



# YEAR 11 CURRICULUM BOOKLET

2024-2025



**11**

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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 option 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 of maths and science, due to the tiered papers students will sit at the end of Year 11, students are grouped based on their likely tier of entry in order to ensure they are able to access the appropriate curriculum content for that tier. 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.

## 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 the methods used by a range of writers to produce effective narrative and descriptive texts. This includes detailed study of: openings, endings, narrative perspective, and methods used to create character and setting.

GCSE English Literature:

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

- A Shakespeare text: either 'Macbeth' or 'Romeo and Juliet'

\*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.

#### **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'

## SKILLS

### What students need to be able to do

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

GCSE English Language:

- Read a range of texts from different time periods and explain how viewpoints are presented to influence the reader.
- Write creative texts, demonstrating narrative and descriptive skills acquired through the study of texts.

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 become more confident and accomplished in offering a personal view of texts.

# MATHS

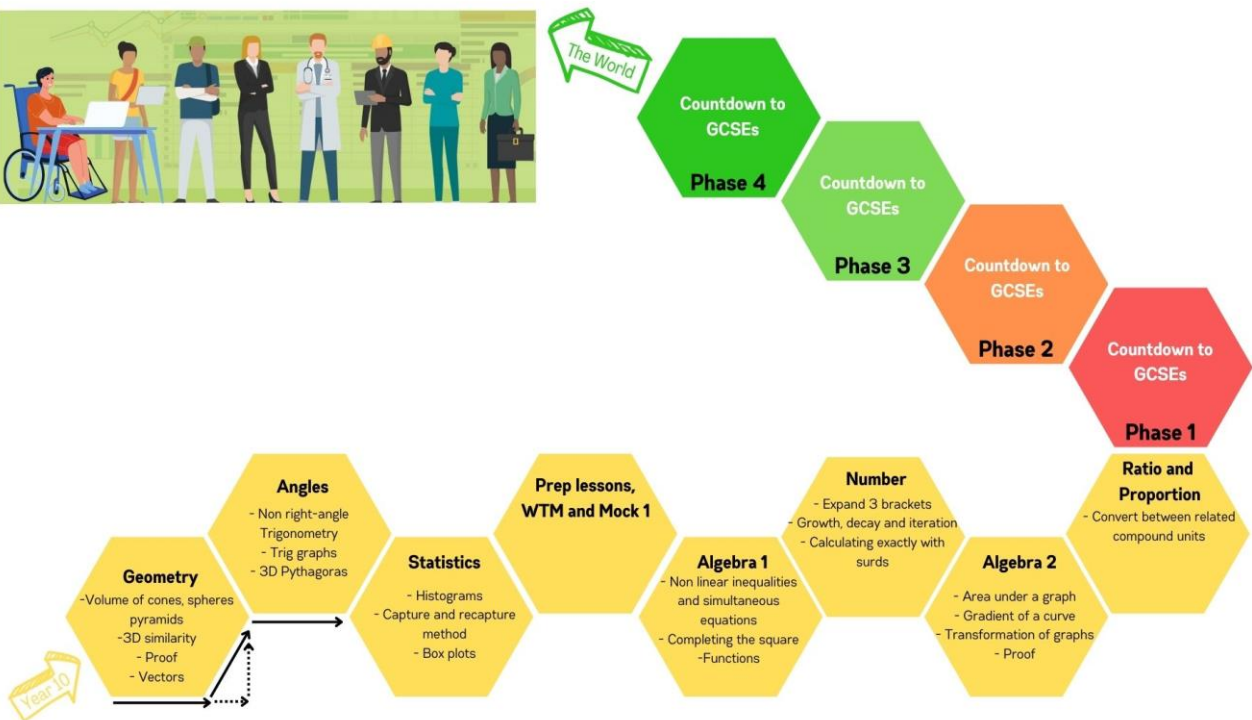


Mathematics is an important creative discipline that helps us to understand and change the world. We want all pupils at Pittville School to experience the beauty, power and enjoyment of mathematics and to develop a sense of curiosity about the subject.

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.



## Year 11 Mathematics



#YesUCan

# MATHS



**The aims and objectives of the Edexcel Mathematics GCSE are to enable students to:**

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

We recommend the following websites to support learning from home...

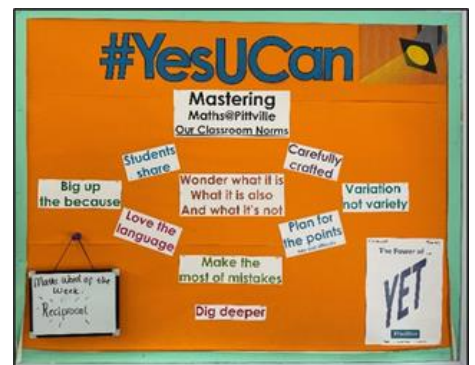
Corbett Maths <https://corbettmaths.com/contents/>

Maths Genie <https://www.mathsgenie.co.uk/>

JustMaths <https://online.justmaths.co.uk/lessonsnew/>

Username: PittvilleStudent Password: Pittville

BBCBitesize [GCSE Maths - Edexcel - BBC Bitesize](#)



# 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

#### Biology

##### 4.7 Ecology

- Factors affecting ecological communities.
- Adaptations of animals and plants.
- Levels of organisation of organisms.
- How materials are cycled in an ecosystem.
- Importance of maintaining biodiversity.
- Effect of waste management on ecosystems.
- Effect of land use and deforestation on ecosystems.
- Effect of global warming on ecosystems.

#### Chemistry

##### 5.6 The rate and extent of chemical change.

- Factors affecting the rate of reaction.
- Collision theory and activation energy.
- Effect of catalysts on reactions.
- Reversible reactions and dynamic equilibrium.
- The effect of changing conditions on equilibrium.

##### 5.7 Organic chemistry

- Composition and use of crude oil, hydrocarbons and alkanes.
- Fractional distillation and petrochemicals.
- Properties of hydrocarbons.
- The process of cracking to form alkenes.

##### 5.8 Chemical analysis

- Description of pure substances and formulations.
- The use and process of chromatography.
- Chemical tests for hydrogen, oxygen, carbon dioxide and chlorine.

##### 5.9 Chemistry of the atmosphere

- The composition and evolution of the Earth's atmosphere.
- Carbon dioxide and methane as greenhouse gases.
- Global climate change and the factors that affect it.
- Atmospheric pollutants from fuel.

##### 5.10 Using resources

- Using the Earth's resources and sustainable development.
- Description and production of potable water.
- Waste water treatment.
- Life cycle assessment and recycling.
- Ways of reducing the use of resources.

#### Physics

##### 6.5 Forces

- Scalar and vector quantities.
- Identifying contact, non-contact, and resultant forces.
- Calculating gravity.
- Hooke's Law.
- Distance, displacement, speed and velocity.
- Newton's laws of motion.
- Distance and Velocity time graphs.
- Factors affecting stopping distances and reaction times.
- Conservation of momentum.

##### 6.7 Magnetism and electromagnetism

- Permanent and induced magnetism.
- Magnetic fields.
- Electromagnetism.
- Fleming's left-hand rule.
- Electric motors.

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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.



## 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

- 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.
- What the Art exam entails and how to prepare for the mock exam and the final ten hour art exam.
- How to ensure that both component projects hit all four assessment objectives.

## SKILLS

### What students need to be able to do

- Students need to be able to work independently, researching relevant artists in order to produce a personal and creative project.
- Work independently in exam conditions during five hour mock exam and during the ten hour final exam at the end of the course.
- Students will need to create additional personal outcomes in order to gain marks in assessment objective four.



# BUSINESS STUDIES

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 6 – Human resources

- That human resources focus on the human function within a business. It involves the recruitment, training, organisation, retention, development and motivation of employees.
- Human resource managers will work with other business functions to contribute and direct the business aims and objectives.
- Businesses will organise their human resource function in different ways, depending on their size, the goods and services they sell and the markets they operate in. Human resources decision-making will also be affected by these different contexts.

#### Unit 4 – Finance

- That the finance function manages the financial activities of a business. It will have a number of roles including start-up finance, the preparation and creation of financial accounts, maintaining financial records, paying bills and analysing financial performance.
- Businesses will organise their finance function in different ways, depending on their size, the goods and services they sell and the markets they operate in. The financial decisions made by businesses will also be affected by these different contexts.

#### Unit 2 - External Influences

Learners need to understand that all businesses operate in an external environment and there are a number of external influences (unemployment/interest rates/tax/income/inflation/exchange rates) that impact on business activity.

- The success or failure of a business will often depend on its willingness and ability to recognise and anticipate these external influences.
- It is important that businesses respond to these influences in order to remain competitive and achieve their aims and objectives.
- External influences can impact on a business and its stakeholders in a number of diverse and conflicting ways.

## SKILLS

### What students need to be able to do

- Explain the importance of each stage of the recruitment process.
- Explain the appropriateness of different recruitment methods.
- Explain the importance and relevance of different types of training.

Be able to do the following calculations in a business context including:

- percentages and percentage changes.
- averages.
- revenue, costs and profit.
- gross profit margin and net profit margin ratios.
- average rate of return.
- cash-flow forecasts, including total costs, total revenue and net cash flow Interpretation.
- carry out analysis of a given business context financial performance using the tools that students have learn.

# L1/2

# 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 at key stage 4 continues to build on the knowledge and skills that students have developed throughout Years 7 to 9. Students will gain an understanding of a broad range of theory topics making them fully digitally literate to enter a workplace or college setting. Skills in this course focus on the common software used by businesses all over the world; from spreadsheets to graphic design.

## KNOWLEDGE

### What students need to know

#### Unit 1: ICT in Society

In this theory unit, students will:

- 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 homes.

#### Unit 2: ICT in Context

In this project-based assessment, students will:

- Gain a working knowledge of databases, spreadsheets, automated documents and images
- Learn to apply your knowledge and understanding to solve problems in vocational settings.

## SKILLS

### What students need to be able to do

You will develop a number of skills which are attractive to employer, colleges and universities including:

- Communication
- Coping with rapid changes in technology
- Critical thinking
- Designing, programming, testing and evaluating software systems
- Learning independently
- Numeracy and data handling
- Problem solving
- Research
- Taking on responsibility
- Time management.

# 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. The course allows students to study core technical, design and making principles, including a broad range of design processes, materials, techniques and equipment. Students have the opportunity to study specialist technical principles in greater depth. This builds on the foundations taught at KS3 and, allows for pupils to feel successful and confident when embarking upon the course.

## KNOWLEDGE

### What students need to know

- How to use all previous year's knowledge to complete 20 pages of NEA (Non-exam assessment) in A3.
- Using a contextual challenge (handed out on 1st June in year 10) to complete design process folder and practical that is worth 50% of overall GCSE grade.
- Using different revision techniques to prepare for GCSE exam, worth the other 50% of overall grade.
- Manage time effectively for the NEA by using lunch times and after school sessions.



## SKILLS

### What students need to be able to do

Using key skills and knowledge from previous years to be more competent in working and completing NEA coursework. Students 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 component allows students to deepen and develop their knowledge of theatre. The specification engages and encourages students to become confident performers and designers.

In Year 11 the group will have already completed component 2 of the course, which equates to 40% of their GCSE. Terms 1 and 2 will consist of the group rehearsing for component 3, Text in practice, where they will be expected to perform two extracts to an external AQA examiner. They will have already learnt their lines over the 6 weeks holiday and the exam will happen during the school day, early January (TBC).

The remainder of the course will be dedicated to component 1, revising all 3 sections of the written exam. Ensuring the group are prepared for the final exam in the summer term.

We hope on completion of the two-year course, students feel rewarded by the work they have created. Empowered and proud, emerging with a toolkit of transferable skills and confidence for the next step in their educational journey.

## KNOWLEDGE

### What students need to know

- Text in Practise – Component 3.
- Understanding drama – Component 1.
- Revision – Component 1.

## SKILLS

### What students need to be able to do

Text in Practise – Component 3:

- Perform the extract they have learnt and rehearsed for an external examiner.

Understanding drama – Component 1

- Revisit the written exam, exploring Blood Brothers and developing the exam techniques.
- Confidently participate in the exam practise. Applying techniques and knowledge to all 3 sections of the paper.



# 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 3 critically recognised, culturally and historically significant film texts within Component 1 of the syllabus.
- Compare 2 of the set films in terms which reflect the films’ contexts and narrative construction, and demonstrate an understanding of genre.
- Demonstrate a knowledge and understanding of representation of gender, ethnicity, age and culture.
- Demonstrate a knowledge and understanding of key developments in the history of film.
- Apply foundational knowledge of filmmaking and screenwriting to the completion of the NEA folder, to evidence a genre-based extract from a film or from a screenplay.
- Evidence an evaluation in respect of their individual work, in relation to other screenplays and films that have been professionally produced.





# FOOD PREPARATION 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

- How to carry out a food investigation in order to complete the Non Exam Assessment 1 (NEA1).
- High level practical food preparation skills.
- Food presentation and garnishing.
- How to complete Food Preparation Assessment (NEA2).

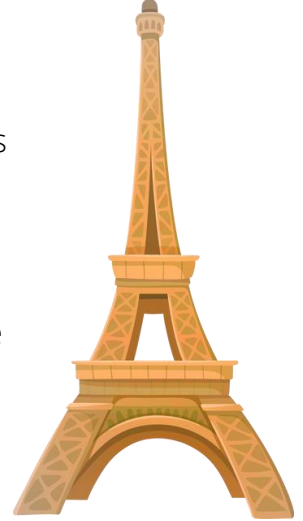
## SKILLS

### What students need to be able to do

- Using knowledge gained in year 10 Analyse, research, plan, carry out and conclude a science investigation worth 15% of the final grade.
- Cook high/medium level skilled dishes.
- Understand how to plate and style dishes.
- Analyse, research and plan their final cooking exam (NEA2) – choosing a menu, justifying choices, writing a time plan and evaluating after the exam.
- Develop revision techniques in preparation for the final exam.



# 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: school (Theme 3), work and future plans (Theme 3) and global issues and environment (Theme 2).
- How to express a variety of complex opinions including comparatives, superlatives and idiomatic phrases and justify their opinions with extended reasons and examples.
- Key grammar – gender and pluralisation of nouns, adjectival agreement, modal verbs, if-clauses, conjugating verbs in 3 timeframes, present, past and future and in less common tenses such as the conditional and imperfect.

## 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), longer paragraphs (90 words) and extended paragraphs (150).
- Translate both sentences and short paragraphs from English to French and French to English.
- Conjugate regular and high-frequency irregular verbs in 3 timeframes using the correct time markers.

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

# 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: Economic Change in the UK

Students explore how the UK has de-industrialised and moved to a post-industrial economy through investigating MG Rover in Birmingham and the decline of the UK's traditional industries.

Term 2: Tectonic hazards

Students learn about volcanoes and earthquakes and how the impacts vary at different plate boundaries. Students will look at specific studies in detail to compare and analyse the impacts and responses.

Term 3: Climatic hazards

Students study the formation of tropical storms and the impacts typhoon Haiyan had on the Philippines. The global issue of climate change is analysed from the causes, impacts to the adaptation or mitigation strategies available. Finally, students determine whether the UK weather is becoming more extreme.

Term 4: Coasts

Students explore the erosional and depositional processes and mass movement that lead to the formation of a variety of coastal landforms.

Term 5: Issue Evaluation (pre-release) and Revision

Just after Easter AQA will release an information pack of a case study for Paper 3. Students will analyse this geographical issue and begin revision sessions for their upcoming exams.

## 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.

# BTEC HEALTH AND SOCIAL CARE



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.

## KNOWLEDGE

### What students need to know

#### **Component 2: Learning outcome B – The skills, attributes and values required to give care**

##### *Skills:*

Problem solving/observation/dealing with difficult situations/organisation

##### *Attributes:*

Empathy/patience/trustworthiness/honesty

##### *Values:*

Care/compassion/competence/communication courage/commitment

##### *Personal obstacles faced by individuals:*

Emotional/psychological

Time constraints

Availability of resources

Unachievable targets

Lack of support

Other factors – addiction, disability etc

How skills, attributes and values benefit individuals receiving care:

Including – protection of dignity/no

discrimination/confidentiality maintained etc

#### **Component 3 – Health and Wellbeing**

*Factors that affect an individual's health and wellbeing, including:*

· Physical factors – illness and disease

· Intellectual factors

· Emotional factors

· Environmental factors

· Economic factors

· Social and relationship factors

· Cultural factors

Lifestyle factors

Lifestyle factors include: Diet/exercise/smoking/alcohol use/drug use & misuse of prescription drugs/personal hygiene/the effects of stress.

## SKILLS

### What students need to be able to do

**Different life events** (expected and unexpected) and how these can affect a person's development: Physical/Intellectual/Emotional/Social.

#### **The physiological indicators of health:**

- Blood pressure
- Peak flow
- Resting pulse rate
- Body Mass Index BMI

#### **The short-term and long-term effects of poor health, for example:**

- The short and long term effects of high blood pressure
- The short and long terms effects of being overweight

#### **Strategies for improving health**

Consider an individual's needs, wishes and circumstances and how to write a health & wellbeing improvement plan.

Learn the recommended actions to improve health and wellbeing and what short-term and long-term targets are.

Learn the appropriate sources of support (formal and/or informal) and explore the obstacles that individuals can face when implementing these plans and how obstacles may be reduced or overcome.

#### **Potential obstacles:**

- emotional/psychological
- lack of motivation, low self-esteem
- acceptance of the current state
- time constraints – work and family commitments
- availability of resources – financial, physical, e.g. equipment
- unachievable targets – unachievable for the individual or unrealistic timescale
- lack of support, e.g. from family and friends
- other factors specific to individual – ability/disability, addiction
- barriers to accessing identified services.

# BTEC HEALTH AND SOCIAL CARE



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 3 - Formal external exam**

Students must be able to identify and explain various factors that may be affecting the health and wellbeing of an individual. Pupils must be able to explain how life events may affect a person - physically/intellectually/emotionally and socially.

Students will interpret lifestyle and physiological data that can be used to measure physiological health, interpreting data and using published guidance.

Students must be able to apply their knowledge of the potential significance of abnormal readings and explain any short-term and long-term risks to physical health.

Students must be able to create a person-centred health and wellbeing improvement plan that gives specific targets and suggests appropriate sources of support to help the individual to achieve their targets.

Students must be able to justify their choices, eg. By explaining how a particular source of support will help an individual overcome a specific barrier.

# 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

#### **Conflict and tension in Asia 1950- 1975**

##### **Conflict in Korea 1950 – 53**

The causes of the conflict, its development and the end of the Korean war and its impact on Korea, the UN and Sino American relations.

##### **Escalation of conflict in Vietnam**

The end of French colonial rule, civil war in Vietnam, the Vietcong.

The USA involvement in Vietnam, the role played by different presidents in escalating the conflict

The ending of the conflict in Vietnam, Nixon's war, Vietnamisation, opposition to the war, the role of the media. The end of the war and its impact on Vietnam

##### **Elizabethan England**

Elizabeth I and her court, background and character of Elizabeth I.

The difficulties of a female ruler, the problem of marriage and succession.

Life in Elizabethan times

The Golden Age; living standards and fashion, the Theatre.

The poor; reasons for the increase in poverty, attitudes and responses, government actions.

English sailors, Hawkins, Drake, Raleigh, circumnavigation Troubles at home and abroad

Religious matters and the Elizabethan settlement. Mary Queen of Scots, Catholic plots, The Spanish Armada

The historic environment of Elizabethan England

The historic environment is 10% of the overall course.

Students will be examined on a specific site in depth. This site will be specified and changed annually.

The following aspects of the site will be considered

Location, function, structure, people connected with the site, design, how the design reflects the culture, values, fashions

of the people of the time, how important events/developments from the depth study are connected to the site.

## SKILLS

### What students need to be able to do

- To understand the significance of causes and consequences of the Korean war and how at various stages of the war it was viewed as an international problem.
- To explain how and why the conflict escalated the way that it did, when it did.
- To understand the causes and consequences of the end of French colonial rule.
- To consider the short- and long-term impact of key events and how they contributed to the escalation of the Vietnam war.
- To identify and explain the significance of key events as turning points of the conflict.
- To analyse the strengths and weaknesses of political policies and their impact on the conflict.
- To evaluate the utility of different perspectives of the same events and to explain why and how they are different and which perspectives are more useful to an historian.
- To debate and argue the significance of key causes that brought an end to the conflict and reach substantiated conclusions.
- Apply historical knowledge to reason how Elizabeth ruled and evaluate the outcomes of this.
- To understand the short term and long-term impact of key events, people and policies.
- To examine and explain the key causes of an event and analyse its significance.
- To empathise with the time period, its problems, issues and developments and its impact on society.
- To understand the strengths and weaknesses of particular individuals, policies and developments.
- It is intended that study of different historic environments will enrich students' understanding of Elizabethan England.
- To apply knowledge to question 4 of the exam paper to show understanding and application of second order concepts of change, continuity, causation and/or consequences, and explore them in the context of the specified site and wider events and developments of the period.

# MUSIC

At the start of Year 11, students make their performance recordings, submitting a minimum of two recordings. A minimum of one performance must be an ensemble performance lasting at least one minute. The rest of the year will be consolidating learning from Year 10 and preparing for the written exam in the summer term.

Students will revise and recap the four areas of study: Musical Forms and Devices, Music for Ensemble, Film Music, and Popular Music.

Alongside this we still offer private music lessons to support the students learning, as well as extra-curricular opportunities such as the Christmas concert, which our GCSE students are an essential part of.

## KNOWLEDGE

### What students need to know

#### **Component 1: Performance (Grade 30% NEA)**

- Solo performance
- Ensemble performance

#### **Component 2: Composition (Grade 30% NEA)**

- Free composition
- Brief composition

#### **Component 3: Written exam (Grade 40%)**

- Music Theory, Elements, Terminology
- Set Works
  - Badinerie (J.S.Bach)
  - Africa (Toto)
- AOS 1: Forms and Devices
- AOS 2: Music for Ensemble
- AOS 3: Film Music
- AOS 4: Popular Music

#### **Additional knowledge**

- Revision techniques
- Examination skills, and best practice.
- Performance preparation and practice
- Music technology and software training
- Composition skills
- Music Analysis skills

## KNOWLEDGE

### What students need to know

#### **Component 1: Performance (Grade 30% NEA)**

- Develop their performance skills, on an instrument or voice, to a level 3 standard.
- Prepare and record a minimum of two pieces (4 - 6 minutes total performance time).
- Collaborate and perform an ensemble performance of at least one minute duration.
- Perform one piece linked to an area of study
- Submit all Component 1 assessments by the end of Term 4
  - o Recordings of performances
  - o Annotated scores of performances

#### **Component 2: Composition (Grade 30% NEA)**

- Compose two compositions, one of which must be in response to a brief set by WJEC.
- Develop and implement compositional techniques
- Develop knowledge and proficiency using compositional technology and software
- Analyse and scrutinise their own compositions.
- Produce a Logbook documenting the development of the compositions.
- Submit all Component 2 assessments by the end of Term 4:
  - Recordings of Compositions
  - Scores of Compositions
  - Logbook

#### **Component 3: Written exam (Grade 40%)**

- Read and analyse written and scored music.
- Use listening skills to identify music elements when analysing music.
- Formulate a structural break down of a piece of music
- Describe and communicate music concepts with appropriate language and music terminology.
- Discuss the period, background, and context of music.
- Analyse and study the background and compositional methods used to compose Badinerie (J.S.Bach) and Africa (Toto).
- Develop studying and revision techniques.
- Practise answering mock examination questions.



# BTEC SPORT

## 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.

## 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.



# GCSE PE

## KNOWLEDGE



### What students need to know

Students are required to analyse and evaluate performance in one activity from the specification. Students can analyse and evaluate their own performance or the performance of another person, so long as it is in an activity that is from the specification. Students are required to analyse and evaluate performance to identify two strengths and two weaknesses. They then need to produce an action plan that suggests ways to improve upon the two weaknesses that they have identified.

#### EXAM CONTENT

##### **Physical training- Paper 1: the human body and movement in physical activity and sport.**

- Components of fitness
- Reasons for and limitations of fitness testing
- Measuring the components of fitness and demonstrating how data is collected
- Principles of training and overload
- Types of training
- Calculating intensity
- Considerations to prevent injury
- High Altitude training
- Warm-up / cool down
- Application of the principle to the analysis and evaluation task

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

- Examples of and evaluation of the types of feedback and guidance
- Arousal and Inverted U theory
- Optimal arousal / stress management techniques
- Aggression and personality
- Intrinsic and extrinsic motivation

##### **Socio-cultural influences - Paper 2: Socio-cultural influences and well-being in physical activity and sport.**

- Engagement patterns
- Commercialisation
- Positive and negative impact of sponsorship and the media / technology
- Conduct of performers
- PEDs / drugs

## SKILLS

### What students need to be able to do

TIn the pupils coursework and practical grades AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

Perform 3 sports – criteria looks at the pupils Skill (10 marks) and Full context (15 marks) in each sport.

- 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

- Business Ethics - The purpose of business , Corporate Social Responsibility , Utilitarianism in business Case study: Thalidomide scandal.
- Is meat murder? Exploring attitudes to meat eating in religion and ethics.
- Citizenship – the role of citizens. Functions and uses of money. The role of MPs and the importance of voting. Pressure groups, grassroots change, and social justice movements in the UK.
- Should happiness be the purpose of life? An exploration of Utilitarianism and religious attitudes to happiness and pleasure.

## 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.



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## 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 religious responses to poverty.

## 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: customs and festivals (Theme 1), work and future plans (Theme 3) and global issues and environment (Theme 2).
- How to express a variety of complex opinions including comparatives, superlatives and idiomatic phrases and justify their opinions with extended reasons and examples.
- Key grammar – gender and pluralisation of nouns, adjectival agreement, modal verbs, if-clauses, conjugating verbs in 3 timeframes, present, past and future and in less common tenses such as the conditional and imperfect.

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), longer paragraphs (90 words) and extended paragraphs (150).
- Translate both sentences and short paragraphs from English to Spanish and Spanish to English.
- Conjugate regular and high-frequency irregular verbs in 3 timeframes using the correct time markers.



# 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. 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, creative and imaginative ideas in a wide range of media.
- How to produce a meaningful and personal response to conclude ideas.
- How to work with independence in order to direct a project and make appropriate selections in relation to historical and contemporary and contextual sources.



## 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 'scale up' work in order to produce personal outcomes beyond a sketchbook.
- Being able to use a sewing machine independently to record and develop 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 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 11 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	Ongoing NEA work
French	Once a week	Drama	Once a half-term
Geography	Once a fortnight	Food technology	Ongoing NEA work / exam questions
History	Once a fortnight (week 1)	Music	Ongoing NEA / additional termly tasks
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 1)
GCSE PE	Once a fortnight	BTEC PE	Once a fortnight
PSE course	Once a fortnight	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.
- Continuation, development and refinement of NEA work (KS4).
- Directed improvement and reflection tasks (DIRT).
- Extended tasks focused on purposeful practice around key knowledge and skills.



# ASSESSMENT

## **Assessment dates for Year 11:**

Mock exams 1 - Monday 18th November – Friday 29th November

Mock exams 2 - Monday 24th February - Friday 7th March

## **Parents evening dates:**

Year 11 progress evening 1 - Thursday 17th October

Year 11 progress evening 2 - Thursday 6th February

## **Reporting dates:**

End of term one

End of term two

End of term four

## **Other meetings:**

Year 11 year ahead meeting - 2nd October

Year 11 exam preparation meeting - Thursday 27th March

Students will be assessed formally at two points 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. 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

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.

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
- H/W often late, not completed fully or of a poor standard
- Consequences 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 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.

# EXAM BOARDS AND COURSE CONTACTS

Subject	Exam Board	Assessment	Staff contact
English Language	AQA	100% Final Exam	<a href="mailto:alowey@pittville.gloucs.sch.uk">alowey@pittville.gloucs.sch.uk</a>
English Literature	AQA	100% Final Exam	<a href="mailto:alowey@pittville.gloucs.sch.uk">alowey@pittville.gloucs.sch.uk</a>
Maths	Edexcel	100% Final Exam	<a href="mailto:rflanders@pittville.gloucs.sch.uk">rflanders@pittville.gloucs.sch.uk</a>
Further Maths	AQA	100% Final Exam	<a href="mailto:rflanders@pittville.gloucs.sch.uk">rflanders@pittville.gloucs.sch.uk</a>
Science	AQA	100% Final Exam	<a href="mailto:rduffy-turner@pittville.gloucs.sch.uk">rduffy-turner@pittville.gloucs.sch.uk</a>
History	AQA	100% Final Exam	<a href="mailto:koloughlin@pittville.gloucs.sch.uk">koloughlin@pittville.gloucs.sch.uk</a>
Geography	AQA	100% Final Exam	<a href="mailto:brohomon@pittville.gloucs.sch.uk">brohomon@pittville.gloucs.sch.uk</a>
RE	AQA	100% Final Exam	<a href="mailto:rwood@pittville.gloucs.sch.uk">rwood@pittville.gloucs.sch.uk</a>
Business Studies	Eduqas	100% Final Exam	<a href="mailto:nesswood@pittville.gloucs.sch.uk">nesswood@pittville.gloucs.sch.uk</a>
French	AQA	100% Final Exam	<a href="mailto:ccodling@pittville.gloucs.sch.uk">ccodling@pittville.gloucs.sch.uk</a>
Spanish	AQA	100% Final Exam	<a href="mailto:ccodling@pittville.gloucs.sch.uk">ccodling@pittville.gloucs.sch.uk</a>
Film Studies	Eduqas	30% NEA 70% Final Exam	<a href="mailto:lmcgee@pittville.gloucs.sch.uk">lmcgee@pittville.gloucs.sch.uk</a>
Art	AQA	60% NEA 40% Exam	<a href="mailto:kking@pittville.gloucs.sch.uk">kking@pittville.gloucs.sch.uk</a>
Drama	AQA	60% NEA 40% Exam	<a href="mailto:kcurran@pittville.gloucs.sch.uk">kcurran@pittville.gloucs.sch.uk</a>
Food & Nutrition	Eduqas	50% NEA 50% Exam	<a href="mailto:lberrington@pittville.gloucs.sch.uk">lberrington@pittville.gloucs.sch.uk</a>
Textiles	AQA	60% NEA 40% Exam	<a href="mailto:kking@pittville.gloucs.sch.uk">kking@pittville.gloucs.sch.uk</a>
Design Technology	AQA	50% NEA 50% Exam	<a href="mailto:gjones@pittville.gloucs.sch.uk">gjones@pittville.gloucs.sch.uk</a>
Dance	AQA	60% NEA 40% Exam	<a href="mailto:dwatkins@pittville.gloucs.sch.uk">dwatkins@pittville.gloucs.sch.uk</a>
GCSE PE	OCR	40% NEA 60% Exam	<a href="mailto:jlaytonhill@pittville.gloucs.sch.uk">jlaytonhill@pittville.gloucs.sch.uk</a>
Music	Eduqas	60% NEA 40% Exam	<a href="mailto:jgrewar@pittville.gloucs.sch.uk">jgrewar@pittville.gloucs.sch.uk</a>
BTEC Sport	Edexcel	60% Assignments 40% Exam	<a href="mailto:jlaytonhill@pittville.gloucs.sch.uk">jlaytonhill@pittville.gloucs.sch.uk</a>
BTEC Health & Social Care	Edexcel	60% Assignments 40% Exam	<a href="mailto:sspencer@pittville.gloucs.sch.uk">sspencer@pittville.gloucs.sch.uk</a>
Vocational ICT	Eduqas	60% Assignments 40% Exam	<a href="mailto:lvaughan@pittville.gloucs.sch.uk">lvaughan@pittville.gloucs.sch.uk</a>