiversity and management</p> <p>Key idea 3.5: Tropical rainforest ecosystems provide a range of goods and services some of which are under threat.</p> <p>Key idea 3.6: Deciduous woodlands show a range of distinguishing features.</p> <p>Key idea 3.7 Deciduous woodlands ecosystems provide a range of goods and services some of which are under threat.</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>	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Tanzania case study 	<p>Deeper Learning</p> <p>Costa Rica + Wyre Forest case studies</p>	<p>Deeper Learning</p>	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Field trip- Rivers
<p>Extra- curricular Activities</p> <p>Year 10 field trip</p>			<p>Key resources / websites</p> <p>https://www.bbc.co.uk/bitesize/guides/zwtqnbk/revision/1 - Urbanisation</p> <p>https://www.bbc.co.uk/bitesize/guides/zq8gi6f/revision/1 - Uneven development</p> <p>https://www.bbc.co.uk/bitesize/topics/ztgsp39 - Resource and water management</p>		

German

Curriculum Intent

Through studying a modern foreign language, students develop their ability, confidence and ambition to communicate with others. 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 4: <u>Lifestyle and Wellbeing</u></p> <ul style="list-style-type: none"> •talk about food and drinks in Germany •talk about meals and give opinions about food •describe illnesses and accidents •talk about good and bad habits •talk about wellbeing •talk about what is important to you •use up to 4 tenses accurately: perfect, imperfect present and future 		<p>Module 5: <u>My neighbourhood</u></p> <ul style="list-style-type: none"> •describe where your home and you live •discuss transport in your local area •ask for information in different situations •discuss shopping habits •describe an ideal place to live •use up to 5 tenses: perfect, imperfect, present, future and conditional 		<p>Module 6: <u>Travel and Tourism</u></p> <ul style="list-style-type: none"> •describe different holiday destinations •make reservations •describe problems on holiday •describe a past holiday •describe future and ideal holidays •use up to 5 tenses: perfect, imperfect, present, future and conditional <p>Year 10 Formal Assessments</p>	
<p>Key resources / Websites Pearson ActiveHub www.languagesonline.org.uk https://app.senecalearning.com + Quizlet/Memrise/BBC Bitesize</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.

Year 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Recap of Component 1 Human Lifespan and Development</p> <p>PIES and life stages baseline assessment</p> <p>Factors</p> <p>Life events and ways to cope</p> <p>Release of Component 1 PSA (usually late September) Prep for controlled assessment</p> <ul style="list-style-type: none"> - Ensure all conditions are understood - Ensure understanding of specific life stages - Ensure understanding of specific life event - Practice comparison between life stages (similarities and differences) <p>The assignment for this component consists of four tasks. In response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages.</p> <p>In response to Task 2, learners will demonstrate their knowledge</p>		<p>Introduction to Component 2 Health and Social Care Services and Values</p> <p>Introduce students to types of services by completing 'My Health Passport' project</p> <p>A1 Healthcare services</p> <p>Health conditions: arthritis cardiovascular conditions – coronary heart disease, cerebral vascular accident diabetes (type 2) dementia obesity respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD), cystic fibrosis additional needs – sensory impairments, physical impairments, learning disability.</p> <p>Watch Five Feet Apart and look</p>	<p>Continuation of Health services available</p> <p>secondary care – specialist medical care to include rheumatology, respiratory medicine, cardiology, endocrinology tertiary care – specialist medical care to include oncology, transplant services</p> <p>allied health professions – physiotherapy, speech and language therapy, occupational therapy, dietetics</p> <p>multidisciplinary team working – how services work together, including referrals between services.</p> <p>A2 Social care services</p>	<p>Barriers to accessing services.</p> <p>Physical barriers – issues getting into and around the facilities: – ways to overcome physical barriers: ramps, wider doorways, accessible toilets/rooms, stair lifts, hoists</p> <p>Barriers to people with sensory disability – hearing and visual difficulties: – ways to overcome sensory barriers: hearing loops, British Sign Language (BSL) interpreters, communication cards, large print leaflets, braille leaflets, staff collecting vulnerable service users from waiting areas</p> <p>Barriers to people with different social and cultural backgrounds – lack of</p>	<p>B1 Skills and attributes in HSC</p> <p>Skills: problem solving observation dealing with difficult situations organisation. Attributes: empathy patience trustworthiness Honesty</p> <p>B2 Values in health and social care The 6 Cs:</p> <p>B3 The obstacles individuals requiring care may face Potential obstacles and their impact on the individual: o emotional/psychological – lack of motivation, low self-esteem, acceptance of current state, anxiety, stress, time constraints – work and family</p>

<p>and understanding of the impact of different factors on PIES growth and development through the life stages.</p> <p>In response to Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development.</p> <p>In response to Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events.</p> <p>Timings of Controlled Assessment are not set-in-stone - must be flexible depending on cohort however all tasks must be completed and marked and verified by mid-December</p> <p>Deadline usually December 15th</p> <ul style="list-style-type: none"> - Marking must be completed before the deadline and all work to be internally verified (IV'd) in line with BTEC Policy and HSC assessment plan. 	<p>at how cystic fibrosis affects PIES development and who is involved in the care.</p> <p>Health services available : primary care – GP surgeries, dental care, out-of-hours services, telephone services, accident and emergency departments</p>	<p>Social care – help with day-to-day living because of illness, vulnerability or disability.</p> <p>Social care services: services for children and young people – foster care, residential care, youth work services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) – residential care, respite care, domiciliary care services for older adults – residential care, domiciliary care.</p> <p>Additional care: informal care – given by relatives, friends, neighbours, partners voluntary care – community groups and faith-based organisations, charities.</p>	<p>awareness, differing cultural beliefs, social stigma, fear of loss of independence: – ways to overcome social and cultural barriers: awareness campaigns, posters and leaflets, well women and well men clinics, choice of service provider (e.g. if a male or female is preferred), collaboration with community and faith groups</p> <p>Barriers to people that speak English as an additional language or those who have language or speech impairments: – ways to overcome language barriers: literature in other languages, face-to-face and telephone interpretation services, health and wellbeing group meetings for speakers of other languages, longer appointments, use of advocates, staff training and awareness of common speech and language difficulties</p> <p>Geographical barriers – distance of service provider, poor transport links: – ways to overcome geographical barriers: local community transport schemes for disabled or elderly service users, home/community visits, community clinics, telehealth schemes</p> <p>Barriers for people with learning disabilities: – ways to overcome intellectual barriers: use of Health Passports and All About Me documents, use of advocates, use of Learning Disability Nurses (LDNs) and support workers, 'Quiet Clinics', quiet waiting areas, longer</p>	<p>commitments, availability of resources – financial, equipment, amenities, unachievable targets – unachievable for the individual or unrealistic timescale, lack of support – from family and friends, other factors specific to individual – ability/disability, health conditions, addiction</p> <p><i>B4 The benefits to individuals of the skills, attributes and values in health and social care practice</i></p> <p>Individuals will: be supported to overcome their own personal obstacles receive high quality care, receive person-centred care based on individual wishes , be treated with respect , not be discriminated against o be empowered and have independence , be involved in care decisions, be protected from harm, feel comfortable to raise complaints, have their dignity and privacy protected, have their confidentiality protected ,have their rights promoted.</p>
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			<p>appointment times, use of communication cards, adhering to The Accessible Information Standard and providing low text 'easy read' leaflets</p> <p>Financial barriers – charging for services, cost of transport, loss of income while accessing services: – ways to overcome financial barriers: NHS exemption certificates, NHS Low Income Scheme, NHS vouchers for eye tests, glasses and lenses, NHS Healthcare Travel Costs Scheme (HTCS).</p>	
	<p>Create: My Health Passport Watch: Five Feet Apart</p>			

History

Curriculum Intent

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Elizabethan England 1586 – 1603 <ul style="list-style-type: none"> • Elizabeth's early life • Government in Elizabethan England • Key Ministers • Problems in government: Northern Rebellion / Essex Rebellion • Marriage and the succession • Society • The question of religion: The Catholic and Puritan threat • Mary Queen of Scots • Growing prosperity and the rise of the gentry • The Golden Age: Elizabethan country homes and the theatre 		Elizabethan England 1586 – 1603 <ul style="list-style-type: none"> • Poverty in Elizabethan England • English sailors, voyages and trade • The Spanish Armada 	RUSSIA 1894 – 1945 <ul style="list-style-type: none"> • Tsarist Russia – key features • Revolutionary opposition • 1905 revolution and attempts to reform Russia • Impact of WW1 on government, society, economy • Unpopularity of Romanovs / Role of Rasputin • Revolution Feb 1917 Social, economic and political impact of WW1	RUSSIA 1894 – 1945 <ul style="list-style-type: none"> • Provisional Government • Lenin, Trotsky and the October Revolution • Lenin's Russia: Civil war • Lenin's economic policies • Achievements of Lenin • Struggle for power after Lenin • Stalin's Russia • The Terror and Purges • Censorship and Cult of personality • Collectivisation • Five Year Plans • Social and economic impact of change – extent of modernisation • Stalin's wartime leadership 	
Deeper Learning <ul style="list-style-type: none"> • Trip to the Maritime museum • Discussions about British values e.g. democracy 		Extra Curricular		Key Resources / Websites <ul style="list-style-type: none"> https://www.bbc.co.uk/bitesize/topics/zxgvfrd https://www.bbc.co.uk/bitesize/topics/zi72pv4 https://www.johndclare.net/Russ1.htm GCSE Pod	

Mathematics

Curriculum Intent

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Higher					
Unit 9: Equations and Inequalities 9a. Solving quadratic and simultaneous equations 9b. Inequalities Unit 10: Probability 10a. Probability	Unit 11: Multiplicative Reasoning 11a. Multiplicative reasoning	Unit 12: Similarity and Congruence 12a. Similarity and congruence in 2D and 3D Unit 13: More Trigonometry 13a. Graphs of trigonometric functions 13b. Further trigonometry	Unit 14: Further Statistics 14a. Collecting data 14b. Cumulative frequency, box plots and histograms	Unit 15: Equations and Graphs 15a. Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics Unit 16: Circle Theorems 16a. Circle theorems 16b. Circle geometry	Unit 17: More Algebra 17a. Changing the formulae subject (more complex), solving equations, algebraic fractions, rationalising surds, proof
Foundation					
Unit 9: Graphs 9a. Real-life graphs 9b. Straight-line graphs Unit 10: Transformations 10a. Transformations I: translations, rotations and reflections 10a. Transformations II: enlargements and combinations	Unit 11: Ratio and Proportion 11a. Ratio 11b. Proportion	Unit 12: Right Angle Triangles 12a. Right-angled triangles: Pythagoras and trigonometry Unit 13: Probability 13a. Probability I 13b. Probability II	Unit 14: Multiplicative Reasoning 14a. Multiplicative reasoning	Unit 15: Constructions, Loci and Bearings 15a. Plans and elevations 15b. Constructions, loci and bearings Unit 16: Quadratic equations and Graphs 16a. Quadratic equations: expanding and factorising 16b. Quadratic equations: graphs	Unit 17: Perimeter, Area and Volume 2 17a. Circles, cylinders, cones and spheres
Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning
Extracurricular activities			Key resources / websites PinPoint Learning for Question Analysis https://www.pinpointlearning.co.uk/ Sparkx Maths for homework and independent study https://sparxmaths.com/		

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
Composition Unit Introduction to the Unit and the published vocational scenario; Investigation of musical styles; Form and structure; Planning a composition; Melody and development of ideas; Using Bandlab; Form and structure; Development log; Health and Safety Performance Unit Introduction to the Unit and the published vocational scenario; Planning a performance; Keeping a rehearsal log; recording journals; Choosing the correct piece; Analysis and discussion of piece; Health and safety; annotating scores Music Technology Developing and editing of compositions and performances; feedback; evaluation. Use of Bandlab				Coursework submissions Controlled assessment: Composition AV set up, theatre Final performances/presentations of compositions to audience Reflection and evaluation	Portfolio Performing Continuation of performance unit Practising solo/ensemble pieces Continue recording Preparation for external assessment Yr 11 Planning for a large musical event Planning musical choices Budgeting and marketing
Deeper Learning <ul style="list-style-type: none"> • Completing the recordings & compositions for coursework • Exploration of music of students' choice for coursework • Christmas Concert performances • Composing to a given brief 				Deeper Learning Controlled assessment performance in theatre	Deeper Learning <ul style="list-style-type: none"> • Recorded performances • Battle of the Bands • Talent Show • Summer Arts Festival

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. Students will gain skills and knowledge within Photography whilst being exposed to the work of photographers from different time periods. They will gain enjoyment and become inspired when they explore media

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

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Introduction to Portraiture - Coursework (60%) Produce a sustained project. Explore under the theme of 'Portraiture' – An Introduction to historical and contemporary portrait photographers.	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	Refine and Experiment with Editing software. - Adjustments - Prop making - Colour editing - Layering - Digital Illustrations - Digital Manipulation	To develop personal responses Form meaningful ideas based on the photographers. Learn to communicate and direct other students to be their model. Demonstrate knowledge from transition period	Experimental techniques with photography. Create highly developed outcomes exploring physical processes such as collage, embroidery, printing and cyanotypes.	Review and Refine work by revisiting past shoots. Present final outcomes. Evaluate your work.
Extracurricular activities - The Photography studio is open on selective days to allow students to come to complete and develop further work. - Photography Club - Trips and Visits dependant on Exhibitions/ Opportunities during the year.			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		

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 10 Focus - Leadership						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Sports Covered: <ul style="list-style-type: none"> ● Trampolining ● Badminton ● Netball 	Sports Covered: <ul style="list-style-type: none"> ● Rugby ● Handball 	Sports Covered: <ul style="list-style-type: none"> ● Handball ● Netball ● Trampolining ● Badminton 	Sports Covered: <ul style="list-style-type: none"> ● Football ● Volleyball ● Rugby ● Football 	Sports Covered: <ul style="list-style-type: none"> ● Ultimate ● Frisbee ● Cricket 	Sports Covered: <ul style="list-style-type: none"> ● Rounders ● Athletics
<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 Year 10 assessment is based on theoretical knowledge, confidence to lead and attitude to learning. Students receive an ATL grade based on their motivation and ability to adapt to any situation, demonstrate confidence and use of leadership opportunities to get the highest possible grade.</p>						
<p>Theory Content Students should be working towards knowing:</p> <ul style="list-style-type: none"> · Personality traits and sports that link · Types of motivation <p>This knowledge is used amongst basic skills and ability to provide a holistic grade for each sport.</p>						

GCSE PE

Year 10	Term 1 - Oct	Term 2 - Dec	Term 3 - Feb	Term 4 - Apr	Term 5 - May	Term 6 - July
<p>Theory content for Year 10 is made of Paper 1 content including: Anatomy & Physiology, Movement Analysis and more focus on exam questions. It will also include writing their NEA coursework element worth 10% of their overall grade. Practical content will be more aimed at self-evaluation which is needed for the coursework element.</p>						
	<p>Content Covered: Movement Analysis - Paper 1</p> <ul style="list-style-type: none"> Planes & Axes of Movement Lever Systems Mechanical Advantage 	<p>Content Covered: Anatomy & Physiology - Paper 1</p> <ul style="list-style-type: none"> Skeletal System Muscular System Types of Movement Structure of the heart Cardiac Cycle Gaseous Exchange Respiration Effects of Exercise 		<p>Double Practical/Single Theory Lessons Content Covered:</p> <ul style="list-style-type: none"> Personal analysis of sporting performance in a variety of sports 	<p>Content Covered: NEA Coursework Completion</p> <ul style="list-style-type: none"> Personal strengths and weaknesses in a particular sport Identifying links with components of fitness Identifying training types/methods to improve weaknesses Creating a training session to improve weaknesses Analysing and evaluating personal performance Linking to the specification of the course 	
	<p>Assessment: End of unit assessment</p>	<p>Assessment: End of unit assessment Whole paper 1 practice PPE</p>		<p>Assessment: Practical assessment</p>	<p>Assessment: Coursework is marked and internally verified using assessment grids from the exam board.</p>	
<p>Deeper Learning/Interleaving Practical tasks embedded into the theory lessons. Quizzes on previous paper topics every lesson to keep fresh in the mind. Flipped learning Practical lessons to strengthen understanding of theoretical content.</p>						
<p>Practical - Focusing on moderation drills activities that students would need to demonstrate for their practical marks. Netball & Trampolining skills and filming. 1 skills lesson followed by a filming lesson to aid higher grades.</p>						
<p>Extra Curricular Activities Wide range of sporting clubs both at lunch times and after school for students to attend. Opportunities to represent the school in a variety of sporting fixtures and events throughout the year. Specific GCSE practical catch up session to go through moderation activities/moderation filming.</p>				<p>Key Resources/Websites Google Classroom BBC Bitesize GCSE Pod Seneca Learning</p>		

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
'Criminal Justice System' <ul style="list-style-type: none"> • How does CJS work? • Anti-social behaviour • County Lines • Money laundering & fraud • Terrorism • Hate crime 	'Healthy Relationships' <ul style="list-style-type: none"> • Positivity happiness & mental health • Types of relationships • Sexism & gender prejudice • Conflict management 	'Toxic Relationships' <ul style="list-style-type: none"> • Healthy relationships • Sexual harassment • Domestic abuse • Gender differences & domestic abuse • Revenge porn 	'Environment & Sustainability' <ul style="list-style-type: none"> • Dangers of plastic • The environment • Animal rights • Recycling • Pollution 	'RSE & Sexual Health' <ul style="list-style-type: none"> • STIs • Bacterial • Parasitic • Viral • Contraception 	'Careers' <ul style="list-style-type: none"> • Types of qualification • Professional development • Interview techniques • Thinking about next steps • Goal planning • Mock interview
			Deeper Learning Watch conspiracy	Deeper Learning Watch conspiracy	Deeper Learning Mock interviews from outside professionals

RE

Curriculum Intent

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Islam – Beliefs and Teachings Key Beliefs</p> <p>Transition- Intro to Islam</p> <ul style="list-style-type: none"> The six articles of faith in Sunni Islam The five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. The Oneness of God (Tawhid), Qur'an Surah 112. The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence. Angels, their nature and role, including Jibril and Miika'il. <p>Key Beliefs</p> <ul style="list-style-type: none"> Predestination and human freedom and its relationship to the Day of Judgement. Life after death (Aakhirah), human responsibility and accountability, resurrection, heaven and help 	<p>Islam – Beliefs and Teachings Key Beliefs</p> <p>Holy Books</p> <ul style="list-style-type: none"> Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad. Qur'an: revelation and authority the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. The imamate in Shi'a Islam: its role and significance. <p>Islam Practices Five Pillars of Sunni * Shi'a Islam</p> <ul style="list-style-type: none"> Introduction to the 5 pillars of Islam and 10 obligatory acts of Shi'a Islam Shahadah: Salah and its significance Sawm: the role and significance of fasting during the month of Ramadan Zakah: the role and significance of giving alms Haji: the role and significance of the pilgrimage to Makkah 	<p>Islam Practices</p> <p>Five Pillars of Sunni * Shi'a Islam</p> <p>Duties & Festivals</p> <p>Festivals and commemorations and their importance for Muslims in Great Britain today, including the origins and meanings</p> <ul style="list-style-type: none"> Id-ul-Fitr Id-ul-Adha Ashura Jihad- Greater and Lesser <p>Theme A: Relationships and Families</p> <p>Sex, Marriage & Divorce</p> <ul style="list-style-type: none"> Christian teachings about human sexuality Sexual relationships before and outside marriage Contraception and family planning Religious teachings about marriage Divorce and remarriage Nature and purpose of families Christian beliefs about gender equality 	<p>Theme A: Relationships and Families</p> <p>Families and Gender Equality</p> <ul style="list-style-type: none"> The nature of families including: <ul style="list-style-type: none"> The role of parents & children Extended families and the nuclear family The purpose of families; procreation, stability and the protection of children, educating children in a faith Contemporary family issues including: - <ul style="list-style-type: none"> Same-sex parents Polygamy The roles of men and women Gender equality Gender prejudice and discrimination <p>Theme D: Peace and Conflict</p> <ul style="list-style-type: none"> Religion, Violence, Terrorism & War <ul style="list-style-type: none"> Peace Justice Forgiveness Reconciliation Violence, including violent protest Reasons for war The just war theory 	<p>Theme D: Peace and Conflict</p> <ul style="list-style-type: none"> Religion, Violence, Terrorism & War <ul style="list-style-type: none"> Peace Justice Forgiveness Reconciliation Violence, including violent protest Reasons for war The just war theory Religion and Belief in 21st Century Conflict <ul style="list-style-type: none"> Religion & belief as a cause of war & violence in the contemporary world Nuclear weapons The use of weapons of mass destruction Religion & peace-making in the contemporary world <p>Religious responses to the victims of war</p>	<p>Theme E: Religion, crime and punishment</p> <ul style="list-style-type: none"> Good and evil intentions and actions, including whether it can ever be good to cause suffering. Reasons for crime, including: <ul style="list-style-type: none"> poverty and upbringing -mental illness and addiction -greed and hate -opposition to an unjust law. Views about people who break the law for these reasons. The aims of punishment, including: - <ul style="list-style-type: none"> Retribution Deterrence Reformation. The treatment of criminals, including: <ul style="list-style-type: none"> Prison corporal punishment Community service. Forgiveness. The death penalty. <p>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life</p>

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

Science

Curriculum Intent

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

The Brentford scientist....

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

Term 1	Term 2	Term 3	Term 4	Term 5
Biology Health, disease and the development of medicines <ul style="list-style-type: none"> ● Health and disease ● Non-communicable diseases ● Cardiovascular disease ● Pathogens ● Spreading pathogens ● Physical and chemical barriers ● The immune system ● Antibiotics Plant structures and their functions <ul style="list-style-type: none"> ● Photosynthesis ● Factors that affect photosynthesis ● Core practical - Light intensity and photosynthesis ● Absorbing water and mineral ions ● Transpiration and translocation Animal coordination, control and homeostasis <ul style="list-style-type: none"> ● Hormones ● Hormonal control of metabolic rate ● The menstrual cycle ● Hormones and the menstrual cycle ● Control of blood glucose ● Type 2 diabetes 		Chemistry Acids and alkalis <ul style="list-style-type: none"> ● Acids, alkalis and indicators ● Looking at acids ● Base and salts ● Core practical - Preparing copper sulfate ● Alkalis and balancing equation ● Core practical - Investigating neutralization ● Alkalis and neutralization ● Reactions of acids with metals and carbonates ● Solubility Calculations involving masses <ul style="list-style-type: none"> ● Masses and empirical formulae ● Conservation of mass ● Moles Electrolytic processes ,Obtaining and using metals, Reversible reactions & equilibria <ul style="list-style-type: none"> ● Electrolysis ● Core practical - Electrolysis of copper sulfate solution ● Products from electrolysis ● Reactivity ● Ores ● Oxidation and reduction ● Life cycle assessment and recycling ● Dynamic equilibrium Rates of reaction		Physics Light & electromagnetic spectrum <ul style="list-style-type: none"> ● Electromagnetic waves ● Core practical - Investigating refraction ● The electromagnetic spectrum ● Using the long wavelengths ● Using the short wavelengths ● EM radiation dangers Radioactivity <ul style="list-style-type: none"> ● Atomic models ● Inside atoms ● Electrons and orbits ● Background radiation ● Types of radiation ● Radioactive decay ● Half-life ● Dangers of radioactivity Energy-forces doing work and Forces and their effects <ul style="list-style-type: none"> ● Work and power ● Objects affecting each other ● Vector diagrams Particle model & Forces and Matter <ul style="list-style-type: none"> ● Particles and density ● Core practical - Investigating densities

	<ul style="list-style-type: none"> • Rates of reaction • Factors affecting reaction rates • Core practical – Investigating reaction rates • Catalysts and activation energy <p>(Triple Science: Transition metals, alloys, chemical cells and fuel cells)</p>	<ul style="list-style-type: none"> • Energy and change of state • Energy calculations • Core practical – Investigating water • Gas temperature and pressure • Bending and stretching • Core practical – Investigating springs • Extensions and energy transfer <p>(Triple Science: Astronomy)</p>
<p>Deeper learning</p> <ul style="list-style-type: none"> • How drugs are made – Preclinical and clinical trials 	<p>Deeper learning</p> <ul style="list-style-type: none"> • British science week activities • Metal uses and recycling • Life cycle assessment of materials 	<p>Deeper learning</p> <ul style="list-style-type: none"> • Developing practical skills • How does a Nuclear powerplant work?
<p>Extra-curricular activities</p> <p>Science club Robotics club</p>		<p>Key Resources / websites</p> <p>Seneca Kayscience BBC Bitesize Activelearn Google classroom</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
<p>Module 4: <u>Lifestyle and Wellbeing</u></p> <ul style="list-style-type: none"> •learning about typical foods in Spanish-speaking countries •describing healthy daily routines •give opinions about food •talk about mealtimes and food trends •comparing old and new habits •describe illnesses and injuries •future plans for health and wellbeing •use up to 6 tenses: perfect, imperfect, present, near future, simple future and conditional 		<p>Module 5: <u>Studying and my future</u></p> <ul style="list-style-type: none"> •talk about a typical day at school •talk about your studies •give opinions about school subjects •talk about how you would change your school •talk about what students and teachers •describe a school trip •use up to 6 tenses: perfect, imperfect, present, near future, simple future and conditional 		<p>Module 6: <u>My neighbourhood</u></p> <ul style="list-style-type: none"> •talk about where you live •describe cities •describe how a city has changed •discuss shopping preferences •give preferences about where you live •use up to 6 tenses: perfect, imperfect, present, near future and simple future, conditional <p>Year 10 Formal Assessments</p>	
<p><u>Extra-curricular activities</u></p> <p><u>Spanish Study club</u></p>		<p><u>Key resources / Websites</u></p> <p><u>Pearson ActiveHub</u></p> <p>www.languagesonline.org.uk</p> <p>https://app.senecalearning.com</p> <p>+ <u>Quizlet/Memrise/BBC Bitesize</u></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.

Material Area	Design	Make	Technical	Evaluation
Textiles: Brief: A local museum is producing an exhibition based on the environment, this includes both the urban and natural environment. You have been commissioned to produce a textile piece, based on the work of the artists exhibited to be sold in the museum shop	Artist response drawings Initial design ideas Design development Final design idea	Wendy Dolan response Mary Bryning response Lucy Levenson response Moy Mackay response Selected artist responses	Wendy Dolan- Layering, applique, Expandit and heat setting, colour blending, tracing, machine stitch drawing Mary Bryning – Applique, reverse applique, Hand embroidery Lucy Levenson – Applique, Machine embroidery Moy Mackay – Wet felting, needle felting, hand and machine embroidery Selected artist – Techniques similar to the chosen artist, developed and personalised	All test pieces annotated and evaluated Artist research and techniques annotated and evaluated. Final outcomes evaluated

Extra-Curricular activities Arts award, textiles catch up club Ravensbourne University discovery day	Key resources / websites https://www.wendydolan.co.uk/ Layer, paint and stitch- Wendy Dolan https://www.bryningart.co.uk/about.html http://www.lucylevenson.com/ https://www.moymackaygallery.com/ The art of Moy Mackay – Moy Mackay https://www.youtube.com/watch?v=KnuQq6xkS04&t=241s https://www.textileartist.org/
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