



BRENTFORD SCHOOL FOR GIRLS
BRENTFORD & FORM

Brentford School for Girls
Year 12 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 5 ART & DESIGN

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

In Art & Design at Key Stage 5 students will investigate their own ideas. Through their choice of theme, bespoke support in research and guidance will help them to broaden their knowledge and create independent sustained projects of a personal nature. This provides all students with a solid foundation on which to build if they pursue a career in the Arts

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Transition – confidence building when working in a large capacity (A3) drawing skills</p> <p>Students will experiment with media whilst developing observational skills. They will complete a number of tasks using a variety of media. This will develop the following sketchbook skills:</p> <ul style="list-style-type: none"> • How to research and analyse • How to record and develop ideas • How to incorporate your own ideas or feelings into your work • Artist study & colour theory • Drawing techniques 	<p>LEARNING TO BUILD WORK AROUND A THEME AND EXPLORE DIFFERENT ART MAKING PROCESSES</p> <p>EXPLORING CONCEPTS AND GENRES</p> <p>Students complete investigations into Vanitas, Childhood Nostalgia and The World Around Them.</p> <p>.....</p>		<p>PERSONAL INVESTIGATION</p> <p>This project has a theme chosen by the student and is what is submitted in January of Year 13 as Component 1. It consists of a body of preparatory and experimental investigations, an essay and a final piece.</p>		
<p>Introduction to research, practical skills and processes</p>	<p>INDIVIDUAL PROJECT FOCUS</p> <ul style="list-style-type: none"> • To decide upon a project intent – focus. 	<p>INDIVIDUAL PROJECT FOCUS</p> <ul style="list-style-type: none"> • Carry out own responses to artists discovered. 	<p>INDIVIDUAL PROJECT FOCUS</p> <p>Use work by artists and research you have carried out to create your own ideas ready for printmaking</p> <p>Relief Printmaking</p>		<p>INDIVIDUAL PROJECT FOCUS</p> <p>Research based essay</p> <ul style="list-style-type: none"> • Consolidation of Artist research

<p>Consolidating a range of skills by visiting the themes Vanitas, Surrealism and Impressionism</p>	<ul style="list-style-type: none"> ● Begin research on chosen topic. Options provided based on previous exam tasks. Eg Messages, Detail, Rhythm, Construction etc. ● Visual and conceptual exploration through Group Discussions/Mood board/Mind map based tasks 	<ul style="list-style-type: none"> ● Take photos and drawings to record observations ● Annotate, analyse and recreate example artworks to develop analytical and writing skills. 	<ul style="list-style-type: none"> ● Research Collagraph, Linoprintmaking and Polyprinting processes. Look at Printmakers for inspiration for styles and colour schemes (examples include Sarah Ross Thompson, Kim Herringe, Gail Brodhalt, Cyril Power, Edward Bawden, and Angie Lewin) <p>Monoprinting</p> <ul style="list-style-type: none"> ● Research photographic mono, photographic screen-printing, and impression based monoprinting processes. Look at printmakers for inspiration (examples include Kathe Kollwitz, Henry Moore and Andy Warhol) ● Use processes to further explore visual representation of individual themes 	<ul style="list-style-type: none"> ● Scaffold and Development Planning Documents used to consolidate arguments and comparisons. ● Analysis and 'double bubbles' used to guide comparisons ● Keyword and terminology lists constructed with reference to sketchbook work ● Essay developed and written
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Drama

Curriculum Intent

In Drama we aim to:

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

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

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

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Transition: Prior knowledge and development on KS4 skills</p> <hr/> <p>Baseline assessment: Key skills: Team work Research Critical thinking Evaluation Creativity and development of theme/issue.</p>	<p>Practitioner exploration:</p> <ul style="list-style-type: none"> • Exploration of the key practitioners in theatre and the influence of their work of theatre of today. • Using key techniques of practitioner 	<p>Devising unit: Stimulus given and students begin to create a performance for examination.</p>		<p>Explore set text: Explore Woyzeck and That Face in preparation for written examination in year 13</p>	

English

Our BSfG English Literature curriculum in Years 12 and 13 builds on the knowledge and skills gained at GCSE, yet with an increasing range of literary and language techniques and concepts explored through the texts studied. Discussion, a key component of the course, is used to strengthen and enhance textual and language analysis, providing opportunities to consider alternative interpretations and challenge viewpoints. At Advanced Level study of English Literature, students also explore a greater range of contextual factors, including the influence of literary movements and emerging artistic styles on writers, readers and audiences. Knowledge from other subjects, such as History, Psychology, Sociology, Philosophy, Politics and Ethics is utilised to enrich the study of texts, along with wider reading of critical views. Contexts, criticisms and critical viewpoints are used to inform and elevate independent interpretations of texts. We also explore how to communicate our ideas in well-structured, cohesive and balanced analytical essays, demonstrating an academic writing style and high levels of technical accuracy.

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>Component 2 Section A Shakespeare: <i>King Lear</i></p> <p>Assessment: Students answer one question closely analysing an extract from the play (AO1 and AO2 only) and one thematic question exploring the play as a whole. AO1, AO2, AO3 and AO5.</p>	<p>Component 1 Sec B Carol Ann Duffy: <i>Mean Time</i> & Philip Larkin: <i>The Whitsun Weddings</i> (Picador & Faber) – open book</p> <p>Assessment: Students answer from a choice of two comparative, thematic questions on the poetry anthologies. AO1, AO2, AO3, AO4 and AO5.</p>		<p>REVISION: Component 2 Sec A - <i>King Lear</i> Component 2 Sec B A <i>Streetcar Named Desire</i> and <i>The Duchess of Malfi</i> Component 1 Sec B <i>Mean Time</i> and <i>The Whitsun Weddings</i></p>		
<p>Component 1 Sec A John Donne: <i>Selected Poems</i> (Penguin Classics) – open book</p> <p>Assessment: Students answer one question closely analysing a poem from the anthology (AO1 and AO2 only) and one thematic question exploring the anthology as a whole. AO1, AO2, AO3 and AO5.</p> <p>Component 4 Final drafts of coursework submitted.</p>			<p>REVISION: Component 1 Sec A - John Donne Component 3 Sec A - Unseen Prose Component 3 Sec B - Unseen Poetry</p>		
<p>Extra-curricular activities</p> <ul style="list-style-type: none"> • Reading activities, research and group work projects to encourage a love of reading and literature. • Theatre trips to see plays in performance • Use of technology in lessons and in independent learning to develop study skills and collaborative learning 			<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 PLCs - for students to track progress and address gaps in knowledge. • Topic Google Classrooms – Each English topic has a Google Classroom filled with useful resources, helpful support and opportunities to explore the topic further. 		

Film Studies

Intent

A level film studies develops the students ability to disentangle meaning from important and often iconic cultural texts. The study of film will expose students to a wide range of movies from silent comedy and classic Hollywood, to documentary, experimental, contemporary British and American and world cinema. Students will develop skills in observation, description and analysis, critical evaluation and creative synthesis. They will explore ideological perspectives and examine their own point of view as a spectator. Students will learn the processes of film writing, production and post production as well as self evaluation.

Implementation

Film studies is taught through highly interactive and dynamic teaching methods. Research skills are taught and nurtured, students are encouraged to take ownership of their learning, lead presentations, analyse extracts from films and make visual essays and podcasts, as well as writing conventional essays in response to exam style questions. Students learn through creative and practical application of skills in the Non-exam assessment including screenwriting, storyboarding, production planning, film shoots, editing and sound post production. Students evaluate their own work regularly and critically in order to understand how to improve and to build their resilience. Film Studies at A level is taught in one class with both Year 12 and 13 students.

Impact

Successful students acquire deep knowledge of Film, how it is made and its cultural significance. They also acquire high level critical and analytical skills, can make coherent and well supported arguments, and use fluent and purposeful academic writing. In addition, they learn to apply analytical skills to creative expression, develop presentation and interpersonal skills as well as ones in planning, organisation and production. All of which are highly transferable. Students may progress from A level Film Studies into university to study everything from Law to Architecture, Philosophy to Film Production, Literature to Art or Science or Games Design or Medicine.

Term (2024-25)	Year 12	Year 13	Notes
Autumn 1	Base line CP2 A: World Cinema <ul style="list-style-type: none"> Pan's Labyrinth City of God Induction/core skills	Base line CP2 A: World Cinema <ul style="list-style-type: none"> Pan's Labyrinth City of God CP3: NEA - post production edit / EA1	Y12 and 13 taught in sync in the same class Y12 & 13 - Analysis of aesthetics using the key elements of film form, meaning and response in relation to contexts and reception. Y13 - Skills in picture and sound editing and post production, use of colour and sound dynamics to create effect.
Autumn 2	Documentary practical CP2 C: Silent Cinema <ul style="list-style-type: none"> Keaton shorts CP3: Short film study / Screenwriting	PPE 2 - Q from CP1 + CP2 SecA CP2 C: Silent Cinema <ul style="list-style-type: none"> Keaton shorts CP3: NEA - post production sound / EA2	Y12 and 13 in sync with texts. Y12 - Documentary practical: first experimentation with filming and editing, practice with cameras and using Da Vinci Resolve Y12 & 13 - contextual analysis of silent cinema, understanding of film and art movements of early 20th Century - modernism, realism, surrealism, expressionism Different path for PPE and NEA
Spring 1	CP2 D: Experimental film <ul style="list-style-type: none"> Memento CP1 A: Hollywood 1930-1960 <ul style="list-style-type: none"> Some Like It Hot 	CP2 D: Experimental film <ul style="list-style-type: none"> Memento PPE 3 - both full papers CP3: NEA - EA final	Y12 & 13 - experimental cinema - narratives, auteur, postmodernism, neo-noir (Separate screenings - Some discrete lessons) Y12 - Old Hollywood, star and studio system, Hays code, auteur theory, close analysis Some shared exam prep/revision
Spring 2	SLIH CP1 A: Hollywood 1961-1990 <ul style="list-style-type: none"> Do The Right Thing 	Revision CP3: NEA - hand in	Y12 - new Hollywood, poststudio system, US new wave, auteur theory, close analysis Some shared exam prep/revision for PPE/Public exams
Summer 1	PPE 1 - CP2 (A, C, D) + CP1 (A) CP2 B: Documentary <ul style="list-style-type: none"> Stories We tell 	CP3: NEA submitted to exam board early May Public Exams	Y12 - documentary modes, digital debates, filmmakers theories, close analysis
Summer 2	CP3: NEA - screenwriting 2 CP3: NEA - production		All resources are shared on Google Classroom

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
Transition Transition activities will take place within the first six weeks of Year 12					
HPA Globalisation Enquiry question 1: What are the causes of globalisation and why has it accelerated in recent decades? Enquiry question 2: What are the impacts of globalisation for countries, different groups of people and cultures and the physical environment?	Globalisation Enquiry question 3: What are the consequences of globalisation for global development and the physical environment, and how should different players respond to its challenges? Coasts Enquiry question 1: Why are coastal landscapes different and what processes cause these differences?	Coastal Landscapes Enquiry question 1: Why are coastal landscapes different and what processes cause these differences? Enquiry question 2: How do characteristic coastal landforms contribute to coastal landscapes? Enquiry question 3: How do coastal erosion and sea-level change alter the physical characteristics of coastlines and increase risks?	Enquiry question 4: How can coastlines be managed to meet the needs of all players? Water Cycle Enquiry question 1: What are the processes operating within the hydrological cycle from global to local scale?	Enquiry question 2: What factors influence the hydrological system over short- and long-term timescales Enquiry question 3: How does water insecurity occur and why is it becoming such a global issue for the 21st century?	Fieldwork NEA Preparation
Teacher RSP Tectonics Enquiry question 1: Why are some locations more at risk from tectonic hazards? Enquiry question 2: Why do some tectonic hazards develop into disasters?	Tectonics Enquiry question 2: Why do some tectonic hazards develop into disasters? Enquiry question 3: How successful is the management of tectonic hazards and disasters?	Regeneration Enquiry question 1: How and why do places vary? An in-depth study of the local place in which you live or study and one contrasting place. Enquiry question 2: Why might regeneration be needed	Regeneration Enquiry question 2: Why might regeneration be needed Enquiry question 3: How is regeneration managed?	Regeneration Enquiry question 4: How successful is regeneration?	Fieldwork NEA preparation
Extra Curricular activities Fieldwork activities			Key resources / websites https://geographyrevisionalevel.weebly.com/ https://www.physicsandmathstutor.com/geography-revision/a-level-edexcel/ https://app.senecalearning.com/classroom/course/e863f76a-c037-441e-b405-96c1e8649284		

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.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition Introduction to BTEC Health and Social Care, expectations, course layout and baseline assessment.					
Unit 1: Human Lifespan and Development Learning Aim A: Human growth and development through the life stages Learning Aim B: Factors affecting human growth and development	Unit 1: Human Lifespan and Development Learning Aim C: Effects of ageing Revision for Unit 1 exam in January	Unit 2: Working in Health and Social Care Learning Aim A: Roles and responsibilities of people who work in the health and social care sector	Unit 2: Working in Health and Social Care Learning Aim B: Roles of organisations in the health and social care sector	Unit 2: Working in Health and Social Care Learning Aim C: Working with people with specific needs in the health and social care sector	Unit 5: Meeting Individual Care and Support Needs Learning Aim A: Examine principles, values and skills, which underpin meeting the care and support needs of individuals.
Deeper learning experience: Baby visit – to see Bowlby’s attachment theory in real life application.		Deeper learning experience: External speaker: Visit from nurse/ midwife/ PAM/ for a Q&A			

History

Curriculum Intent

- To inspire students to become independent learners, willing to take risks and confident in their ability to express themselves both orally and in writing
- To instil a love of History and a passion to explore it further
- To encourage students to become inquisitive, questioning individuals with strong analytical and reasoning skills
- To help students develop empathy with people in the past and present
- To encourage resilience and self-motivation in their approach to learning
- To develop a range of historical skills including the ability to construct an argument, analyse sources and interpretations
- To help students understand the relevance of the past and the part that it plays in the world in which we live
- To help develop skills and competencies which students can apply in the wider world

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Transition					
Transition activities will take place within the first six weeks of Year 12					
Teacher: HLA Tudors <ul style="list-style-type: none"> • Henry VII : Character and aims & seizing the throne • Henry VII: Consolidation of power & establishing the dynasty • Henry VII: Government • Henry VII: Royal finances 	<ul style="list-style-type: none"> • Henry VII: Controlling the nobility • Henry VII: Relations with foreign powers & securing the succession • Henry VII: Society – structure, regional divisions, discontent and rebellions 	<ul style="list-style-type: none"> • Henry VII: Economic development, trade and exploration • Henry VII: Religion, humanism, arts and learning • Henry VII: Review and themes 	<ul style="list-style-type: none"> • Henry VIII: Character and aims • Henry VII: Legacy & early actions • Henry VIII: Government - Wolsey • Henry VIII: Divorce 	<ul style="list-style-type: none"> • Henry VIII: Government and parliament – Cromwell • Henry VIII: Government and court factions • Henry VIII: Foreign relations and securing the succession 	<ul style="list-style-type: none"> • Henry VIII: Religion, ideas and reform, the dissolution of the monasteries • Henry VIII: Society, social upheaval and rebellions • Henry VIII: Economic developments
Teacher: HCH Nazism and Democracy <ul style="list-style-type: none"> • The Impact of war, the political crises of October to November, and the establishment of the Weimar Constitution • The impact of the Versailles settlement on Germany • Economic and Social problems in Germany, 1919-24 	<ul style="list-style-type: none"> • Political instability and extremism, 1919-24 • Economic developments • Social and cultural developments in Germany 1924-28 • 	<ul style="list-style-type: none"> • Political developments and the working of democracy, 1924-28 • Germany's international position • The impact of the depression of 1929 	<ul style="list-style-type: none"> • The appeal of Nazism and communism • The appointment of Hitler as chancellor • The establishment of the Nazi dictatorship, January-March 1933 	<ul style="list-style-type: none"> • Coursework 	<ul style="list-style-type: none"> • Coursework
Extra Curricular activities <ul style="list-style-type: none"> • Trip to the National archives 			Key resources / websites		

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
Transition Transition activities will take place within the first six weeks of Year 12					
Pure Mathematics Year 1 Teacher: Mr Whittaker Ch 1 – Algebraic Expressions Ch 2 – Quadratics Ch 3 – Equations and inequalities Ch 4 – Graphs and Transformations Ch 5 – Straight Line Graphs	Pure Mathematics Year 1 Teacher: Mr Whittaker Ch 6 – Circles Ch 7 – Algebraic Methods Ch 8 – Binomial Expansion	Pure Mathematics Year 1 Teacher: Mr Whittaker Ch 9 – Trigonometric Ratios Ch 10 – Trigonometric Identities and Equations	Pure Mathematics Year 1 Teacher: Mr Whittaker Ch 12 - Differentiation Ch 13 – Integration	Pure Mathematics Year 1 Teacher: Mr Whittaker Ch 14 – Exponentials and Logarithms	Pure Mathematics Year 1 Teacher: Mr Whittaker Ch 11 – Vectors
Stats and Mechanics Year 1 Teacher: Mrs Akkaya Ch 5 – Probability Teacher: Mr Masri Ch 8 – Modelling in Mechanics Ch 9 – Constant Acceleration	Stats and Mechanics Year 1 Teacher: Mrs Akkaya Ch 4 – Correlation Ch 6 – Statistical Distribution Teacher: Mr Masri Ch 10.1 -10.4 – Forces and Motion	Stats and Mechanics Year 1 Teacher: Mrs Akkaya Ch 1 – Data Collection Ch 2 – Measures of location and spread Teacher: Mr Masri Ch 10.1 -10.4 – Forces and Motion	Stats and Mechanics Year 1 Teacher: Mrs Akkaya Ch 3 – Representations of Data Teacher: Mr Masri Ch 11 – Variable Acceleration	Stats and Mechanics Year 1 Teacher: Mrs Akkaya Ch 7 – Hypothesis Testing Teacher: Mr Masri Revision: Mechanics	Revision: Pure, Stats and Mechanics
Extra-Curricular activities			Key resources / websites; Physics and Maths tutor, Maths Genie, Edexcel/Pearson Active Learn, Save My Exams, Mr. Bicen, TI Maths, Exam Solution		

Photography

Curriculum Intent

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

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

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

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

Key Stage 5 Photography

As students will come with a range of experiences from studying GCSE: Art/ Photography/ Textiles, or without skills having given up Art at the end of year 8, the beginning of the course is very structured. Students undertake a transition project which will outline the fundamentals of Photography – allowing them to access and develop knowledge with camera settings, sketchbook skills, research, analysis and responding to a photographer. Students are encouraged to attend galleries and locations that will help support their Cultural Capital, providing them the essential knowledge of concepts, human creativity and achievements.

Within Photography at Key Stage 5 students will investigate their own ideas while broadening their knowledge and creating independent sustained projects of a personal nature. This provides all students with a solid foundation on which to build if they pursue a career within an Art pathway.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Introduction to KS5 Photography Explore the 'Fundamentals of Photography' and 'Formal Elements'. Develop an understanding of ISO, Shutter speed, Aperture, Depth of Field & Composition. Apply prior knowledge of the Formal Elements from KS3 and KS4 Art & Design. Students will look at each of the formal elements and carry out a number of shoots relating to each element as well as looking at the formal processes of the camera</p>	<p>To demonstrate Highly Developed skills when:</p> <ul style="list-style-type: none"> ● DSLR camera settings ● Carrying out research ● Analysing an image ● Recording ideas and observations <ul style="list-style-type: none"> ● Responding to photographers ● Producing outcomes ● Digital manipulation 	<p>Review and Refine work by revisiting past shoots. Present final outcomes. Evaluate your work.</p>	<p>Personal Investigation - Coursework (60%) To develop personal ideas Demonstrate knowledge from the transition period.</p>	<p>To demonstrate Highly Developed skills when:</p> <ul style="list-style-type: none"> - DSLR camera settings -Carrying out research -Analysing an image - Recording ideas and observations - Responding to photographers - Producing outcomes - Digital manipulation -Experimental Techniques 	<p>Supporting Written Component - Coursework (60%) Start researching the chosen photographers for the written component of the course. Students are guided in forming a written piece that will support their coursework project. This can be presented in a variety of ways.</p>
Extra Curricular			Key Resources/ Websites		
<ul style="list-style-type: none"> - Students are provided with a Photography studio timetable to complete 5 hours of independent study. - Art in Action - Borough Market Photoshoot Trip - Trips and Visits dependant on Exhibitions/ Opportunities during the year. 			<ul style="list-style-type: none"> - Google Classroom: Filled with useful resources, helpful support and guides to explore each photographer. - Cameras and Equipment can be loaned depending on availability. 		

Psychology

Curriculum Intent

The fundamental purpose of the Sociology course is to develop an understanding for the way in which we as humans behave. Through cultivating an understanding of one's own behaviour it empowers an individual to take control of their own actions, as well as how to respond to others in any given situation. Students must be encouraged to develop their own psychological awareness through active engagement with not only contemporary psychological theory, but also established psychological approaches.

To do this, we must:

- Foster inquisitiveness and maintain pupil engagement and enjoyment in Psychology.
- Develop reflective learning for all pupils by promoting an awareness of the wider implications of Psychology for the individual, the community and the wider world in terms of medicine and healthcare.
- 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 psychological issues.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Introduction to Psychology</p> <ul style="list-style-type: none"> • What is psychology? • Why psychology? <p>Approaches Origins of psychology: Wundt, introspection and the emergence of psychology as a science.</p> <p>Research methods:</p> <ul style="list-style-type: none"> • Features of science: objectivity and the empirical method; Experimental method. • Experimental designs: • Pilot studies and the aims of piloting. • Correlations • The difference between aims and hypotheses. • Sampling • Quantitative and qualitative data • Primary and secondary data • Variables • Demand characteristics and investigator effects. <p>Social Influence</p> <ul style="list-style-type: none"> • Types of conformity: internalisation, 	<p>Memory</p> <ul style="list-style-type: none"> • The multi-store model of memory • Types of long-term memory: episodic, semantic, procedural. • The working memory model • Explanations for forgetting proactive and retroactive interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony • Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. <p>Research methods:</p> <ul style="list-style-type: none"> • Ethics, including the role of the British Psychological Society's code of ethics <p>Attachment:</p> <ul style="list-style-type: none"> • Caregiver-infant interactions in humans. Stages of attachment identified by 	<p>Research Methods:</p> <ul style="list-style-type: none"> • The role of peer review in the scientific process. • The implications of psychological research for the economy. • Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode • Presentation and display of quantitative data: graphs, tables, scatter grams, bar charts, histograms • Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. • Introduction to statistical testing; the sign test. <p>Scientific process:</p> <ul style="list-style-type: none"> • Reliability across all methods of investigation. • Types of validity across all methods of investigation • Reporting psychological investigations. <p>Data Handling:</p>	<p>Psychopathology</p> <ul style="list-style-type: none"> • Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • The behavioural approach to explaining and treating phobias • The cognitive approach to explaining and treating depression • The biological approach to explaining and treating OCD <p>Approaches The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> • Learning approaches • The cognitive approach • The biological approach • The psychodynamic approach • Humanistic psychology 	<p>Biopsychology</p> <ul style="list-style-type: none"> • The divisions of the nervous system • The structure and function of sensory, relay and motor neurons • The function of the endocrine system: glands and hormones. • The fight or flight response including the role of adrenaline. • Localisation of function in the brain and hemispheric lateralisation • Ways of studying the brain • Biological rhythms <p>Mock exams</p> <p>Issues and debates in Psychology</p> <ul style="list-style-type: none"> • Gender bias and culture bias • Free will and determinism • Nature- nurture debate • Holism and reductionism • Idiographic and nomothetic approaches to psychological investigations • Ethical implications 	<p>Issues and debates in Psychology</p> <ul style="list-style-type: none"> • Gender bias and culture bias • Free will and determinism • Nature- nurture debate • Holism and reductionism • Idiographic and nomothetic approaches to psychological investigations • Ethical implications

<p>identification and compliance. informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.</p> <ul style="list-style-type: none"> • Conformity to social roles as investigated by Zimbardo. • Explanations for obedience 	<p>Schaffer. Multiple attachments and the role of the father.</p> <ul style="list-style-type: none"> • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. • Ainsworth's 'Strange Situation'. Types of attachment • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. • The influence of early attachment on childhood and adult relationships <p>Research methods:</p> <ul style="list-style-type: none"> • Observational techniques. • Self-report techniques. • Observational design: behavioural categories; event sampling; time sampling. • Questionnaire construction, including use of open and closed questions; design of interviews. 	<ul style="list-style-type: none"> • Levels of measurement: nominal, ordinal and interval. • Content analysis and coding. Thematic analysis. <p>Inferential testing</p> <ul style="list-style-type: none"> • Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. • Introduction to statistical testing; the sign test. • Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test 	<ul style="list-style-type: none"> • Comparison of approaches. 		
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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 and vocabulary rich teaching.

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 possess the skills to face whatever life may hold

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
B i o l o g y	Transition Transition activities will take place for the first two weeks of Year 12, the focus is to identify and bridge any gaps between GCSEs and Alevels.					
	2.1 eukaryotic cells <i>Core Practical 2</i> 2.2 Prokaryotic cells 2.2 viruses	2.3 cell cycle and cell division 2.3 cell division <i>Core Practical 3</i> 2.4 sexual reproduction in mammals 2.5 sexual reproduction in plants <i>Core Practical 4</i> Test on Topics covered 4.1 SAV ratio 4.2 cell transport mechanisms 4.2 osmosis <i>Core Practical 5</i>	<i>Core Practical 6</i> Y12 PPE exams 4.3 gas exchange <i>Core Practical 7</i> 4.4 circulation	4.4 circulation 4.5 transport of gases 4.6 hydrostatic pressure Test on Topics covered 4.7 transport in plants <i>Core Practical 8</i> start <i>Core Practical 1</i>	Revision of chosen Topics <i>Complete Core Practical 1</i> Test on all AS topics AS external exams (tbc)	Core Practical catch up sessions Start Topic 10
	1.6 inorganic ions 1.7 water 1.1 carbohydrates 1.2 lipids	1.3 proteins 1.4 DNA and protein synthesis 1.5 enzymes 3.1 classification	3.1 classification 3.2 natural selection 3.3 biodiversity	3.3 biodiversity Revision of Topic 1 Revision of Topic 2	Revision of Topic 3 Revision of Topic 4	Start Topic 9
C h e m i s t r y	Transition Transition activities will take place for the first two weeks of Year 12 Baseline assessment					
	Topic 1: Atomic Structure and The Periodic Table (1–7) Topic 1: Atomic Structure and The Periodic Table (8–19) Topic 1: Atomic Structure and The Periodic Table (20–25) Topic 2A: Bonding (1–9)	Topic 2A: Bonding (13–19, 20 iv) Topic 2A: Bonding (10–12, 21 i–iv), Topic 2B: Structure (26–27) Topic 4A: The Elements of Groups 1 and 2 (1–8)	Revision Y12 PPE Mock exams Topic 6B: Alkanes (8–13) Topic 6B: Alkanes (15–17) Topic 6C: Alkenes (18–22) Topic 6C: Alkenes (24–29)	Topic 6D: Halogenoalkanes (30–32) Topic 6D: Halogenoalkanes (33–36) Test on Topics covered CORE PRACTICAL 4 Topic 6E: Alcohols (38 iii, 39 i, iii, v) CORE PRACTICAL 5	Topic 6E: Alcohols (39 ii & iv) Topics 7A (1) & 7B (2): Mass Spectrometry and Infrared (IR) Spectroscopy Revision Test on all AS topics AS external exams (tbc)	Start Y13 topic (tbc) Core Practical catch up sessions

	<p>Topic 2A: Bonding (22), Structure (23–25)</p>	<p>Topic 4B: The Elements of Group 7 (9–11) Topic 4B: The Elements of Group 7 (12–14), Topic 4C: Analysis of inorganic compounds (15) CORE PRACTICAL 7 Topic 3 – Redox (1–13) Test on Topics covered Topic 6A: Introduction to Organic Chemistry (1–7)</p>		<p>CORE PRACTICAL 6</p>		
<p>Extra Curricular activities Science club Science homework support club</p>			<p>Key resources / websites Activelearn Google classroom</p>			

Sociology

Curriculum Intent

The fundamental purpose of the Sociology course is to foster the development of critical and reflective thinking with a respect for social diversity. It must provide an awareness of the importance of social structure and social action in explaining social issues. Students must be encouraged to develop their own sociological awareness through active engagement with the contemporary social world.

To do this, we must:

- Foster inquisitiveness and maintain pupil engagement and enjoyment in Sociology.
- Develop reflective learning for all pupils by promoting an awareness of the wider implications of Sociology for the individual, the community and the wider world in terms of social policy and law-making.
- 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 skills that enable individuals to focus on their personal identity, roles and responsibilities within society.
- Develop a lifelong interest in social issues.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Education</p> <ul style="list-style-type: none"> • the role and functions of the education system, including its relationship to the economy and to class structure • differential educational achievement of social groups by social class, gender and ethnicity in contemporary society 	<p>Education</p> <ul style="list-style-type: none"> • relationships and processes within schools, with reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning • the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy. 	<p>Families and Households</p> <ul style="list-style-type: none"> • the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies • changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures 	<p>Families and Households</p> <ul style="list-style-type: none"> • gender roles, domestic labour and power relationships within the family in contemporary society • the nature of childhood, and changes in the status of children in the family and society • demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation 	<p>Crime and Deviance</p> <ul style="list-style-type: none"> • Introduction to Crime and Deviance • Social order • Social control- informal/ formal • The role of the criminal justice system and other agencies. • Theories of crime and deviance • Functionalist • Subcultural theories • Labelling theory 	<p>Crime and Deviance</p> <p>Theories of crime and deviance</p> <ul style="list-style-type: none"> • Marxists • Neo-Marxist • Left Realist • Right Realist

Technology & Textiles

Curriculum Intent

Intent for the Curriculum:

- 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.

Transition - Line					
Baseline assessment:					
<ol style="list-style-type: none"> 1. Observational drawing – line 2. Drawing onto fabric 3. Research – Cas Holmes 4. Development of work based on Cas Holmes 					
Visual Elements	Tone	Texture	Form	Colour	Final piece
<ul style="list-style-type: none"> ● Mono-print – line cont ● Research Wendy Dolan/Niru Reid ● Development and experimentation based on work by Wendy Dolan/Niru Reid ● Annotate all work, explaining the process, use of line and artist inspiration 	<ul style="list-style-type: none"> ● Observational drawing – tone ● Research – Caroline Saxby/ Andrea Hunter ● Development and experimentation, produce a felt piece based on based on work by Caroline Saxby/ Andrea Hunter ● Further experimentation, produce a reverse applique based on work by Caroline Saxby/ Isobel Moore ● Annotate all work, explaining the process, use of tone and artist inspiration 	<ul style="list-style-type: none"> ● Photograph nature showing texture ● Drawings of texture from the photographs ● Research- Louise Watson/Gwen Headley ● Development and experimentation based on work by Louise Watson/Gwen Headley ● Annotate all work, explaining the process, use of texture and artist inspiration 	<ul style="list-style-type: none"> ● Observational drawing – Form ● Research – Mr Finch/Corrine Young /Sheila Hicks ● Development and experimentation based on work by Mr Finch/Corrine Young/Sheila Hicks ● Annotate all work, explaining the process, use of form and artist inspiration 	<ul style="list-style-type: none"> ● Experimentation – Vegetable dying ● Research – Ann Small ● Development and experimentation based on work by Ann Small ● Annotate all work, explaining the process, use of colour and artist inspiration <p style="text-align: center;">Pattern</p> <ul style="list-style-type: none"> ● Observational drawing – pattern ● Research –Annabel Wilson/ Zandra Rhodes ● Development and experimentation based on work by Annabel Wilson /Zandra Rhodes ● Annotate all work, explaining the process, use of pattern and artist inspiration 	<ul style="list-style-type: none"> ● Design and make a final piece incorporating elements from the previous work. ● Annotate and evaluate final piece, explain processes, use of visual elements, links with prior work and artists work.

Extra-Curricular activities
Knitting and stitching show

Key resources / websites

<https://casholmes.wordpress.com/> - Connected cloth, Textile landscape

<https://www.wendydolan.co.uk/> - Layer paint and stitch

<https://www.facebook.com/niru.reid/>

<https://www.carolynsaxby.co.uk/>

<http://www.andreahunterfocusonfelt.co.uk/>

<https://louiseamaywatson.blogspot.com/>

Gwen Hedley – Drawn to stitch, Surfaces for stitch

<http://www.mister-finch.com/>

<https://corinneyoungtextiles.co.uk/>

<https://www.sheilahicks.com/>

Ann Small – Layered Cloth-The art of fabric manipulation

<https://zandrarrhodes.com/>

<https://www.townhillstudio.co.uk/>