

# **YEAR 10 CURRICULUM BOOKLET**

**2023-2024**



**10**

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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 foundational 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

At Key Stage 4 all students undertake a core curriculum consisting of English, Mathematics, Science, RE, PE and RSHE. In addition, students study four additional "option" subjects which they researched and selected in Year 9.

Most students are expected to select at least one EBACC subject (geography, history, French or Spanish) as part of their option subjects. In addition to subjects studied at KS3, a number of new subjects are also available at KS4 including business studies, health & social care, film studies and dance. RE and PE can both be studied as an option subject leading to a GCSE or BTEC qualification, this is in addition to the core curriculum followed by all students.

A small number students follow a modified curriculum allowing them to reduce their examination subjects to two or three and enabling them to follow a more personalised curriculum more suited to their individual needs. This curriculum is always cohort driven and will change based on the needs of each individual year group.

## Groupings

In the core subjects maths and science, due to the tiered papers students will sit at the end of Year 11, it is necessary to group students based on their likely tier of entry in order to ensure they are able to access the appropriate curriculum content for that tier. In both cases, a higher tier paper covers grade 9-4 whilst a foundation tier covers grade 5-1.

In English, students are grouped based on the needs of each cohort with some being mixed attainment and others being streamed based on prior attainment. In all cases, decision are made to ensure the best possible outcomes for all students.

As students embark on their GCSE option courses, groupings will be based on their option choices in each of the option blocks. In most cases these will be mixed attainment groups.

# 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 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.

## FOUNDATIONAL KNOWLEDGE

### What students need to know

Consolidate and extend knowledge from Years 7 to 10, in addition to:

GCSE English Language:

- Develop an extensive knowledge of how writers present different viewpoints across a range of genres, including journalism, articles, travel writing and autobiography.

GCSE English Literature:

A detailed knowledge\* of examination texts and their contexts:

- A poetry anthology: 'Power and Conflict'
- A modern text: either 'An Inspector Calls' or 'Blood Brothers'
- A 19th century novel: 'A Christmas Carol'

Building on KS3 work, students will develop an increasingly secure knowledge of how meanings are shaped in a range of forms and genres, including novels, plays and poetry.

Students will learn an increasingly wide range of subject terminology useful for the study of texts and their contexts.

\*We would like to emphasize the importance of regular, independent revision at home, in addition to homework, in ensuring that students know the texts thoroughly.

## FOUNDATIONAL SKILLS

### What students need to be able to do

Consolidate and extend skills from Years 7 to 10, in addition to:

GCSE English Language:

- Produce written texts, adapting style to a range of audiences, purposes and forms (e.g. a broadsheet newspaper article).
- (NEA) Give a formal presentation on a chosen topic.

GCSE English Literature:

- Students will write convincingly about how meanings are shaped in their examination texts.
- Students will develop an increasingly analytical style, using references from the texts to illustrate their views, and drawing upon relevant subject terminology.
- Students will make increasingly detailed and perceptive comparisons across texts and their contexts.
- Students will gain confidence and competence in offering a personal response to unseen poetry.

#### GCSE English Literature texts:

Paper 1

Shakespeare: either 'Macbeth' or 'Romeo and Juliet'  
19th century novel: 'A Christmas Carol' (C. Dickens)

Paper 2

A modern text: either 'An Inspector Calls' (J. B. Priestley) or 'Blood Brothers' (W. Russell)

Poetry Anthology: 'Power and Conflict'

# MATHS



Mathematics is an important creative discipline that helps us to understand and change the world. We want all pupils 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 pupils can and will achieve in mathematics by providing opportunities for all pupils 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 that a vector has both direction and magnitude.
- About geometric sequences.
- Powers and roots.
- All angle facts.
- The three trigonometric ratios and when to apply each one.
- How to factorise an expression.
- How to calculate statistics.
- Know the formulae for calculating area and surface area of spheres.
- Formulae for calculating area and circumference of a circle.
- The difference between simple and compound interest.
- How to recognise and interpret a recurring and terminating decimal.
- Understand bounds and the difference between rounding and truncation.
- About powers and roots.
- About diagrams used to summarise possible outcomes of events.
- When two different variables are inversely proportional to each other.
- To know the basic shapes and equations of linear, quadratic, cubic and reciprocal graphs.
- To know about significant points on a quadratic graph.
- How to use a ruler and compass to construct given figures.

## SKILLS

### What students need to be able to do

- Calculate and draw vectors and use them to solve geometrical problems.
- Recognise and generate these sequences.
- Be able to calculate with both.
- Apply this to geometrical proof.
- Use these to find unknown angles and sides lengths.
- Factorise quadratics with negative terms.
- To analyse and compare data.
- Use formulae correctly to aid calculation of area and surface area of spheres.
- Accurately calculate area of a sector and length of an arc.
- Calculate interest in different scenarios and compare options.
- To be able to interchange between a recurring decimal and a fraction.
- Be able to give an error interval after rounding or truncation.
- Estimate powers and roots.
- Use these to calculate the probability of a dependent event happening.
- To apply understanding of scale to solve problems involving inverse proportion.
- Use this to recognise and sketch graphs and match them to their correct equation.
- To be able to solve a quadratic equation graphically.
- Apply to solve loci problems and create scale drawings.



# SCIENCE

At Pittville School our five year science curriculum is driven by three principles:  
Development of pupils into scientifically literate citizens.  
Embedding an enjoyment of Science.

To empower pupils 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

#### Biology

##### 4.4 Bioenergetics

- Factors effecting the rate of photosynthesis.
- Uses of glucose from photosynthesis.
- Aerobic and anaerobic respiration.
- Response to exercise and metabolism.

##### 4.5 Homeostasis and response

- The function and parts of the human nervous system.
- The function and parts of the human endocrine system.
- Control of blood glucose concentration.
- Hormones in human reproduction.
- Methods of contraception.
- The use of hormones to treat infertility.
- Negative feedback systems in the human body.

##### 4.6 Reproduction

- Sexual and asexual reproduction.
- The process of meiosis cell division.
- The structure and function of DNA and the genome.
- Genetic inheritance and inherited disorders. Chromosomal sex determination.
- The process of variation and evolution.
- The process of selective breeding and genetic engineering.
- Evidence for evolution and fossils.
- Causes of extinction.
- Classification of living organisms.

#### Chemistry

##### 5.3 Quantitative chemistry

- Conservation of mass and balanced chemical equations
- Calculation of relative formula mass.
- Mass changes in chemical reactions.
- Use of amount of substance in relation to masses of pure substances.
- Limiting reactants in reactions.

#### Chemistry

##### 5.3 Quantitative chemistry

- Conservation of mass and balanced chemical equations
- Calculation of relative formula mass.
- Mass changes in chemical reactions.
- Use of amount of substance in relation to masses of pure substances.
- Limiting reactants in reactions.
- Calculation of concentration of solutions.

##### 5.4 Chemical changes

- Reactivity of metals.
- Extraction of metals, reduction, and oxidation.
- Reactions of acids with metals
- Creation of soluble salts.
- The pH scale and neutralisation.
- The process of electrolysis.

##### 5.5 Energy changes

- Energy transfer during exothermic and endothermic reactions.
- Reaction profiles.

#### Physics 6.2 Electricity

- Current, potential difference and resistance.
- Standard circuit diagram symbols.
- Properties and uses of resistors.
- Series and parallel circuits.
- Direct and alternating potential difference.
- Properties mains electricity.
- Energy transfers in electrical circuits.
- The parts and function of the National Grid.

##### 6.4 Atomic structure

- The structure of an atom.
- Mass number, atomic number and isotopes.
- The development of the model of the atom.
- Radioactive decay and types of nuclear radiation.
- Nuclear decay equations.
- Half-lives and the random nature of radioactive decay.
- Radioactive contamination.

##### 6.6 Waves Properties of transverse and longitudinal waves.

Types and uses of electromagnetic waves.

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## SKILLS

### What students need to be able to do

#### Planning

- Suggest a hypothesis to explain given observations or data.
- Identify appropriate independent and dependent variables.
- Identify control variables and explain the need for them.

#### Method

- Drawing a labelled diagram of apparatus.
- Writing a step by step method to produce valid results.
- Identify how to measure and record the independent and dependent variables
- Identify appropriate equation, if required

#### Risk

- Identify hazards and risks in an experiment.
- Suggest appropriate actions to reduce the risk in an experiment.

#### Results Tables

- Construct an appropriate table of results for experiments.
- Calculate a mean for a table of results. (mode, median biology)
- Including appropriate units for a results table.
- Identifying anomalous results in an experiment and removing them from calculations of averages.
- Identifying the range of data.
- Describe patterns and trends in data presented in tables.

#### Graphs

- Plotting data from a results table on irregular scales.
- Labelling graphs with appropriate variables and units.
- Constructing a graph with appropriate scales.
- Drawing an appropriate line of best fit.
- Identifying if a line graph or bar chart should be drawn depending upon the type of data.

#### Analysis

- Identifying simple and complex trends in line graphs and tables, e.g. plateau
- Drawing tangents on graphs to calculate gradients.
- Calculating gradients from graphs
- Use of graphs to identify data for answering further questions.

#### Evaluation

- Identifying sources of random error in experiments.
- Identifying sources of systematic error in experiments.
- Suggesting improvements to experiments to reduce error.
- Identifying if data is repeatable.
- Identifying if the data is reproducible. Maths for science
- Recognise and use expressions in standard form.
- Use ratios, fractions, and percentages.
- Find arithmetic means.
- Recognise decimal places and significant figures in calculations.
- Rearrangement of equations.
- Conversion of units.

# 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

How to construct a sustained project that covers the following GCSE assessment objectives:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

How to gain marks at GCSE and what each grade of artwork looks like.

Refresher in drawing from direct observation as well as demonstration on how to utilise other drawing aids such as light boxes and carbon paper.

How to combine several artists styles in order to produce a personal final piece.

## SKILLS

### What students need to be able to do

- Complete outcomes using a variety of media and techniques including pencil, pen, colour pencil, watercolour, acrylic paint, mixed media, quink, mixed media, textiles etc.
- Workshops are offered so student can use more specialist equipment such as: how to use a DLSR camera, brusho, photoshop, sewing machines etc.
- Students are shown how to complete more technical outcomes such as embroidery, transferring an image onto fabric and batik.
- How to research and select relevant artists whose work relates to selected themes.
- How to write about artists, including personal opinion and analyse of the artwork.

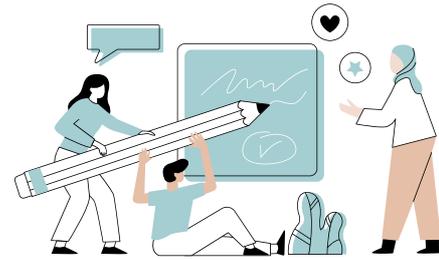


# BUSINESS

Our vision at Pittville School is to develop real world, enterprising and employable young people who will be the leaders of tomorrow. We aim to prepare our students for an ever changing and challenging environment in which we want them to flourish. We aim to create an atmosphere that is passionate, enthused and dynamic in terms of its delivery of subject material, stimulating and encouraging an awareness of events and issues within the global business and economic environment. Pittville's chosen syllabus is broad and balanced for all of our students needs, allowing confident progression onto further education.

## KNOWLEDGE

### What students need to know



#### Unit 1 – Business activity

- The nature of business activity and how it is concerned with meeting the needs of customers by providing a product or service, in most cases, for a profit.
- At the heart of business activity is enterprise and entrepreneurs, who initiate and grow businesses, with a wide range of aims and objectives.
- These objectives often adapt as businesses grow and as the market and competitive environment in which they operate changes.
- Business organisations vary in size and ownership and operate in local, national and global contexts.
- Businesses have many stakeholders who are affected by business activity and can also impact on business behaviour.

#### Unit 5 – Marketing

- That marketing involves identifying, anticipating and satisfying customer needs in a profitable way.
- Marketing affects all functions of a business and includes a wide range of activities including researching the market, analysing the market and developing a marketing strategy through the implementation of the marketing mix.
- Businesses will organise their marketing function in different ways, depending on their size, the goods and services they sell and the markets they operate in. Marketing decision-making will also be affected by these different contexts.

#### Unit 3 – Production

- That business operations are concerned with the efficient management of the key functions and resources within a business to maximise profit.
- Businesses will organise their operations in different ways, depending on their size, the types of goods or services they sell and the markets they operate in.
- These different contexts will also affect decision-making on how a business operates.
- There are different methods of production that businesses use.

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## SKILLS

### What students need to be able to do

#### Unit 1 – Business activity

- Apply their knowledge of business activity to real business contexts.

#### Unit 5 – Marketing

- Analyse a business marketing strategy.
- Advise a business regarding their marketing strategy given business contextual information.
- Use of quantitative data in business contexts to support, inform and justify business decisions,
- Interpret information from graphs and charts marketing data, including market research data, market data, including market share, changes in costs and changes in prices.

#### Unit 3 – Production

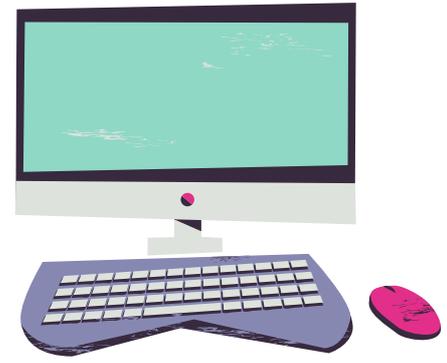
- Using knowledge of the production process students will need to be able to advice and make judgement on the suitability of production methods/processes

#### Unit 5 – Marketing

- Be able to apply their knowledge of external influences to a business scenario
- Be able to explain each of the external influences: Interest rates/tax/inflation/unemployment/globalisation



# VOCATIONAL AWARD IN ICT



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

- How IT can be used to fulfil the needs of organisations and individuals.
- How data and information is used and transferred.
- Legal, moral, ethical, cultural and environmental impacts of IT and the need for cybersecurity.
- How to use appropriate, practical ICT skills in context.

## SKILLS

### What students need to be able to do

- Explore the wide range of uses of hardware, application and specialist software in society.
- Investigate how information technology is used in a range of contexts, including business and organisations, education and home use.
- Plan, create, test and evaluate effective spreadsheets, databases, automated documents and graphic design.

# DANCE



## KNOWLEDGE

### What students need to know

#### **Performance**

*Physical skills and attributes* including:

posture, alignment, balance, coordination, control, flexibility, mobility, strength, stamina, extension and isolation.

*Technical skills* including:

action content, dynamic content, spatial content, relationship content - for duet/trio performance only, timing content, rhythmic content, movement in a stylistically accurate way.

*Expressive skills* including: projection, focus, spatial awareness, facial expression, phrasing.

*Mental skills* (during a performance/process) movement memory, commitment, concentration, confidence, systematic repetition, mental rehearsal, rehearsal discipline, planning of rehearsal, response to feedback, capacity to improve.

*Safe working practices* (process), including warming up, cooling down, nutrition, hydration.

#### **Choreography**

- Action Content, dynamic content, spatial content, relationship content, choreographic process, aural setting, performance environment, communication of choreographic intent.

#### **Dance Appreciation**

- Students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.

#### **Six professional works**

- Artificial Things by Lucy Bennett
- Emancipation of expressionism by Boy Blue
- Entertainment
- Shadows by Christopher Bruce
- A Linha Curva by Itzik Galili
- Within her Eyes by James Cousins
- Infra by Wayne Mc Gregor

It is our aim for pupils to have access to Dance lessons within the school PE curriculum at key stage 3 and as a GCSE option at key stage 4. Lessons aim to be lively and engaging, with an emphasis on developing creative thinking, team work and performance skills through physical activity. Students will have the opportunity to experience different genres and styles of dance, as well as taking part in choreography and appreciation of dance. Students will learn to work both independently and in groups to create and perform to the best of their ability, becoming confident individuals. The vision is to encourage students to be thinking dancers; where creativity and physical development come together.

## SKILLS

### What students need to be able to do

#### **Performance**

Students will complete two dance performances (one set phrase and one solo, duet or trio) with a combined minimum duration of one and a half minutes (if all solo performances) or two minutes (if including performance as part of a group, i.e. duet/trio).

#### **Choreography**

Students will choreograph either a complete solo dance of at least one and a half minutes or a complete group dance of at least two minutes. The Choreography will be created around the choice of 5 stimuli, student will select one and begin the choreographic process.

#### **Dance Appreciation**

Through written communication and use of appropriate terminology, students must be able to critically analyse, interpret and evaluate their own work in performance and choreography and demonstrate their knowledge and understanding of professional practice in the six set works in the GCSE Dance Anthology.

Dance appreciation is assessed through a written exam of one and a half hours duration. The questions are based on Choreographic skills, performance skills and 4 out of the 6th professional works.

# DESIGN TECHNOLOGY

Our ambition is for as many students as possible to take DT at GCSE level. This is because the course allows for students to study core technical, design and making principles, including a broad range of design processes, materials, techniques and equipment. Students will also have the opportunity to study specialist technical principles in greater depth. This builds on the foundations taught at KS3 and, as such, allows for pupils to feel successful and confident when embarking upon the course.

## KNOWLEDGE

### What students need to know

- How to draw in 2D and 3D competently using a variety of different techniques.
- Use a variety of different hand tools and machinery in the workshop to complete numerous products.
- Use of different materials including metals, plastics and woods.
- Be able to use different CAD software.
- Flashcards will be given for revision of material properties and uses. These will aid preparation for assessment.
- Understand health and safety hazards in the workshop.
- How to manage time effectively for the design process deadlines.
- Good level of knowledge on sustainability including the 6 R's.



## SKILLS

### What students need to be able to do

Using key skills and knowledge from previous years be more competent in working and completing NEA coursework. Pupils will be able to focus on any of the following texts/skills that is appropriate for their project:

- Design Process
- Drawing skills
- Materials research
- Card modelling
- Cutting
- Filing
- Sanding
- CAD – 2D design & Google sketch up
- Line bending process
- Plastics, metals and wood categories
- Chiselling
- Drilling
- Soldering – Electronics
- Sustainability
- Vacuum forming
- Brazing
- Pewter casting
- Product disassembly/analysis
- Metal & wood lathe
- Modern materials – GRP, LCD etc
- Legislation issues & quality control
- Math circumferences
- Research methods
- CAM use – laser cutter or 3D printing
- Scales of manufacture – one-off, batch & mass
- Orthographic projection
- Making a cutting list

# 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.

Each allowing students to deepen and develop their knowledge of theatre. The specification engages and encourages students to become confident performers and designers.

In Year 10 we start the year with introducing the group to their set text, which is Blood Brothers by Willy Russell. We aim to explore the text over the next two years, enabling learners to answer questions confidently in their written exam. In terms 2,3 and 4 we then start component 2, devising an original piece of theatre that is internally marked. Each student will be required to commit to the rehearsal process, at times they will have to attend extra rehearsals, either at lunch or after school. For the piece to come together successfully, students must be dedicated as others will rely on their contribution.

By the end of Year 10, this component, along with their course work, will be completed. In terms 5 and 6 the group will begin learning how to study a piece of live theatre. As part of the course the students are asked to attend a live theatre performance, at least once. This is organised by the school but will be funded by parents and careers.

## KNOWLEDGE

### What students need to know

- Set Text Blood Brothers – Component 1.
- Devising – Component 2.
- Perform Devising – Component 2.
- Area of study - Live Theatre – Component 1.
- Text In practise – Component 3.

## SKILLS

### What students need to be able to do

Set Text Blood Brothers – Comp 1:

- Explore the play Blood Brothers.
- Exploring in detail the production elements as well as character.
- Revisit and expand on subject related terminology.

Devising – Comp 2:

- Identify styles of theatre they have already studied.
- Develop techniques already learnt.
- Start section 1 of the logbook.
- Study a stimulus and start the devising process.

Perform Devising – Comp 2:

- Perform the devised performance in front of the teacher, where it will be marked.
- Finish logbook, sections 2 and 3.

Area of study - Live Theatre – Comp 1:

- Watch a live theatre production.
- Analyse and evaluate the play.
- Analyse the acting skills of a professional and identify the quality and appropriateness of the performance.

Text In practise – Comp 3:

- Research and explore varying texts.
- Select appropriate extract. · Learn lines



# FILM STUDIES

“Cinema will make us all comprehend the things of this world as well as force us to recognise ourselves.” Louis Delluc 1890-1924

Pittville School is proud to offer the very popular option of GCSE Film Studies, which provides a solid and challenging academic foundation in Film alongside practical coursework projects.

Film dominates our media today, shaping many of our opinions about politics, gender and conflict. Film Studies encourages a critical, questioning approach to film, audiences, contexts and cultural influences.

The two-year course develops visual literacy through a variety of film texts. Students study a wide range of films, from Hollywood blockbusters to world cinema, from the ‘Golden Age’ to modern times. We also explore the film industry, marketing, and history. A significant practical component of creating a screenplay or movie extract underpins this knowledge and understanding.

Assessment is 70% examination and 30% coursework. We study six films in depth, and for coursework we create either a film extract or a screenplay together with an evaluation.

## KNOWLEDGE

### What students need to know

Students must develop knowledge and understanding of:

- The ways in which meanings and responses are generated through film.
- A contrasting, culturally diverse range of films from different national contexts.
- Film as an aesthetic medium.
- The relationship between film and film technology over time
- How films reflect the social, cultural and political contexts in which they are made.
- Students must gain a knowledge of the most significant developments in the history of film.
- Students must also be able to apply their knowledge and understanding of film to filmmaking and screenwriting.

## SKILLS

### What students need to be able to do

- Apply foundational knowledge to critically respond to three critically recognised, culturally and historically significant film texts within Component 2 of the syllabus.
- Apply foundational knowledge of filmmaking and screenwriting to the preparation of the NEA folder.
- Students must demonstrate knowledge and understanding of cinematography, lighting, editing (including sound) and aspects of mise-en-scene.



# GCSE FOOD PREPERATION AND NUTRITION

The Food curriculum is aimed at developing pupils 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 learners 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.



## KNOWLEDGE

### What students need to know

- Food commodities.
- Bread, cereals, flour, oats, rice, potatoes, pasta.
- Fruit and vegetables (fresh, frozen, dried, canned and juiced).
- Milk, cheese and yoghurt.
- Meat, fish, poultry, eggs.
- Soya, tofu, beans, nuts, seeds • butter, oils, margarine, sugar and syrup.
- Principles of nutrition - macro and micro nutrients.
- Diet and good health – Energy balance and special dietary needs.
- The science of food – why food is cooked and heat transferred. How cooking effects nutritional value of foods. Working characteristics of protein/carbohydrate/fat and fruits and vegetables – key scientific terms
- Where food comes from – origins of foods and environmental issues around food production and manufacturing. Explore foods from different countries.
- Cooking and food preparation.
- Factors that effect food choice and a range of food preparation techniques.
- NEA1 – how to carry out a food. investigation.

## SKILLS

### What students need to be able to do

- Apply their knowledge of food commodities to show an understanding of their nutritional value, characteristics when cooking and their origin.
- Show an understanding of the main nutrient groups protein/fat/carbohydrate/vitamins and minerals. Their function in the diet, food sources, DRV (dietary reference value), deficiency and consequences of over consumption. Understand nutrient complimenting.
- Understand how energy requirements vary in different people.
- Use knowledge of nutrition and diet to plan balanced diets for a range of different needs.
- Explain why food is cooked and show an understanding of a range of cooking methods. Be able to apply scientific knowledge to a range of cooked products. Show an understanding of why some results are not achieved and how to remedy these.
- Discuss the origin of foods and their impact on the environment. Understand food miles/carbon footprint/sustainability/food security.
- Understand how food choices and dishes vary across the world being able to discuss more than one country in depth.
- Carry out several practice NEA1 food science investigations

# FRENCH



‘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 learners to understand and communicate with people around the world. We want our learners 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 learners 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 learners to be citizens of not just this country, but of their world.

## KNOWLEDGE

### What students need to know

- Phonics remain an essential part of learning French and lay the foundation for accurate spelling, pronunciation and understanding.
- Key vocabulary relating to the following topics: personal descriptions (Theme 1), family and friends (Theme 1), free time (Theme 1), festivals and customs (Theme 1), hometown (Theme 2) and holidays (Theme 2).
- How to express a variety of complex opinions including comparatives and superlatives and justify their opinions with reasons and examples.
- Key grammar – gender and pluralisation of nouns, adjectival agreement, modal verbs, conjugating verbs in 3 timeframes, present, past and future.
- How to recognise and use the imperfect tense.
- How to recognise and use the conditional 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 to aid spelling, pronunciation, and comprehension.
- Identify cognates and false friends and work out unknown vocabulary from a variety of contexts.
- Pick out key messages when listening and reading from a variety of contexts.
- Respond to a variety of scenarios both written and verbal - Verbal scenarios will come in the form of a roleplay, a photocard description and general conversation questions about topics studied. Written scenarios will come in the form of photo descriptions, short paragraphs (40 words) and longer paragraphs (90 words).
- Translate both sentences and short paragraphs from English to French and French to English.
- Conjugate regular and high-frequency irregular verbs in 3 timeframes.

# GEOGRAPHY

Our Geography vision is to give children a sense of their world at local, national, and global scales, and understand 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, the wider world and to help them to make sense of it.



## KNOWLEDGE

### What students need to know

**Term 1:** Measuring and Closing the Development Gap

Students explore the human and physical reasons for uneven development and the various strategies to reduce this.

**Term 2:** Living World

Students look at the structure of a rainforest ecosystem and how animals and plants have adapted to this environment. The causes, impacts and management strategies deforestation are analysed and then students evaluate the opportunities and challenges a cold environment.

GATEWAY WORDS: Adaptation, ecosystem, deforestation, sustainable.

**Term 3:** Urban Issues and Challenges – NEE, Mumbai

Students learn about why urbanisation occurs and how globally this process differs. They look at the opportunities and challenges for people in the city of Mumbai.

GATEWAY WORDS: sanitation, squatter settlements, pollution, inequalities

**Term 4:** Urban Issues and Challenges – HIC, London

(Regeneration Fieldwork)

Students study the opportunities and challenges for people in the city of London, with a focus on regeneration, sustainable living and managing transport.

GATEWAY WORDS: brownfield/greenfield site, rural-urban fringe, sustainable urban living.

**Term 5:** Changing Economic world (UK/Nigeria)

Students explore how two contrasting countries have developed and the impacts this has on their people, environment and economy.

GATEWAY WORDS: post-industrial economy, science & business parks, TNCs, north-south divide (UK).

**Term 6:** Rivers fieldwork & issue evaluation

Students plan a river enquiry, conduct data collection and interpret it. Students also analyse a geographical issue and suggest the best solutions to it.

## SKILLS

### What students need to be able to do

Students are required to develop and demonstrate a range of geographical skills throughout their study of AQA Geography.

Cartographic skills relating to a variety of atlas & OS maps at different scales.

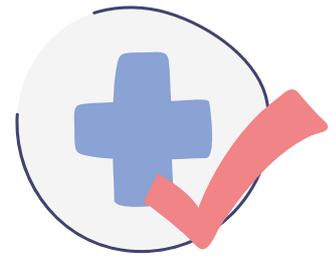
Graphical skills to interpret and extract information from different types of maps, graphs and charts, including population pyramids, choropleth maps, flow-line maps, dispersion graphs.

Numerical skills to understand and correctly use proportion and ratio, magnitude and frequency and draw informed conclusions from numerical data.

Statistical skills to use appropriate measures of central tendency, spread and cumulative frequency (median, mean, range, quartiles and inter-quartile range, mode and modal class) and calculate percentage increase or decrease and understand the use of percentiles

Use of qualitative and quantitative data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.

# HEALTH AND SOCIAL CARE KNOWLEDGE



## What students need to know

### Component 1: Human Lifespan development

· Different aspects of growth and development that can affect people across the 5 life stages:

- Infancy
- Childhood
- Adolescence
- Early Adulthood
- Late Adulthood

How people's growth and development changes – including types of development such as:

Physical/Intellectual/Emotional/Social

Different life events (expected and unexpected) and how these can affect a person's development:

Physical/Intellectual/Emotional/Social.

The factors that affect how people cope with various life events such as their:

- Character traits
- The sources of support that they have
- The types of support that can help

### Component 2: Learning outcome A - Health and Social Care Services and Barriers to accessing them

Understand the different types of health conditions and how they can be managed, such as:

- Arthritis
- Coronary heart disease
- Type 2 diabetes
- Obesity
- Asthma
- Learning disabilities

Understand a range of primary and secondary health and social care services and how they meet people's needs, such as:

- GP surgeries
- Physiotherapy
- Speech and language therapy
- A & E departments
- Dental surgeries

Understand the barriers that people may have to accessing services – such as:

- Physical barriers
- Geographical barriers
- Language barriers
- Financial barriers

Health and social aims to foster independent learning skills in a learning environment where learners are intrinsically motivated. The teaching aims to promote a deep interest in factors that affect physical health and emotional wellbeing, as well as encouraging young people to develop their empathy for other people of all ages and life stages.

## SKILLS

### What students need to be able to do

#### Component 1

##### Pupils will need to be able to:

- Describe growth and development of an individual
- Explain why growth and development is different between different life stages
- Compare aspects of an individual's growth and development across life stages finding similarities and differences
- Explain the impact of a range of factors and how they affect individuals
- Make links between an individual's ability to cope with life events and the role of the support they had in helping them to adapt to a life event

#### Component 2

##### Pupils will need to be able to:

- Describe growth and development of an individual
- Explain why growth and development is different between different life stages
- Compare aspects of an individual's growth and development across life stages finding similarities and differences
- Explain the impact of a range of factors and how they affect individuals
- Make links between an individual's ability to cope with life events and the role of the support they had in helping them to adapt to a life event

# 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

#### **Health and the People, from 1000 to the present day.**

- Part one: medicine stands still – medieval medicine
- Part two: the beginnings of change – the Renaissance.
- Part three: a revolution in medicine – impact of the industrial revolution on medicine.
- Part 4: modern medicine – 1900 to the present day.

To understand 1000 years of the history of medicine and health in Britain.

How medicine and public health changed

Why change happened when it did.

Did change bring progress, continuity or regression?

How factors such as war, chance, religion, science and technology, individuals sometimes worked together to bring about a particular development at a particular time; and what their impact upon society was.

Study wider world ideas and events to show how they affected medicine and public health in Britain.

#### **Germany, 1890 – 1945: Democracy and dictatorship**

##### **Germany and the growth of democracy**

Kaiser Wilhelm and the difficulties of ruling Germany, the rise of socialism. The impact of World War One, especially the terms and consequences of the Treaty of Versailles. Weimar democracy and political unrest 1919 – 1923.

##### **Germany and the Depression**

The impact of the depression, Hitler's rise to power, the failure of Weimar's democracy, the establishment of Hitler's dictatorship.

##### **The experiences of Germans under Nazi rule**

Economic changes, benefits and drawbacks.

Social policy and practice on people, racial policy and persecution, the Final Solution.

Control, propaganda and censorship, the police state,

## SKILLS

### What students need to be able to do

- Chronological knowledge of medicine and public health across the 4 main time periods, Middle Ages, Renaissance, Revolution, and Modern.
- To understand the causes, scale, nature and consequences of identified short- and long-term developments.
- To know and understand the varying rate of change, why change happened when it did, whether change brought progress and the significance of the change(s)
- To consider, analyse and evaluate the utility of sources to help learn about the past.
- To compare and contrast the similarities and differences of key individuals, events over time and their significance.
- To analyse and evaluate the importance of key factor of change and reach a substantiated conclusion.
- Causes and consequences of key events and their impact upon people and society.
- To consider the long term and short-term impact of key events, changes, policies and to explain their significance.
- To consider different interpretations of the past and develop the ability to explain why and how interpretations differ.
- To compare, analyse and evaluate the utility of sources and explain why with reference to own knowledge of the relevant event and/or issues.
- To compare and contrast the significance of causes of an event, or development and to reach a substantiated conclusion.

# MUSIC

We look at all four areas of study this year, starting with Film music, How is music used to inspire us and use the elements of music to describe how this is done; as well as music for ensemble, looking at orchestras through to Rock bands, musicals to Jazz trios. The students will be expected to complete elements of component 1 and 2 during year 10, which equates to 30% of the course.

Along side this we still offer private music lessons to support the students learning, as well as extra-curricular opportunities, like the Christmas concert, school production and other music clubs which our GCSE students are an essential part of.

## SKILLS

### What students need to be able to do

#### Film music:

- Understand how composers use musical elements appropriately to respond to a specific commission.
- Identify how composers use leitmotifs and thematic transformation to develop thematic material.
- Respond to a given stimulus or commission such as words or pictures.
- Adopt musical features by composers to create a mood in descriptive music.
- Interpret a composition.
- Identify how the audience and/or venue affect the performance and/or composition.
- Develop understanding of the instrumental and/or vocal timbres are used to create colour/mood.
- Explore how dynamics and contrast are used for the creation of special effects.
- Understand how music technology may be used to further enhance sonority.
- Understand how minimalistic techniques are used in film music.

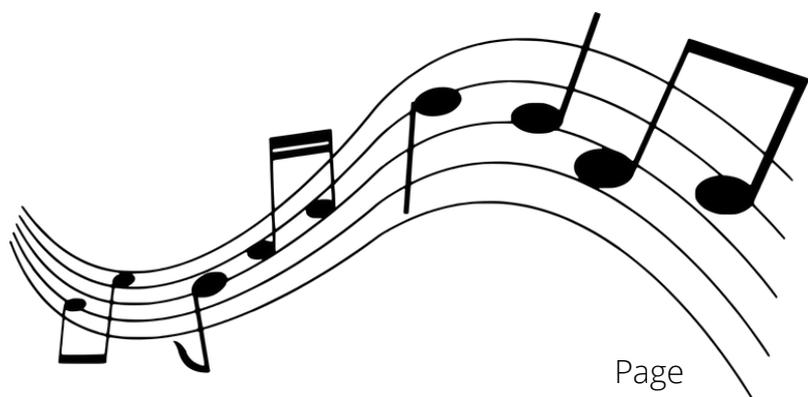
#### Pop, Rock and Bhangra:

- Use music technology key terms.
- Recognise how instrumental and synthesised sound are used.
- Understand how original music may be modified.
- Understand how vocal sounds are used.
- Identify how instruments and voices are combined.
- Understand how sound is computer-generated and amplified.
- Recognise how software and samplers are utilised.
- Identify and use (as appropriate) the following musical features:
  - 32 bar song form
  - strophic
  - 12 bar blues
  - verse
  - chorus
  - riffs
  - middle 8
  - bridge

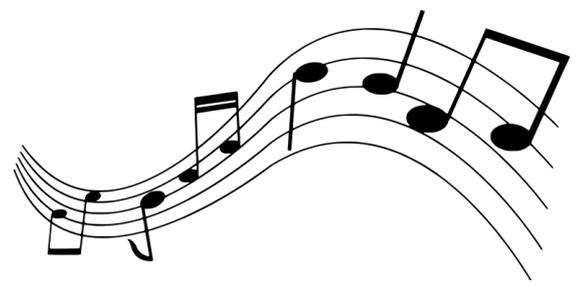
## KNOWLEDGE

### What students need to know

- Film music.
- Pop, Rock and Bhangra.
- Africa by Toto.
- Ensemble music.
- The Western classical tradition.
- Classical devices and structure.
- Free composition and ensemble performance.



# MUSIC



## SKILLS (continued)

### What students need to be able to do

#### **Africa by Toto:**

- Listen to and/or performing examples of popular music learners will study.

how:

- instrumental and synthesised sound is used.
- original music may be modified.
- vocal sounds are used.
- instruments and voices are combined.
- sound is computer-generated and amplified.
- software and samplers are utilised.

#### **Ensemble music:**

- Develop understanding of sonority and texture.
- Listen to and/or performing examples from chamber music, musical theatre, jazz and blues, learners will study texture, including how composers combine musical lines in the following textures:

monophonic

homophonic

polyphonic

unison

chordal

layered

melody and accompaniment

round

canon

countermelody.

#### **The Western classical tradition:**

- Identify different eras of the Western classical tradition.
- Look at the structures used.
- Study the development of the orchestra.

#### **Classical devices and structure:**

- Understand the devices and structures used in classical music.
- Incorporate these into their own composition.

#### **Free composition and ensemble performance:**

- Compose any style of music and create a score to accompany the work.
- Rehearse a piece of music of their choice and record it. This can be sung or played by any instrument.



## SKILLS

### What students need to be able to do

The assignment for this component consists of three tasks.

- learners will use knowledge acquired to select suitable physical activities for the case study provided considering provision available.
- learners will use knowledge acquired to select and discuss how technology would affect provision for the case study person.
- learning will demonstrate practical delivery, communication and planning by producing a warm-up plan and demonstration of the warm-up.

The assignment for this component consists of four tasks.

- learners will demonstrate their knowledge and understanding of the components of fitness.
- learners will demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations.
- learners will demonstrate their knowledge and understanding of officials in sport and two key rules and regulations in sport.
- learners will demonstrate their knowledge and understanding of a sport and provide specific drills to improve participants sporting techniques. Additionally, they will produce video evidence of these skills including specific guidance and teaching points.

**AO1** Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

**AO2** Demonstrate an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

**AO3** Apply an understanding of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

**AO4** Make connections with concepts, facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise.

## KNOWLEDGE

### What students need to know

#### **Component 1 – Preparing Participants to Take Part in Sport and Physical Activity (Internal Controlled Assessment)**

A Explore types and provision of sport and physical activity for different types of participant.

B Examine equipment and technology required for participants to use when taking part in sport and physical activity.

C Be able to prepare participants to take part in sport and physical activity.

#### **Component 2 – Taking Part and Improving Other Participants Sporting Performance (Internal Controlled Assessment)**

A Understand how different components of fitness are used in different physical activities.

B Be able to participate in sport and understand the roles and responsibilities of officials.

C Demonstrate ways to improve participants sporting techniques.

#### **Component 3 – Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity (External Exam)**

A Explore the importance of fitness for sports performance.

B Investigate fitness testing to determine fitness levels.

C Investigate different fitness training methods.

D Investigate fitness programming to improve fitness and sports performance.



### What students need to know

Health, fitness and well-being – Paper 2: Socio-cultural influences and well-being in physical activity and sport.

- Health and fitness.
- Sedentary lifestyle.
- Obesity.
- Somatotypes.
- Energy use.
- Balance diet.
- Hydration.

Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.

- Bones and functions of the skeleton.
- Muscles of the body / structure of synovial joint.
- Types of joints.
- Antagonistic muscle pairs.

Movement Analysis – Paper 1: the human body and movement in physical activity and sport.

- Levers.
- Mechanical advantage.
- Analysis of movement.
- Planes and axes.

Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.

- Pathway of air.
- Gaseous exchange.
- Structure of heart and the cardiac cycle.
- Cardiac output and stroke volume.
- Mechanics of breathing / interpretation of a spirometer trace.

Aerobic and anaerobic exercise

- EPOC.
- Short and long term effects of exercise.

Sports psychology - Paper 2: Socio-cultural influences and well-being in physical activity and sport.

- Classification of skill.
- Types of goals.
- SMART targets.
- Basic information processing.

### SKILLS

#### What students need to be able to do

- Make informed decisions about further learning opportunities and career pathways
- Develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and wellbeing
- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how the physiological and psychological state affects performance in physical activity and sport • perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution which physical activity and sport make to health, fitness and wellbeing
- Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

**AO1:** Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

**AO2:** Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

**AO3:** Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

# CORE 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 theme of relationships and religious beliefs about relationships in Christianity and Islam. This includes the nature and purpose of marriage and families, divorce and cohabitation, and sex before marriage and use of contraception.
- Atheism in Britain and the rise of secular philosophy.
- Religion and the media.
- Matters of equality in society: the ways that minority groups are viewed and treated in society by religious believers.
- Citizenship – Laws, Rights and Society: Human rights and international law. The legal system of the UK, different sources of law and how the law helps society deal with complex problems. Diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding. Contributions of citizens to the community, volunteering



## 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.
- 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.

# GCSE 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

- In Half Term One, students begin by studying the fundamental beliefs of Christians, with a focus on the difference between Protestant and Catholic Christians in the UK. These beliefs begin with beliefs about the nature of God, the study of the Christian creation story, and an exploration of the life and teachings of Jesus.
- The key practices of Christians in the UK, again with a focus on the differences between Protestant and Catholic Christians. The main practices that are explored are the variety of prayer, worship, sacramental rituals, charity work and role of the local and worldwide church.
- The key beliefs of Islam. Students will explore the strict monotheism that Muslims adhere to, as well as the role of the Prophet Muhammad (PBUH) and the nature and importance of the Qur'an for Muslims. The doctrinal differences between the Sunni and Shi'a sects.
- Central Islamic practices, with a focus on the difference between Sunni and Shi'a practices. Students will explore the Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam. They will also consider the nature of Jihad (struggle for faith) and the festivals that Muslims celebrate within the holy calendar.
- Paper 2 Unit: Human Rights. In this unit students will consider the UN Declaration of Human Rights and the UK Equality Act, as well as Islamic and Christian responses to these issues. This unit explores issues of diversity and equality, and

## 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.
- The ability to infer how systems of belief influence religious believers across the world today.
- The ability to evaluate a statement using multiple pieces of information in order to reach an overall conclusion.
- The ability to use quotes and citations from scriptures to support work.
- Revision, memory and skills to "make it stick" in order to excel in public examinations. The Curriculum is taught to be remembered by revisiting and interleaving key ideas, this will ensure students don't forget essential knowledge over the course of their two year qualification

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"> <li>Literacy and reading</li> <li>Age-appropriate RSHE content on the themes for each half term:</li> </ul> <ol style="list-style-type: none"> <li>HT1: Human Connection</li> <li>HT2: Families</li> <li>HT3: Online Safety</li> <li>HT4: Intimate and Sexual Relationships</li> <li>Being Safe and Healthy</li> <li>Awakened Mind, Bright Future</li> </ol> <ul style="list-style-type: none"> <li>National and cultural milestones, celebration days and months.</li> <li>Behaviour check ins with a fortnightly theme.</li> </ul>	<p>Once per half term, on the following themes:</p> <ol style="list-style-type: none"> <li>HT1: Human Connection (Friendships, discrimination, bullying and misogyny).</li> <li>HT2: Families (Marriage, divorce, parenting, loss).</li> <li>HT3: Online Safety (social media, grooming, exploitation, pornography).</li> <li>HT4: Intimate and Sexual Relationships (consent, age-appropriate sex education, puberty and health education, contraception).</li> <li>Being Safe and Healthy (Physical health, diet, exercise, summer safety in the local community, crime and the law, drugs and alcohol education, vaping).</li> <li>Awakened Mind, Bright Future (Careers, growth mindset, raising aspirations, subject options, rewarding good behaviour).</li> </ol> <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"> <li>Year 7 Theme: The Fundamental British Values</li> <li>Year 8 Theme: Justice and Government in the UK</li> <li>Year 9 Theme: Democracy and Power</li> <li>Year 10 Theme: Law, Rights and Society.</li> <li>Year 11 Theme: Financial Health, making a difference in society.</li> </ul>

# 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 learners to understand and communicate with people around the world. We want our learners 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 learners 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 learners to be citizens of not just this country, but of their world.

## KNOWLEDGE

### What students need to know

- Phonics remain an essential part of learning Spanish and lay the foundation for accurate spelling, pronunciation and understanding.
- Key vocabulary relating to the following topics: holidays (Theme 2), school (Theme 3), family and friends (Theme 1), free time (Theme 1) and hometown (Theme 2)
- How to express a variety of complex opinions including comparatives and superlatives and justify their opinions with reasons and examples.
- Key grammar – gender and pluralisation of nouns, adjectival agreement, modal verbs, conjugating verbs in 3 timeframes, present, past and future.
- How to recognise and use the imperfect tense.
- How to recognise and use the conditional 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 to aid spelling, pronunciation, and comprehension.
- Identify cognates and false friends and work out unknown vocabulary from a variety of contexts.
- Pick out key messages when listening and reading from a variety of contexts.
- Respond to a variety of scenarios both written and verbal - Verbal scenarios will come in the form of a roleplay, a photocard description and general conversation questions about topics studied. Written scenarios will come in the form of photo descriptions, short paragraphs (40 words) and longer paragraphs (90 words).
- Translate both sentences and short paragraphs from English to Spanish and Spanish to English.
- Conjugate regular and high-frequency irregular verbs in 3 timeframes.

# TEXTILES

At KS4 we offer Textiles design, which is an Art-based specification. Students begin the course by participating in a wide range of workshops, developing their familiarity with more specialist techniques and building their confidence on the sewing machine. These outcomes are creatively bound and a high quality presentation, along with personal expression, underpins all we do. Students are taught how to present work in both sketchbooks and on large design sheets. They will explore, in depth, a range of ideas, the work of artists and designers, and experiment freely with materials, all in response to a key theme or starting point. Students are encouraged to take an independent approach to personal outcomes with everything from wall hangings, to constructed clothing being produced. At each step, they are supported, guided and challenged by teaching staff.

## KNOWLEDGE

### What students need to know

- How to record observations and insights using various media, techniques and processes.
- How to present a wide variety of ideas in relation to a theme.
- How to work with fabric, thread and textiles processes to produce samples
- How to relate personal work to that of a designer/artist.
- How to work with a broad range of mixed-media in relation to textiles design.
- How to skilfully develop ideas throughout a sustained project.
- How to explore personal ideas in a wide range of media.
- How to produce a meaningful and personal response to conclude ideas.



## SKILLS

### What students need to be able to do

- Drawing from observation in pencil, pen and other media.
- Taking purposeful observational photographs that are used for second hand studies.
- Being able to use hand embroidery stitches to refine ideas.
- Being able to create an imaginative repeat pattern inspired by a personal design.
- Being to use software to manipulate images.
- Being able to create samples combining different media.
- Presenting creative research in response to a relevant artist/designer.
- Being able to work using a design process to produce a personal outcome.
- Being able to make connections and develop ideas in relation to more than one artist.
- Being able to use a sewing machine in order to record ideas.

# 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 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 10 Homework Schedule			
Subject	Frequency of homework	Subject	Frequency of homework
English	Once a week	Art	Ongoing portfolio work
Maths	Once a week	ICT	Once a fortnight
Science	Once a week	Design technology	Twice a half-term
French	Once a week	Drama	
Geography	Once a fortnight	Food technology	One extended piece per half-term
History	Once a fortnight (week 1)	Music	Once a half-term
Spanish	Once a week	Textiles	Ongoing portfolio work
Core RE	Week 5 or 6	GCSE RE	Once a week
Dance	Once a fortnight	Film studies	Once a half-term with additional research
Health and social care	Once a fortnight	Business studies	Once a fortnight (week 2)
GCSE PE	Once a fortnight	BTEC PE	Once a fortnight
PSE course	Once a fortnight	All homework will be set via <a href="#">edulink</a>	

## 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
- Continuation, development and refinement of NEA work (KS4)
- Directed improvement and reflection tasks (DIRT)

# ASSESSMENT

**Assessment dates for Year 10:**

Monday 17th June - Friday 28th June

**Parents evening dates:**

Year 10 progress evening (online) - Thursday 14th December

**Reporting dates:**

Friday 19th July

**Other important dates:**

Year 10 year ahead meeting - Wednesday 13th September

Students will be assessed formally at one point within the school year, as identified above. These assessments will be cumulative and will require students to utilise their learning from throughout the GCSE course completed up to that point. They will take place as formal exams in exam venues such as the hall and gym. At this point formal exam board access arrangements will be applied and all expectations regarding the formality of the examinations will be followed.

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 grades will be sent to parents in the written report (details 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. Parents 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

Following each assessment point you will be sent a written report. The report will tell you the baseline grade, target grade, the current estimated grade (CEG) and an attitude to learning grade (ATL) for each subject. You will see written targets on the report which you can support your child with in order that they further improve their knowledge and understanding to work towards or exceed their target grade.

**Baseline grade:** this is the average grade a student with similar prior attainment to your child, would achieve nationally, at the end of year 11. This is therefore the minimum we would expect students to achieve.

**Target Grade:** this is a more aspirational grade than the baseline grade that if achieved, would place a student in the top 20% of students with similar prior attainment nationally.

**CEG:** this is the grade your child's teacher believes they are currently on track to achieve at the end of the course taking into account their performance in on-going classwork and assessments, formal assessments and homework.

CEG grades are shown as a "fine" grade eg 4+, 4= & 4-. This indicates how secure the grade is at that time:

4+ suggests your child is on track to achieve a solid grade 4 with the possibility of reaching a grade 5 with continued hard work and determination

4= suggests your child is on track to achieve a grade 4, but to do so will be dependent on sustained hard work and a commitment to regular independent study

4- suggests your child is in danger of dropping to a grade 3 without a significant amount of hard work, determination and independent study.

## 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 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 and utilise the weekly homework email updates and keep up to date with the homework your child has been set.

## 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 and One Note contain 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.