

The background features a collage of elements. On the left is a shield with a diagonal band and four white squares. On the right is a stylized rose. The bottom edge is a torn paper effect, with a solid black area below it.

Year 7

Information Evening



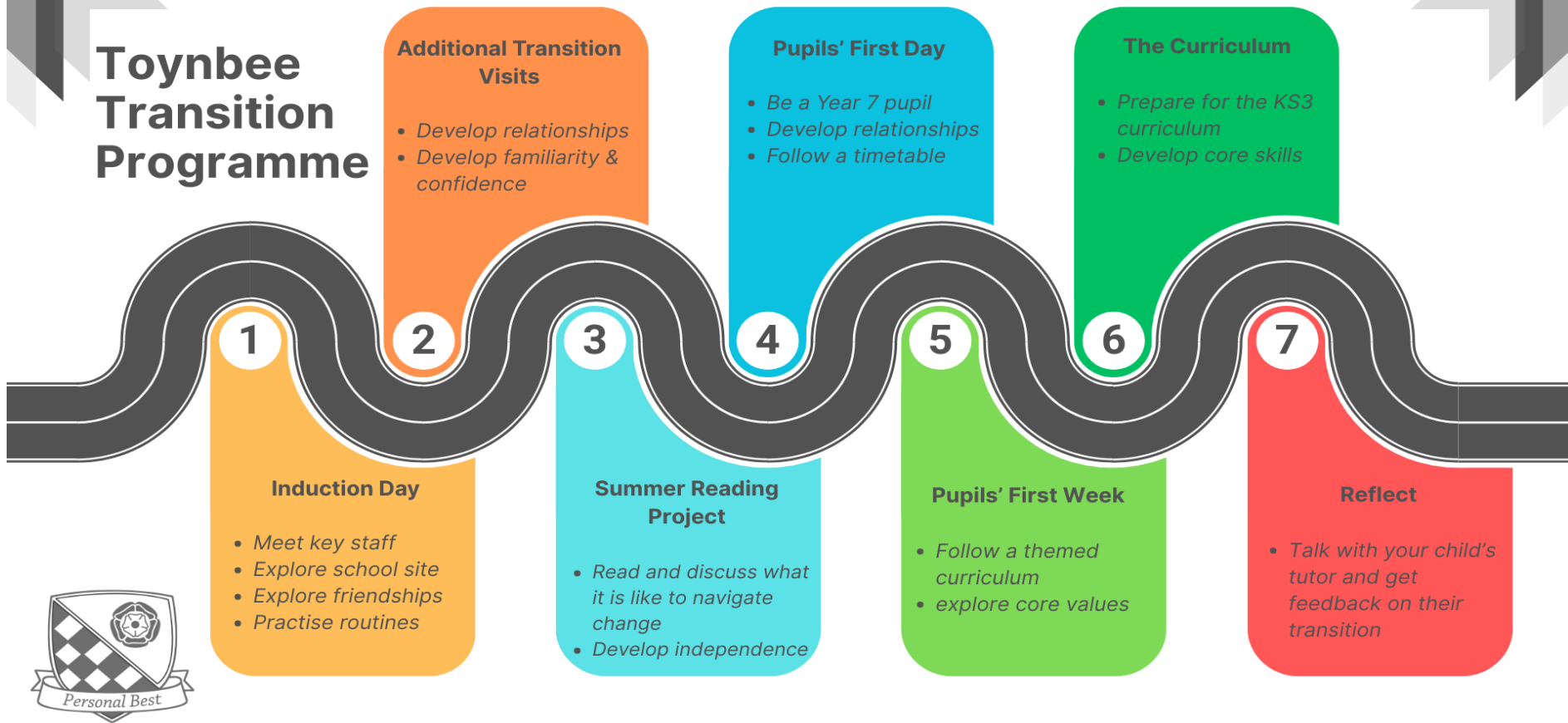
Mrs Taylor

Assistant Headteacher



Transition Update

Toynbee Transition Programme



Summer Reading Project- Update

- Please ensure any booklets are passed to your child's tutor or Mrs Nichols in the LRC as soon as possible
- Any projects for the competition are to be handed to Mrs Nicholls in the LRC by Friday 26th September
- Ele Fountain will be visiting pupils on Friday 17th October

The Curriculum

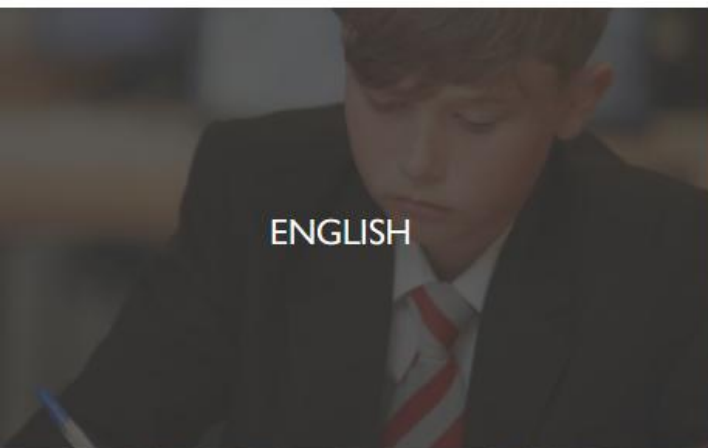
What is my child learning?

How can I support them with this?

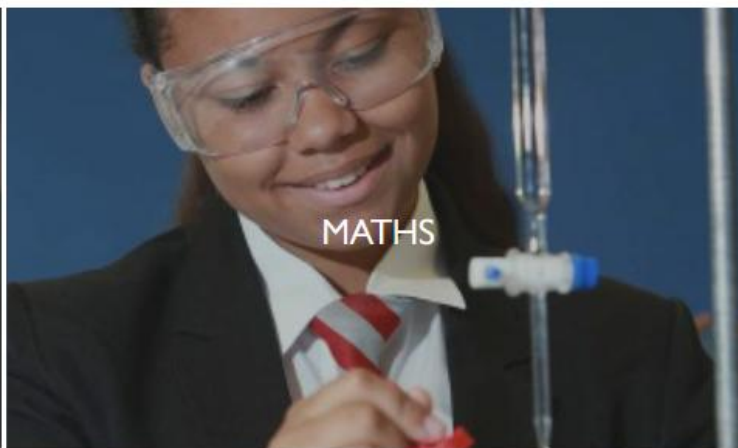
The Toynbee Curriculum

- 1. What will my child be studying in all their subjects?**
- 2. What exactly does my child need to learn in all their subjects?**
- 3. How is my child performing in all their subjects?**

CURRICULUM



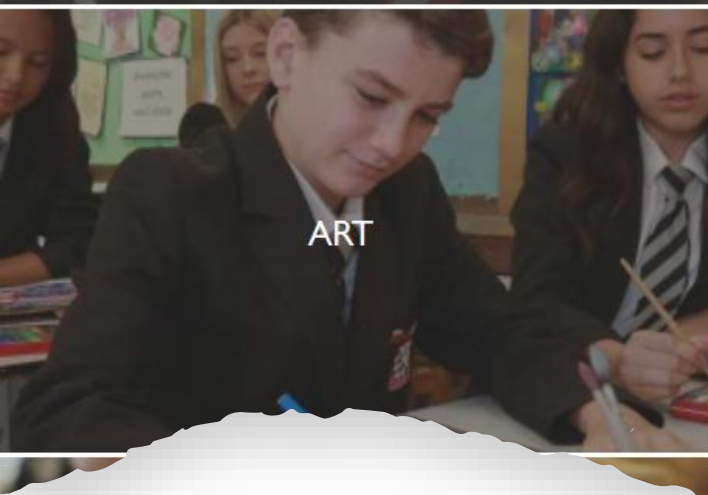
ENGLISH



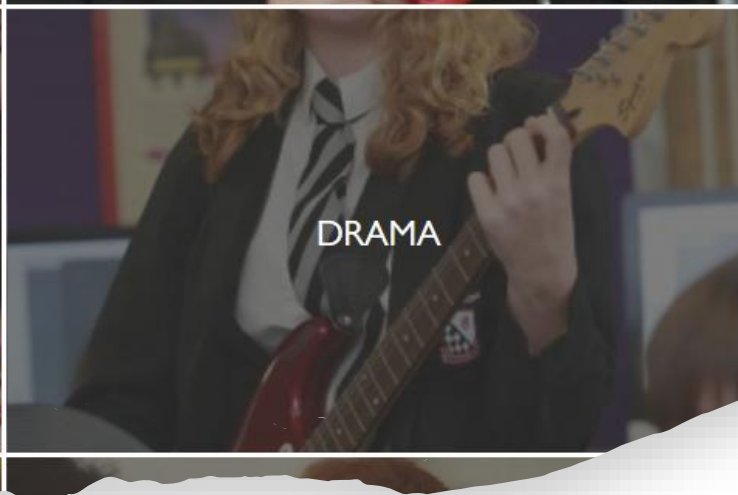
MATHS



SCIENCE



ART



DRAMA



GEOGRAPHY

KS3 Topic Summaries Geography



KS3 Knowledge Maps Geography



KS4 Topic Summaries Geography









KS4 Knowledge Maps Geography



YEAR 7

Topics Studied	Topic Summary	Knowledge
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YEAR 7

Topics Studied	Topic Summary	Knowledge Map
Geography of Me	<div>Click Here </div>	<div>Click Here </div>
Wild Weather and Climate Change	<div>Click Here </div>	<div>Click Here </div>
Energy and Resources	<div>Click Here </div>	<div>Click Here </div>

YEAR 8

	Topic Summary	
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The Toynbee Curriculum

Topic Summaries

Scheme of Learning: Gods and Goddesses

Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	Heracles: Universal Hero	Religion in the City	Myth and the City	Festivals	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

Topic Overview:

This is the first topic of the GCSE Classical Civilisations course, and the main aim is to provide a solid foundation to Greek Mythology to pupils. The specification focuses on the Greek Olympian Gods, and their Roman equivalents. Yet, to start and finish with just this would be too narrow, especially to those pupils who have never read or had any experience of Greek mythology before. This is the opportunity to provide pupils with greater understanding of the Olympian gods by placing them within a wider context, and to then take these Olympians and place them in mythological contexts. Hopefully, by exploring the wider context of the Olympians, pupils will have a greater understanding of the key components of this topic.

Lesson Sequence:

Lessons have been sequenced to purposely build pupils' understanding and knowledge of how the Greek gods and goddesses are structured, re exploring the stories and myths that explain how these gods and goddesses came to be, and then explore these gods and goddesses in context of some key myths that underpin the whole course.

The topic starts with an initial lesson that gives pupils an understanding of Ancient Greece on a macro level. It explores the geographical shape of Ancient Greece, the key cities and places, and the key people that they will encounter later in the course. The aim is to simply give pupils with an anchor on which to base all their further understanding on. By providing pupils with a wider view of Ancient Greece and what it was like to live there, pupils will better be able to understand the information later in the course.

The next series of lessons explore the Primordial gods of Ancient Greece and explain how the earth and world was created according to the Greeks. They will explore the origins of the earth by studying Chaos, before moving to the stories of Gaia (mother earth), Uranus (god of the sky), and Cronos and Rhea. What is important in these early lessons is for pupils to understand that the gods were human in their characteristics which is something that underpins all Greek myths. It also places the next stages of the course in greater context. They should be able to relate the stories of Uranus and Cronos, and their relationship, to the birth and stories behind Zeus and the Olympians.

The next sequence of lessons explores the creation of the Olympian gods, particularly Zeus. It explores how the sons and daughters of the Titans became the most powerful gods of all through the Titanomachy, before exploring their characteristics. There is a particular emphasis on Zeus as central to all aspects of Greek myth. At this stage, pupils will begin to explore art and pottery for the first time, by trying to identify Greek gods and goddesses on pottery. This acts as a stepping stone to later topics which explore art, sculpture and pottery in more detail.

The final sequence of lessons explores some key and fundamental Greek myths that underpin the whole course. Perhaps the most significant is the judgement of Paris which explains the origin of the Trojan War, a crucial and recurring theme throughout the whole course. Further myths included include Prometheus and the creation of mankind, Pandora's Box, and Persephone's descent into the underworld and the creation of the seasons. These myths allow pupils to experience the fantastical nature of Greek stories at the same time as applying their knowledge of gods and goddesses contextually.

Sequence of Lessons:

Travelling through Ancient Greece
Greek mythological family tree
Chaos: Story of the creation of the world
Story of Gaia
Story of Uranus
Story of Cronos
Story of Rhea

Topic Resources:

Knowledge Map:	1. Knowledge Map: Gods and Goddesses	Prescribed Sources:	None
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Assessment:

Knowledge:	19 question knowledge test
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Application of	5 question application test
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Chaos: Story of the creation of the world
Story of Gaia
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Story of Cronos
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Topic Resources:

Knowledge Map:	1. Knowledge Map: Gods and Goddesses	Prescribed Sources:	None
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Assessment:

Knowledge:	19 question knowledge test
Application of	5 question application test

The Toynbee Curriculum

Topic Summaries

Outlines where the topic fits in a sequence

The Toynbee Curriculum

Topic Summaries

Gives an overview of the topic, explaining further how it fits into the wider learning

Scheme of Learning: Gods and Goddesses

Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	Heraclitus: Universal Hero	Religion in the City	Myth and the City	Festivals	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

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A series of lessons explore the Primordial gods of Ancient Greece and explain how the earth and world was created according to the Greeks. They will explore the origins of the earth by studying Chaos, before moving to the stories of Gaia (mother earth), Uranus (god of the sky), and Cronos and Rhea. What is important in these early lessons is for pupils to understand that the gods were human in their characteristics which is something that underpins all Greek myths. It also places the next stages of the course in greater context. They should be able to relate the stories of Uranus and Cronos, and their relationship, to the birth and stories behind Zeus and the Olympians.

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Greek mythological family tree
Chaos: Story of the creation of the world
Gaia
Uranus
Cronos
Rhea

Topic Resources:

Knowledge Map:	1. Knowledge Map: Gods and Goddesses	Prescribed Sources:	None
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Assessment:

Knowledge:	19 question knowledge test
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The Toynbee Curriculum

Topic Summaries

Gives an overview of the sequence of lessons and explains how they fit together

Scheme of Learning: Gods and Goddesses

Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	Heracles: Universal Hero	Religion in the City	Myth and the City	Festivals	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

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Lesson 2 series of lessons explore the Primordial gods of Ancient Greece and explain how the earth and world was created according to the Greeks. They will explore the origins of the earth by studying Chaos, before moving to the stories of Gaia (mother earth), Uranus (god of the sky), and Cronos and Rhea. What is important in these early lessons is for pupils to understand that the gods were human in their characteristics which is something that underpins all Greek myths. It also places the next stages of the course in greater context. They should be able to relate the stories of Uranus and Cronos, and their relationship, to the birth and stories behind Zeus and the Olympians.

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Lesson 4 final sequence of lessons explores some key and fundamental Greek myths that underpin the whole course. Perhaps the most significant is the Judgement of Paris which explains the origin of the Trojan War, a crucial and recurring theme throughout the whole course. Further myths covered include Prometheus and the creation of mankind, Pandora's Box, and Persephone's descent into the underworld and the creation of the seasons. These myths allow pupils to experience the fantastical nature of Greek stories at the same time as applying their knowledge of gods and goddesses contextually.

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Topic Resources:

Knowledge Map:	1. Knowledge Map: Gods and Goddesses	Prescribed Sources:	None
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Assessment:

Knowledge:	19 question knowledge test
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The Toynbee Curriculum

Topic Summaries

Outlines additional information such as the number of lessons, accompanying resources such as knowledge maps, how it will be assessed, and how reading has been incorporated into the topic

Scheme of Learning: Gods and Goddesses

Topic Sequence:

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Topic Resources:

Knowledge Map:	1. Knowledge Map: Gods and Goddesses	Prescribed Sources:	None
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Assessment:

Knowledge:	19 question knowledge test
Application of	5 question application test to identify

The Toynbee Curriculum

- 1. What will my child be studying in all their subjects?**
- 2. What exactly does my child need to learn in all their subjects?**
- 3. How is my child performing in all their subjects?**

The Toynbee Curriculum







Knowledge Maps

1






Knowledge Map: Myth and Religion: Gods and Goddesses

This topic focuses on the wonderful world of Greek Myth. Greek mythology is a complex and intricately connected series of stories that explain how the world was founded and operated. It is also so much more. It is a study of humankind and the complex lives of human beings. The Ancient Greeks created their Gods in their own image and with human characteristics. We will study these Gods, the myths surrounding them and how each of these Gods is represented in art and architecture, as well as literature.











First Generation: The Primordial Gods

1	Chaos - The Void	Chaos is the God referred to at the point where it all began. It is the moment when Heaven and Earth separate. From Chaos came the Primordial Gods.	
2	Tartarus - The Underworld	The Primordial God of the great stormy pit which lay beneath the roots of the earth. He was the anti-heaven; just as the dome of heaven arched high above the earth, Tartarus arched beneath her. The Titans were eventually imprisoned in his depths.	
	Gaia - Mother Earth	Gaia was the great mother of all creation. The heavenly gods were descended from her through her union with Uranus (Sky), the sea-gods from her union with Pontus (Sea), the Gigantes (Giants) from her mating with Tartarus (the Pit), and mortal creatures born directly from her earthly flesh.	
	Uranus - The Sky	Uranus was the primordial god of the sky. The Greeks imagined the sky as a solid dome of brass, decorated with stars, whose edges descended to rest upon the outermost limits of the flat earth. Uranus was the literal sky, just as his consort Gaia (Gaea) was the earth.	
	Pontus - The Sea	Pontus was the primordial god of the sea. He was the sea itself, not merely its resident deity, who was born from earth at the dawn of creation. Pontus and Gaia were parents of the ancient deities known as the Old Men of the Sea.	
	Erebus and Nyx - Darkness and Night	The Primordial God of night, Nyx drew the dark mists of her consort, Erebus, across the heavens at night, cloaking the bright light of the heavenly aether.	

Second Generation: The Titans

	Chronos	The King of the Titans, and the god of immortality. He led his brothers in the ambush and castration of their father Uranus, but was himself deposed and cast into the pit of Tartarus by his own son Zeus. He was the father to the first six Olympian Gods, of which he originally ate five!	
	Rhea	The Queen of the Titans and goddess of female fertility. She saved her son Zeus from Cronus by substituting the child for a stone wrapped in swaddling cloth. The Titan had devoured her other five children, but these were later freed by Zeus.	
	Oceanus and Tethys	Oceanus: The Titan god of earth-encircling water river. As a Titan god he presided over the rising and setting of the heavenly bodies; the sun, the moon, the stars, and the dawn. His ever-flowing waters, encircling the edges of the cosmos were associated with the never-ending flow of time. Tethys: The elder Titan-goddess of the sources of fresh-water and would create the Rivers, Clouds and Springs.	
	Iapetus	The Titan god of mortality and the allotment of the mortal life-span. His sons Prometheus and Epimetheus were the creators of animals and men. Iapetus was one of the four brother-Titans who held Uranus fast while Cronus castrated him with the sickle. As punishment he was cast into the Tartarean pit by Zeus at the end of the Titan War.	
		The creator of humankind. He defied Zeus on several occasions, including stealing fire from heaven for the benefit of humankind.	

Third Generation: The Olympians

15	Zeus	Zeus was the King of the Gods and the god of the sky, weather, law and order, destiny and fate, and kingship. He was depicted as a regal, mature man with a sturdy figure and dark beard. His usual attributes were a lightning bolt, a royal sceptre and an eagle.	
16	Hera	Hera was the Olympian queen of the gods, and the goddess of marriage, women, the sky and the stars of heaven. She was usually depicted as a beautiful woman wearing a crown and holding a royal, lotus-tipped sceptre, and sometimes accompanied by a lion, cuckoo or hawk.	
17	Poseidon	Poseidon was the Olympian god of the sea, earthquakes, floods, drought and horses. He was depicted as a mature man with a sturdy build and dark beard holding a trident (a three-pronged fisherman's spear).	
18	Demeter	Demeter was the Olympian goddess of agriculture, grain and bread who sustained humankind with the earth's rich bounty. Demeter was depicted as a mature woman, often wearing a crown and bearing sheaves of wheat or a cornucopia (horn of plenty), and a torch.	
19	Hestia	Hestia was the virgin goddess of the hearth and the home. As the goddess of the family hearth she also presided over the cooking of bread and the preparation of the family meal.	
20	Athena	Athena was the Olympian goddess of wisdom and good counsel, war, the defence of towns, heroic endeavour, weaving, pottery and various other crafts. She was depicted as a stately woman armed with a shield and spear, and wearing a long robe, crested helm, and the famed aegis (a snake-trimmed cape adorned with the monstrous visage of Medusa).	
21	Hephaestus	Hephaestus was the Olympian god of fire, smiths, craftsmen, metalworking, stonemasonry and sculpture. He was depicted as a bearded man holding a hammer and tongs - the tools of a smith - and sometimes riding a donkey.	
22	Ares	Ares was the Olympian god of war, battle, courage and civil order. In ancient Greek art he was depicted as either a mature, bearded warrior armed for battle, or a nude, beardless youth with a helm and spear.	
23	Aphrodite	Aphrodite was the Olympian goddess of love, beauty, pleasure and procreation. She was depicted as a beautiful woman often accompanied by the winged god Eros (Love). Her attributes included a dove, apple, scallop shell and mirror. In classical sculpture and fresco, she was usually depicted nude.	
24	Hermes	Hermes was the Olympian god of herds and flocks, travellers and hospitality, roads and trade, thievery and cunning, heralds and diplomacy, language and writing, athletic contests and gymnasiums, astronomy and astrology. He was the herald and personal messenger of Zeus, King of the Gods, and also the guide of the dead who led souls down into the underworld. Hermes was depicted as either a handsome and athletic, beardless youth or as an older	

The Toynbee Curriculum

Knowledge Maps

Outlines an overview of the topic and what will be learnt in an A4 summary

1

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Second Generation: The Titans

	Chronos	The King of the Titans, and the god of immortality. He led his brothers in the ambush and castration of their father Uranus, but was himself deposed and cast into the pit of Tartarus by his own son Zeus. He was the father to the first six Olympian Gods, of which he originally ate five!	
	Rhea	The Queen of the Titans and goddess of female fertility. She saved her son Zeus from Cronus by substituting the child for a stone wrapped in swaddling cloth. The Titan had devoured her other five children, but these were later freed by Zeus.	
	Oceanus and Tethys	Oceanus: The Titan god of earth-encircling water river. As a Titan god he presided over the rising and setting of the heavenly bodies; the sun, the moon, the stars, and the dawn. His ever-flowing waters, encircling the edges of the cosmos were associated with the never-ending flow of time. Tethys: The elder Titan-goddess of the sources of fresh-water and would create the Rivers, Clouds and Springs.	
	Iapetus	The Titan god of mortality and the allotment of the mortal life-span. His sons Prometheus and Epimetheus were the creators of animals and men. Iapetus was one of the four brother-Titans who held Uranus fast while Cronus castrated him with the sickle. As punishment he was cast into the Tartarean pit by Zeus at the end of the Titan War.	
		The creator of humankind. He defied Zeus on several occasions, including stealing fire from heaven for the benefit of humankind.	

Third Generation: The Olympians

15	Zeus	Zeus was the King of the Gods and the god of the sky, weather, law and order, destiny and fate, and kingship. He was depicted as a regal, mature man with a sturdy figure and dark beard. His usual attributes were a lightning bolt, a royal sceptre and an eagle.	
16	Hera	Hera was the Olympian queen of the gods, and the goddess of marriage, women, the sky and the stars of heaven. She was usually depicted as a beautiful woman wearing a crown and holding a royal, lotus-tipped sceptre, and sometimes accompanied by a lion, cuckoo or hawk.	
17	Poseidon	Poseidon was the Olympian god of the sea, earthquakes, floods, drought and horses. He was depicted as a mature man with a sturdy build and dark beard holding a trident (a three-pronged fisherman's spear).	
18	Demeter	Demeter was the Olympian goddess of agriculture, grain and bread who sustained humankind with the earth's rich bounty. Demeter was depicted as a mature woman, often wearing a crown and bearing sheaves of wheat or a cornucopia (horn of plenty), and a torch.	
19	Hestia	Hestia was the virgin goddess of the hearth and the home. As the goddess of the family hearth she also presided over the cooking of bread and the preparation of the family meal.	
20	Athena	Athena was the Olympian goddess of wisdom and good counsel, war, the defence of towns, heroic endeavour, weaving, pottery and various other crafts. She was depicted as a stately woman armed with a shield and spear, and wearing a long robe, crested helm, and the famed aegis (a snake-trimmed cape adorned with the monstrous visage of Medusa).	
21	Hephaestus	Hephaestus was the Olympian god of fire, smiths, craftsmen, metalworking, stonemasonry and sculpture. He was depicted as a bearded man holding a hammer and tongs - the tools of a smith - and sometimes riding a donkey.	
22	Ares	Ares was the Olympian god of war, battle, courage and civil order. In ancient Greek art he was depicted as either a mature, bearded warrior armed for battle, or a nude, beardless youth with a helm and spear.	
23	Aphrodite	Aphrodite was the Olympian goddess of love, beauty, pleasure and procreation. She was depicted as a beautiful woman often accompanied by the winged god Eros (Love). Her attributes included a dove, apple, scallop shell and mirror. In classical sculpture and fresco, she was usually depicted nude.	
24	Hermes	Hermes was the Olympian god of herds and flocks, travellers and hospitality, roads and trade, thievery and cunning, heralds and diplomacy, language and writing, athletic contests and gymnasiums, astronomy and astrology. He was the herald and personal messenger of Zeus, King of the Gods, and also the guide of the dead who led souls down into the underworld. Hermes was depicted as either a handsome and athletic, beardless youth or as an older	

The Toynbee Curriculum

Knowledge Maps







The topic is broken into manageable chunks so that they can be more easily learnt

1

Knowledge Map: Myth and Religion: Gods and Goddesses

This topic focuses on the wonderful world of Greek Myth. Greek mythology is a complex and intricately connected series of stories that explain how the world was founded and operated. It is also so much more. It is a study of humankind and the complex lives of human beings. The Ancient Greeks created their Gods in their own image and with human characteristics. We will study these Gods, the myths surrounding them and how each of these Gods is represented in art and architecture, as well as literature.

First Generation: The Primordial Gods

1	Chaos - The Void	Chaos is the God referred to at the point where it all began. It is the moment when Heaven and Earth separate. From Chaos came the Primordial Gods.	
2	Tartarus - The Underworld	The Primordial God of the great stormy pit which lay beneath the roots of the earth. He was the anti-heaven; just as the dome of heaven arched high above the earth, Tartarus arched beneath her. The Titans were eventually imprisoned in his depths.	
	Gaia - Mother Earth	Gaia was the great mother of all creation. The heavenly gods were descended from her through her union with Uranus (Sky), the sea-gods from her union with Pontus (Sea), the Gigantes (Giants) from her mating with Tartarus (The Pit), and mortal creatures born directly from her earthly flesh.	
	Uranus - The Sky	Uranus was the primordial god of the sky. The Greeks imagined the sky as a solid dome of brass, decorated with stars, whose edges descended to rest upon the outermost limits of the flat earth. Uranus was the literal sky, just as his consort Gaia (Gaea) was the earth.	
	Pontus - The Sea	Pontus was the primordial god of the sea. He was the sea itself, not merely its resident deity, who was born from earth at the dawn of creation. Pontus and Gaia were parents of the ancient deities known as the Old Men of the Sea.	
	Erebus and Nyx - Darkness and Night	The Primordial God of night, Nyx drew the dark mists of her consort, Erebus, across the heavens at night, cloaking the bright light of the heavenly aether.	

Second Generation: The Titans

	Chronos	The King of the Titans, and the god of immortality. He led his brothers in the ambush and castration of their father Uranus, but was himself deposed and cast into the pit of Tartarus by his own son Zeus. He was the father to the first six Olympian Gods, of which he originally ate five!	
	Rhea	The Queen of the Titans and goddess of female fertility. She saved her son Zeus from Cronus by substituting the child for a stone wrapped in swaddling cloth. The Titan had devoured her other five children, but these were later freed by Zeus.	
	Oceanus and Tethys	Oceanus: The Titan god of earth-encircling water river. As a Titan god he presided over the rising and setting of the heavenly bodies: the sun, the moon, the stars, and the dawn. His ever-flowing waters, encircling the edges of the cosmos, were associated with the never-ending flow of time. Tethys: The elder Titan-goddess of the sources of fresh water and would create the Rivers, Clouds and Springs.	
	Iapetus	The Titan god of mortality and the allotment of the mortal life-span. His sons Prometheus and Epimetheus were the creators of animals and men. Iapetus was one of the four brother-Titans who held Uranus fast while Cronus castrated him with the sickle. As punishment he was cast into the Tartarusan pit by Zeus at the end of the Titan War.	
		The creator of humankind. He defied Zeus on several occasions, including stealing fire from heaven for the benefit of humankind.	

Third Generation: The Olympians

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16	Hera	Hera was the Olympian queen of the gods, and the goddess of marriage, women, the sky and the stars of heaven. She was usually depicted as a beautiful woman wearing a crown and holding a royal, lotus-tipped sceptre, and sometimes accompanied by a lion, cuckoo or hawk.	
17	Poseidon	Poseidon was the Olympian god of the sea, earthquakes, floods, drought and horses. He was depicted as a mature man with a sturdy build and dark beard holding a trident (a three-pronged fisherman's spear).	
18	Demeter	Demeter was the Olympian goddess of agriculture, grain and bread who sustained humankind with the earth's rich bounty. Demeter was depicted as a mature woman often wearing a crown and bearing sheaves of wheat or a cornucopia (horn of plenty), and a torch.	
19	Hestia	Hestia was the virgin goddess of the hearth and the home. As the goddess of the family hearth she also presided over the cooking of bread and the preparation of the family meal.	
20	Athena	Athena was the Olympian goddess of wisdom and good counsel, war, the defence of towns, heroic endeavour, weaving, pottery and various other crafts. She was depicted as a stately woman armed with a shield and spear, and wearing a long robe, crested helm, and the famed aegis (a snake-trimmed cape adorned with the monstrous visage of Medusa).	
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The Toynbee Curriculum

Knowledge Maps







Each section is further broken down into individual pieces of knowledge; ideally these are numbered

1

Knowledge Map: Myth and Religion: Gods and Goddesses

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






First Generation: The Primordial Gods

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The Toynbee Curriculum

- 1. What will my child be studying in all their subjects?**
- 2. What exactly does my child need to learn in all their subjects?**
- 3. How is my child performing in all their subjects?**

The Toynbee Curriculum

Assessment

The data reported will be in
the form of a percentage
and entirely factual



FACT

The Toynbee Curriculum

Assessment

The data collected and reported will be directly linked to an area of the curriculum rather than an average or best guess of future performance

Scheme of Learning: Gods and Goddesses

Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	Heraclitus: Universal Hero	Religion in the City	Myth and the City	Festivals	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

Topic Overview:

This is the first topic of the GCSE Classical Civilisations course, and the main aim is to provide a solid foundation to Greek Mythology to pupils. The specification focuses on the Greek Olympian Gods, and their Roman equivalents. Yet, to start and finish with just this would be too narrow, especially to those pupils who have never read or had any experience of Greek mythology before. This is the opportunity to provide pupils with greater understanding of the Olympian gods by placing them within a wider context, and to then take these Olympians and place them in mythological contexts. Hopefully, by exploring the wider context of the Olympians, pupils will have a greater understanding of the key components of this topic.

Lesson Sequence:

Lessons have been sequenced to purposely build pupils' understanding and knowledge of how the Greek gods and goddesses are structured, re exploring the stories and myths that explain how these gods and goddesses came to be, and then explore these gods and goddesses in context of some key myths that underpin the whole course.

The topic starts with an initial lesson that gives pupils an understanding of Ancient Greece on a macro level. It explores the geographical shape of Ancient Greece, the key cities and places, and the key people that they will encounter later in the course. The aim is to simply give pupils with an anchor on which to base all their further understanding on. By providing pupils with a wider view of Ancient Greece and what it was like to live there, pupils will better be able to understand the information later in the course.

The first series of lessons explore the Primordial gods of Ancient Greece and explain how the earth and world was created according to the Greeks. They will explore the origins of the earth by studying Chaos, before moving to the stories of Gaia (mother earth), Uranus (god of the sky), and Cronos and Rhea. What is important in these early lessons is for pupils to understand that the gods were human in their characteristics which is something that underpins all Greek myths. It also places the next stages of the course in greater context. They should be able to relate the stories of Uranus and Cronos, and their relationship, to the birth and stories behind Zeus and the Olympians.

The next sequence of lessons explores the creation of the Olympian gods, particularly Zeus. It explores how the sons and daughters of the Titans became the most powerful gods of all through the Titanomachy, before exploring their characteristics. There is a particular emphasis on Zeus as central to all aspects of Greek myth. At this stage, pupils will begin to explore art and pottery for the first time, by trying to identify Greek gods and goddesses on pottery. This acts as a stepping stone to later topics which explore art, sculpture and pottery in more detail.

The final sequence of lessons explores some key and fundamental Greek myths that underpin the whole course. Perhaps the most significant is the judgement of Paris which explains the origin of the Trojan War, a crucial and recurring theme throughout the whole course. Further myths covered include Prometheus and the creation of mankind, Pandora's Box, and Persephone's descent into the underworld and the creation of the seasons. These myths allow pupils to experience the fantastical nature of Greek stories at the same time as applying their knowledge of gods and goddesses contextually.

Sequence of Lessons:

Travelling through Ancient Greece
Greek mythological family tree
Chaos: Story of the creation of the world
Gaia: Story of Gaia
Uranus: Story of Uranus
Cronos: Story of Cronos
Rhea: Story of Rhea

Topic Resources:

Knowledge Map:	1. Knowledge Map: Gods and Goddesses	Prescribed Sources:	None
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Assessment:

Knowledge:	19 question knowledge test
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Application of	5 question application test
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Scheme of Learning: Gods and Goddesses

Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	Heracles: Universal Hero	Religion in the City	Myth and the City	Festivals	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

Topic

Name	Au(1)	Au(2)	Sp(1)	Sp(2)	Su(1)	Su(2)
Pupil X	5	5	5	5	5	5

Lesson Sequence:

The lessons have been sequenced to purposely build pupils' understanding and knowledge of how the Greek gods and goddesses are structured before exploring the stories and myths that explain how these gods and goddesses came to be, and then explore these gods and goddesses in the context of some key myths that underpin the whole course.

The topic starts with an initial lesson that gives pupils an understanding of Ancient Greece on a macro level. It explores the geographical landscape of Ancient Greece, the key cities and places, and the key people that they will encounter later in the course. The aim is to provide pupils with an anchor on which to base all their further understanding on. By providing pupils with a wider view of what it was like to live there, pupils will better be able to understand the information later in the course.

The first series of lessons explore the Primordial gods of Ancient Greece and explain how the earth and world were created. Pupils explore the origins of the earth by studying Chaos, before moving to the stories of the Titans. What is important in these early lessons is for pupils to understand the role of the gods and goddesses and how they play in the next stages of the course.

Scheme of Learning: Gods and Goddesses

Topic Sequence:

1	2	3	4	5	6	7	8
Gods and Goddesses	Heracles: Universal Hero	Religion in the City	Myth and the City	Festivals	Myths and Symbols of Power	Death and Burial	Journey to the Underworld

Topic

Name	Au(1)	Au(2)	Sp(1)	Sp(2)	Su(1)	Su(2)
Pupil X	5	5	5	5	5	5

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Lesson

Name	Addition and Subtraction	Multiplication and Division	Sequencing	Place Value	Fractions	Probability
Pupil X	76%	78%	69%	85%	80%	54%

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before exploring the stories and myths that explain how these gods and goddesses came to be, and then explore these gods and goddesses in the context of some key myths that underpin the whole course.


The topic starts with an initial lesson that gives pupils an understanding of Ancient Greece on a macro level. It explores the geographical landscape of Ancient Greece, the key cities and places, and the key people that they will encounter later in the course. The aim is to provide pupils with an anchor on which to base all their further understanding on. By providing pupils with a wider view of what it was like to live there, pupils will better be able to understand the information later in the course.

The first series of lessons explore the Primordial gods of Ancient Greece and explain how the earth and world were created. The aim is to provide pupils with an understanding of the origins of the earth by studying Chaos, before moving to the stories of the Titans. What is important in these early lessons is for pupils to understand the role of the gods and goddesses in the next stages of the course.

The Toynbee Curriculum

Assessment

The data will inform parents of areas of strengths and weaknesses as reports will display all previous assessments – this will drive more meaningful conversations with pupils and parents



Pupil X
The Toynbee School

Year group
Year 7

Head of Year
Miss E Butler and Miss B Sherrell

Year 7 - Spring Term - Report

Form
7SL

Form tutor
Mrs R Still

Attendance*
99.2%

Unauthorised Absences
0

Achievement Points
107

Authorised Absences
2

Proud Points
12

Report date
26 Mar 2024

Year 7 Reports

Approach to Learning Grades: The first section of the report is focused on how your child approaches their learning; these are called our **Approach to Learning Grades**. They cover five key areas needed to be an effective learner, and these are:

- Preparation for Learning:** A focus on how well prepared your child is for learning by bringing the right equipment to lesson;
- Commitment to Learning:** A focus on how committed your child is to their learning by how much effort is put into classwork;
- Involvement in Learning:** A focus on how involved your child is in the lesson by how much they contribute verbally to lessons;
- Behaviours for Learning:** A focus on how your child's behaviour contributes to their learning and the learning of others;
- Learning at Home:** A focus on how your child is doing with their home learning.

The aim is to provide you with a greater understanding of how your child is approaching their lessons. We would expect the vast majority of pupils to be classified as **good** in each category. For greater descriptions of each category, please click [here](#) where there is a breakdown of each approach to Learning category.

Subject Topic Assessments: The second section of the report is focused on providing you with information on how your child is performing in each subject. Under each subject heading, you will find the titles of each topic your child has been studying for each subject, alongside how they performed in the assessment for each of those topics. Each topic assesses two key areas required to be successful: the knowledge or content of the topic studied, and the application of this knowledge to assessment questions. The outcome to each assessment is always reported as an overall factual percentage. Please be aware that the number of topics will vary from subject to subject, and is dependent on how the curriculum has been designed in each subject.

Course	Preparation for Learning (KS3)	Commitment to Learning (KS3)	Involvement in Learning (KS3)	Behaviours for Learning (KS3)	Learning at Home (KS3)
Art and Design	Good	Outstanding	Outstanding	Outstanding	Good
Design and Technology	Good	Good	Good	Good	Not required
Drama	Not required	Good	Good	Good	Outstanding
English	Outstanding	Outstanding	Outstanding	Outstanding	Good
Geography	Good	Good	Outstanding	Outstanding	Good
History	Good	Outstanding	Outstanding	Outstanding	Good
Computing	Good	Outstanding	Outstanding	Outstanding	Good
Maths	Good	Outstanding	Outstanding	Good	Outstanding
Music	Good	Good	Good	Good	Not required
PE	Good	Good	Good	Outstanding	Not required
PSHCE	Good	Good	Good	Good	Not required
RS	Good	Good	Good	Good	Good
Science	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Spanish	Good	Outstanding	Outstanding	Outstanding	Outstanding

Course	Preparation for Learning (KS3)	Commitment to Learning (KS3)	Involvement in Learning (KS3)	Behaviours for Learning (KS3)	Learning at Home (KS3)
Art and Design	Good	Outstanding	Outstanding	Outstanding	Good
Design and Technology	Good	Good	Good	Good	Not required
Drama	Not required	Good	Good	Good	Outstanding
English	Outstanding	Outstanding	Outstanding	Outstanding	Good
Geography	Good	Good	Outstanding	Outstanding	Good
History	Good	Outstanding	Outstanding	Outstanding	Good
Computing	Good	Outstanding	Outstanding	Outstanding	Good
Maths	Good	Outstanding	Outstanding	Good	Outstanding
Music	Good	Good	Good	Good	Not required
PE	Good	Good	Good	Outstanding	Not required
PSHCE	Good	Good	Good	Good	Not required
RS	Good	Good	Good	Good	Good
Science	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Spanish	Good	Outstanding	Outstanding	Outstanding	Outstanding

History Topic Assessments

Statement	Current mark
Norman Conquest	88%
Silk Roads	80%

Maths Topic Assessments

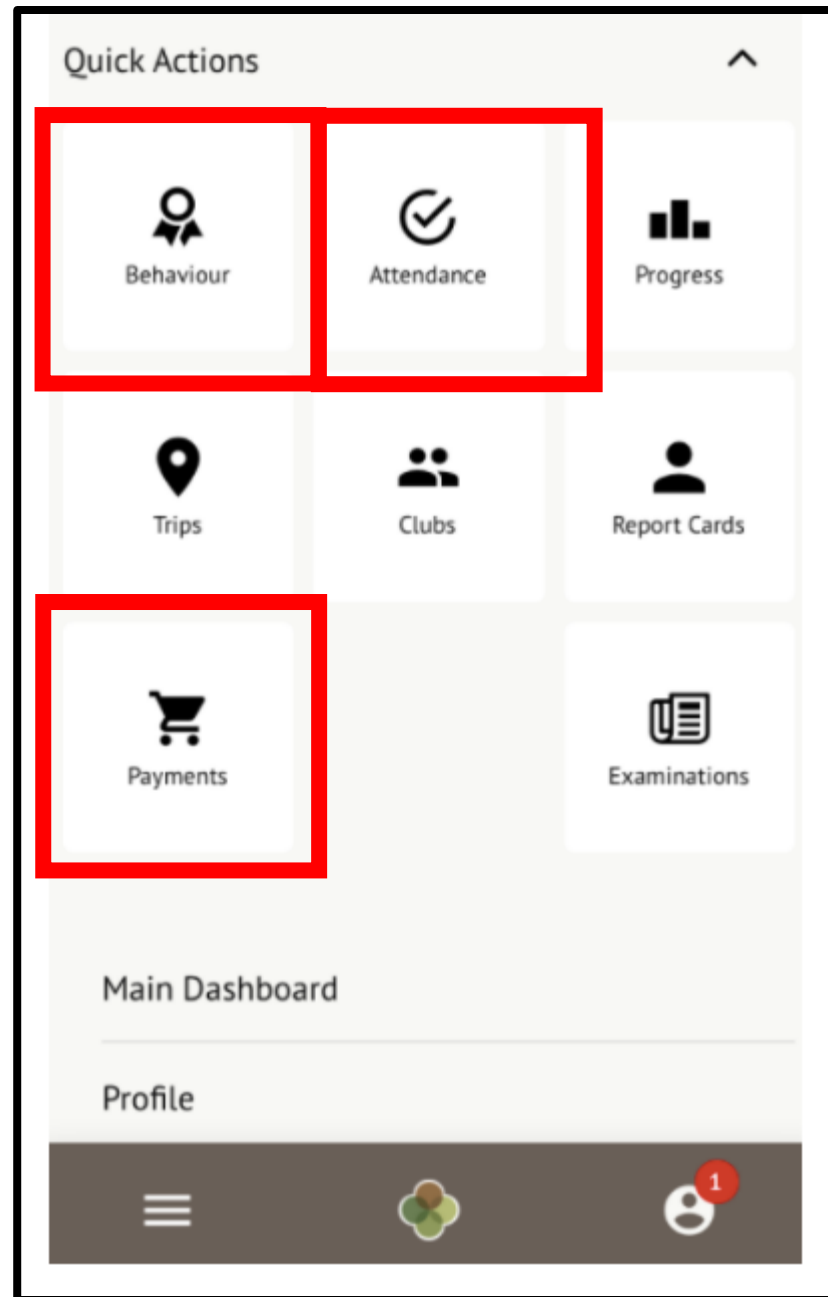
Statement	Current mark
Addition and Subtraction	95%
Algebraic Notation	95%
Equality and Equivalence	100%
Multiplication and Division	90%
Place Value	98%
Sequences	85%

Music Topic Assessments

Statement	Current mark
Beats and Rhythms	65%
Pitch and Notation	75%
The 4-Chord Song	75%

Religious Studies Topic Assessments

Arbor Parent Portal or App



Calendar - Mon, 18 Dec 2023

Prev. Day

Today

Next Day

07:00 - 09:00

Wraparound

08:45 - 09:00

Year 7: Form 7BG

09:50 - 10:40

KS3 French: Year 7: 7Fr/1

L9

09:50 - 10:40

KS3 Music: Year 7: 7Mu/1

L29

11:00 - 11:40

KS3 Geography: Year 7: 7Ge/1

11:40 - 12:20

KS3 History: Year 7: 7Hi/1

13:15 - 15:30

Year 7: Form 7BG

13:50 - 14:30

KS3 Science: Year 7: 7Sc/1

14:30 - 15:10

KS3 English: Year 7: 7En/1

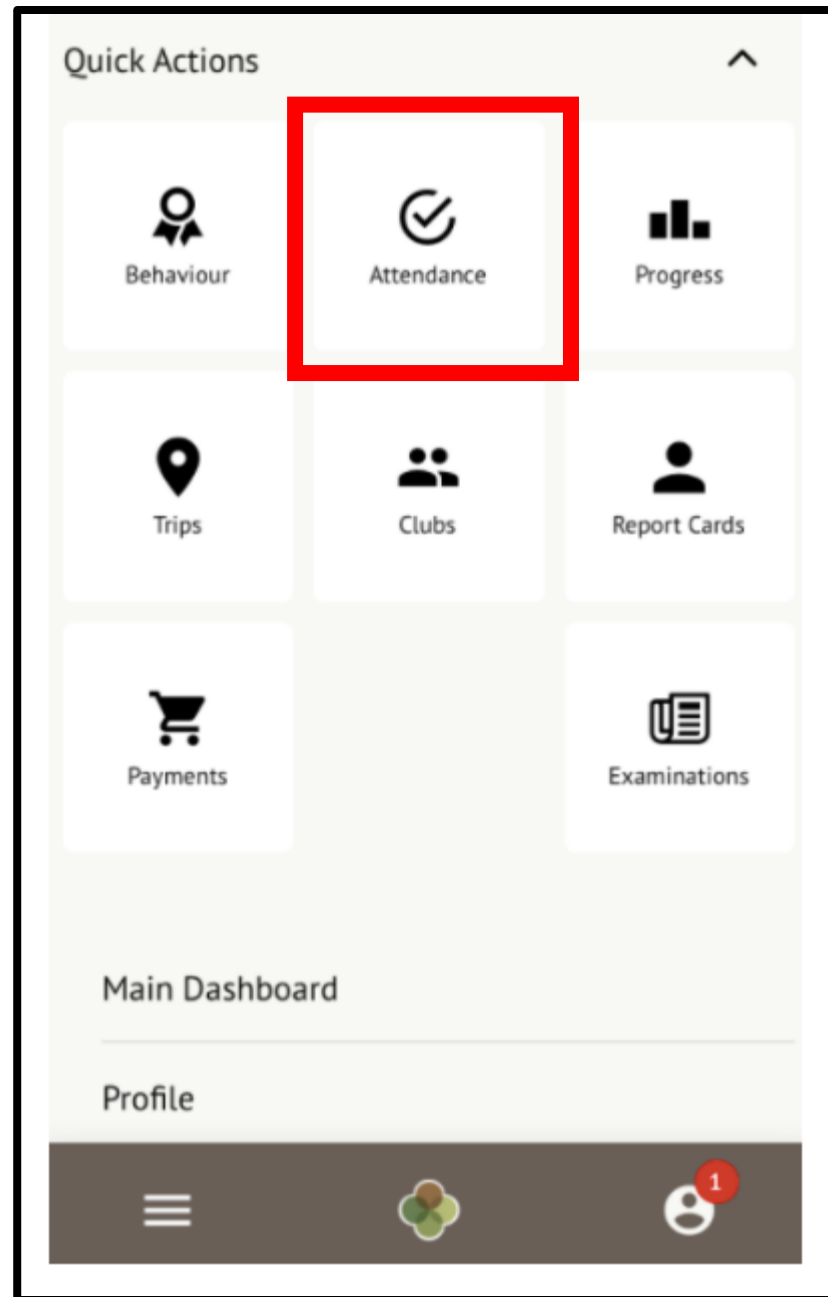
Main Dashboard

Profile

Printable Timetable



Arbor Parent Portal or App



Statistics

Attendance (2018/2019)

87.2%

Year

52.9%

Last 4 weeks

Recent Attendance for Evie Davies

Statistics for Academic Year 2018/2019

Possible sessions

359

Present

313 sessions (87.19%)

Late

8 sessions (2.56%)

Authorised absent

46 sessions (12.81%)

Unauthorised absent

0 sessions (0.00%)

Recent Attendance (13 May 2019 - 20 May 2019)

Present

0 sessions (0.00%)

Page

1 of 1

Page 1 of 1

Attendance Certificate

Fiona Johnson (7BG)

Summary (01 Sep 2023 - 31 Aug 2024)

Attendances	0	0.0%
Authorised absences	0	0.0%
Unauthorised absences	0	0.0%
Possible attendances	0	

Including

Approved educational activity	0	0.0%
Late before register closes	0	0.0%
Late after register closes	0	0.0%
No reason given	0	0.0%

w/c	Mo	Tu	We	Th	Fr
04 Sep 2023	--	--	--	--	--
11 Sep 2023	--	--	--	--	--
18 Sep 2023	--	--	--	--	--
25 Sep 2023	--	--	--	--	--
02 Oct 2023	--	--	--	--	--
09 Oct 2023	--	--	--	--	--
16 Oct 2023	--	--	--	--	--
23 Oct 2023	##	##	##	##	##
30 Oct 2023	##	--	--	--	--
06 Nov 2023	--	--	--	--	--
13 Nov 2023	--	--	--	--	--
20 Nov 2023	--	--	--	--	--
27 Nov 2023	--	--	--	--	--
04 Dec 2023	--	--	--	--	--
11 Dec 2023	--	--	--	--	--
18 Dec 2023	##	##	##	##	##
25 Dec 2023	##	##	##	##	##
01 Jan 2024	##	--	--	--	--
08 Jan 2024	--	--	--	--	--
15 Jan 2024	--	--	--	--	--
22 Jan 2024	--	--	--	--	--
29 Jan 2024	--	--	--	--	--
05 Feb 2024	--	--	--	--	--
12 Feb 2024	##	##	##	##	##
19 Feb 2024	--	--	--	--	--
26 Feb 2024	--	--	--	--	--

w/c	Mo	Tu	We	Th	Fr
04 Mar 2024	--	--	--	--	--
11 Mar 2024	--	--	--	--	--
18 Mar 2024	--	--	--	--	--
25 Mar 2024	--	--	--	--	--
01 Apr 2024	##	##	##	##	##
08 Apr 2024	##	##	##	##	##
15 Apr 2024	--	--	--	--	--
22 Apr 2024	--	--	--	--	--
29 Apr 2024	--	--	--	--	--
06 May 2024	--	--	--	--	--
13 May 2024	--	--	--	--	--
20 May 2024	--	--	--	--	--
27 May 2024	##	##	##	##	##
03 Jun 2024	--	--	--	--	--
10 Jun 2024	--	--	--	--	--
17 Jun 2024	--	--	--	--	--
24 Jun 2024	--	--	--	--	--
01 Jul 2024	--	--	--	--	--
08 Jul 2024	--	--	--	--	--
15 Jul 2024	--	--	--	--	--
22 Jul 2024	--	--	--	--	--
29 Jul 2024	--	--	--	##	##
05 Aug 2024	##	##	##	##	##
12 Aug 2024	##	##	##	##	##
19 Aug 2024	##	##	##	##	##
26 Aug 2024	##	##	##	##	##

Key

- No Mark Recorded

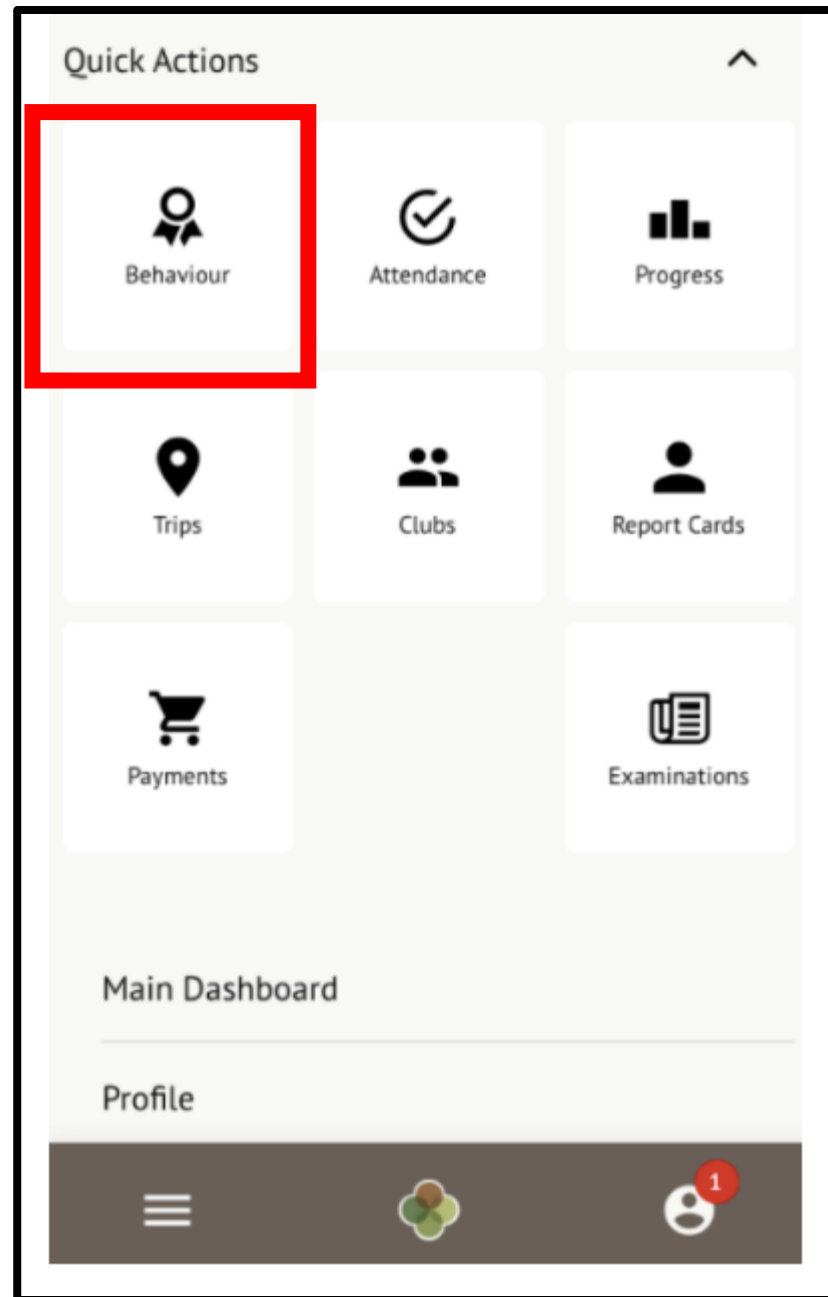
School Closed To Pupils



Sunnyville School of Product Management



Arbor Parent Portal or App



Positive Behavioural Incidents - this term

2

This year: 46 incidents

27

Last term: 27 incidents

Negative Behavioural Incidents - this term

3

This year: 8 incidents

3

Last term: 3 incidents

vodafone UK 09:49

85%



Neil Brown

7ZR Year 7 Westbourne

Behaviour for:

2018/2019

Behaviour Points

Total Points



Points Breakdown



20 May 2019, 09:45

Points: -2

Category: Being Unkind

Recorded by: Bethany Cox

Comment: Neil called another student names



Communication with the school



Personal Best

Home Learning

Your child's **Home Learning** will:

- **Play a vital role in developing pupils' learning behaviours, independence and self-discipline**
- **Support the learning of the curriculum: it will build upon what they have been learning in lessons**
- **Support pupils in becoming accustomed with the routine**
- **Be set routinely on a two-week timetable to help pupils learn to self-manage their work, and help parents to support their child**

Home Learning

Week A				
Mon	Tues	Wed	Thurs	Fri
Science	Geography	English	History	Maths
	RS		Drama	

Week B				
Mon	Tues	Wed	Thurs	Fri
Science	MFL	English	Computing	Maths
Design and Technology		Art		Music

From 23rd September - English, Maths and Science only

From 21st October - All subjects (this is the week before half term)

Satchel One



Logging in as a parent

How to sign up, reset your login details or assist your child with log



Written by Hannah Chapple

Updated over 12 months ago

As a parent or guardian, you can log into Satchel One and have oversight of your child's school life! It's a great way to stay up to date and allows you to keep track via notifications of your choosing, wherever you are.

To create your Satchel One account, you will need a Parent Code. This can be provided by your child's school, or alternatively you can find it inside your child's Satchel One account.

-
- [Obtaining a Parent Code](#)
 - [Via the mobile app](#)
 - [Via web browser](#)
 - [Request from school](#)

Home Learning

A collection of various mathematical and school-related icons including a ruler, pencil, eraser, compass, protractor, and calculator, arranged around the central text.

Sparx Maths

Sparx Reader

Sparx Science

Sparx Maths

The background of the slide is a warm, golden-brown gradient. It is decorated with various mathematical symbols and shapes in a 3D, embossed style. These include plus signs, minus signs, multiplication signs, division signs, and percentages, as well as geometric shapes like triangles and rectangles. The symbols are rendered in shades of gold, red, and brown, giving the background a textured, metallic appearance.

What is Sparx Maths?

- Sparx Maths Homework is an online learning platform that creates personalised maths homework for students
- Each week, topics are selected that have been taught in class and the Sparx programme builds a personalised set of questions to match your child's current level of understanding
- In order to build a solid foundation in maths and achieve their full potential, pupils must have 100% completion of homework each week
- It also gives teachers a detailed insight into class and individual understanding



How does Sparx Maths work?

- Your child needs to access the Sparx website via their **Toynbee Microsoft 365** account. This links them directly to their own Sparx page, without the need for a separate login
- Each week, on Friday, a new homework will appear on their Sparx. This will be linked to the curriculum we are following
- Your child will enter the answers online and receive immediate feedback as to correct or incorrect
- A video is attached to each question, so if your child is stuck, they can watch the video, take notes, and this will help them answer the question



How does Sparx Maths work?

- In Maths, workings and methods are vital. To encourage pupils to still use correct written methods to work out their answers, Sparx incorporates 'Bookwork checks' to the programme
- These checks remind students to write down the question and their working, which is really helpful if they get stuck as teachers can see where they are going wrong
- If your child is still stuck after watching the video carefully, they may need to ask their teacher for support
- On the Due Date, your child's class teacher receives powerful insights on the class performance as well as being able to dig down into each pupil's personal performance



How does Sparx Maths work?

- If your child is completing their homework each week, the programme will adapt to their own level and should provide the support and challenge needed to help them reach their potential
- However, sometimes children will want extra support. **We offer a Homework Support Club every Monday in M4 from 3pm to 4pm**
- This Maths Homework Support Club is manned by maths teachers each week
- Your child can attend the whole session to complete homework, or use it as a drop-in to ask for help on a particular question before heading home



Why Reading Matters More Than Ever

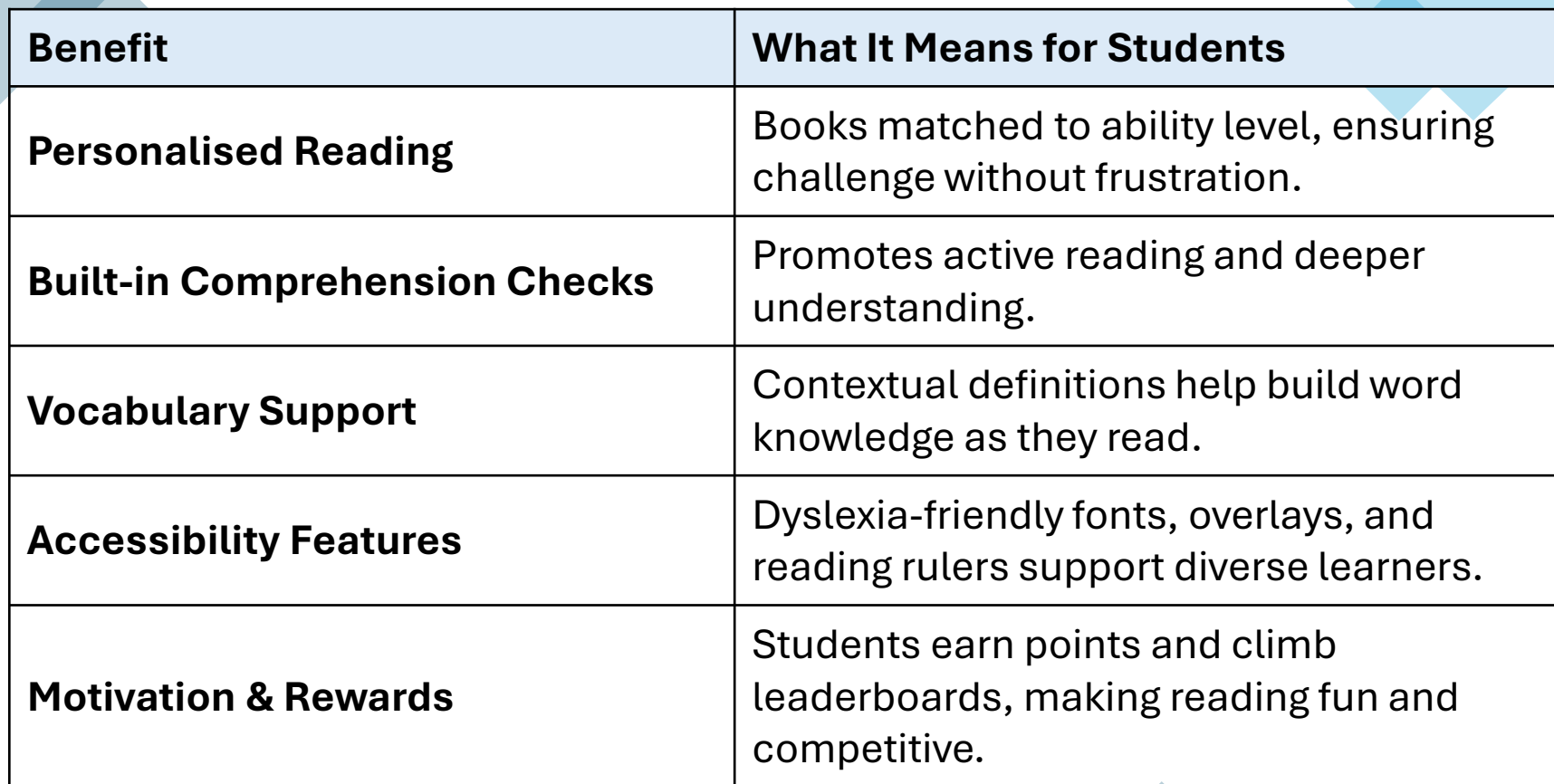


- Reading is the foundation of success across all subjects.
- Strong literacy skills improve academic performance, boost confidence, and open doors to future opportunities.
- Yet, we know that encouraging regular, meaningful reading at home can be a challenge.

What is Sparx Reader?

Sparx Reader is a personalised digital reading platform designed to:

- Offer students age-appropriate books tailored to their reading level
- Embed comprehension questions throughout the text to ensure active engagement
- Track progress in real time, giving teachers—and you as parents—clear visibility into your child's reading habit.
- Support pupils in developing strong reading habits



Benefit	What It Means for Students
Personalised Reading	Books matched to ability level, ensuring challenge without frustration.
Built-in Comprehension Checks	Promotes active reading and deeper understanding.
Vocabulary Support	Contextual definitions help build word knowledge as they read.
Accessibility Features	Dyslexia-friendly fonts, overlays, and reading rulers support diverse learners.
Motivation & Rewards	Students earn points and climb leaderboards, making reading fun and competitive.



How You Can Help

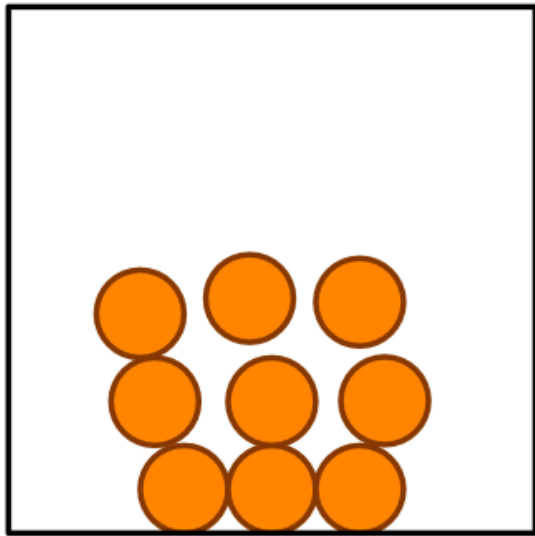
- Encourage your child to complete their Sparx Reader homework each week
- Ask them about the stories they're reading
- Use the weekly email updates to stay informed and involved.

- Set every Monday & due the following Monday (except holidays)
- Takes 30 minutes
- Questions based on previous learning in class



Sparx Science

Year 7 Science Home Learning



Level 4
(high
demand
)

 Zoom

A student has tried to draw a particle diagram of a solid.

Why is this diagram **not** correct?

The particles are the same sizes

There are not enough particles

The particles are not moving

Some particles are not touching

Sparx will (after
some use) find
each pupil's
level and give
questions of
suitable
challenge



Check your learning

Which label shows the nucleus in this cell?

A

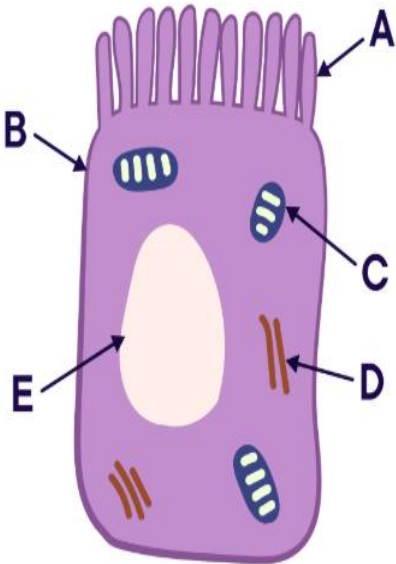
B

C

D

E

Get the answer incorrect? Then have another go.



Zoom



Incorrect

[Report a problem](#)

[Skip](#)

[Try again](#)



Sparx Science



Homework



Independent
Learning

Want more practice,
or just can't get
enough science?

...independent
learning provides
even more science!



We want Sparx to help your child and not be a cause of stress for them.

We hope there is enough in-built support to make it accessible for all, but if not, let us know and we can set your child a reduced demand task.





Ms Freemantle

Guidance Manager

ROLE OF A GUIDANCE MANAGER

- To coordinate any support that your child might need at some point during their 5 years at Toynbee.
 - Any concerns regarding your child's emotional wellbeing, or physical or mental health
 - Issues pertaining to breaktime and lunchtime
 - Significant friendship issues that they made need support with
 - Any updates to family circumstances that impact on the child
-

ROLE OF A GUIDANCE MANAGER

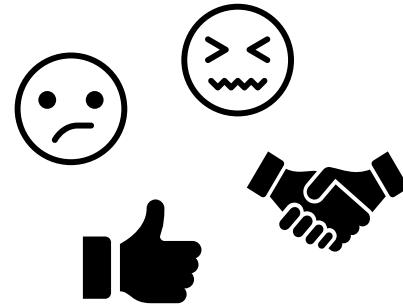
My core values as a guidance manager are as follows:

- Respect
 - Resilience
 - Ambition
-

GUIDANCE MANAGER MENTORING PROGRAMME

We have introduced a Guidance Manager Mentoring Programme this year to help support students in various pastoral areas:

- Worries
- Self Esteem
- Anger Management
- Friendships
- Exam Stress



We will carefully consider when these interventions might be helpful and will then communicate with parents.

SOCIAL MEDIA

- WhatsApp has recently emerged as a go-to platform for creating groups for communication, but it also comes with significant risks
- It is very easy for anybody to set up a WhatsApp group, call it anything they like and add anybody they like
- You can have up to 1024 people in one group chat regardless of if they are one of your contacts or not.
- At school we see disagreements being taken outside school and exaggerated over WhatsApp via groups



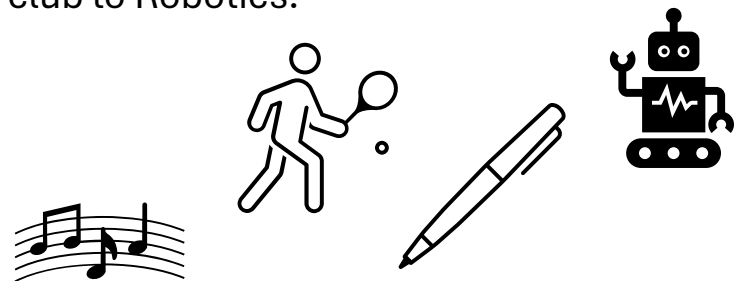
SOCIAL MEDIA

The logo for Internet Matters, featuring the text "internet matters.org" in white lowercase letters on a bright green rounded rectangular background.

**internet
matters.org**

EXTRA CURRICULAR CLUBS

- Our extra-curricular clubs were added to our newsletter this week
- They are also listed on our TV screens around the school site for students to look at as well as being on most tutor room boards
- Please encourage students to come and attend a club as it is a great way to meet new people who have similar interests.
- There are a really wide range of clubs including sport and music, and everything from creative writing club to Dungeons and Dragons and History club to Robotics.



POSTIVE OPPORTUNITIES

At Toynbee we celebrate the positive achievements of our pupils whether that be in their academic success, their extracurricular talents or their personal developments of character.



PROUD POINTS:

Awarded for celebrating Personal Development. The 5 Core Values are: Participating, Respect, Opportunity, Unique and Determination



**MODEL PUPIL
AWARD**



**SUBJECT
STARS**



**ATTENDANCE
AWARDS**



**HEADTEACHER
AWARD**



Successes are celebrated publicly:

- Assemblies
- Celebration Breakfasts/Afternoon Teas
- Awards Evenings
- Celebration Trips

POSTIVE OPPORTUNITIES

In addition, I will also be holding some specific Year 7 positive opportunities throughout the coming months.



POSTIVE OPPORTUNITIES

At the end of the academic year, we have a celebration trip to Paulton's Park where we take the whole year group to enjoy the rides with their friends.

More information will be sent out about this trip and our criteria for attending.



KEY DATES

- 23rd October – Year 7 Tutor Evening
- 17th June – Year 7 Parent's Evening
- 14th July – Year 7 Celebration Trip to Paulton's Park

INSET DAYS – AUTUMN TERM

- 3rd October
 - 24th November
-



Thank you for listening

**This presentation will be uploaded
to the website for your reference**