



BRENTFORD SCHOOL FOR GIRLS
BRENTFORD 6th FORM



Brentford School for Girls

Year 13 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 FINE ART

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 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 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 including: Blue drawing, Chalk drawing • Own observed painting • Students must visit a gallery or museum (often done as a whole year trip to the Tate Modern and St Pauls) 					
<p>Introduction to research, practical skills and processes Consolidating a range of skills by visiting the themes Vanitas, Surrealism and Impressionism</p>	<p>INDIVIDUAL PROJECT FOCUS</p> <ul style="list-style-type: none"> • To decide upon a project intent – focus. • 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 	<p>INDIVIDUAL PROJECT FOCUS</p> <ul style="list-style-type: none"> • Carry out own responses to artists discovered. • Take photos and drawings to record observations • Annotate, analyse and recreate example artworks to develop analytical and writing skills. 	<p>INDIVIDUAL PROJECT FOCUS Use work by artists and research you have carried out to create your own ideas ready for printmaking</p> <p>Relief Printmaking</p> <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 	<p>INDIVIDUAL PROJECT FOCUS Research based essay</p> <ul style="list-style-type: none"> • Consolidation of Artist research • 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 	

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
<u>Component 1</u> Mop up	<u>Component 3</u> Practical exploration of 'That Face'/Woyzeck	<u>Component 2</u> Scripted text/monologues	<u>Component 2</u> Monologues/scripted text	<u>Component 3</u> Exam technique	<u>Component 3</u> Revision

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

Curriculum Intent

The study of film is an opportunity to engage with the dominant art form of the last 100 years: an art form that has spread to every corner of the globe and reflects the cultures, stories and representations of human existence. Studying film is a powerful experience that can be emotional, thrilling, illuminating and challenging. Students experience a range of responses as they are drawn into characters, their narratives and the issues films raise. The root of that power is the immersive audio-visual experience film offers – one which can exploit striking cinematography, composition and locations, powerful music and sound structured through the editing which focuses and directs the attention of the spectator.

Studying film **develops critical thinking** through analysis of films, including:

- the ways in which meanings and responses are generated through film
- a contrasting, culturally diverse range of films from different national contexts
- film as an aesthetic medium
- how films reflect the social, cultural and political contexts in which they are made
- to apply knowledge and understanding of film to filmmaking or screenwriting

Film Studies promotes **global learning** through study of diverse films from a range of cultures. It deepens **historical knowledge** of culture and technology and **develops emotional intelligence**. Alongside the **critical responses**, students are encouraged to **explore their creativity** through screenwriting and film-making. They **develop independence** and **responsibility** through planning, producing and editing filmed productions. Alongside this, they develop **real world skills** in writing, filming, editing and **collaborating**. Year 12 and year 13 Film Studies are taught in the same class. See plan below.

Term (2024-25)	Year 12	Year 13	Notes
Autumn 1	Base line Induction/core skills CP2 A: World Cinema <ul style="list-style-type: none"> • Pan's Labyrinth • City of God 	Base line CP3: NEA - post production edit / EA1 CP2 A: World Cinema <ul style="list-style-type: none"> • Pan's Labyrinth • City of God 	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
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 	<u>Revision</u> 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
Teacher RSP Coursework NEA	Superpowers Enquiry question 1: What are superpowers and how have they changed over time? Enquiry question 2: What are the impacts of superpowers on the global economy, political systems and the physical environment? Enquiry question 3: What spheres of influence are contested by superpowers and what are the implications of this?	Migration Enquiry question 1: What are the impacts of globalisation on international migration? Enquiry question 2: How are nation states defined and how have they evolved in a globalising world?	Migration Enquiry question 3: What are the impacts of global organisations on managing global issues and conflicts? Enquiry question 4: What are the threats to national sovereignty in a more globalised world?	Revision	
Superpowers Enquiry question 1: What are superpowers and how have they changed over time?					
HPA Carbon Cycle Enquiry question 1: How does the carbon cycle operate to maintain planetary health? Enquiry question 2: What are the consequences for people and the environment of our increasing demand for energy?	Carbon Cycle Enquiry question 3: How are the carbon and water cycles linked to the global climate system? Migration Enquiry question 1: What are the impacts of globalisation on international migration?	Enquiry question 2: How are nation states defined and how have they evolved in a globalising world? Enquiry question 3: What are the impacts of global organisations on managing global issues and conflicts? Enquiry question 4: What are the threats to national sovereignty in a more globalised world?	Paper 3/Revision	Revision	
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
<p>Unit 5: Meeting Individual Care and Support Needs Learning Aim B: Examine the ethical issues involved when providing care and support to meet individual needs. Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges.</p>	<p>REVISION Unit 2: Working in Health and Social Care exam in January Learning Aim A: Roles and responsibilities of people who work in the health and social care sector Learning Aim B: Roles of organisations in the health and social care sector Learning Aim C: Working with people with specific needs in the health and social care sector</p>	<p>Unit 5: Meeting Individual Care and Support Needs Learning Aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.</p>	<p>Unit 10: Sociological Perspectives Learning Aim A: Understand how sociological concepts and perspectives are applied to the study of health and social care. Learning Aim B: Examine how sociological approaches support understanding of models and concepts of health.</p>	<p>Unit 10: Sociological Perspectives Learning Aim C: Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery. REVISION Unit 2: Working in Health and Social Care exam in May (for students who didn't achieve data target in January series)</p>	<p>Study Leave</p>

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
Teacher: HLA					
Tudors					
<ul style="list-style-type: none"> • Edward VI: Somerset and Northumberland • Edward VI: relations with foreign powers • Edward VI: Social impact of religious and economic change • Edward VI: Intellectual developments 	<ul style="list-style-type: none"> • Mary I: Authority and ministers • Mary I: Relations with foreign powers • Mary I: Impact of religious and economic changes 	<ul style="list-style-type: none"> • Elizabeth I: Character and aims • Elizabeth I: Impact of social and religious change in the early years • Elizabeth I: Government 1563 – 1603 • Elizabeth I: Foreign affairs 	<ul style="list-style-type: none"> • Elizabeth I: Society • Elizabeth I: Economic developments • Elizabeth I: Religious developments and the Golden Age • Elizabeth I: The last years 	<ul style="list-style-type: none"> • Revision and exam practice 	
Teacher: HCH					
Nazism and Democracy					
<ul style="list-style-type: none"> • Hitler's consolidation of power, March 1933 to August 1934 • The 'Terror State' • Economic policies 	<ul style="list-style-type: none"> • Social Policies • The radicalisation of the state • Nazi policies towards the Jews, 1933-37 	<ul style="list-style-type: none"> • The development of anti-Semitic policies, 1938-40 • Policies towards Jews, 1940-41 • The impact of war on German society 	<ul style="list-style-type: none"> • The wartime economy and the work of Speer • The 'Final Solution' • Opposition and resistance in wartime 	<ul style="list-style-type: none"> • Revision and exam practice 	
Extra Curricular activities			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
Pure Mathematics Year 2 Teacher: Mr Whittaker Ch 1 – Algebraic Methods Ch 2 – Functions and graphs	Pure Mathematics Year 2 Teacher: Mr Whittaker Ch 3 – Sequences & Series Ch 4 – Binomial expansion	Pure Mathematics Year 2 Teacher: Mr Whittaker Ch 5 – Radians Ch 6 – Trigonometric functions Ch7 – Trigonometry and modelling	Stats and Mechanics Year 2 Teacher: Mr Whittaker Ch 8 – Parametric Equations Ch 9 – Differentiation Ch 10 – Numerical Methods	Pure Mathematics Year 2 Teacher: Mr Whittaker Ch 11 – Integration Ch 12 – Vectors	Revision of Pure Mechanics and Statistics
Stats & Mechanics Year 2 Teacher: Mr Whittaker Ch 4 – Moments	Stats & Mechanics Year 2 Teacher: Mr Whittaker Ch 1 – Regression, correlation and hypothesis testing Ch 5 – Forces and Friction	Stats and Mechanics Year 2 Teacher: Mr Whittaker Ch 6 – Projectiles Ch 2 – Conditional probability	Stats and Mechanics Year 2 Teacher: Mr Whittaker Ch 7 – Applications of forces Ch 3 – The normal distribution	Stats and Mechanics Year 2 Teacher: Mr Whittaker Ch 8 – Further Kinematics	Revision of Pure Mechanics and Statistics
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>Personal Investigation - Coursework (60%) To develop personal ideas Demonstrate knowledge from the transition period.</p> <p>Exploring their chosen Personal theme. They will develop skills when:</p> <ul style="list-style-type: none"> • Carrying out research • Analysing an image • Recording ideas and observations • Producing outcomes • Digital manipulation • Experimental Techniques • Camera Settings 			<ul style="list-style-type: none"> • AQA A-Level Art & Design: Photography Exam Paper - (40%) • set by the exam board students respond to a title of their choice from the paper. • Using their prior knowledge and with guidance they will develop a project. <ul style="list-style-type: none"> • This project is concluded with a 15 hour exam set over 3 days • where students will create their final outcomes for the project. 		
<p>Extracurricular activities</p> <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. 			<p>Key resources / websites</p> <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>Biopsychology</p> <ul style="list-style-type: none"> ● Localisation of function in the brain and hemispheric lateralisation ● Biological rhythms <p>Research Methods</p> <p>Scientific process:</p> <ul style="list-style-type: none"> ● Types of validity across all methods of investigation ● Features of science ● Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing. <p>Data Handling:</p> <ul style="list-style-type: none"> ● Analysis and interpretation of correlation, including correlation coefficients. ● Levels of measurement: nominal, ordinal and interval. ● Content analysis and coding. Thematic analysis. 	<p>Relationships</p> <ul style="list-style-type: none"> ● The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. ● Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. ● Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psycho, dyadic, social and grave dressing phases. 	<p>Schizophrenia</p> <ul style="list-style-type: none"> ● Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap. ● Biological explanations for schizophrenia: genetics, the dopamine hypothesis and neural correlates. ● Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. ● Drug therapy: typical and atypical antipsychotics. ● Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. 	<p>Aggression</p> <ul style="list-style-type: none"> ● Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. ● The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression. ● Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation. ● Institutional aggression in the context of prisons: dispositional and situational explanations. ● Media influences on aggression, including the effects of computer games. The role of desensitisation, 	<p>Recap- AS Level</p> <ul style="list-style-type: none"> ● Memory ● Social influence ● Attachment ● Psychopathology ● Approaches- cognitive, behavioural, biological, evolutionary <p>Revision A Level</p>	

<p>Inferential testing</p> <ul style="list-style-type: none"> ● Probability and significance ● 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"> ● Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. ● Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation. 	<ul style="list-style-type: none"> ● The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis stress model 	<p>disinhibition and cognitive priming.</p>		
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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	9.4 CNS and peripheral nervous system 9.5 nervous transmission Test on topics covered + AS topics 9.6 effects of drugs 9.7 detection of light 9.8 control of heart rate	9.9 osmoregulation Y13 PPE1 exams 9.9 thermoregulation 6.1 Microbial techniques Core Practical 13	6.2 bacteria as pathogens 6.3 action of antibiotics 6.4 antibiotic resistance 6.5 fungi as pathogens 6.5 viruses as pathogens 6.6 problems of controlling endemic diseases	6.7 response to infection Y13 PPE2 exams 6.7 response to infection Core Practical 9 Core Practical 10	Revision of all Topics	Study leave External exams
	Teacher: MAB 10.1 the nature of ecosystems 10.2 energy transfer through ecosystems 10.3 changes in ecosystems 10.4 human effects on ecosystems Y13 Field Trip to Bushy Park - Core practical 15 and 16	5.1 aerobic respiration 5.2 glycolysis 5.3 Link reaction and Krebs cycle 5.4 oxidative phosphorylation 5.5 anaerobic respiration 5.6 photosynthetic pigments Core Practical 11 5.7 photosynthesis	7.1 gene sequencing 7.2 Transcription factors and Gene expression 7.3 Stem cells 7.4 Gene technology in plants 7.4 Gene technology in animals 8.1 origins of genetic variation	8.2 dihybrid crosses 8.2 linkage 8.3 gene pools Revision of Topic 7 and 8	Revision of topics chosen by students Exam practice for Paper 3	Study leave External exams
C h e m i s t r y	Topic 5: Formulae, Equations and Amounts of Substance (6, 14 - 16) Topic 5: Formulae, Equations and Amounts of Substance (1 - 5) Topic 5: Formulae, Equations and Amounts of Substance (7 - 10) CORE PRACTICAL 1 Topic 5: Formulae, Equations and Amounts of Substance (11 - 13)	Topic 5: Formulae, Equations and Amounts of Substance (11 - 13) CORE PRACTICAL 2 CORE PRACTICAL 3	Revision Topic 8: Energetics I (1 - 5) Topic 8: Energetics I (1 - 5) Topic 8: Energetics I (6 - 11) CORE PRACTICAL 8	Topic 9: Kinetics I (1-9) Topic 10: Equilibrium I (1 - 4) Revision - Topics 1-4	Revision - topic 5 Revision 6-11 Core practical review	Start Y13 topic (tbc) Core Practical catch up sessions
	Teacher: CIR Topic 8: Energetics I (1–5) Review Topic 13A: Lattice energy (1–11) Topic 13B: Entropy (12–17) Topic 13B: Entropy (18–22) Topic 14: Redox II (1–6) Topic 14: Redox II (1–6)	Topic 14: Redox II (7–11) Core practical 10 Topic 14: Redox II (7–11) Core Practical 11 Topic 14: Redox II (12–17) Topic 14: Redox II (18–19) Topic 15A: Principles of transition metal chemistry (1–11)	Topic 15A: Principles of transition metal chemistry (12–19) Topic 15B: Reactions of transition elements (20–27) Core Practical 12 Topic 15B: Reactions of transition elements (28–35)	Core Practical 14 Revision of topics Targeted intervention Paper 3 practice	Revision of topics chosen by students Exam practice for Paper 3	Study leave External exams
Extra Curricular activities Science club Science homework support club			Key resources / websites Activelearn Google classroom			

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><u>Crime and Deviance</u> Theories of crime and deviance</p> <ul style="list-style-type: none"> • Marxists • Neo-Marxist • Left Realist • Right Realist <p>Recent patterns and trends in crime; the social distribution of crime and deviance by:</p> <ul style="list-style-type: none"> • ethnicity • gender • social class <p><u>Theory and Methods</u></p> <ul style="list-style-type: none"> • consensus, conflict, structural and social action theories • the concepts of modernity and post-modernity in relation to sociological theory 	<p><u>Crime and Deviance</u></p> <ul style="list-style-type: none"> • Globalisation and crime in contemporary society • The media and crime • Green crime • Human rights • State crimes • Crime control • Surveillance • Prevention and punishment • Victims <p><u>Theory and Methods</u></p> <ul style="list-style-type: none"> • the nature of science and the extent to which Sociology can be regarded as scientific • the relationship between theory and methods • debates about subjectivity, objectivity and value freedom • the relationship between Sociology and social policy. 	<p><u>Beliefs in Society</u></p> <ul style="list-style-type: none"> • the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions. • the relationship between social change and social stability, and religious beliefs, practices and organisations • religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice • ideology, science and religion, including both Christian and non-Christian religious traditions • the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices 	<p><u>Recap- AS Level Education</u></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 • relationships and processes within schools, with particular 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><u>Recap- AS Level Families and Households</u></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 • 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. 	

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.

Personal investigation Student led <ul style="list-style-type: none"> ● Drawing ● Research ● Experimentation and development ● Annotation Personal study - Essay	Personal investigation Student led <ul style="list-style-type: none"> ● Drawing ● Research ● Experimentation and development ● Annotation Personal study - Essay	Personal investigation - Final piece <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. Personal study - Essay	Externally Set Assignment <ul style="list-style-type: none"> ● Planning and preparation ● Drawing ● Research ● Experimentation and development ● Annotation 	Externally Set Assignment <ul style="list-style-type: none"> ● Planning and preparation ● Drawing ● Research ● Experimentation and development ● Annotation Exam - Design and make a final piece incorporating elements from the previous work.	
Extra-Curricular activities Knitting and stitching show			Key resources / websites		