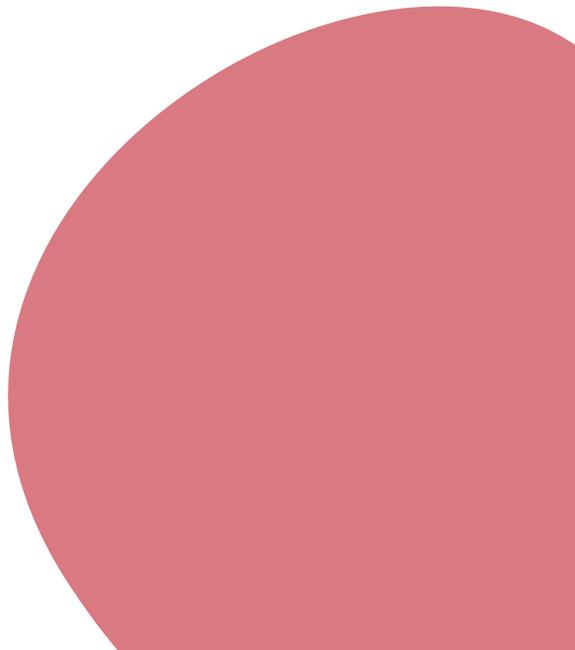




YEAR 8 CURRICULUM BOOKLET

2023-2024



8

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.

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CURRICULUM OVERVIEW

In year 8, 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, design technology, music and computing.

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

Groupings

In year 8, subjects are taught in two broad prior attainment bands. Students are assigned to bands based on KS2 SATs or CAT4 data as well as progress data from Year 7. Groups are regularly reviewed to ensure all students are best placed to allow them to make the most progress.

Beyond Year 8

In year 9, all students undertake a core curriculum of English, mathematics, science, French and or Spanish, geography, history, RE, drama, art, PE and RSHE.

In addition, students will complete a short rotation of DT, food and nutrition, computing, music and textiles up to February half term. They will then choose two to continue with for the rest of 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

Year 8 units will revisit, consolidate and extend learning from Year 7, in addition to:

- A particular focus on poetry, including: different verse forms such as sonnet and dramatic monologue; structure; imagery, including personification and metaphor; sound devices, such as alliteration, assonance, rhyme, half-rhyme, and rhythmical effects.
- 'Oliver Twist': plot, character and important themes. In this unit of work, the students will learn key information about Victorian society and Dickens' role as a social critic.
- A unit on the gothic tradition offers a further opportunity to extend students' knowledge of Victorian literature alongside detailed study of short stories from the twentieth century. In addition, a focus on narrative structure and comparative skills will help to prepare students for the challenges of GCSE.

SKILLS

What students need to be able to do

Year 8 units will include opportunities to practise and extend skills developed in Year 7, in addition to:

- Compare how ideas are presented across different genres (e.g. poetry and prose).
- Explain how writers use a variety of methods to create effects, with a particular focus in the autumn term on poetry.
- Talk and write about how authors from different cultures and traditions present their ideas about the world.
- Prepare and deliver a spoken presentation on a theme linked to 'Oliver Twist'. This presentation will require students to show a knowledge of persuasive techniques.

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 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

- The vocabulary associated with rotation and enlargement.
- How to find an n th term for a linear sequence.
- Generalisations that can be made when calculating with negative numbers.
- How to identify an exterior and interior angle and know the associated angle rules.
- Understand how to manipulate algebraic expressions.
- The laws of indices.
- How to interpret frequency tables.
- Know the formulae for calculating area and circumference of circle.
- To know the properties of a prism.
- Understand depreciation and profit.
- Place value.
- How to list all the possible outcomes of an event.
- About ratio including sharing.
- About functions.
- About how data can be represented differently using both frequency and proportion.
- The difference between an expression, equation and identity.

SKILLS

What students need to be able to do

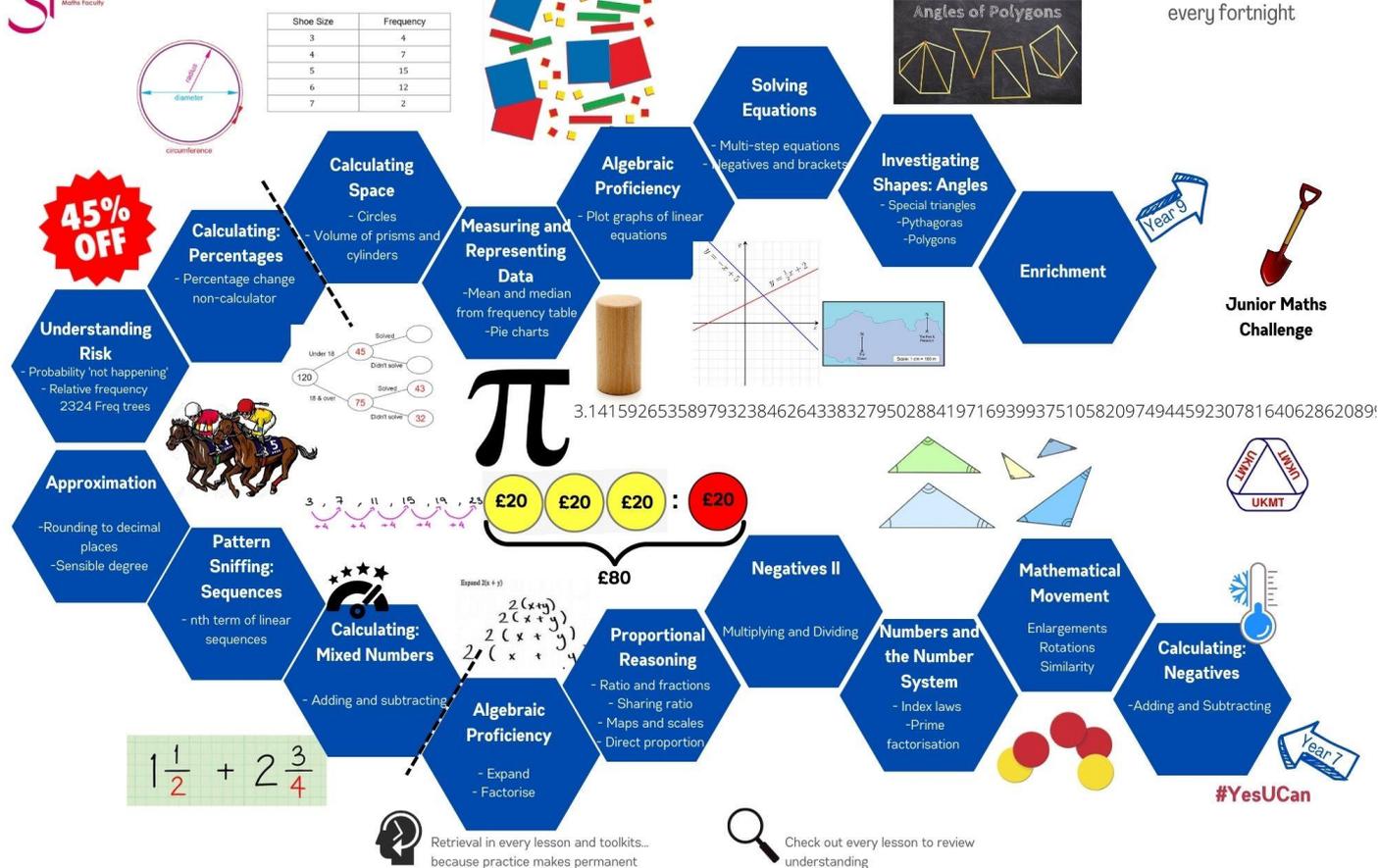
- To enlarge and rotate a shape from a centre and be able to describe it.
- To use it to generate sequences.
- Calculate with negative numbers.
- To find missing angles in polygons.
- To draw an angle and apply angle rules to find a missing angle in a polygon.
- To be able to expand and factorise a single bracket.
- Apply these laws to simplify expressions
- Find averages from a frequency table.
- Use them correctly when working with circles and cylinders.
- To calculate the volume of a prism.
- To calculate percentage change.
- To round numbers to a given decimal place.
- To be able to calculate the chance of an event happening.
- To use this to solve problems.
- Plot the graph of a function.
- Be able to draw and interpret tables and diagrams including pie charts.
- Be able to solve a multi-step equation.

MATHS



Year 8 Mathematics

Plus...
One Maths Toolkit Lesson
every fortnight



#YesUCan

Cut out and keep Year 8 Term 1

Year 8 Home Learning – Flipped Learning Term 1

Preparing for the term ahead

Mathematical Movement
Numbers and the Number System
Calculating: Negatives

Key Words

Similar, Similarity
Enlarge, enlargement
Scaling
Scale factor
Centre of enlargement
Object
Image
Centre of rotation
Congruent, congruence
Prime
Prime factor
Product
Highest common factor
Lowest common multiple
Rounding
Approximation
Negative number
Directed number
Operation

Congruent and Similar

Which pairs are Congruent?
Which are Similar?

Put these statements into categories:
Always True, Sometimes True, False

a) Cut-out congruent shapes fit exactly on top of one another.

c) The perimeters of two congruent shapes are the same.

e) The shapes which have the same area are congruent.

b) If the angles of two shapes are the same then they are congruent.

d) If two shapes have the same perimeter then they are congruent.

f) The lengths of two corresponding sides are different.

Rounding and Approximation

Example My family went on a long trip! On Monday, we drove 257 miles, on Tuesday we drove 312 miles, and on Wednesday we drove 145 miles. About how many miles did we drive in all?

257	300
312	300
145	100

Real Life Application

Take a look at the diagram below. Create your own mind map on the reverse of this sheet, to show how people might use rounding in real life.

In advance of each term, we will continue to 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

1.4 A Healthy Body

- Describe the process of gas exchange in the lungs.
- State common drugs and describe their effect on the body.
- Explain the parts of a health diet and how food is digested.

1.5 Respiration and Photosynthesis

- State the word equation for aerobic respiration and describe the differences between aerobic and anaerobic respiration.
- State the word equation for photosynthesis and explain how plants are adapted for it.

1.6 Inheritance

- Describe the process of evolution.
- Explain the role of DNA in organisms and the process of selective breeding and genetic modification.

2.4 Elements and the periodic table

- Explain what an element is.
- Explain what a compound is and identify the atoms that make it from the chemical formulae.
- Describe the properties of different groups in the periodic table.

2.5 Types of Reactions

- Describe what exothermic and endothermic reactions are.
- Name and describe the main types of chemical reactions.
- State what factors affect the rate of reaction.

2.6 Earth Chemistry

- Explain what acid rain is.
- Describe the stages of the water cycles.
- Identify the stages of the carbon cycle and explain our effect on them.

3.4 Electricity

- Construct circuit diagrams and draw the correct component symbols.
- Describe the roles of current, potential difference, and resistance, in a circuit.
- Identify the features of series and parallel circuits.

3.5 Waves

- Define the main properties of a waves, such as amplitude, wavelength, waves speed and frequency.
- Describe the process of reflection and refraction.
- Explain what gives objects colour.
- Label the main parts of the ear and explain how we hear sounds.

3.6 Heat

- Describe the processes of convection, conduction and radiation.
- Explain how different insulators reduce heat loss.
- Identify changes of state from heating and cooling curves.

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

- Calculate a mean.
- Identify when measurements are affected by random error due to results varying in unpredictable ways; these errors can be reduced by making more measurements and reporting a mean value.
- Know that a measurement result is considered accurate if it is judged to be close to the true value.
- Identify an anomaly that is a value in a set of results which is judged not to be part of the variation caused by random uncertainty.
- Identify if a measurement is repeatable if the original experimenter repeats the investigation using the same method and equipment and obtains the same results.

Spring Term

- Know that a hypothesis is a proposal intended to explain certain facts or observations and can be further tested.
- Identify that systematic error is due to measurement results differing from the true value by a consistent amount each time.
- Identify that a zero error is a specific form of systematic error and how to adjust for it.
- Construct a specific risk assessment for an experiment, including hazards, risks, and actions.
- Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas.

Summer Term

- Identify when measurements are reproducible if similar results are obtained by different investigators with different equipment.
- Read graphs and describe in detail the trends and patterns shown and draw conclusions and make predictions.
 - Calculate the range of a set of results. · Understand the process of publishing and peer review in science.
 - Identify further questions arising from results

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

- The history of Street Art; where and when it began and what contemporary Street Art looks like now.
- Expanding colour theory: complementary colours, split complementary.
- How to select different colour palettes in order to link to Fauvism.
- Learning about the Young British Artists (YBAs) Damien Hirst, Tracey Emin & Chris Ofilli.
- The history of portraiture with a focus on Van Gogh, Frida Kahlo and Chuck Close.
- A deeper understanding of Fauvism and Post Impressionism.
- Cultural awareness of artists from a range of different countries, cultures and backgrounds.

SKILLS

What students need to be able to do

- How to create a Street Art tag using a range of different typeface.
- How to create Street Art outcomes inspired by Keith Haring, Basquiat and Banksy.
- How to mix acrylic paints to create a tint, a tone and a shade.
- Using colour theory linked to Fauvism to arrange a collage.
- How to use the scumbling technique in order to blend and mix oil pastels.
- Critically analyse the work of historical and contemporary artists. Being able to use prior knowledge to look for meaning in artists work.
- How to apply paint in a Post-Impressionist gestural style.
- How to use different drawing methods in order to draw a portrait such as the gridding up.
- How to mix realistic skin tones when using paint.

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 how data is transferred over networks.
- Learn about the contribution of British pioneers in the early development of computers.
- Use basic spreadsheet tools to organise and calculate data.
- Learn text-based programming, including selection and iteration.
- Understand the different threats to personal data and the preventative measures that can be taken to minimise data loss.
- Develop digital literacy skills in using technology safely.



SKILLS

What students need to be able to do

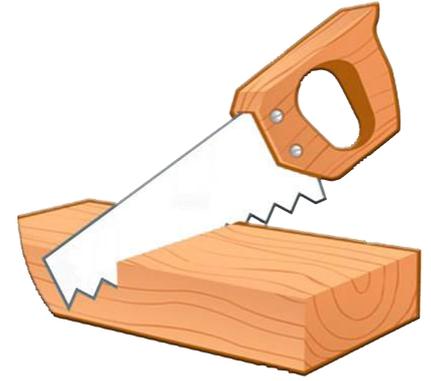
- Identify key components of a network, including the hardware needed and how the internet works.
- Know key figures and developments in the history of computing including British pioneers of technology e.g. Ada Lovelace, Alan Turing, Tim Berners-Lee.
- Use spreadsheet tools effectively such as formulas, functions and graphs.
- Use Python programming language to create programs to solve problems.
- Identify a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct 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.



KNOWLEDGE

What students need to know

- How to design and make a clock out of acrylic plastic.
- Basic health and safety hazards in the workshop.
- How to produce design ideas using 3D drawing skills and rendering techniques.
- How to utilise previous knowledge from Year 7 to work more independently.
- The differences between thermoplastics and thermosetting plastics.
- Have basic computer software skills to learn CAD (Computer Aided Design).

SKILLS

What students need to be able to do

- Follow a design Process.
- Drawing skills.
- Materials research.
- Card modelling.
- Cutting.
- Filing.
- Sanding.
- CAD – 2D design.
- Line bending process.
- Plastics categories.

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

- Theatre roles and terminology. Studying the National Theatres 'Midsummer Night's Dream.'
- Physical theatre.
- Exploring a set text. Hansel and Gretel by Kneehigh.
- Brechtian theatre.
- TIE (Theatre in Education) and verbatim theatre.
- Devising in a style.



SKILLS

What students need to be able to do

Roles within the theatre:

- Watch scenes from a live theatre performance.
- Recognise varying roles within a theatre production.
- Understand these roles.
- Learn subject specific terminology to describe and recreate these roles.
- Analyse and evaluate the success of these roles within this production.

Physical theatre:

- Understand there are different styles of theatre.
- Identify physical theatre characteristics.
- Explore physical theatre companies.
- Learn techniques, such as round, by through and flightpath.
- Identity themes within the last play they watch – use the themes to create a sequence.
- Work as a group.
- Collaborate imaginatively.

Exploring a set text:

- Recognise the differences found in a play text.
- Name these characteristics.
- Develop skills to 'mine the text'
- Perform scenes using techniques.
- Demonstrate characters from the play.
- Use physical theatre techniques to engage an audience

Brecht:

- Understand who Brecht was and his influence on drama.
- Learn some key Brechtian techniques.
- Use these techniques to structure a performance for an audience.
- Communicate a message for a target audience.

TIE and verbatim theatre:

- Expand their knowledge of theatre styles.
- Understand the purpose of TIE.
- Learn and use TIE techniques to create scenes.
- How to research and use information to create narrative.

Devising in a style:

- Create an original performance based on a stimulus.
- Use prior learning of theatre styles to create performance.
- Use research of mental health to create and influence narrative and characters.

FOOD AND 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

- Students learn the science behind baking cakes and the function of the ingredients by preparing a selection of cake products.
- The focus for learning will be based around understanding of the 8 tips for a healthy diet and the Eatwell guide from year 7 and knowing the 5 main nutrient groups. Students will prepare and cook a range of main meals.
- Students will gain an understanding of different customer groups in relation to special diets and what affects peoples food choices.
- Understanding of how to read food labels.
- Students will learn how beef is farmed and other environmental issues to do with food.

SKILLS

What students need to be able to do

- Work safely & hygienically in a kitchen environment.
- Work cooperatively with others.
- Use a vegetable knife with confidence.
- Use an oven confidently and safely.
- Use the hob confidently and safely.
- Identify and use a range of kitchen equipment.
- Prepare and cook a range of balanced meals.
- Plan and carry out a food investigation.
- Understand the science of cake making.
- Understand source and seasonality of range of ingredients.
- Name the 5 main nutrient groups, their function and sources in the diet.

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 students will study French building on the knowledge gained in Year 7.



KNOWLEDGE

What students need to know

- Build on knowledge of high-frequency phonics learnt in Year 7 to include less common sounds.
- Key vocabulary relating to the following topics: school, food and drink, describing where they live and holidays
- How to link their sentences with a range of high frequency connectives
- How to express a variety of opinions and justify them with reasons.
- Grammar basics such as - how to identify masculine, feminine and plural nouns, regular and irregular adjectival agreement and telling the time
- Key transactional vocabulary to make purchases and place orders
- How to construct the present tense of regular er, ir, and re verbs
- How to form the future tense
- How to form the past tense

SKILLS

What students need to be able to do

- Apply knowledge of phonics when speaking for accurate pronunciation.
- Use knowledge of phonics to help with understanding when listening in French.
- Identify cognates and work out unknown vocabulary from context.
- Construct both written and verbal sentences using connectives, opinions, and justifications about a variety of topics.
- Translate sentences from English to French and French to English.
- Conjugate present tense regular er, ir and re verbs and the key auxiliary verbs avoir être and aller.
- Form the future tense.
- Form the past tense using regular past participles

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

GEOGRAPHY



KNOWLEDGE

What students need to know

Term 1: Speak like a geographer

Students will develop and test their geographical graphical & statistical skills.

GATEWAY WORDS: Statistics, analyse.

Term 2: Industry

Students look at the importance of different types of industry and the impacts this has on a places environment and economy.

GATEWAY WORDS: Primary, secondary, tertiary, economy.

Term 3: Weathering & Erosion

Students focus on geology and the rock cycle and how this impacts rates of weathering and erosion and subsequent formation of landforms.

GATEWAY WORDS: Weathering, erosion, sedimentary, landforms.

Term 4: Desert ecosystems

Students learn about the structure and function of an ecosystem and study the impacts humans have on a desert ecosystem.

GATEWAY WORDS: Food chains, nutrient cycle, adaptation, desertification.

Term 5: Urbanisation

Students look at how and why urban areas grow and change with a focus on Cheltenham.

GATEWAY WORDS: Rural, urban, migration.

Term 6: Coasts

Students explore how the power of waves shapes our coastline and the impacts this has on people.

GATEWAY WORDS: Destructive, constructive, erosion.

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 surrounding and the wider world and to help them to make sense of it.

SKILLS

What students need to be able to do

Students will develop and use the following skills this year. This will enable them to interpret a variety of information to use as evidence to support explanations and analysis.

- 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).
- Statistics (mean, median, mode).

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.



SKILLS

What students need to be able to do

- To identify and show detailed knowledge of the events, issues and people they have been studying.
- They will be able to identify features and changes during the periods of study and know and explain their causes and consequences.
- To link to together knowledge of events across the year 8 curriculum to demonstrate a wider contextual understanding of the past.
- To develop their ability to compare and contrast the significance of events.
- To reach their own judgements.
- To know how events, ideas and outcome are similar or different and be able to give examples and explain why.
- To understand the key short term and long term causes of World War One.
- To know some of the key events of World War One such The Battle of the Somme.

KNOWLEDGE

What students need to know

- The causes and consequences of the English Civil War.
- The Glorious Revolution and the restoration of the Monarchy.
- The rise and fall of the British Empire.
- The development of the Transatlantic Slave Trade and the Abolition of slavery.
- The causes and consequences of the Industrial Revolution.
- Life and public Health in the Industrial Revolution.
- The development of democracy and woman's suffrage.
- The causes of World War One.
- Life in the trenches.
- Key events of World War One

MUSIC

Music is an essential part of the national curriculum as it allows students to be creative, confident, and committed students. Students will rotate between music and ICT throughout the year.

The Year 8 curriculum focuses on developing the skills gained in Year 7, but challenging students to be able to achieve at the next level. The various areas of study, include reggae, film music, the blues and songwriting. The curriculum will allow students to explore other cultures by studying world music and will enable them to extend their skills by using two-hands on the keyboard, using music technology and read TAB notation.

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

- Reggae (Ukulele).
- Film Music.
- The Blues.
- Song Writing.



SKILLS

What students need to be able to do

Reggae (Ukulele):

- Understand the historical context.
- How to read chords.
- How to strum.
- How to read TAB notation.
- Understand the meaning of syncopation, hook and skank.
- Perform in an ensemble performance.

Film Music:

- How composers use musical elements to emphasis the action on screen.
- Understand the terms ostinato, leitmotif and dissonance.
- Develop music technology skills.
- Compose a piece of music to a given clip.

The Blues:

- Understand the 12 bar blues.
- What walking bass line is.
- Understand what the C Blues scale is.
- How to improvise.
- Perform in a pair on the keyboard.

Song Writing:

- Learn the four chords.
- Verse/chorus structure.
- Lyric writing techniques.
- Rhyming couplets.
- Use their voice in a performance (Solo or duet).

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

- The beliefs and practices of Sikhi believers across the world.
- The beliefs and practices of Muslims across the world.
- Life's journey in Sikhi and Islam, focusing on coming of age, marriage and death.
- Citizenship – Justice and Government: The nature of rules and laws and the justice system; role of the police, operations of courts and tribunals. Roles of public institutions and voluntary groups in society, the ways in which citizens work together to improve communities. Function and uses of money ,importance of budgeting, managing risk.

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.

SPANISH

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

Here at Pittville 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 encourage students to be citizens of not just this country, but of their world.

Some students will continue to study Spanish, building on their learning from Year 7.

KNOWLEDGE

What students need to know

- Build on knowledge of high-frequency phonics learnt in Year 7 to include less common sounds.
- Key vocabulary relating to the following topics: school, family and friends, describing where they live and holidays.
- How to link their sentences with a range of connectives.
- How to use a variety of opinions and justify them with reasons.
- Grammar basics such as - how to identify masculine, feminine and plural nouns, regular and irregular adjectival agreement and telling the time.
- Key transactional vocabulary to make purchases and place orders.
- How to construct the present tense of regular er, ir, and ar verbs.
- How to form the future tense.
- How to form the past 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

- Apply knowledge of phonics when speaking for accurate pronunciation.
- Use knowledge of phonics to support understanding when listening in Spanish.
- Identify cognates and work out unknown vocabulary from context.
- Construct both written and verbal sentences using connectives, opinions, and justifications about a variety of topics.
- Translate sentences from English to Spanish and English to Spanish.
- Conjugate present tense regular ar, er and ir verbs and the key irregular verbs ser, estar and ir.
- Form the future tense.
- Form the past tense.



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.
- How to work with mixed-media in relation to textiles design.
- Key terms and processes in textiles.

SKILLS

What students need to be able to do

- Drawing from observation in pencil and pen.
- Taking purposeful observational photographs.
- Being able to use hand embroidery stitches.
- Being able to create a repeat pattern inspired by a personal design.
- Being able to work using a design process.
- Presenting research in response to a relevant artist/designer.
- Being able to use a range of stitches on 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 student. 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 8 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
Spanish	Once a fortnight	Textiles	Once a full term
RE	Week 2 and 4	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 8:

Monday 8th January - Friday 19th January

Progress evening dates:

Year 8 progress evening (online) - Thursday 2nd May

Reporting dates:

9th February

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

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 opportunity 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. .