



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



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

# Academic Mentoring

## Curriculum Intent

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

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

## KEY STAGE 4 ART & DESIGN

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Consolidation of Pop Art and Portraiture Projects.</b> Portraiture project is completed and Homework and intervention is focused on refining Pop Art projects. This is to ensure all Coursework that makes up Component 1 is of a high standard and completed before the Externally set assignment begins in January.		<b>Externally Set Assignment</b> Receive the exam paper set by the exam board. This project makes up Component 2 of the students' GCSE. It comes in the form of a menu of topic choices. Students choose a topic that has an interesting theme and a meaningful collection of references for them. Students are now practised in creating projects that show a range of skills and meaningful research and insight. Class and homeworks in this time are supported by the teacher to ensure the students are building a strong body of work that leads to a final piece being completed independently in a 10 hour practical exam.			Students submit their work after an exam in April so that their two component can be marked, standardised and moderated. This term is then used to study other subjects.
<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>Individual Students will research an artists or art movements with their theme.</li> <li>They will carry out analysis and research that is based on multiple sources.</li> <li>Annotation and exploration demonstrated understanding and meaningful insights.</li> <li>Gallery visits will help build appreciate and understanding of the significance of artists and artworks.</li> </ul>					

# Business Studies

## Curriculum Intent

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

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

The department aims to develop students who:

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Finance</b> <ul style="list-style-type: none"> <li>● Sources of Finance</li> <li>● Revenue &amp; Costs</li> <li>● Profit &amp; Loss Accounts</li> <li>● Cash Flow</li> <li>● Financial performance Analysis</li> </ul>		<b>Revision/Exam Preparation</b> <ul style="list-style-type: none"> <li>● Business Activity</li> <li>● Marketing</li> <li>● Business Operations</li> </ul>		<b>Business/Exam Preparation</b> <ul style="list-style-type: none"> <li>● Human Resources</li> <li>● Influences on Business</li> <li>● Finance</li> </ul>	
<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>● Business Plan Final Stage – Forecasting Financial Performance</li> <li>● Business Plan Displays</li> </ul>					



## English

Our BSG English curriculum in Year 11 offers an exciting opportunity to build on the analytical skills gained so far, yet offering an opportunity for a broad, rich and diverse curriculum in our study of fiction, nonfiction and literary nonfiction for the English Language GCSE. The texts we explore are linked to a range of social, cultural, moral and spiritual issues or experiences, allowing for interesting discussions and reflections on the writers' and our own viewpoints and perspectives. Through this focus on English Language, our curriculum expands to the study of a range of text types, genres and writers, reflecting the interests and inspirations of our students, helping to develop their own creativity and understanding of communication in real situations beyond secondary school.

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

- Confidently read any text, developing as critical, analytical and independent thinkers;
- Write and speak effectively in a range of contexts, developing a love and use of language which enables them to communicate confidently in any situation;
- Express themselves, knowing their voice / opinion / interpretation is valued, important and relevant, through lively, respectful and challenging debate and discussion;
- Explore a broad, rich and diverse curriculum, with the 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
<b>Language Reading &amp; Writing Skills</b>  <b>English Language Paper 1 Sections A &amp; B</b> Explorations in Creative Reading and Writing		<b>Language Reading &amp; Writing Skills</b>  <b>English Language Paper 2 Section A &amp; B</b> Writers' Viewpoints and Perspectives – two linked texts		<b>Language Revision Focus – Paper 1 and 2</b>	<b>English Language Exams (AQA)</b>
<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>● Wider reading, exploring a range of literature - different writers, genres, topics, etc.</li> <li>● Whole-class guided reading, discussion and planning of responses.</li> <li>● Research and create revision resources for genre and style. Students source their own material and create papers in the style of AQA.</li> <li>● Exploration of reading and writing in popular culture, such as music and social media to consider the impact and influence of language.</li> <li>● Spoken language activities, with discussions and debates to explore topics and demonstrate the power of language.</li> <li>● Debate Club – a great way to learn how to form opinions, debate, argue an idea and work as a team.</li> <li>● Practise of language in the workplace. Students will explore how to write and speak in a manner appropriate to a professional environment.</li> </ul>					

## Film Studies - Year 11

Intent	Implementation	Impact
<p>Film Studies is the study of films from different periods of filmmaking from across the world. It offers an unparalleled opportunity to explore human stories reflecting diversity in cultural social class and worldview. It gives students the chance to see films they might otherwise never see and develop the skills necessary to discuss the meanings those films create for an audience.</p> <p>Film Studies also gives students the opportunity to exercise their own creativity in response to the concepts of narrative, genre, aesthetics and representation, which they are presented with and following <b>bloom's taxonomy of learning</b> this creativity and attendant evaluation sit at the zenith of their learning.</p> <p>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 <b>key micro elements of film form</b> (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: <b>What? How? Why?</b> In addition, they learn about film from a structural perspective exploring narrative, plot and story; genres including <b>Teen, Sci Fi, Horror, Romance, Action</b> and the hybrids of more than one genre; and representations of people, places and events within the films.</p> <p>Films are never studied without a deep awareness of their contexts - social, cultural, historical, economic, institutional and technological - as these are vital in the understanding of the meanings created for the spectator. 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.</p> <p>Many of our students seek pathways into the <b>film and media industries</b> through higher education including Film School.</p>

Term 1	Term 2	Term 3	Term 4	Term 5
<p><u>Baseline testing</u> K&amp;U of key elements of film form, meaning and response, contexts -low stakes testing on component 2</p> <p><u>Component 1</u> <u>Teen drama/comedy option</u> <b>Rebel without a Cause</b> <b>Ferris Bewler's Day Off</b> Focus on comparison: <b>genre, narrative</b> and <b>context</b> in addition to key elements of film form. Develop skills in longer answers (10, 15 mark questions) <b>Film Timeline - learning and testing (throughout year)</b> <u>Component 3: NEA</u> Editing/refining</p>	<p><u>Formal testing</u> Component 2 (selected question) + Component 1 (questions 1&amp;2 only)</p> <p><u>Component 1</u> question 3 - comparative (20 mark) question <u>Component 3: NEA</u> Film production edit Final screenplay/shooting script (20%) NEA Evaluations (re-draft to competition by Jan 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"> <li>• <b>Attack the Block</b></li> <li>• <b>Slumdog Millionaire</b></li> <li>• <b>Wadjda</b></li> </ul> <p>PPE on CP1 (without section C) and CP2</p> <p><u>Component 1 - Section C</u> <u>Independent US Film</u> <b>Whiplash</b> Question 5 - specialist writing, analysis - toxic masculinity and genre</p>	<p><b>Whiplash</b> Complete study Testing on Q5</p> <p><u>Component 1</u> revision: Hollywood and US Independent film: re-screenings (partial)</p> <ul style="list-style-type: none"> <li>• <b>Rebel</b></li> <li>• <b>Ferris Bewler</b></li> <li>• <b>Whiplash</b></li> </ul> <p>Analysis and test questions</p> <p>Submit <b>NEA</b> 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><b>Deeper learning:</b></p> <ul style="list-style-type: none"> <li>• Film History and wider contextual knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Developing critical thinking in relation to specialist writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of skills, wider contextual knowledge and appreciation of diversity</li> </ul>	<p><b>Exam skills</b></p>	
<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 better prepare them for a globalised world of work.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Module 7: <u>My personal world, My neighbourhood</u></b> <ul style="list-style-type: none"> <li>•describe where I live</li> <li>•ask for and understand directions</li> <li>•talk about shopping for clothes</li> <li>•describe my ideal home</li> <li>•use “si” structures</li> <li>•talk about visiting another city</li> <li>•use up to 6 tenses: perfect, imperfect, present, near future and simple future, conditional</li> </ul> <b>Year 11 PPEs 1</b>		<b>Module 8: <u>Studying and my future</u></b> <ul style="list-style-type: none"> <li>•talk about future plans and hopes</li> <li>•talk about travelling and earning money</li> <li>•talk about possible future career paths</li> <li>•talk about different jobs</li> <li>•use up to 6 tenses: perfect, imperfect, present, near future and simple future, conditional</li> </ul> <b>Year 11 PPEs 2</b> <b>Preparation for GCSE Speaking Exam</b>		<b>“Exam ready”:</b> Consolidation, Revision, Intervention <b>GCSE Speaking Exam</b> <b>GCSE EXAMS (READING/LISTENING/WRITING)</b>	
<b>Extra-curricular activities</b>  Yr11 French clinic / Intervention			<b>Key resources / Websites</b> Pearson ActiveHub <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="https://app.senecalearning.com">https://app.senecalearning.com</a> + 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
<p><b>Weather &amp; climate</b></p> <p><b>Key idea 2.1: The atmosphere operates as a global system transferring heat and energy.</b></p> <p><b>Key idea 2.2: The global climate was different in the past and continues to change due to natural causes.</b></p> <p><b>Key idea 2.3: Global climate is now changing as a result of human activity.</b></p> <p><b>Key idea 2.4: The UK has a distinct climate which has changed over time.</b></p> <p><b>Key idea 2.5:</b> Tropical cyclones are extreme weather events that develop under specific conditions and certain locations.</p> <p><b>Key idea 2.6:</b> There are various impacts of and responses to natural hazards caused by tropical cyclones depending on a country's level of development.</p> <p><b>Key idea 2.7:</b> The causes of drought are complex with some locations more vulnerable than others.</p> <p><b>Key idea 2.8:</b> The impacts of and responses to, drought vary depending on a country's level of development</p>	<p><b>Resource management</b></p> <p><b>Key idea 6.1:</b> A natural resource is any feature or part of the environment that can be used to meet human needs.</p> <p><b>Key idea 6.2:</b> The patterns of the distribution and consumption of natural resources varies on a global and a national scale.</p> <p><b>Key idea 6.8:</b> The supply of fresh water supply varies globally.</p> <p><b>Key idea 6.9:</b> There are differences between the water consumption patterns of developing countries and developed countries.</p> <p><b>Key idea 6.10:</b> Countries at different levels of development have water supply problems.</p> <p><b>Key idea 6.11:</b> Meeting the demands for water resources could involve technology and interventions by different interest groups</p> <p><b>Key idea 6.12:</b> Management and sustainable use of water resources are required at a range of spatial scales from local to international</p>	<p><b>UK Challenges</b></p> <p><b>Key idea 8.1</b> The UK's resource consumption and environmental sustainability challenge</p> <p><b>Key idea 8.2</b> The UK settlement, population and economic challenges</p> <p><b>Key idea 8.3</b> The UK's landscape challenges</p> <p><b>Key idea 8.4</b> The UK's climate change challenges</p>	<p><b>Revision</b></p>	<p><b>Revision</b></p>	

<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>Hurricane Sandy case study</li> </ul>	<b>Deeper Learning</b> <ul style="list-style-type: none"> <li>UK and China case study</li> </ul>	<b>Deeper Learning</b>	<b>Deeper Learning</b>	<b>Deeper Learning</b>	
Namibia case study					
<b>Extra Curricular activities</b>		<b>Key resources / websites</b> BBC Bitesize Seneca learning			

# German

## Curriculum Intent

Through studying a modern foreign language, students develop their ability, confidence and ambition to communicate with others. 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
<b>Module 7: <u>My personal world, My neighbourhood</u></b>  <ul style="list-style-type: none"> <li>• discuss issues facing young people today</li> <li>• talk about environmental issues</li> <li>• discuss personal and international responsibilities and actions</li> <li>• express and justify complex opinions and points of view</li> <li>• use up to 6 tenses: perfect, imperfect, present, near future and simple future, conditional</li> </ul> Year 11 PPEs 1		<b>Module 8: <u>Studying and my future</u></b>  <ul style="list-style-type: none"> <li>• talk about future plans</li> <li>• talk about different jobs</li> <li>• discuss strengths and skills</li> <li>• talk about gap years</li> <li>• discuss hopes for the future</li> <li>• use up to 7 tenses: perfect, imperfect, present, near future and simple future, conditional, subjunctive</li> </ul> Year 11 PPEs 2 Preparation for GCSE Speaking Exam		<b>“Exam ready”:</b> Consolidation, Revision, Intervention  GCSE Speaking Exam GCSE EXAMS (READING/LISTENING/WRITING)	
<b>Extra-curricular activities</b> Yr11 German clinic / Intervention			<b>Key resources / Websites</b> Pearson ActiveHub <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="https://app.senecalearning.com">https://app.senecalearning.com</a> + Quizlet/Memrise/BBC Bitesize		

## Health & Social Care

### Curriculum Intent

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

To do this, we must:

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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Recap of Component 2 HSC Services and Values</b></p> <p>Health care services and MDTs</p> <p>Social care services and MDTs</p> <p>Barriers</p> <p>Skills and attributes</p> <p>Overcoming obstacles</p> <p><b>Release of Component 2 PSA (usually late September)</b> Prep for controlled assessment</p> <ul style="list-style-type: none"> <li>- Ensure understanding of health care services</li> <li>- Ensure understanding of social care services</li> <li>- Ensure understanding of barriers and obstacles</li> <li>- Ensure understanding of skills and attributes relevant to PSA</li> </ul> <p>The assignment for this component consists of five tasks.</p> <p>In response to Task 1, learners will demonstrate their knowledge and understanding of how health care services work together to meet the needs of an individual.</p> <p>In response to Task 2, learners will demonstrate their knowledge and understanding of how social care services meet the needs of an individual.</p>		<p>Introduction to Component 3</p> <p><b>LAA: Factors that affect health and wellbeing (ALL PREVIOUSLY STUDIED IN Y9-10)</b></p> <p><b>Physical Factors</b></p> <p><b>Lifestyle factors</b></p> <p><b>Social factors</b></p> <p><b>Cultural factors</b></p> <p><b>Economic factors</b></p> <p><b>Environmental factors</b></p>	<p><b>LAB Interpreting health indicators</b></p> <p><b>B1 Physiological indicators and risks</b></p> <p>Pulse Blood Pressure BMI</p> <p><b>B2 Lifestyle indicators</b></p> <p>Nutrition Physical activity Smoking Alcohol Substance misuse</p> <p><b>LAC Person centred approach</b></p> <p>Needs, wishes, circumstances</p> <p>Benefits of person centred approach</p>	<p><b>C2 Recommendations and actions to improve health and wellbeing</b> Established recommendations for helping to improve health and wellbeing: improving resting heart rate and recovery rate after exercise improving blood pressure maintaining a healthy weight eating a balanced diet getting enough physical activity, quitting smoking, sensible alcohol consumption and stopping substance misuse. Support available</p> <p><b>C3 Barriers and obstacles to following recommendations</b></p> <p><b>Barriers</b></p> <ul style="list-style-type: none"> <li>- Physical</li> <li>- Sensory</li> <li>- Social/cultural</li> <li>- Communication</li> <li>- Geographical</li> <li>- Resource barriers</li> <li>- Financial</li> </ul> <p><b>Obstacles</b> Emotional/psychological</p> <ul style="list-style-type: none"> <li>- Time constraints</li> </ul>	<p>Study Leave</p>

<p>In response to Task 3, learners will demonstrate their knowledge and understanding of barriers an individual could face when accessing services in health or social care.</p> <p>In response to Task 4, learners will demonstrate their knowledge and understanding of how health care professionals demonstrate the skills, attributes and values when delivering care to an individual.</p> <p>In response to Task 5, learners will demonstrate their knowledge and understanding of how the skills, attributes and values of care professionals can help an individual to overcome potential obstacles.</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"> <li>- 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.</li> </ul>			<ul style="list-style-type: none"> <li>- Availability of resources</li> <li>- Unachievable targets</li> <li>- Lack of support</li> </ul> <p>Exam Prep and Revision</p>	
	<p>Watch: Bend It Like Beckham - culture and gender stereotypes</p>	<p>Watch: 4 Good Days - substance abuse</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
<b>Elizabethan England: Historic site study</b> <b>CONFLICT AND TENSION BETWEEN EAST AND WEST 1945 – 1972</b> <ul style="list-style-type: none"> <li>• Attitudes and ideologies</li> <li>• Yalta and Potsdam</li> <li>• Division of Germany</li> <li>• Effects of the atomic bomb on post war relations</li> <li>• Soviet expansion in eastern Europe</li> <li>• Truman Doctrine and Marshall Plan</li> <li>• Cominform / Comecon and Yugoslavia</li> <li>• Berlin blockade and airlift</li> <li>• Communism in China – USSR's support for Mao</li> <li>• Korean war</li> <li>• Vietnam</li> <li>• Arms Race / Space Race 1950s / 1960s</li> <li>• NATO / Warsaw Pact</li> <li>• Hungary 1956 – Nagy's reforms and Soviet response</li> <li>• The thaw / peaceful coexistence</li> <li>•</li> </ul>		<b>CONFLICT AND TENSION BETWEEN EAST AND WEST 1945 – 1972</b> <ul style="list-style-type: none"> <li>• U2 – and its impact</li> <li>• The Berlin Wall</li> <li>• Castro's revolution in Cuba, US concerns and Bay of Pigs</li> <li>• Cuban Missile crisis</li> <li>• Roles of Castro / Kennedy and Khrushchev</li> <li>• Dubcek and Prague Spring</li> <li>• USSR's response and impact on East West relations</li> <li>• Brezhnev Doctrine</li> <li>• Détente – SALT and Helsinki - Soviet record on human rights</li> <li>• Role of Brezhnev and Nixon</li> </ul>		Revision	
<b>Extra Curricular activities</b>			<b>Key resources / websites</b> <ul style="list-style-type: none"> <li>• <a href="https://www.johndclare.net/cold_warA1.htm">https://www.johndclare.net/cold_warA1.htm</a></li> <li>• <a href="https://www.johndclare.net/cold_warB1.htm">https://www.johndclare.net/cold_warB1.htm</a></li> <li>• GCSE Pod</li> </ul>		

# Mathematics

## Curriculum Intent

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Higher</b>					
<b>Unit 18: Vectors and Geometric Proof</b> 18a. Vectors and geometric proof	<b>Unit 19: Proportions and Graphs</b> 19a. Reciprocal and exponential graphs; Gradient and area under graphs 19b. Direct and inverse proportion	Focussed Revision time and Exam preparation	Focussed Revision time and Exam preparation	Exams	Exams
<b>Foundation</b>					
<b>Unit 18: Fractions, Indices and Standard Form</b> 18a. Fractions and reciprocals 18b. Indices and standard form  <b>Unit 19: Congruence, Similarity and Vectors</b> 19a. Similarity and congruence in 2D 19b. Vectors	<b>Unit 20: More Algebra</b> 20a. Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations	Focussed Revision time and Exam preparation	Focussed Revision time and Exam preparation	Exams	Exams
Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning	Deeper Learning
Extra Curricular activities	Key resources / websites PinPoint Learning for Question Analysis <a href="https://www.pinpointlearning.co.uk/">https://www.pinpointlearning.co.uk/</a> Sparkx Maths for homework and independent study <a href="https://sparxmaths.com/">https://sparxmaths.com/</a>				

# Music

## Curriculum Intent

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

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

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Composition Unit (cont.):</b> Continuing and developing ideas Form and structure Feedback Development Log Bandlab Editing, special effects, reverb Final version Keywords, revision of terminology  <b>Composition Unit Controlled Assessment</b>  Completion of unit Presentation of final compositions to an audience Feedback Reflection and Evaluation		<b>Performing Arts in Practice</b>  Introduction to published vocational scenario  Discussion of possible ideas and paths Planning and investigation into musical styles and suitable choices Research, venue, place Budgeting and marketing Creating musical ideas Presentation and pitch of musical ideas		<b>Performing Arts in Practice</b>  Final controlled assessment  Evaluation and reflection  Final completion and hand in	
<b>Deeper Learning</b> Final presentations to audience Soundcloud recordings Setting up AV in Theatre Staging Tech support, Christmas concert School music trip		<b>Deeper Learning</b>  Stage set up Music trip		<b>Deeper Learning</b>  Performance to audience	

# 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
<p><b>Chosen Theme from Past Exam Papers. - Coursework (60%)</b> Students will produce further independent work and record their own ideas and observations fuelled by their own research.</p> <ul style="list-style-type: none"> <li>- To gain an understanding of the work of the photographers and their style of work.               <ul style="list-style-type: none"> <li>- To gain knowledge of how to compose a image</li> <li>- To learn how to record observations and ideas</li> <li>- To learn the techniques used by photographer</li> </ul> </li> </ul>			<p><b>AQA Art &amp; Design: Photography Exam Paper - (40%)</b> set by the exam board students respond to a title of their choice from the paper.</p> <p>Using their prior knowledge and with guidance they will develop a project.</p> <p>This project is concluded with a <b>10 hour exam</b> set over 2 days where students will create their final outcomes for the project.</p>		
<p><b>Extracurricular activities</b></p> <ul style="list-style-type: none"> <li>- The Photography studio is open on selective days to allow students time to complete and develop further work.</li> <li>- Photography Club</li> <li>- Trips and Visits dependant on Exhibitions/ Opportunities during the year.</li> </ul>			<p><b>Key resources / websites</b> Resources will be available on Google Classroom as the Year goes on</p> <p>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.

<b>Core PE Year 11</b> Focus - Healthy, Active Lifestyle						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11 PE is all about healthy lifestyles and adopting choice into the students' lessons. Lessons can vary in terms of content due to student interest and motivation and the use of GCSE students to lead certain lessons. Year 11 students only have one lesson of PE a week.						
	Sports Covered: Ultimate Frisbee Football	Sports Covered: Badminton Fitness	Sports Covered: Rugby Volleyball	Sports Covered: Handball Netball	Sports Covered: Rounders	Sports Covered: Cricket
* Sports may change depending on weather/space available/timetable availability						
<b>Deeper Learning</b> Students regularly demonstrate knowledge and understanding through their leadership skills, which develops confidence and self belief further. Fixtures against other schools to demonstrate skills and abilities in action against others of differing abilities that can be compared against. Access to key words and high end vocabulary through verbal feedback throughout lessons. Trips and visits.						
<b>Assessment</b> Year 11 assessment is based attitude to learning. Students receive an ATL grade based on their motivation and ability to adapt to any situation, demonstrate confidence and use of leadership opportunities to get the highest possible grade.						

<b>Theory Content</b> Students should be working towards knowing: <ul style="list-style-type: none"> <li>• Effects of a healthy, active lifestyle</li> <li>• What affects participation in physical activity</li> <li>• Immediate/Long term effects of exercise</li> </ul> <p>This knowledge is used amongst basic skills and ability to provide a holistic grade for each sport.</p>	
<b>Extra Curricular Activities</b> Wide range of sporting clubs both at lunch times and after school for students to attend. Opportunities to represent the school in a variety of sporting fixtures and events throughout the year.	<b>Key Resources/Websites</b> Journal PACE sheet - what have I achieved this term?

Year 11	Term 1 - Oct	Term 2 - Dec	Term 3 - Feb	Term 4 - Apr	Term 5 - May
Theory content for Year 11 is made of a mixture of Paper 1 and Paper 2 content with a heavy emphasis on long answer questions for exams as well as building in opportunities for active revision and leadership/flipped learning.					
	<b>Content Covered:</b> NEA Coursework Completion <ul style="list-style-type: none"> <li>• Acting on marked feedback</li> <li>• Longer answer exam questions</li> </ul>	<b>Content Covered:</b> Data Analysis - Paper 1  Collecting & presenting data Interpreting & analysing data  Exam Practice	<b>Content Covered:</b> Practical Moderation Practice/Filming  Interleaved Revision Begins	<b>Content Covered:</b> RAG Rate Paper 1 & 2 PLCS Interleaved Revision Exam Practice	
	<b>Assessment:</b> Long answer question marks	<b>Assessment:</b> Topic tests for Paper 2		<b>Assessment:</b> Topic tests for Paper 1	<b>Assessment:</b> Full papers Walking talking mock papers
	<b>Deeper Learning/Interleaving</b> Questions to include paper 1 content Flipped learning and research tasks Student deliver research to aid revision				
	<b>Practical - Moderation practice</b> Each lesson should focus on an area that needs working on for moderation. Work way through the set criteria for each sport to cement skills, knowledge and understanding of the drills needed to get the highest arks possible.				

	<p><b>Extra Curricular Activities</b> Wide range of sporting clubs both at lunch times and after school for students to attend. Opportunities to represent the school in a variety of sporting fixtures and events throughout the year. Specific GCSE practical catch up session to go through moderation activities/moderation filming. Revision and booster sessions for different ability groups based on data.</p>	<p><b>Key Resources/Websites</b> Google Classroom BBC Bitesize GCSE Pod Seneca Learning</p>
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## 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
<p><b>'Mental Health'</b></p> <ul style="list-style-type: none"> <li>● Stress</li> <li>● Anxiety</li> <li>● Ways to cope</li> <li>● Depression</li> <li>● Mental health &amp; body image</li> </ul>	<p><b>'Goal Setting'</b></p> <ul style="list-style-type: none"> <li>● Post 16</li> <li>● Planning final year at KS4</li> <li>● Teacher uni experiences</li> <li>● Consortium</li> <li>● College</li> <li>● 6th form</li> <li>● Benefits of staying at Brentford</li> </ul>	<p><b>'My Life My Choice'</b></p> <ul style="list-style-type: none"> <li>● Recap STIs/sexual health</li> <li>● Managing life's phases</li> <li>● Body image, pressure to conform</li> <li>● Appearance vs reality</li> <li>● Body modification</li> <li>● Pregnancy &amp; choices</li> <li>● Miscarriage</li> <li>● Menopause</li> <li>● Female health</li> </ul>	<p><b>'Study Skills &amp; Revision'</b></p> <ul style="list-style-type: none"> <li>● Blossom lesson drop down to become independent study sessions</li> </ul>
	<p><b>Deeper Learning</b></p> <p>6th formers visit lessons to talk about their experience</p>		

## RE - Curriculum Intent

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

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

# 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 role in shaping it.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Biology</b>  <b>Exchange &amp; transport in animals</b> <ul style="list-style-type: none"> <li>● Efficient transport and exchange</li> <li>● The circulatory system</li> <li>● The heart</li> <li>● Cellular respiration</li> <li>● Core practical – Respiration rates</li> </ul> <b>Ecosystems &amp; material cycles</b> <ul style="list-style-type: none"> <li>● Ecosystems</li> <li>● Abiotic factors and communities</li> <li>● Core practical – Quadrats and transects</li> <li>● Biotic factors and communities</li> <li>● Parasitism and mutualism</li> <li>● Biodiversity and human</li> <li>● Preserving biodiversity</li> <li>● The water cycle</li> <li>● The carbon cycle</li> <li>● The nitrogen cycle</li> </ul>		<b>Chemistry</b>  <b>Groups in the periodic table ,Rates of reaction and Heat energy changes in chemical reactions</b> <ul style="list-style-type: none"> <li>● Group 1</li> <li>● Group 7</li> <li>● Halogen reactivity</li> <li>● Group 0</li> <li>● Rates of reaction</li> <li>● Factors affecting reaction rates</li> <li>● Core practical – Investigating reaction rates</li> <li>● Catalysts and activation energy</li> <li>● Exothermic and endothermic reactions</li> <li>● Energy changes in reactions</li> </ul> <b>(Triple Science: Transition metals, alloys, chemical cells and fuel cells)</b>  <b>Fuels ,Earth &amp; atmospheric science</b> <ul style="list-style-type: none"> <li>● Hydrocarbons in crude oil and natural gas</li> <li>● Fractional distillation of crude oil</li> <li>● The alkane homologous series</li> <li>● Complete and incomplete combustion</li> <li>● Combustible fuels and pollution</li> <li>● Breaking down hydrocarbons</li> <li>● The early atmosphere</li> <li>● The changing atmosphere</li> <li>● The atmosphere today</li> <li>● Climate change</li> </ul> <b>(Triple science: Hydrocarbons, Alcohols and carboxylic acids, Polymers, Qualitative analysis, Bulk and surface properties of matter).</b>		<b>Physics</b>  <b>Electricity &amp; Circuits</b> <ul style="list-style-type: none"> <li>● Electricity circuits</li> <li>● Current and potential difference</li> <li>● Current, change and energy</li> <li>● Resistance</li> <li>● More about resistance</li> <li>● Core practical – Investigating resistance</li> <li>● Transferring energy</li> <li>● Power</li> <li>● Transferring energy by electricity</li> <li>● Electrical safety</li> </ul> <b>Magnetism &amp; the Motor effect and Electromagnetic induction</b> <ul style="list-style-type: none"> <li>● Magnets and magnetic fields</li> <li>● Electromagnetism</li> <li>● Magnetic forces</li> <li>● Transformers</li> <li>● Transformers and energy</li> </ul> <b>(Triple science: Static electricity, Pressure in Fluids)</b>	

<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>● Investigating Photosynthesis</li> <li>● Using field-work techniques –Quadrats and Transects</li> <li>● Humans and Biodeiversity</li> </ul>	<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>● British science week activities</li> <li>● Fuels and pollution</li> <li>● Fuels for cars</li> <li>● Global warming</li> </ul>	<p><b>Deeper learning</b></p> <ul style="list-style-type: none"> <li>● Building electric circuits</li> <li>● Electrical safety</li> <li>● The National Grid</li> <li>● Measuring the density of different materials</li> </ul>
<p><b>Extra curricular activities</b></p> <p>Science club Robotics club</p>	<p><b>Key Resources / websites</b></p> <p>Kayscience Seneca BBC Bitesize 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
<b>Module 7: <u>My neighbourhood</u></b> <ul style="list-style-type: none"> <li>•talk about how you help in the community</li> <li>•talk about climate change</li> <li>•talk about actions to help the environment</li> <li>•discuss solutions to protect the environment</li> <li>•use up to 7 tenses: perfect, imperfect, present, near future and simple future, conditional, subjunctive</li> </ul> Year 11 PPEs 1		<b>Module 8: <u>Studying and my future</u></b> <ul style="list-style-type: none"> <li>•talk about future plans</li> <li>•talk about getting a job</li> <li>•talk about possible future career intentions</li> <li>•talk about the importance of learning languages</li> <li>•talk about changes in the world of work</li> <li>•talk about the impact of artificial intelligence</li> <li>•use up to 7 tenses: perfect, imperfect, present, near future and simple future, conditional, subjunctive</li> </ul> Year 11 PPEs 2 Preparation for GCSE Speaking Exam		<b>"Exam ready": Consolidation, Revision, Intervention</b> <b>GCSE Speaking Exam</b> <b>GCSE EXAMS (READING/LISTENING/WRITING)</b>	
Extra-curricular activities French study club / Intervention		Key resources / Websites Pearson ActiveHub <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> <a href="https://app.senecalearning.com">https://app.senecalearning.com</a> + Quizlet/Memrise/BBC Bitesize			

## 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
<b>Textiles:</b> 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 <b>From January:</b> External Assessment unit- 1 question chosen from the exam board selection.	Artist response drawings Initial design ideas Design development Final design idea	Selected artist responses – students to choose relevant artists Final piece for Environment project. Final piece exam unit (completed as part of 10-hour NEA)	Selected artist – Techniques similar to the chosen artist, developed and personalised	All test pieces annotated and evaluated Artist research and techniques annotated and evaluated.

<b>Extra-Curricular activities</b> Intervention, textiles catch up club	<b>Key resources / websites</b> <a href="https://www.textileartist.org/">https://www.textileartist.org/</a>
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