

YEAR 7 CURRICULUM BOOKLET

2023-2024



7

CONTENTS

A distinctive feature of Pittville School is the strength of partnership that exists between home and school. We believe it is vital to involve parents/carers as supportive partners in their child's education.

This booklet is designed to enable you to become familiar with the curriculum your child is undertaking this year.

In it you will find information about the overarching curriculum as well as subject specific guidance in relation to the knowledge and skills students will acquire.

It also contains information about homework and assessments so that you are best able to support your child in their learning beyond the classroom.

Contents:

Page 1 - Curriculum Overview

Page 2 - English

Page 3 - Maths

Page 4 - Maths

Page 5 - Science

Page 6 - Science

Page 7 - Art

Page 8 - Computing

Page 9 - Design Technology

Page 10 - Drama

Page 11 - Food Technology

Page 12 - French

Page 13 - Geography

Page 14 - History

Page 15 - Music

Page 16 - PE

Page 17 - RE

Page 18 - RSHE

Page 19 - Textiles

Page 20 - Homework

Page 21 - Assessment

Page 22 - Reporting

Page 23 - Attitude to learning

Page 24 - How can I help?

CURRICULUM OVERVIEW

In year 7, all students undertake a core curriculum of English, mathematics, science, French, geography, history, RE, drama, art (including textiles), PE and RSHE. In addition, students will rotate between food and nutrition and design technology as well as between music and computing.

Groupings

In year 7, English, French, RE, history and geography are taught in two broad prior attainment bands. Students are assigned to bands based on KS2 SATs or CAT4 data. Groups are regularly reviewed to ensure all students are in the best group to allow them to make the most progress. The remaining subjects, including mathematics and science are taught in mixed attainment groupings. We believe that this approach allows all students to flourish, with expert specialised teaching in their first year at secondary school.

Beyond Year 7

In Year 8, approximately 90 students will study Spanish as an additional modern foreign language. We would expect the majority of this cohort of students will choose either French, Spanish or both languages at GCSE level when selecting options during Year 9.

ENGLISH



Because the ability to listen, read, understand, and interpret information is at the heart of all learning, English is of vital importance. Reading is pivotal, and this is reflected in the design of our curriculum which, from the first unit of work in Year 7, is built around the in-depth study of challenging, stimulating, often full-length texts. Reading is a part of every lesson, and students are expected to always carry a reading book with them. The benefits of regular reading – of fiction, in particular – cannot be overstated. The life chances of students are dramatically increased when they develop a regular reading routine, and, at Pittville School, we are committed to encouraging this.

KNOWLEDGE

What students need to know

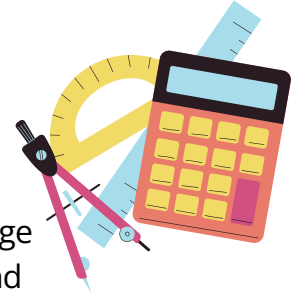
- Key features of the epic tradition using 'The Odyssey' as an example.
- 'The Odyssey': plot, characters and important themes.
- Key terminology associated with Greek myths, drama and epics, e.g. hubris, hamartia.
- Some of the influences on the development of the English language over time
- Shakespearean theatre, including performance conditions.
- Key features of Shakespearean verse, e.g. prose, verse, iambic pentameter.
- Effective methods for creating a persuasive tone in speech and writing.
- Etymology, spelling, and definitions of new and complex vocabulary, including synonyms and antonyms.
- Explicit grammar content will include rules governing the use of nouns, verbs, adjectives, adverbs, phrases, clauses and conjunctions.
- A unit on 'Child Labour' introduces students to a range of fiction and non-fiction texts, including extracts from the nineteenth century novel, poetry, and modern journalism. For the first time, they will encounter Blake, one of our GCSE poets.

SKILLS

What students need to be able to do

- Read fluently and with understanding.
- Explain clearly the choices made by writers with a particular focus on development of character.
- Create effective descriptions and narratives, applying knowledge gained from text study.
- Make relevant links between texts, e.g. 'The Odyssey' in the autumn term with Greek myths studied in KS2; and attitudes to heroism across a range of texts (literary and non-literary).
- Apply strategies for remembering spelling (including etymology) and grammar rules to editing and proof-reading of work.
- Talk clearly and confidently in different contexts, including paired and group work.

MATHS



Mathematics is an important creative discipline that helps us to understand and change the world. We want all students at Pittville School to experience the beauty, power and enjoyment of mathematics and to develop a sense of curiosity about the subject.

At Pittville School, we have high expectations for all students. We foster positive 'can do' attitudes and believe all students can and will achieve in mathematics by providing opportunities for all students to develop the depth and rigour they need to make secure and sustained progress over time.

Please read the bullet points across from knowledge to skills.

KNOWLEDGE

What students need to know

- Understand column vectors and name the equation of a straight line.
- About both linear and non-linear sequences.
- Both written and mental methods for calculating using the four operations.
- How to use a protractor and know basic angle rules.
- To understand algebraic notation including functions.
- About the different averages and when to use them.
- To know the formulae for calculating area of 2D shapes.
- Understand equivalence between fractions, decimals and percentages.
- About place value.
- About chance and that a probability scale goes between 0 and 1.
- About ratio including simplifying and equivalence.
- About scale.
- About how data can be represented differently.
- The difference between an expression, equation and identity.

SKILLS

What students need to be able to do

- Apply this knowledge to reflect and translate shapes.
- Describe and generate sequences from a rule.
- Calculate with an understanding of the order of operations.
- Measure and draw an angle and apply angle rules to find a missing angle.
- Simplify expressions and use function machines.
- To calculate averages and use them to analyse data.
- Use them correctly to aid calculation of area, surface area and volume.
- Use this to convert between, order and compare values.
- Use this to round numbers.
- Place the chance of an event happening on a probability scale.
- Use this to solve problems.
- Use their multiplicative reasoning skills to find missing values.
- Be able to draw and interpret tables and diagrams.
- Solve two-step equations.

MATHS



Rene Descartes and the fly



Football : Netball
3 : 2

Year 7 Mathematics



Plus...
One Maths Toolkit Lesson every fortnight



Junior Maths Challenge



Enrichment

Year 8

Frequency Diagrams

- Dual Bar Charts
- Composite Bar Charts
- Frequency tables
- Frequency trees

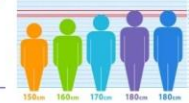
Estimation/ Approximation

- Rounding to the nearest
- Checking sensible answers



Measuring and Representing Data

- Averages
- Range
- Frequency tables
- mode and range

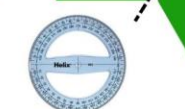


Proportional Reasoning

- Ratio and proportion
- Describing and simplifying

Negatives

- Adding and subtracting negatives



Exploring Angles

- Estimating
- Measuring
- Drawing

Solving Equations

- One-step equations
- Two-step equations



Numbers and the Number System

- Prime, square and cube numbers
- HCF, LCM, prime factorisation



Calculation

- Place value and decimals
- Addition and subtraction inc decimals
- Order of operation



Calculation

- Multiplication and division
- Powers of 10

Algebra Tinkering

- Notation
- Simplifying expressions
- Substitution

Measuring and Calculating Space

- Area of 2D shapes
- Surface area of cuboids
- Volume of cuboids

Pattern Sniffing

- Moving through zero
- Sequences
- term-to-term rule

Understanding Risk

- Probability scale
- Single events
- Fair and bias

Mathematical Movement

- Coordinates and vectors
- Translation and reflection
- Congruence

Exploring Fractions, Decimals and Percentages

- Equivalence
- Fraction of a quantity
- % of a quantity

Calculation

- Multiplication and division
- Powers of 10

Algebra Tinkering

- Notation
- Simplifying expressions
- Substitution

Pattern Sniffing

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- term-to-term rule

Measuring and Calculating Space

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Exploring Angles

- Estimating
- Measuring
- Drawing

Solving Equations

- One-step equations
- Two-step equations



Retrieval in every lesson and toolkits... because practice makes permanent



Check out every lesson to review understanding

#YesUCan

Cut out and keep Year 7 Term 1

#YesUCan

Maths Faculty

Year 7 Home Learning – Flipped Learning Term 1

Preparing for the term ahead

Mathematical Movement
Numbers and the Number System
Pattern Sniffing

Key Words

(Cartesian) coordinates
Axis, axes, x-axis, y-axis
Origin
Quadrant
Translation, Reflection
Transformation
Object, Image
Congruent, congruence
Mirror line
Vector
Parallel
common multiple
common factor
Power
(Square and cube) root
Square number, Cube number
Prime number
Integer
Pattern
Sequence
Linear
Term
Term-to-term rule
Ascending
Descending

Patterns

Growing pattern	Next one	What do you see?

Make a growing pattern of your own below

Common Multiples

Example

Multiples of 3

3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60

Multiples of 4

4, 8, 12, 16, 20, 24, 28, 32, 36, 40

Common multiples of 3 and 4

Reflection

Can you capture a reflection, either one that you have created or one that is naturally occurring? You could take a photo or make a sketch.

In advance of each term, we set a 'flipped' learning homework. This will enable students to look ahead and prepare for the learning about to take place. It contains a list of key words which we encourage students to look through and familiarise themselves with. It also contains a few short and varied tasks to introduce the upcoming themes.

SCIENCE



At Pittville School our five-year science curriculum is driven by three principles:

- Development of students into scientifically literate citizens.
- The embedding of an enjoyment of Science.
- The empowerment of students to obtain their best possible Science GCSEs to give them the greatest opportunities for their further education and careers.

KNOWLEDGE

What students need to know

1.1 Movement and Cells

- Identify the main parts of animal and plant cells, and describe their function.
- Name the main bones and joints in the human body and describe their function.

1.2 Variation and human reproduction

- State what variation is within a species and describe why this occurs.
- Identify and describe the functions of the reproductive organs in the human body.

- Describe the main stages of human reproduction, including fertilisation, implantation, and gestation.

1.3 Interdependence and Plant reproduction

- Identify the main roles in a food chain and describe how changes in a food chain can have effects on other species.
- Identify the main parts of a flower and describe the process of reproduction of a plant.

2.1 Separating mixtures

- Use particle theory to describe different states of matter.
- State what a mixture is and describe different methods to separate the substances.

2.2 Earth Structure

- State the main types of rock and describe how they are formed in the rock cycle.
- Describe how crude oil is formed.

2.3 Acids, Alkalis and metals.

- State what a chemical reaction is. Describe what acids and alkalis are and describe the process of neutralisation.
- Describe how metals react with different chemicals and state the products.

3.1 Energy

- Identify and describe the 5 main energy stores.

- Describe and evaluate renewable and non-renewable energy resources.

3.2 Forces

- Identify common forces and state if they are contact or non-contact.

- Describe the factors that affect drag and friction.
- Analyse objects to determine if forces are balanced or not and describe its motion.

3.3 Space

- State and describe the main bodies in the solar system.
- Explain what days, months, years, and seasons are.
- Appreciate the scale of the universe.

SCIENCE



Science is the subject that pushes our society forward. From the development of new medical drugs, the exploration of space, to the development of the latest technology, it is the foundation of the world we live in.

SKILLS

What students need to be able to do

Autumn Term

- Know the names of common lab equipment and can describe what it is used for and explain how it is used. e.g. measuring cylinder, conical flask, test tube.
- Draw diagrams of equipment including chemistry diagrams.
- Write a set of practical instructions using numbered steps.
- Identify common laboratory hazards and appropriate steps to reduce the associated risk. e.g. wearing of safety spectacles, tying hair back.
- Know that scientists use SI units and explain the importance of them. e.g. metres.

Spring Term

- Identify the independent variable as the one that is changed or selected by the investigator.
- Identify the dependent variable that is measured for each change in the independent variable.
- students can make simple predictions for experiments based upon the independent and dependent variables.
- students can construct simple tables of results using the independent and dependent variables as headings, with appropriate units.
- Plot data on a provided bar chart and line graph.
- Identify if data is continuous or categoric.

Summer Term

- Can construct bar charts and plot data on appropriate scales.
- Can construct line graphs and plot data on appropriate scales.
- Can plot a straight line of best fit.
- Identify control variables and be able to explain why they are kept the same.

ART



At Pittville School we believe Art is a fundamental subject that inspires creativity, cultural understanding as well as personal expression. Our aim is to provide a fun, engaging, challenging and diverse Art & Design curriculum for students from Year 7 through to Year 11. We foster a love of learning by encouraging students to ask questions, be curious and to take risks when creating their artwork. The phrase 'I can't draw' is discouraged, in Art, we celebrate everyone's outcomes. As a department we agree with Keith Haring that "Art is for everyone". We aim to provide a safe and inclusive learning environment where students can feel inspired to express themselves.

KNOWLEDGE

What students need to know

- Basic colour theory: The layout of a simple colour wheel. Being able to recall the primary, secondary and tertiary colours. An understanding of colour theory around harmonious colours and hot/cold colours.
- What is tone and why it is such a vital skill in Art? What is mark making and why is it a key skill in Art?
- The Elements of Art and why they are fundamental when creating a piece of artwork.
- How to draw from direct observation.
- Learning about Abstract art.
- The history of Art covering the most famous Art movements.
- Pop Art.
- How to create artwork in response to a theme.
- How to safely roll out, cut and carve into clay.

SKILLS

What students need to be able to do

- Tonal shading using an HB pencil and colouring pencil.
- Apply tonal shading to make object appear three-dimensional.
- Apply mark making in order to create tone and texture.
- Know how to use a pencil to measure an object in order to draw in proportion.
- Put together an art history timeline.
- How to present an artist page inside a sketchbook.
- Completing artist annotations, being able to explain personal opinions of artist's work in order to extend writing.
- Application of watercolour in an Impressionist style. Being able to blend colours together subtly.
- Creating artwork inspired by the theme of Surroundings.
- To create a moodboard & mindmap.
- How to cut layout and secure a collage.
- Being able to create a design inspired by the Ndebele tribe. To recreate a design effectively in clay.

COMPUTING

Computing and ICT underpins today's modern lifestyle. It is essential that all Pittville students gain the knowledge and confidence that they need in this subject to develop their digital literacy skills to aid their development across all subjects, at home, in their future education and workplaces.

Our curriculum focusses on the three national curriculum strands of computer science, information technology and digital literacy. Lessons are well sequenced, with regular recall of previously taught content integral to the development of skills and understanding.

We aim to ensure all students:

- can use and combine a variety of software programs appropriately to present work and support learning.
- are responsible, competent, confident and creative users of information and communication technology.
 - can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms, data representation and programming
- have an extra-curricular opportunity to work with industry experts and with technology that would be inaccessible to them at home.

KNOWLEDGE

What students need to know

- Understand the hardware and software components that make up a computer system and how they communicate with one another.
- Write a computer program to solve computational problems.
- Understand and demonstrate a range of ways to use technology safely, respectfully, responsibly and securely.

SKILLS

What students need to be able to do

- Describe the function of key hardware in a computer system, including peripherals and internal components such as RAM and the CPU.
- Describe how data is represented, including being able to convert Binary.
- Use key programming concepts such as sequencing, iteration and selection to write a program to control devices and solve problems.
- Know how to use the various systems for school and home learning, such as Office 365 Apps, including Teams.
- Identify reasons for protecting your online identity and privacy, recognise inappropriate content and know how to report concerns.

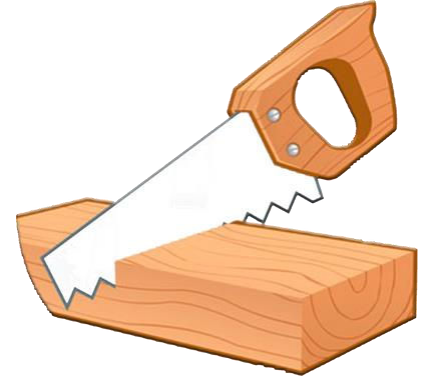


DESIGN TECHNOLOGY

We live in a world where technology is inescapable.

Learning about design processes and how products and accessories in our everyday lives enhance and sustain modern living is all part of the DT curriculum at Pittville School. This curriculum is both challenging and enjoyable.

KS3 lessons are based on learning theory knowledge, designing and producing a practical outcome. Students will rotate between DT and Food & Nutrition throughout the year.



FOUNDATIONAL KNOWLEDGE

What students need to know

- How to design and make a product (fridge magnet or necklace).
- How to use acrylic plastic.
- Material properties and uses.
- Basic health and safety hazards in the workshop.
- How to design ideas using 3D drawing skills and rendering techniques.

FOUNDATIONAL SKILLS

What students need to be able to do

- Follow a design Process.
- Use drawing skills.
- Materials research..
- Card modelling.
- Cutting.
- Filing.
- Sanding.

DRAMA

In drama we are striving for students to develop their imagination, working together in a safe and supportive environment. To become creative, confident, and cultured in the wider world.

The curriculum will develop an awareness and clear understanding of a range of drama skills as well as approaches to performance and theatre.

KNOWLEDGE

What students need to know

- Techniques/Skills/disciplines.
- Developing and communicating character.
- Storytelling through theatre.
- Voice techniques.
- Devising skills.



SKILLS

What students need to be able to do

Techniques:

- Create freeze frames and transitions.
- Use narration.
- Be creative.
- Engage an audience.
- Give specific and clear feedback to others.
- Create a supportive and creative learning environment.
- Understand their own feelings and how to harness these emotions.
- Perform in front of other students.
- Speak loudly and confidently.

Character:

- Understand what a character is
- Change the voice and face to show emotion and intention
- Use the body to show a clear character

Storytelling:

- Understand how to communicate a story through performance
- Develop understanding of techniques
- Explore a play text.
- Understand the role of the audience

Voice:

- Use voice for purpose.
- Use voice to communicate emotion or situation
- Understand key terms related to voice

Devising:

- Develop creative thought.
- Use and understand what a stimulus is.
- Collaborate on ideas with a group.
- Use existing learning to create an original story and character to perform.

FOOD & NUTRITION

The Food curriculum is aimed at developing students so that they become inquisitive and creative citizens capable of being able to prepare and cook a wide range of dishes and apply principles of nutrition and healthy eating.

Our students will be inquisitive and creative, whilst taking the opportunity to learn crucial life skills so they have the ability to feed themselves and others affordably and well. Students will rotate between Food & Nutrition and DT throughout the year.



KNOWLEDGE

What students need to know

How to carry out food preparation skills such as :

- Chopping and slicing using the bridge and claw hold.
- Safe use of an oven.
- How to prepare and cook fruit and vegetables.
- How to use the 'rubbing in' method to create a range of dishes.

Basic food hygiene and safety, including learning about good personal hygiene and hazards in a kitchen

How to use both familiar and new ingredients

An understanding of basic nutrition and the Eatwell guide along with the 8 tips for a healthy lifestyle

SKILLS

What students need to be able to do

- Work safely and hygienically in a kitchen.
- Use a vegetable knife with confidence.
- Use an oven confidently and safely.
- Identify and use a range of kitchen equipment.

FRENCH

'One language sets you in a corridor for life. Two languages opens every door along the way.' Frank Smith (British psychologist and academic)

Here at Pittville School, the study of Modern Foreign Languages enables students to understand and communicate with people around the world. We want our students to be able to articulate their ideas in a range of scenarios and to have the confidence to do so. Furthermore, we aim to reinforce that learning a foreign language enhances literacy and communication skills in English and will provide students with opportunities beyond their everyday experiences. We want to inspire curiosity about, and an appreciation of, the culture and the way of life of the people living in the countries where the languages we teach are spoken, as well as encouraging students to be citizens of not just this country, but of their world.



All Year 7 students will study French.

KNOWLEDGE

What students need to know

- High-frequency phonics – sound and spelling combinations and how these may differ from English.
- Key vocabulary relating to the following topics: personal information and description, school, family, and activity preferences.
- How to link their sentences with high frequency connectives.
- Key French phonics – sound and letter combinations and how these might differ from English.
- How to give their opinions and justify them with reasons.
- Grammar basics such as - how to identify masculine and feminine nouns, regular adjectival agreement, what an infinitive is.
- How to construct the present tense of regular er verbs.
- How to form the future tense.

Every student will be given an Active Learn login and password to complete their homework

SKILLS

What students need to be able to do

- Recognise key phonics in French.
- Use a bilingual dictionary to look up new words.
- Pick out key messages when listening or reading.
- Identify cognates.
- Begin to work out unknown vocabulary from context.
- Apply knowledge of phonics when speaking for accurate pronunciation.
- Use phonics to help with understanding when listening to French.
- Construct both written and verbal sentences using connectives, opinions and justifications.
- Translate short phrases from English to French and French to English.
- Conjugate verbs in the present tense.
- Make references to the future.

GEOGRAPHY

Our Geography vision is to give students a sense of their world at local, national, and global scale, understanding the links between people and the environment. We want our students to understand their responsibilities within their own society as well as having an insight into the sustainability of a dynamically changing world. Geography helps us to develop an understanding of places and people and examines the way their development has been shaped by physical and human processes. The study of Geography enables students to understand their immediate surroundings and the wider world and to help them to make sense of it.

KNOWLEDGE

What students need to know

Term 1: Speak like a geographer

Students will explore how to describe where they live at a local, national and global scale.

GATEWAY WORDS: Latitude, longitude.

Term 2: Settlement

Students look at the structure of urban areas with a focus on settlement location and Cheltenham.

GATEWAY WORDS: Urban, rural.

Term 3: Weather & climate

Students learn about the UK climate and why we get this weather with a focus on different types of rainfall.

GATEWAY WORDS: Climate, relief, convectional.

Term 4: Microclimates

Students identify the main methods to measure weather and why places have microclimates culminating in a DME.

GATEWAY WORDS: Aspect.

Term 5: Food

Students will discover the impacts food has from production to consumption on people and our environment.

GATEWAY WORDS: Food miles, carbon footprint, greenhouse effect.

Term 6: Alternative energy

Students develop their understanding of the need of alternative energy supplies to create electricity culminating on a focus on wind energy and a DME.

GATEWAY WORDS: Infrastructure, renewable energy.

SKILLS

What students need to be able to do

- OS map skills (grid referencing, measuring distance, reading contour lines).
- Reading Choropleth maps with the focus on distribution.
- Graph reading (line, bar, pie) using TEA.
- Maps at different scales to locate places.
- Photos and aerial photos for analysis.
- Conducting fieldwork (setting hypotheses, collecting data and making conclusions).



HISTORY



The History department seeks to educate students in the complexities of historical inquiry, to develop their critical thinking skills, and to improve their understanding of the world around them. We also seek to impart essential workforce skills, such as writing, reading comprehension, and communication. We believe that through studying History our students will develop a deep understanding of the events of the past and be able to analyse and interpret trends throughout history. This will enable them to:

- Be active citizens, developing an awareness of their rights and responsibilities in an ever- changing world
- Be aware of the diversity of experience of their peers and society
- Learn from the past to promote tolerance and respect
- Develop an intellectual curiosity and lifelong interest in history.

KNOWLEDGE

What students need to know

- Key historical terms and skills, such as chronology, primary sources and secondary sources and how they are used and applied to studying the past.
- A study of ancient civilisations and their impact on the history of Britain.
- Why was the year 1066 a year of crisis?
- Examining and investigating the short-term and long-term impact of the Norman Conquest.
- Life in the Middle Ages through enquiry-based learning about a range of topics such as the power struggle between Church and State, The Black Death and its impact, why did the peasants revolt?
- The significance of the Magna Carta.
- The Reformation in Europe and England, its causes and consequences.
- The Counter Reformation in England.
- Elizabeth I and her significance to the history of Britain.

SKILLS

What students need to be able to do

- To understand chronology and sequencing how this is fundamental to the study of history.
- To know and understand key concepts in history such as causes and consequences, change and continuity, similarity and difference and significance.
- To know and understand how evidence is used to understand the past. The students use evidence to investigate and work out what happened, but equally to question the reliability and usefulness of a range of evidence and sources.
- To know the past can and is interpreted differently and begin to develop their ability to explain how and why.

MUSIC

Music is an essential part of the national curriculum allowing students to develop their creativity and confidence. Students will rotate between music and ICT throughout the year.

The Year 7 curriculum focuses on understanding the essential elements of music which will enable students to be able to perform, compose and listen to music sufficiently. Students will enhance their knowledge of these elements and their overall understanding of music through various areas of study, including rhythm skills, keyboard skills, programme music and ukulele skills.

All lessons are not only designed to deliver a broad range of musical skills, but we will also explore how music is used in the wider world and the vast range of skills that it can offer, such as resilience, analytical skills, time management and cultural capital.

Students will also have the opportunity to have private tuition on an instrument of their own choice and can be part of the many extra-curricular opportunities that the department has to offer.

We understand that not all students will study music beyond KS3, however, the skills gained are incredibly valuable for their future. All we ask is that our students try their best and enjoy their lessons which will help them to be successful and open-minded individuals.

KNOWLEDGE

What students need to know

- Rhythm skills.
- Keyboard skills.
- Programme music.
- African drums.



SKILLS

What students need to be able to do

Rhythm skills:

- Musical notes and their duration.
- Understand dynamics.
- Tempo.
- Rhythm.
- Pulse.

Keyboard skills:

- Musical notes.
- Apply the rhythm skills.
- Keyboard technique.
- Develop right hand keyboard skills.
- Perform to an audience.
- Play a solo piece with confidence.

Programme music:

- Learn about instruments of the orchestra.
- Recognise the sound of the instrument.
- Identify the family the instrument belongs to.
- Explain how musical elements are used to represent specific ideas.
- Compose a short theme to represent an animal.

African drums:

- Understand other musical cultures.
- The importance of music in that culture.
- Learn how to use the African drum – using correct techniques.
- Understand the meaning of call and response.
- Form and structure.
- Polyrythm.

PE

PE is highly valued at Pittville School. We are introducing a 'concept' curriculum that, we believe, meets the needs of every student, allows for progression by every student, and nurtures 'physical literacy'. A concept PE curriculum is an approach that moves away from sport specific subject content and instead emphasises 'big ideas' (concepts) that span multiple physical activity disciplines. These 'concepts' are taught through mostly traditional activities and sports (the concept vehicles) and of course there is a large cross-over with sport. However, in PE, students will not be judged or assessed on how well they perform very sport specific skills but rather PE concepts that can be applied across a range of disciplines.

KNOWLEDGE

What students need to know

Students follow a concept PE curriculum that concentrates on physical literacy and physical activity concepts that use various sports & activities as their vehicles of lesson delivery.

Performance

- Attack.
- Defence.
- Spatial awareness.
- Control.
- Decision making.
- Personal bests.
- Teamwork.
- Resilience.
- Problem solving.

Leadership

- Communication.
- Organisation.
- Planning.
- Role Model.

Wider Knowledge

- How to be active.
- Benefits of physical activity.
- Healthy living.
- Health & fitness.

SKILLS

What students need to be able to do

Students will learn various skills and techniques while developing performance, leadership and their wider knowledge of Health and Fitness through the following activities:

Rugby
Hockey
Cross-Country
Football
Netball
Badminton
Table Tennis
Dance
Fitness Activities
Cricket
Rounders
Tennis
Athletics
Orienteering



RE

At Pittville School, the intention behind the Religious Education curriculum is that students master the powerful knowledge necessary to both excel in public examinations, hone written and oral skills, and become productive members of society who can live safe, happy and successful lives.

Our RE offer ensures that we fulfil our moral obligation to do all that we can to shape our students to be productive members of our diverse and multi-cultural society, by ensuring that our students develop an in-depth understanding during their time in school. Our curriculum is bespoke to Pittville School whilst also meeting the national benchmarks of the RE curriculum at KS3 and KS4, ensuring that key questions from the Gloucestershire SACRE are included and addressed in the topics which our students learn.



KNOWLEDGE

What students need to know

Theme: The lives of religious founders

- The key concepts of RE, including the differences between monotheistic, polytheistic and non-theistic religious traditions and encounters with each of the six major world religions.
- The life of Jesus, including beliefs about the Messiah, his birth, miracles and teachings.
- The Prophet Muhammad (PBUH), including his context as a member of the Quraysh tribe, the events of the first revelation, his teachings and lifestyle, and how he is respected as a role model within Islam today.
- The lives of the ten Sikhi Gurus, with a particular focus on Nanak, Amar Das, and Gobindh Singh.
- The life of the Buddha in Ancient India, including his birth, enlightenment and life and teachings.
- Citizenship: Fundamental British Values of Democracy, Rule of Law, Legislature, the Free Press, and Human Rights in the UK.

SKILLS

What students need to be able to do

- High standards of literacy – reading, writing, punctuation and grammar.
- Discussion and the ability to express one's own personal views, whilst debating with those who disagree with us.
- Being able to read and interpret meaning from religious scriptures, allowing students to encounter ancient texts and consider how the content of these texts affect the daily lives of religious believers. This is a matter of cultural capital and social inclusion – so much of academia is underpinned by religious beliefs that it is assumed that citizens of the world will have some awareness of. By delivering these lessons to our students, we are confident that they will be able to better access information in the media, further education and conversation with their peers due to an increased understanding of the religions and cultures of the world.
- Students will also consider the influence of religious beliefs on those who have faith and how this translates into religious practice, which furthers practical knowledge of how to relate to religious believers when they encounter them in the real world and ensures our students are able to show respect for and tolerance of beliefs that may be different from their own.
- Finally, as a humanities subject, RE builds student's abilities to evaluate a concept based on evidence. The basic tenets of academic argument come from being able to argue for different sides of an issue, supporting the argument with sources and examples. Therefore, RE offers students an opportunity to build their evaluation skills in writing and oral form as they are invited to consider beliefs for and against ethical and philosophical issues and draw their own conclusions.

Students at Pittville will be equipped with the knowledge to keep themselves physically safe and mentally healthy and to have positive human connections, in order to be successful and live happy lives. They will be offered age-appropriate teaching on the central themes of RSHE to ensure that they will grow up to be adults with excellent physical health, mental wellbeing, a positive online presence, financial security, and safe and consensual relationships of all kinds

Tutor Time	Drop Down Days	Assembly	Citizenship
<p>Morning Tutor Time:</p> <ul style="list-style-type: none"> Literacy and reading Age-appropriate RSHE content on the themes for each half term: <ol style="list-style-type: none"> HT1: Human Connection HT2: Families HT3: Online Safety HT4: Intimate and Sexual Relationships Being Safe and Healthy Awakened Mind, Bright Future <ul style="list-style-type: none"> National and cultural milestones, celebration days and months. Behaviour check ins with a fortnightly theme. 	<p>Once per half term, on the following themes:</p> <ol style="list-style-type: none"> HT1: Human Connection (Friendships, discrimination, bullying and misogyny). HT2: Families (Marriage, divorce, parenting, loss). HT3: Online Safety (social media, grooming, exploitation, pornography). HT4: Intimate and Sexual Relationships (consent, age-appropriate sex education, puberty and health education, contraception). Being Safe and Healthy (Physical health, diet, exercise, summer safety in the local community, crime and the law, drugs and alcohol education, vaping). Awakened Mind, Bright Future (Careers, growth mindset, raising aspirations, subject options, rewarding good behaviour). <p>Each year group will have three bespoke sessions on this day to reflect the needs of their age group and the content of the National Curriculum.</p> <p>For more information please see our curriculum map.</p>	<p>House and SLT led whole-school messages on the behaviour that is welcome at Pittville.</p> <p>National and cultural milestones, celebration days and months.</p>	<p>Taught for one half term per year during Core RE time.</p> <ul style="list-style-type: none"> Year 7 Theme: The Fundamental British Values Year 8 Theme: Justice and Government in the UK Year 9 Theme: Democracy and Power Year 10 Theme: Law, Rights and Society. Year 11 Theme: Financial Health, making a difference in society.

TEXTILES

Studying Textiles at Pittville School, enables students to explore design processes, work with a broad range of media and develop their understanding of the world around them. As part of the Art department, we believe the skills developed within textiles are fundamental for our students.

Creativity, cultural understanding and personal expression are at the heart of our teaching. Our five year curriculum is designed with challenge and a love of learning at its core. We want students to ask questions about the designers and makers they are studying, their sources of inspiration and the materials and resources around them. Our specialist teaching room is equipped with a broad range of specialist tools and encourage independence from our students.

KNOWLEDGE

What students need to know

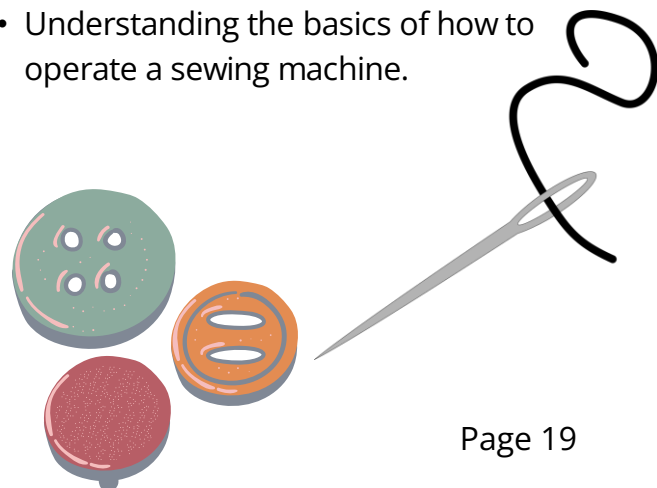
- How to record observations and insights.
- How to present ideas in relation to a theme.
- How to work with fabric and thread to produce samples.
- How to relate personal work to that of a designer/artist.
- Key terms and processes in textiles.



SKILLS

What students need to be able to do

- Drawing from observation in pencil.
- Taking observational photographs.
- Being able to use basic hand embroidery stitches.
- Being able to create a repeat pattern.
- Being able to work using a design process.
- Presenting research on an artist/designer.
- Understanding the basics of how to operate a sewing machine.



HOMework

We believe that our students should pursue a wide range of activities beyond the classroom, of which homework is just one. Homework will be set in order to both embed and extend the learning that takes place in the classroom. Students must take care and pride in the work that they produce and we ask parents/carers to support their young people in the completion of homework. The effort that students put into the completion of work at home, will support them in the acquisition of knowledge, the development of skills and a growing understanding of what it is to be an independent learner. As with all areas of school life, outstanding effort and outcomes will be recognised and celebrated through our rewards policy.

How will homework be set?

Homework will be set by teachers via edulink. Parents/carers and students will be able to view homework set and submitted in their edulink app. Some homeworks will be submitted in class and others online.

How much homework will students receive?

At the beginning of the academic year students will receive a homework schedule which outlines the frequency of homework students should expect to receive across their curriculum.

Pittville School – Year 7 Homework Schedule			
Subject	Frequency of homework	Subject	Frequency of homework
English	Once a week	Art	Once a half-term
Maths	Once a week	Computing	Two pieces per rotation
Science	Once a week	Design technology	Two pieces per rotation
French	Once a fortnight	Drama	Two projects per year
Geography	Once a fortnight	Food technology	Two pieces per rotation
History	Once a fortnight (week 1)	Music	One piece per rotation
RE	Week 2 and 4	Textiles	Once a full term

All homework will be set via [edulink](#)

How will homework be marked?

Some homework tasks will be marked/tracked digitally, others may be marked physically by the teacher. Self-marking quizzes will be used by staff and at times peers will be involved in the assessment of homework and feedback to one another. Homework will be marked where appropriate but not in every instance.

What different types of homework will I receive?

At Pittville School, we believe that homework should be based around three principles: preparation, retrieval and purposeful practice.

Students will receive a variety of homework tasks including:

- Retrieval practice multiple choice quizzes.
- Flashcard revision.
- Flip learning.
- Kahoot.
- Learning spellings and key words.
- Research tasks.
- Design tasks.
- Extended question and essay tasks.
- Revision and independent study tasks in preparation for assessments.
- Directed improvement and reflection tasks (DIRT).
- Extended tasks focused on purposeful practice around key knowledge and skills.

ASSESSMENT

Assessment dates for Year 7:

Monday 15th April - Friday 26th April

Progress evening dates:

Tutor evening - Thursday 5th October

Year 7 progress evening (online) - Thursday 7th March

Reporting dates:

24th May

Students will be assessed formally at one point within the school year, as identified above. Whilst many subjects will set a formal written assessment, some of the more practical based subjects will make on-going assessments of students progress in relation to age related expectations in these subjects.

Written assessments will be cumulative and will require students to utilise their learning from throughout the academic year. You will receive an assessment booklet 4 weeks before the assessment window outlining the dates of each assessment alongside advice and guidance on effective revision strategies. The assessment scores will be sent to parents and carers in the written report (details are on the next page).

In addition to these formal assessments, there will be informal assessments taking place throughout the year in lessons, alongside feedback given by teachers at key points in each subject's curriculum. Progress evenings will provide an opportunity to discuss progress in informal assessments completed up to that point and will serve as a verbal interim report.

REPORTING

On entry, your child will be placed into a "prior attainment band" (PAB) based on their KS2 SATs results (or CAT4 tests if students do not have a KS2 SATs score). This PAB is intended to allow parents and carers to have a clear understanding of how their child is progressing in relation to other students with a similar prior attainment. It also allows us as a school to quickly identify and intervene with underperformance and a lack of expected progress at all levels.

Following the assessment point you will receive a written report. For subjects which have completed a written assessment, you will see your child's percentage mark in the recent assessment along with the average percentage mark for students in the same PAB. This will allow you (and us) to gauge their progress. Students who are regularly performing significantly below that of their peers with similar prior attainment will indicate a cause for concern. You will see clear targets on the report which you can support your child with in order that they further improve their knowledge and understanding.

For subjects which do not set a written assessment, you will see a progress indicator which will inform you of their progress in relation to age related expectations in that individual subject. In these subjects your child's teachers will assign one of the three progress indicators as follows:

"Exceeding" - your child is showing a flair for the subject, making greater than expected age related progress in the work they are producing

"Meeting" - your child is making age related progress in the subject

"Working Towards" - your child is experiencing some difficulty making age related progress in the subject and may require some intervention to help them close the gap

In the same way as subjects that have completed a written assessment, these subjects will give clear targets on the report which you can support your child with in order that they can further improve their knowledge and understanding and where appropriate aid their progress to meet age related expectations.

Attitude To Learning Grades (ATL)

In addition to the written report you will receive following the formal assessment point, you will also receive an ATL grade for your child from each subject once every half term. We firmly believe that if a student attends regularly and works hard at all times, they will make good progress.

Excellent/good ATL grades (grade A or B) form the basis of our whole school rewards policy and students will be expected to have excellent/good attendance, behaviour and attitude to learning grades in order to be involved in reward trips and events. The criteria applied to ATL grades can be seen on the next page - every student, regardless of prior or current attainment, can achieve excellent ATL grades.

ATTITUDE TO LEARNING CRITERIA

GRADE A (Excellent)

- Always arrives on time, fully equipped and ready to work
- Gets books out and prepares for the lesson without having to be asked or reminded
- Always listens to and follow instructions
- Completes all work to a high standard
- Makes a positive contribution to lessons
- Always completes H/W fully, on time and to a high standard
- Does not receive any consequences

GRADE B (Good)

- Arrives on time, fully equipped and ready to work
- Quickly gets settled for the lesson
- Listens to and follows instructions
- Completes all work to the expected standard
- Completes H/W fully, on time and to the expected standard
- Rarely receives any consequences for either behaviour or H/W

GRADE C (Requires Improvement)

- Arrives late on occasions, does not always have book and other necessary equipment
- Needs to be reminded to get books out and be ready to start the lesson
- Talks when should be listening, therefore does not always know what they should to be doing or how to do it
- Work is not always completed to an appropriate standard, with a lack of care and effort
- H/W sometimes late, not completed or of an inappropriate standard
- Low level disruption results in consequences being issued

GRADE D (Unsatisfactory)

- Often late, often without books and equipment
- Often has to be reminded to get books out and be ready to start
- Often talking and not listening
- Often demonstrates a lack of care and effort with work

HOW CAN I HELP?

We appreciate that our parents and carers want to support the school and their children in making progress across the curriculum. On this page we offer some ideas as to how you can help.

EXPLAIN

Explain the importance of talking about school. Give your child opportunities to discuss their school work. Ask them about what they are studying and how this links to what they have studied previously.

ENCOURAGE

Encourage and praise your child for taking pride in the presentation of their work and for the effort they put into homework. Help them to take responsibility for their own organisation and learning.

Encourage your child to read and engage in discussion with them around this literature.

ENGAGE

Engage with the homework schedule and curriculum booklets. Discuss the current and future topics across different subjects. Where possible, provide opportunities for your child to extend their learning beyond the classroom. Encourage your child to read and engage in discussion with them around this literature.

ESTABLISH

Establish good routines at home around work spaces, the time spent on work and the atmosphere in which work is completed. Help your child to establish routines which work for them.

Utilise the resources available to you. Microsoft Teams contains all of the resources that your child needs to work at home. Use the library, independent study and extra-curricular clubs at school. Develop skills in using ICT and please get in touch with the school if you require any support or do not have access to particular resources at home.