YEAR 9 CURRICULUM BOOKLET

2025-2026

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 you child in their learning beyond the classroom.

Contents:

CURRICULUM OVERVIEW

Curriculum overview

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.

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.

Groupings

In year 9, English, mathematics and science are taught in attainment sets. Students are assigned to sets based on progress data from year 8. The remaining subjects are taught in mixed attainment groups. Groups are regularly reviewed to ensure all students are in the best group to allow them to make the most progress.

Beyond Year 9

In Year 9, students will pick their options choices in the Spring term. These are the subjects students will continue into KS4. Further information and guidance will be provided in the Autumn term 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 9 units will revisit, consolidate and extend learning from Years 7 and 8. In addition Year 9 will be studying:

- The conventions of dystopian literature, with Orwell's '1984' as an example.
- The conventions of Shakespearean comedy, including the use of plot and subplot, stock characters, and language features such as wordplay.
- Techniques for creating an individual voice in speech and writing, including irony.
- A new unit of work based on the Greek tragedy 'Antigone' includes an exploration of a range of texts – fiction and non-fiction – in which protest is a key theme. We will consider how the story of Antigone has been adapted by writers from different times and places. Students will be required to explore links between texts and their contexts, a key skill in GCSE English Literature. Students' understanding of rhetoric will be consolidated and extended and they will be expected to apply this knowledge in writing and speech. This wide-ranging unit offers many opportunities to make links with previous learning whilst looking ahead to GCSE.

SKILLS

What students need to be able to do

Year 9 units will include opportunities to practise and extend skills developed in Years 7 and 8, in addition to:

- Adapt writing to a range of audiences and purposes with increasing confidence and effectiveness.
- Analyse the methods used by writers with increasing sophistication and detail.
- Compare how ideas are presented in an increasingly wide range of texts written over time and in different genres, making links with learning across Years 7, 8 and 9.

MATHS

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

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

Please read the bullet points across from knowledge to skills.

KNOWLEDGE

What students need to know

- How to transform a shape using translation, rotation, reflection, and enlargement.
- Angle rules associated with parallel lines.
- Bearings, including how to draw and measure them.
- Manipulate algebraic expressions.
- Factorise an expression.
- The different averages and when to use them.
- Formulae for calculating area and circumference of a circle.
- Properties of a prism.
- Equivalence between decimals and percentages.
- Significant figures.
- The different diagrams that can be used to show outcomes of an event.
- When two different variables are in direct proportion to each other.
- The general equation for a straight-line graph is $y = mx + c$
- How to identify the correlation between two variables and what this looks like on a scatter diagram.
- The three trigonometric ratios and when to apply each one.
- How to use a ruler and compass to construct given figures.

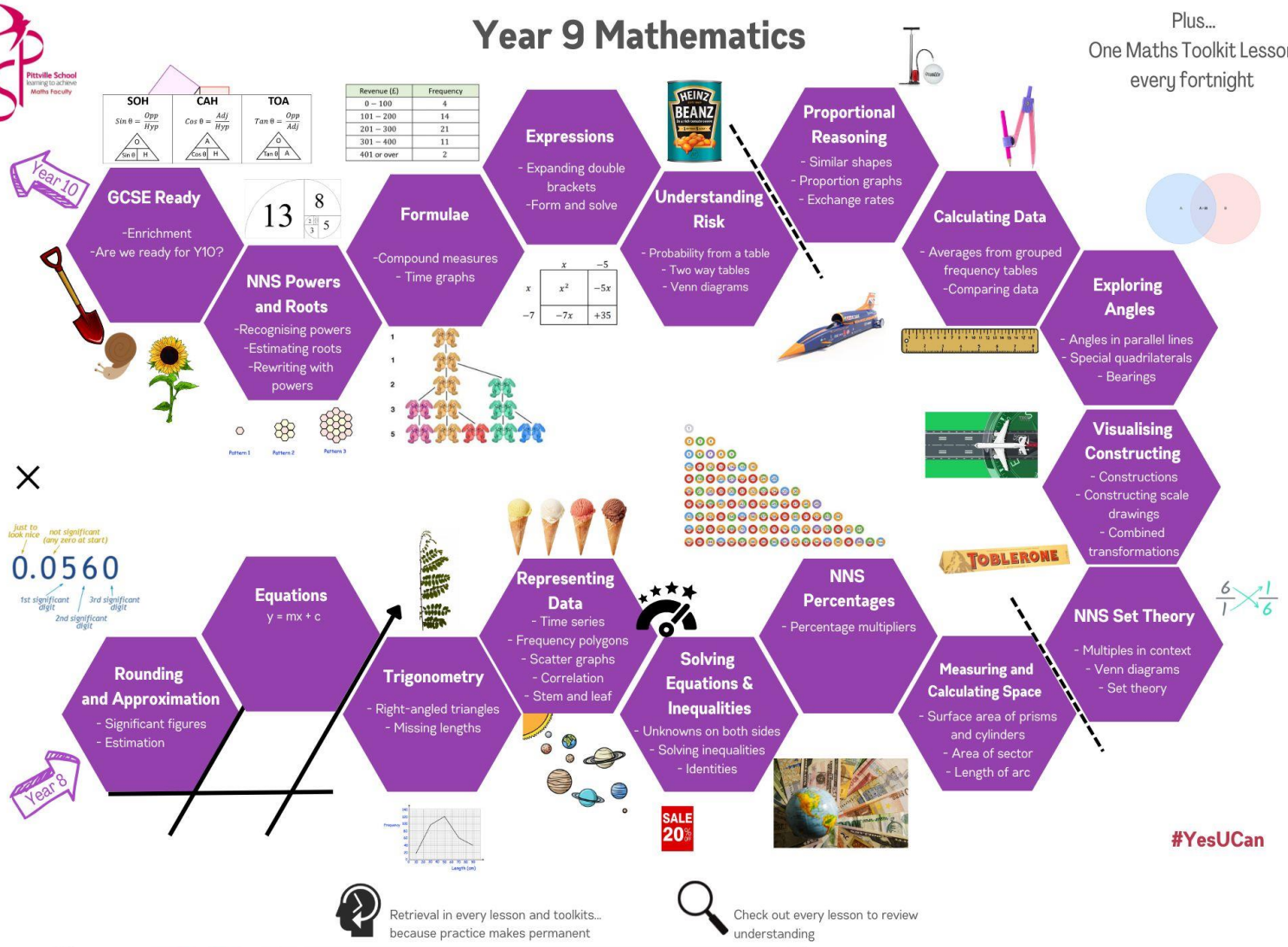
SKILLS

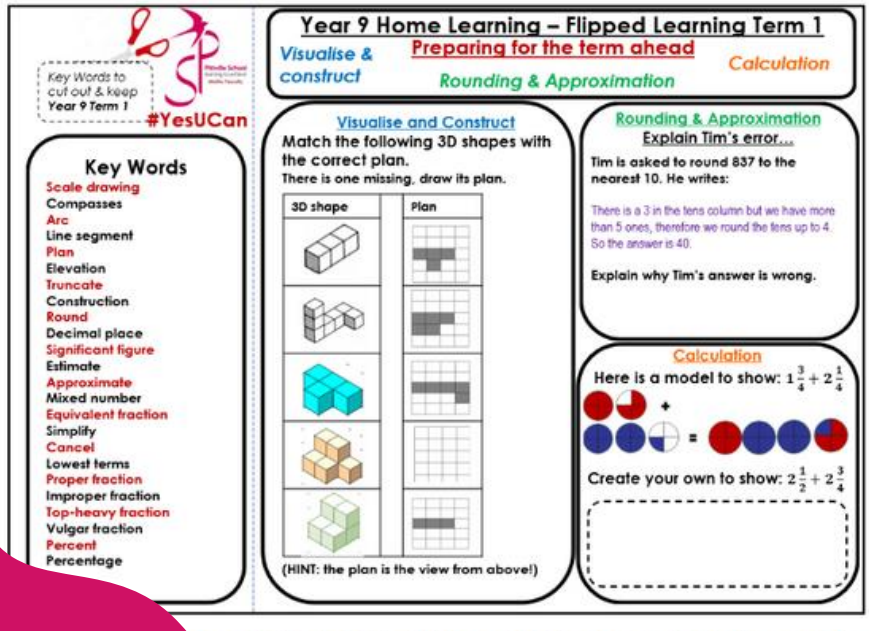
What students need to be able to do

- Carry out multi-step transformations and describe them in terms of a single transformation.
- Find missing angles within parallel lines.
- Find missing angles and work with scale drawings involving bearings.
- Expand a double bracket.
- Factorise quadratics with all positive terms.
- Calculate averages from a grouped frequency table.
- Use formulae to calculate the area and perimeter of circles and how to apply them to problems involving circles.
- Calculate the surface area of a prism.
- Use the multiplier method for calculating percentage change.
- Round to a given significant figure and apply to estimation.
- Calculate the probability of an event happening or not happening.
- Apply understanding of scale to solve problems involving direct proportion.
- Recognise and sketch graphs and interpret gradients and intercept in context.
- Draw and interpret scatter graphs and use a line of best fit.
- Solve inequalities and equations with the unknown on both sides.
- Use the trigonometric ratios to find unknown angles and sides lengths.
- Construct given figures using a ruler and compass.

MATHS

Plus...
One Maths Toolkit Lesson every fortnight





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

Physics

3.7 Mechanics and Magnetic fields

· Plot magnetic fields lines for a material.
· Explain how to construct an electromagnet.
· State the principle of moments and calculate the turning effect of a force.
· Describe how a hydraulic system works and give examples.

6.1 Energy

· Energy changes in a system, and the ways energy is stored before and after such changes.
· Define and calculate power.
· Describe the conservation and dissipation of energy in systems.
· Define and calculate efficiency.
· Explain national and global energy resources

6.3 Particle model of matter

· Define and calculate the density of materials
· Explain changes of state
· Define internal energy
· Explain temperature changes in a system and specific heat capacity
· Explain changes of state and specific latent heat
· Particle model and pressure in gases

Biology

4.1 Cell biology

· Eukaryotes, prokaryotes, animal and plant cells.
· Cell specialisation and differentiation.
· Mitosis, chromosomes, and the cell cycle.
· Uses of stem cells.
· Transport of materials in and out of cells through diffusion, osmosis, and active transport.

Biology

4.2 The principles of organisation in organisms.

• The human digestive system.
· The heart and blood vessels.
· Function and composition of the blood.
· Human health issues, non-communicable diseases, and cancer. ·
The effect of lifestyle on some non-communicable diseases.
· Plant tissues, organs and systems.

4.4 Bioenergetics

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

Chemistry

5.1 Atomic structure and the periodic table

· A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes
· The periodic table and its development.

5.2 Bonding, structure, and the properties of matter

· Chemical bonds, ionic, covalent and metallic
· How bonding and structure are related to the properties of substances
· Structure and bonding of carbon

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.

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

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
· Include repeats to calculate a mean · 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.

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 put together a GCSE style project that meets the GCSE assessment objectives.
- An awareness of the GCSE course and assessment objectives in order to make an informed decision when selecting GCSE options.
- About the work of contemporary artists work such as Michael Craig-Martin, Vince Low, Stephen Wiltshire, Nikki Farquharson.
- How to create a final outcome that realises the intentions of their sketchbook and demonstrates an understanding of visual language.
- How to draw upon a broader range of techniques and processes when developing outcomes, understanding how to make independent decisions about their work.

SKILLS

What students need to be able to do

- Continuous line portrait drawing.
- Create a portrait using mark making in biro.
- Mono-printing of a self-portrait.
- How to create a mixed media portrait in the style of Loui Jover. Sellotape transfer, aging paper, application of collage.
- Measure, cut and then weave portraits together in the style of Greg Sand.
- Compare and contrast the work of contemporary artists.
- Different ways of drawing a city skyline using continuous line, bold line and squiggly line.
- Drawing a building using one point perspective.
- Observational pencil drawing of an everyday object.
- Acrylic painting in the style of a contemporary artist.
- Drawing using alternative tools such as sticks dipped in ink.

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

•Use a spreadsheet to display and calculate data efficiently.

•· Develop a mobile app or game using Python programming.

• Understand the different threats to personal data and the preventative measures that can be taken to minimise data loss.

•Develop principles of Graphic Design

SKILLS

What students need to be able to do

•Use formulas, functions, formatting and graphs to display and calculate data effectively in a spreadsheet.

•Use graphic design tools to create graphics that are fit for purpose and audience

•Develop programming techniques in sequencing, variables, selection and Operators

•Know the different types of malware and the methods we can use to keep our data safe.

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. We feel this curriculum is both challenging and enjoyable.

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.

KNOWLEDGE

What students need to know

- How to design and make two different products using a variety of different materials – speaker and gaming/jewellery stand.
- Use a variety of different hand tools and machinery in the workshop.
- Use of different materials including plastics and woods.
- Be able to use different CAD software.
- Understand health and safety hazards in the workshop.
- Have sufficient electronics knowledge to create a working circuit.
- Students will use a variety of hand tools and machinery for completion of joining methods.

SKILLS

What students need to be able to do

Throughout the year the students will focus on the following skills:

- Design Process.
- Drawing skills.
- Materials research.
- Card modelling.
- Cutting.
- Filing.
- Sanding.
- CAD – 2D design.
- Line bending process.
- Plastics, metals and wood categories.
- Chiselling.
- Drilling.
- Soldering – Electronics.

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

- Text in practice.
- Evaluate and analyse live theatre production.
- Devising revisited.
- Exploring the play Blood Brothers, focusing on themes and context.

SKILLS

What students need to be able to do

Text in practise:

- Explore scenes from a selection of plays.
- Identify characters.
- Focus on, voice, physicality, and facial expressions.
- Identify their intentions.
- Communicate appropriate emotion to an audience.

Evaluate and analyse production:

- Watch scenes from a studied production.
- Understand the difference between analysing and evaluating.
- Focus on the acting and how a character is been communicated.
- Identify from prior learning what acting skills are used when playing a character.

Devising revisited:

- Pick their own stimulus.
- Research to create narrative and character.
- Select their own style from prior learning.
- Character development.

Exploring the play Blood Brothers:

- Understand what themes and context mean.
- Why these are important in a play.
- Explore these practically.
- How to mine the text.
- Communicate theme and context to an audience.

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 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.

KNOWLEDGE

What students need to know

- Macro nutrients in the diet - Protein Carbohydrate and Fat.
- Micro nutrients in the diet – vitamins and Minerals.
- The science behind breadmaking.
- How to carry out a food investigation.
- How to cook a range of dishes that illustrate the nutritional groups and can be a part of a balanced diet.

SKILLS

What students need to be able to do

- Work safely & hygienically in a kitchen environment.
- Work cooperatively with others.
- Use a vegetable and cooks knife with confidence.
- Use an oven confidently and safely.
- Use the hob confidently and safely.
- Identify and use a range of kitchen equipment.
- The sources & functions of Protein Carbohydrate and fat.
- Identify the ingredients used in breadmaking and the science behind their use.
- Prepare and cook a range of bread products. Prepare and cook a range of medium skill main meal, snack and dessert recipes.

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.
All students will continue to study French in Yr 9.

KNOWLEDGE

What students need to know

•Main phonic sounds both common and less-common.
•Key vocabulary relating to the following topics: school, work and future plans, health and lifestyle, travel and the environment, festivals and celebrations.
•How to express a variety of complex opinions and justify them with reasons and examples.
•Key grammar – gender and pluralisation of nouns, adjectival agreement, conjugating verbs in 3 time-frames, present, past and future.
•How to recognise the imperfect tense.
•How to recognise the conditional tense.

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 French.
•Identify cognates and work out unknown vocabulary from context.
•Construct both written and verbal sentences using a range of connectives, complex opinions, and justifications about a variety of topics.
•Translate short paragraphs 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.*
•Make multiple references to the future tense using correct verb conjugation.
•Make multiple references to the past using correct verb conjugation.

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

GEOGRAPHY

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

KNOWLEDGE

What students need to know

Term 1: Development
Students explore how to measure and compare development between different countries.

Term 2: Risky World
Students study the theory of plate tectonics and how this poses risks to certain places.

Term 3: Population
Students learn about why global population rates vary and the impacts of this on different places.

Term 4: Resource Management
Students learn about the fundamental resources (Food, water & energy) for a place's development and why they need managing.

Term 5: Water
Building on the Resource Management unit, students take a particular focus on water: global threats to water supply, the need to sustainably use water, and the strategies which are used around the world to balance the supply and demand of water.

Term 6: Rivers (KS4)
Students study river processes and landforms followed by the human and physical factors and impacts of flooding and the various management strategies.

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 A 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.

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

- The causes and consequences of World War One 1890- 1914.
- The terms of the Treaty of Versailles and their consequences.
- The Impact of World War One on Germany 1918 – 1923.
- The Causes and consequences of the Russian Revolution 1890 – 1924.
- Germany and the Rise of Democracy 1890 -1918
- Germany 1919 - 1929
- Hitler's Rise to power 1929 – 1934.
- The Second World War, causes and consequences.
- The Holocaust and Nazi persecution.
- The end of the Second World War and how this led to the Cold War 1945 – 1991.
- The Cold War 1945 – 1991; examination of the Cold War and various events that make up the Cold war;
- Berlin and the Berlin Wall, Cuban Missile Crisis. The ending of the Cold war.

SKILLS

What students need to be able to do

- To identify the key causes and consequences of historical events.
- To judge the significance of short term and long-term causes.
- To recognise and explain the importance of short term and long-term consequences.
- To compare and contrast the impact and development of ideologies on society, politics and the economy.
- To compare and contrast the similarities and differences between different ideologies and how this can lead to conflict.
- To examine a sequence of events and how this leads to change.
- To examine the rate of change and its impact on people and place.
- To understand and explain why different interpretations of the past exist.
- To explain how and why interpretations of the past are similar and different.
- To understand how time, place, perspective, purpose, background can influence an interpretation.
- To question the utility and reliability of the evidence and interpretations examined to understand the past.

MUSIC

SKILLS

What students need to be able to do

Musical theatre:

•Understand what musical theatre is.
•Understand how music and drama work together.
•Identify musical elements that are used to tell a story.
•Identify different voice types.
•Perform a piece of musical theatre as an ensemble.

Electgonic dance music:

•Use Garage band – using all the features.
•Understand the meaning of quantise, transition effect, bouncing, layering, looping and sampling.
•Produce a song in pairs.

Brit Pop:

•Understand how British culture has influenced society.
•Identify the features of what makes it sound like British pop music.
•Learn a popular British song and perform it to an audience.

Orchestration:

•Look at instrumental techniques.
•Notate a theme into musescore.
•Write their own piece of music into the programme.
•To input dynamics and tempo into musescore.

World Music:

•Explore samba, gamelan and bhangra music.
•Assess how world music has been fused with popular music.
•Explore world instruments, identify rhythms – related to style.
•Compose and then perform in one of these styles.

Battle of the bands:

•Independently choose a song and style to create a performance.
•Rehearse the piece.
•Organise a concert to be performed to an audience.
•Perform to an audience.

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.

Students will have authentic experiences of the music industry and be equipped with skills that are essential for GCSE music.

The Year 9 curriculum extends on the skills gained in Years 7 and 8 giving them opportunities to take an ownership of their learning through leadership roles. The various areas of study, include musical theatre, Britpop, electronic dance music, orchestration, set brief composition, and battle of the bands.

Students will also be tasked with hosting their own showcase event in which they will perform their work. The curriculum also allows them to explore their own musicianship and immerse themselves within the culture of music at Pittville School.

KNOWLEDGE

What students need to know

- Musical theatre.
- Electronic dance music.
- Brit Pop.
- Orchestration.
- World Music.
- Battle of the bands.

PE

PE is highly valued at Pittville School. We aim to deliver a balanced curriculum that, we believe, meets the needs of every student, allows for progression by every student, and provides the platform for students to thrive using six Key Threshold Concepts. We believe through lesson delivery, participation in wider school sport life and a positive attitude that these concepts are vital in allowing students to flourish throughout school life in PE.

In year 9 we would like students to:

· To have a passion for sport.
· To attend extra-curricular clubs on a regular basis.
· To be engaged in learning about how to lead a healthy and active life.
· To be proud to represent their school sports teams.
· To show good sportsmanship and sporting etiquette.

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

Extra-curricular clubs and fixtures play a huge part in school life at Pittville and are offered during lunchtimes and after school, students will have the opportunity to train and play for a number of teams including Netball, Football, Rugby, Cross-country, Athletics, Rounders, Basketball, Dance, Cricket, Badminton, Tennis and Table Tennis. Pittville actively promotes engagement within the community and have a number of school club links.

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

•Jainism in India, and the two sects of Svetambara and Degambara Jains.
•The beliefs and practices of Judaism.
•Key questions of philosophy and ethics – including classical philosophers, ethical decision making, and case studies on ethical dilemmas.
•GCSE preparation: key beliefs of Christianity and Islam to prepare for full and short course RE

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.

RSHE

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
Morning Tutor Time: • Literacy and reading • Age-appropriate RSHE content on the themes for each half term: 1. HT1: Human Connection 2. HT2: Families 3. HT3: Online Safety 4. HT4: Intimate and Sexual Relationships 5. Being Safe and Healthy 6. Awakened Mind, Bright Future • National and cultural milestones, celebration days and months. • Behaviour check ins with a fortnightly theme.	Once per half term, on the following themes: 1. HT1: Human Connection (Friendships, discrimination, bullying and misogyny). 2. HT2: Families (Marriage, divorce, parenting, loss). 3. HT3: Online Safety (social media, grooming, exploitation, pornography). 4. HT4: Intimate and Sexual Relationships (consent, age-appropriate sex education, puberty and health education, contraception). 5. Being Safe and Healthy (Physical health, diet, exercise, summer safety in the local community, crime and the law, drugs and alcohol education, vaping). 6. Awakened Mind, Bright Future (Careers, growth mindset, raising aspirations, subject options, rewarding good behaviour). 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. For more information please see our curriculum map.	House and SLT led whole-school messages on the behaviour that is welcome at Pittville. National and cultural milestones, celebration days and months.	Taught for one half term per year during Core RE time. 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.

Here at Pittville School, students who studied Spanish in Year 8 will continue into Year 9.

KNOWLEDGE

What students need to know

•Main phonic sounds both common and less-common.
•Key vocabulary relating to the following topics: free time and technology, food, invitations and parties
•How to express a variety of complex opinions and justify them with reasons and examples.
•Key grammar – articles, gender and pluralisation of nouns, adjectival agreement, conjugating verbs in 3 time frames , present, past and future
•How to recognise 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 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 a range of connectives, complex opinions, and justifications about a variety of topics.
•Translate short paragraphs from English to Spanish and Spanish to English.
•Conjugate present tense regular and key irregular verbs
•Make multiple references to the future tense using correct verb conjugation
•Make multiple references to the past using correct verb conjugation.

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.
- How to develop ideas throughout a sustained project.
- How to explore ideas in a wide range of media.
- How to produce a response to conclude ideas.

SKILLS

What students need to be able to do

- Drawing from observation in pencil, pen and other media in addition to creating fashion illustrations and designs.
- Being able to use hand embroidery stitches to refine ideas.
- Being able to create imaginative designs inspired by contextual sources.
- Being able to create samples combining different media and developing techniques.
- Presenting creative research in response to a relevant artist/designer and contextual sources.
- Being able to work using a design process to produce a personal outcome.
- Being able to use a sewing machine to produce samples and understand how to operate the machine.
- Use sublimation processes, slashing of fabric, applique and surface techniques.

HOMEWORK

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

How will homework be set?

Homework will be set by teachers via edulink. Parents/carers and students will be able to view homework withintheir 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 9 Homework Schedule			
Subject	**Frequency of homework**	**Subject**	**Frequency of homework**
English	Once a week	Art	Once a half-term
Maths	Once a week	Computing	One piece per rotation
Science	Once a week	Design technology	One piece per rotation
French	Once a fortnight	Drama	Two projects per year
Geography	Once a fortnight	Food technology	One piece per rotation
History	Once a fortnight (week 1)	Music	One piece per rotation
Spanish	Once a fortnight	Textiles	One piece per rotation
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 9:
Monday 3rd November - Friday 14th November (All subjects with the exception of Maths, English Science and rotational subjects)
Maths, English, Science and rotational subjects - 20th April – 24th April

Progress evening dates:
Year 9 progress evening - Thursday 15th January

Reporting dates:
End of Term 3 (Non-core)
End of term 5 (Core and rotation subjects)

Options deadline day
Tuesday 27th January

Students will be assessed formally in each subject 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 expected progress 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 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.

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.

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 progress in the work they are producing. They are exceeding age related expectations.

"Meeting" - your child is making progress in the subject and meeting age related expectations.

"Working Towards" - your child is experiencing some difficulty making age related progress in the subject and may require some support 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 HW fully, on time and to a high standard
- Always catches up with classwork and HW missed due to absence
- 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
- Always catches up with classwork and HW missed due to absence
- Rarely receives any consequences for either behaviour or HW

GRADE C (Requires Improvement)

- Arrives late on occasions, does not always have book and other necessary equipment/kit
- 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
- HW sometimes late, not completed or of an inappropriate standard
- Does not consistently catch up with classwork or HW missed due to absence
- Low level disruption results in warnings 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
- H/W often late, not completed fully or of a poor standard
- Rarely catches up with work and HW missed due to absence
- Warnings and detentions often issued for low level and more serious disruption

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.

CURRICULUM CONTACTS

Subject
English - bdrumgold@pittville.gloucs.sch.uk
Maths - rflanders@pittville.gloucs.sch.uk
Science - rduffy-turner@pittville.gloucs.sch.uk
History - koloughlin@pittville.gloucs.sch.uk
Geography - brohomon@pittville.gloucs.sch.uk
RE - rwood@pittville.gloucs.sch.uk
French - ccodling@pittville.gloucs.sch.uk
Spanish - ccodling@pittville.gloucs.sch.uk
Art - kking@pittville.gloucs.sch.uk
Drama - kcurran@pittville.gloucs.sch.uk
Food & Nutrition – lberrington@pittville.gloucs.sch.uk
Textiles - kking@pittville.gloucs.sch.uk
Design Technology - gjones@pittville.gloucs.sch.uk
Dance - dwatkins@pittville.gloucs.sch.uk
Music - alynn@pittville.gloucs.sch.uk
PE - jlaytonhill@pittville.gloucs.sch.uk
Computing - lvaughan@pittville.gloucs.sch.uk