



Brandles Curriculum

Art

Aim

Our aim in art is to give students a broad and encompassing insight into the world through art and design. We want to enthuse and excite students about the art they see around them and in developing their own creativity. Students are encouraged to experiment with different styles and materials and explore their own individual style.

Subject Lead L. Ashley

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In KS3:

Students will explore their creative side in response to both traditional and contemporary artwork. Students will gain confidence in observational drawing skills and learn to print, paint and sculpt. Work will be supported with regular homework. They will develop and apply their skills through experimentation, analysis and refining work as it progresses.

In KS4:

Students study the AQA course in Art. Students will build their own portfolios working on personal journeys from a selection of previous AQA themes. Students will support their findings with regular gallery visits. Students will gain more skills using traditional drawing, painting and sculpting media but will work on their own strengths in Year 11. They will develop and apply their skills through experimentation, analysis and refining work as it progresses.

How can I support my child in this subject?

Make sure your child is supported to complete their homework tasks on time. Equipping your child appropriately with art materials for their lesson will also help.

Talk to your child about their work and help with presentation. Attending galleries and museums to keep up to date with the world of art will also develop their interest in art.

Business

Business Studies

An understanding of business and enterprise is central to the world in which we live. The business curriculum encourages students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. The aim of the business department is to support students develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Subject Lead T.B.C.

Email T.B.C

In KS4:

Business studies is a subject that offers students one of two routes. Either GCSE Business Studies or BTEC Business. Both courses are three years in length and are Level 2 qualifications. We follow the Edexcel specifications and these are available online for you to read.

GCSE Business Studies

This course is aimed at students who wish to start their own business or are simply interested in business. The GCSE course considers the practicalities of making a business idea happen and focuses on the implication this has on the different functional areas within a business.

Students will also consider the purpose and process of communication within given organisations.

The course comprises of two exams which contributes to 75% of the final award alongside a controlled assessment unit contributing 25%.

BTEC Level 2 Business

This course is aimed at students who prefer coursework over exams. That said, there will be a small percentage of exams when studying this course.

The course is designed for students interested in developing core business and enterprise skills before progressing to employment, further education or training. It will develop the entrepreneurial skills, techniques and attributes essential for success in working life. If you are interested in what “being in business” entails this course is for you as it will develop

the understanding and competency needed when considering entering employment.

How can I support my child in this subject?

In order to support your child further in business go through the work your child has covered in lesson, obtain a copy of the textbook used in class and visit the recommended business websites, some of these are as follows:

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

<http://businesscasestudies.co.uk>

www.bbc.co.uk/bitesize

www.thetimes100.co.uk

www.examtutor.com

Design and Technology Including Food

Design and Technology

At the core of design and technology at Brandles is creativity and imagination. Students are provided with the knowledge, skills, principles and vocabulary to design and produce a range of quality products that solve genuine, relevant problems within different contexts whilst considering their own and others' needs, wants and values. We provide students with the opportunity to study a wide range of subjects such as food and nutrition, catering, textiles, product design, graphics and engineering. In all disciplines we aim to stimulate and maintain student interest, enjoyment, curiosity and concern about technological aspects of their environment.

Subject Lead M.Hunter

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At Brandles we offer students in all year groups, the opportunity to study Design Technology

The curriculum ensures that all students cover the basics of:

- Health and Safety
- Woodwork
- Electronics
- Plumbing
- Wall tiling
- Bricklaying

All students complete booklets for each project where they show the different steps they have taken in the design and development of their product. These are useful tools to help students self-evaluate their own work, whilst being aware of their next steps of progression.

In KS3:

All students will, by the end of Year 7, have followed a programme of modules consisting of Health and Safety workshop rules, a name plaque, a jigsaw puzzle, a clock a bird box and projects of their own design. These are designed to increase their knowledge and understanding of materials, processes, equipment and especially health and safety issues. By the end of Year 7 we are confident that everyone will have had the opportunity to gain a sound working knowledge of, and enjoyment from, their experience in each of these design and technology disciplines.

During Year 8, students continue to develop their skills and knowledge gained in Year 7 whilst developing and being introduced to new modules such as making a folding double

photo frame, Christmas decorations, an introduction to electronics, Wall tiling as well as the freedom to choose and design their own projects. These modules allow students to experience a modern design and technology learning experience, work towards achieving higher levels and further the quality of the work and outcomes being produced.

Throughout Key Stage 3, all students gain a basic knowledge and develop the necessary skills and experience to gain AQA qualifications. Students are encouraged to create their personal projects from their own designs.

In KS4:

In KS4, Design Technology is offered as an optional subject. Students who choose this option will work towards a formal qualification. Building on their prior skill set, students can attain BTEC Entry Level 3/Level 1 Award/Certificate or Diploma in Construction. Students gain credits for each unit completed, this goes towards their final BTEC Qualification.

The units offered are:

Unit 1: Producing a Timber Product (3 Credits)

Unit 10: Health and Safety and Welfare in Construction (4 Credits)

Unit 13: Developing Bricklaying Skills (4 credits)

Unit 14: Developing Carpentry Skills (4 Credit)

Unit 15: Developing Joinery Skills (4 Credit)

How can I support my child in this subject?

You can support your son in design and technology by checking they are fully equipped for all lessons, particularly the practical element of the subject, for example in bringing in food practical ingredients.

It is also hoped that you will encourage students by getting them to show you their work and give feedback; both with the positives and areas of improvement and supporting them with the completion of their homework. Allow them to develop their creativity and imagination by showing an interest in technological aspects of their environment.

English

English

Through English pupils develop their creativity, their critical understanding, their awareness of different cultures and experiences and their competence in communicating through speaking, listening, reading and writing. English is vital to pupils' ability to express themselves and participate in all areas of school life, society and the world of work. Our aim is for all pupils to leave with the best qualifications in English that they can achieve.

We aim to provide resources and activities that will engage and interest pupils, encouraging them to develop an enjoyment of reading that will continue outside of school. All pupils will have opportunities to read a range of stories, novels, plays, poetry, as well as media and non-fiction texts. They will be encouraged to discuss ideas and issues arising in different texts, exploring their own views and those of other people. We also aim to develop our pupils' ability to write independently for a wide range of purposes, both functional and creative.

All pupils have access to individual reading sessions in our school library with a dedicated teaching assistant. The library has a range of books to suit the interests and abilities of all pupils and they are often involved in selecting and suggesting new books or other reading resources that they think pupils will enjoy.

For pupils who have previously struggled with literacy skills, we have computer software and highly structured activities to help them make progress and to become more confident in reading and writing.

Subject Lead C.Gibbs

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In KS3:

This is an overview of the topics studied at Key Stage 3. It may be that different novels are studied, according to the ability and previous experiences of the pupils.

Autumn Term	Spring Term	Summer Term
Year 7 Creative writing topic: The Quest Fiction: <i>Last Bus</i> by Robert Swindells Pre 1914 literature: <i>A Christmas Carol</i> by Charles Dickens	Year 7 Non-fiction texts: reading and writing information texts Fiction: <i>Kensuke's Kingdom</i> by Michael Morpurgo	Year 7 Historical Fiction: <i>Tom's Private War</i> by Robert Leeson Poetry study on the theme of dragons Drama: <i>The Turbulent Term of Tyke Tiler</i>
Year 8 Fiction: <i>Bug Muldoon</i> by Paul Shipton Non-fiction texts: <i>Technique</i> (studying persuasive and informative texts) World literature: <i>Journey to Jo'burg</i> by Beverley Naidoo	Year 8 Shakespeare: <i>The Tempest</i> Contemporary drama and short stories	Year 8 Fiction: <i>Holes</i> by Louis Sachar Narrative poetry <i>Beowulf</i>
Year 9 Fiction: <i>Stormbreaker</i> by Anthony Horowitz (spy genre) Pre 1914 literature: <i>Frankenstein</i> by Mary Shelley	Year 9 Shakespeare: <i>Romeo and Juliet</i> Fiction: <i>Skellig</i> by David Almond	Year 9 Non-fiction texts: news reporting World literature: <i>Of Mice and Men</i> by John Steinbeck

In KS4:

This is an overview of the topics studied at Key Stage 4. It may be that different novels are studied, according to the ability and previous experiences of the pupils or that the order is adapted to meet the needs of pupils.

The following qualifications will be offered:

- OCR Entry Level Certificate
- Edexcel Functional Skills
- Edexcel GCSE English Language (9-1)

Autumn Term	Spring Term	Summer Term
Year 10 Transition Unit: introduction to KS4 English Shakespeare: <i>Macbeth</i>	Year 10 Fiction: study of a contemporary novel 20 th Century drama: <i>An Inspector Calls</i>	Year 10 Fiction: 19 th Century novel Poetry Creative writing
Year 11 (2016 onwards) 19 th Century fiction extracts and short stories 20 th /21 st Century Non-fiction and Literary Non-fiction Non-fiction and transactional writing	Year 11 Exam preparation Entry Level Certificate	Year 11 Exam preparation Functional Skills

How can I support my child in this subject?

The best way to support your child in their study of English is to encourage them to read regularly for their own enjoyment. This will develop their confidence and their knowledge and understanding of language at the same time, so that their writing skills will also improve.

Foundation & Higher Project Qualification

Aim

Our aim is to excite students about learning and encourage them to take responsibility for a project that interests them. With support from staff the students are able to gain a level 1 or 2 qualification exploring a topic of their choosing.

Subject Lead C.Gibbs

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In Key Stage 3 and 4

The Foundation and Higher Project qualifications are versatile courses that allow students to explore and complete a project of their choice. The project is designed so students can research a subject they are interested in. They can build an artefact or write a research paper.

The course helps students with research skills, time management, teamwork, presenting to others and reviewing work completed.

How can I support my child in this subject?

Support from home can take a variety of forms. Ensure your child has access to reference books which can be used in conjunction with the internet (please do not rely on the internet for all enquiries).

Take an interest in their project and encourage them to talk about it. Rehearse their presentation with them.

Humanities

At Brandles we combine Geography, History and RE into Humanities lessons.

In Geography we aim to provide students with a range experiences that will improve and advance their contextual understanding of the world. Our aims are to give students the chance to demonstrate their knowledge of location, places, and geographical features; understand the processes and interactions that explain these features, distributions and patterns over time and space and develop competence and skills in the geographical enquiry process such as observing, collecting, analysing, mapping and communicating geographical information. We aim for all students to be able to understand how they can apply their geographical knowledge and skills so that they can carry on and be successful in to their future both in school and beyond.

Our aim in history is to help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. In lessons we aim to inspire students' curiosity to know more about the past. We aim to equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

In we cover all aspects of religious life and enable students to not only learn about religion, but also to learn from religion. The subject helps students at Brandles to develop spiritually and morally and to become emotionally intelligent members of our community.

Subject Lead I.Reid

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In KS3:

Through the course of Key Stage 3 students will study a range of geographical ideas and concepts which will introduce them to a variety of geographical skills. As they progress through Years 7 to 9 these will become more challenging.

Students extend and deepen their chronological knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Students identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They use historical terms and concepts in increasingly sophisticated ways.

In Key Stage 3 RE we follow a thematic approach, studying a range of themes within the six main world religions, so that that students can both learn about religions and from religions.

These include: Introduction to World Religions, Identity, Holy Books, Worship and God.

Inspiration, Judaism, Genocides, Pilgrimage, Rites of Passage, Life After Death and NDEs.

In KS4:

Geography

Students who choose to do geography for GCSE will follow the AQA 'A' Geography specification.

Over the course of Years 10 -11 they will study geographical concepts and ideas associated with the following titles:

Living world

Natural hazards

Physical landscapes

Urban issues

Changing economic world

Resource management

As always a variety of geographical skills will be practised and tested throughout each unit of work. Students will also have to carry out a geographical investigation and write up a piece of coursework and this will form the basis of their third exam. It is therefore important that they are able to describe, explain and justify every step of the investigation that they carry out.

History

We follow the Edexcel exam board GCSE 1-9. The aims and objectives of this qualification are to enable students to develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history; and of the wide diversity of human experience. Students will also engage in historical enquiry to develop as independent learners and as critical and reflective thinkers and develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context. Developing an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them is also a key skill. Students will need to organise and communicate their historical

knowledge and understanding in different ways and reach substantiated conclusions.

R.E.

At Key Stage 4 we study four key themes of religion, philosophy and ethics in the modern world: existence of God, peace and conflict, human relationships, and the dialogues between and within religious and non-religious groups.

How can I support my child in this subject?

Support from home can take a variety of forms. Ensure your child has access to reference books which can be used in conjunction with the internet (please do not rely on the internet for all enquiries). Encourage your child to take an interest in the major news stories of the day and see if they can link them to ideas covered in geography, even if it not a topic they are studying at the time. Watching documentaries and reading books/articles will help your child's understanding. When possible ask your child what topics they are covering at the moment.

IT & Computing

The aim of the IT and computing lessons is to ensure students at Brandles School are autonomous users of IT and that students develop into creators of IT through computing, preparing them for life in an ever changing world.

Subject Lead I.Reid

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In KS3:

Over the course of Key Stage 3, students will develop the skills required to use technology effectively in their lives – whether it is for personal, educational, community, social or business purposes. Students will also learn about the computer science behind technology.

During their lessons, students explore a variety of issues from how we use technology to using web tools effectively within an online business. Students will also explore the digital divide, become digital designers, discover how computers really work and learn how to write code. Throughout these units of work students will also develop the digital literacy skills needed for the 21st century workplace.

In KS4:

Students are offered two routes in IT and computing: either OCR Computer Science or BTEC IT. These are Level 2 qualifications.

BTEC IT: this would benefit students whose strength lies in continuous assessment in the form of controlled assessment contributing 75%; however, there are two online exams worth 25% of the final award.

How can I support my child in this subject?

The best way to support your child for this subject is to go through the work they have completed in lessons, and review the skills learnt using a particular software. Below is a list of useful websites:

www.bbc.co.uk/education

www.codeavengers.com

www.scratch.mit.edu/

www.thinkuknow.co.uk

Life Skills

The life skills curriculum is delivered in a number of ways: through tutor times; in curriculum areas and through enrichment days/drop down sessions. Students cover a range of life skills topics during these times such as sex and relationships education; drugs and alcohol; mental health; careers and finance; learning styles and independent learning.

We have a number of outside speakers and organisations that visit students during lessons and assemblies to present information to students in relation to life skills.

Subject Lead N. Wilsher

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Maths

Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. At Brandles we are committed to developing excellent teaching and learning in mathematics, incorporating a wide range of approaches to ensure students enjoy and succeed at maths. We aim to provide students with a solid understanding of mathematical concepts which will help them in their further studies and careers, as well as in their exams. Students will look at all aspects of mathematics including number, geometry and measures, statistics, algebra, probability, ratio proportion and rates of change.

Subject Lead M. Swift

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In KS3:

Over the course of Key Stage 3, our aim is to ensure students become fluent in the fundamentals of mathematics, through varied and frequent practise with increasingly complex problems over time. This supports our students to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Students are supported to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

It is vital students can solve problems by applying their mathematics to a variety of routine and non- routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

In KS4:

This is the Key Stage when the GCSE maths curriculum and/or Functional Skills or Entry Level maths will be delivered. This begins from the start of Year 10. Students completing the GCSE will follow the new Edexcel 9-1 curriculum. There are no controlled assessments or coursework in maths.

How can I support my child in this subject?

Encourage your child to review the work done in lessons using their exercise books or by using one of the websites below:

www.bcbitesize.co.uk

successmaker

SAM Learning

www.bbc.co.uk/skillswise/maths

Although you may not feel able to help directly with the mathematics taught at GCSE, it will still be useful to take an interest and encourage your child to take advantage of the many sources of support available to them.

MFL

Learning another language is the best way to get to know another country and its people. At Brandles we aim to provide a climate which will enthuse and inspire students as well as develop the confidence and competency of all students to communicate in the foreign language. We encourage students to develop their skills in speaking, reading, listening and writing.

Subject Lead A.Mussett

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In KS3:

In Key Stage 3, our aim is to open student's eyes to a new culture whilst improving social skills through learning a new language. Students will cover a range of topics, with the purpose of arming them with the structure and basics of a new dialect and the confidence to communicate without fear in that dialect. As they progress through Key Stage 3, students will be able to give their own opinions in a new language, as well as initiating and responding to conversations with spontaneity and fluency, all the while learning about different cultures and improving their social skills and self-esteem.

How can I support my child in this subject?

Parents can help students revise the language learnt in class as students are encouraged to write down the pronunciation of the German word alongside its' English meaning so the parents can test them or learn at the same time as their child!

Physical Education

Aim

Our aim in PE is to develop a lifelong love of sport and physical activity and to foster a healthy and active lifestyle. Through PE we teach the key skills of co-operation, leadership, team spirit, perseverance, competition, friendship, creativity, communication, confidence and respect for others, as well as the technical and tactical elements of the full range of sports.

Subject Lead L.Wainwright

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In KS3:

Students take part in a range of activities and sports at Key Stage 3, such as football, rugby, basketball, volleyball, gymnastics, athletics, fitness, table tennis and tennis.

We have opportunities to use local facilities such as Letchworth Tennis Club and Edge Outdoor Activities.

In KS4:

As part of core PE in Years 10 and 11, students can choose to follow any of the following routes.

GCSE PE: controlled practical assessment contributes 40% and written examination is 60% of the final award.

Level 2 BTEC in Sport: controlled assessment contributes 75% of written and practical coursework and the exam is 25% of the final award.

How can I support my child in this subject?

Ensure that the full and correct PE kit is worn by your child to all PE lessons. Encourage your child to take part in extra-curricular sports activities at school and maintain a basic level of health. It is advised that children and young people should complete at least 60 minutes of physical activity every day – this should range from moderate activity, such as cycling and playground activities, to vigorous activity, such as running and tennis. On three days a week, these activities should involve exercises for strong muscles, such as push-ups, and exercises for strong bones, such as jumping and running.

Science

Science at Brandles helps to develop students' interest, understanding and enthusiasm for the subject.

We encourage practical and theoretical engagement in the subject and support students in understanding the importance of science to the economy and society today. Students develop science skills in all three disciplines – biology, chemistry and physics.

Subject Lead N.Wilsher

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In KS3:

In Year 7, 8 and 9 students study a variety of topics that broaden their understanding and curiosity for science. During their three hour lessons per week students cover separate chemistry, biology and physics topics, to prepare and give them the basic understanding of key concepts that will be developed further at KS4.

In biology students cover topics that include: cells, food, health and fitness, ecosystems, inheritance and variation and energy for life.

In chemistry students cover: the particle model of matter, acids and alkalis, simple chemical reactions, the periodic table and the earth and the atmosphere.

In physics students cover topics relating to: energy, forces, electricity and magnetism, light and sound and heat and space.

Throughout the Key Stage 3 curriculum the development of skills for practical work are introduced and developed to support students in becoming more independent enquirers and to prepare them for the practical skills elements of KS4.

In KS4:

In KS4, Science is offered as a BTEC subject and a GCSE subject.

GCSE Human Health and Physiology: This brings together all of the knowledge from KS3 and KS4 Biology and GCSE PE.

BTEC Applied Science: This consists of 4 units.

Unit 1: External Exam 1 hour

The following units are all coursework based.

Unit 2: Chemistry: Simple Chemical Reactions, Graphs, Periodic Table

Unit 3: Physics: Radiation, Electromagnetic Spectrum, Solar System, National Grid

Unit 4: Biology: Adaptation, Pathogens, Disease, Antibiotics, Healthy Lifestyle

How can I support my child in this subject?

To support your child you can encourage them to complete all additional tasks that are set outside lessons to the best of their ability, discuss regularly with your child their progress within science lessons. Encourage regular review of work (there is a lot of content that students are expected to recall and apply). Your support and motivation can help to ensure preparation for assessments and end of year exams. Past papers are an excellent tool to assist with revision.