

Year 7	Summative One	Summative Two	Summative Three																
English	In half term two, students compose a piece of narrative prose with a particular emphasis being placed on the conventions of the comedic genre, which will allow students to demonstrate their understanding of how the English language and story form has developed over time.	In half term four, students will produce a piece of analytical writing about 'A Midsummer Night's Dream' by Shakespeare.	In half term six, students will produce a piece of analytical writing about how a character is presented in the novel 'Sawbones'.																
Maths	In half term one, students complete a baseline assessment which gauges the understanding of key topics from year 6, with an emphasis on number work such as fractions. A progress check is completed in half term two focusing on number work.	In half term four, students are assessed on their understanding of proportion alongside shape and space. The topics range from percentages and fractions to area and angles.	In the final term, student begin tackling other branches of mathematics, such as an introduction to algebra, data handling and probability. These are the core pieces of knowledge that will be assessed in half term six, in addition to calculation techniques for number work.																
Science	Half-term 2: Students will sit an assessment on C1. This will be a mixture of short and longer answers.	Half-term 3: Students will sit an assessment on P1 and B1 and will revisit the C1 topic. This will be a mixture of short and longer answers.	Half-term 6: Students will sit an assessment based on all the Y7 topics taught so far: B1 and B2, C1 and C2, P1 and P2.																
	<table border="1"> <thead> <tr> <th colspan="2">Year 7 and 8 Topics</th> </tr> </thead> <tbody> <tr> <td>B1: Cells and Systems</td> <td>C4: The Periodic Table</td> </tr> <tr> <td>B2: Inheritance</td> <td>P1: Forces & Motion</td> </tr> <tr> <td>B3: Healthy Body</td> <td>P2: Light & Space</td> </tr> <tr> <td>B4: Organisms & the Environment</td> <td>P3: Electricity & Magnetism</td> </tr> <tr> <td>C1: Matter</td> <td>P4: Energy & Resources</td> </tr> <tr> <td>C2: Reactions</td> <td>P5: Particles & Matter</td> </tr> <tr> <td>C3: The Earth</td> <td>P6: Sound & Waves</td> </tr> </tbody> </table>		Year 7 and 8 Topics		B1: Cells and Systems	C4: The Periodic Table	B2: Inheritance	P1: Forces & Motion	B3: Healthy Body	P2: Light & Space	B4: Organisms & the Environment	P3: Electricity & Magnetism	C1: Matter	P4: Energy & Resources	C2: Reactions	P5: Particles & Matter	C3: The Earth	P6: Sound & Waves	
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RE	In half term one, students show knowledge of key beliefs held by Christians and the Organisation of the Catholic Church through a baseline assessment. In half term two, students will show knowledge and understanding of Catholic beliefs about God and the Creation of the world. They will give definitions of key terms about beliefs about God's nature and Creation. They will display their knowledge of Genesis 1 and the topic of stewardship. Students will produce an extended piece of writing to explain what the creation stories teach us about God and humans.	In half term 4, students will show knowledge of key beliefs about the Bible and its importance for Catholics. They will give definitions of key terms on the topic of scripture and display their knowledge of how the Bible is composed; how it is linked to the Rosary and how it issued in Mass. Students will produce an extended piece of writing to explain the role of scripture and tradition in the Catholic Church and the impact it has on the lives of Catholics today.	In half term six, students will show knowledge and understanding of Key beliefs about the Last Supper and the celebration of the Eucharist (mass). They will give definitions on the topic of Paschal Mystery and Mass. They will display their knowledge of the Sacrament of the Eucharist. They will display their knowledge of Mass and its meaning. They will produce an extended piece of writing to explain the Catholics beliefs about the Eucharist compared to other Christian views.																
Geography	In half term two, students compose a response to the question, 'How does my local place compare to the rest of the world?' which will allow students to demonstrate their extended writing skills, use of data and evidence and range of geographical knowledge.	In half term four, students complete their first geography exam. Part 1 will test their knowledge and skills including map-based, description and explanation questions. Part 2 will test their decision-making skills about the management of a the tropical	Students will complete their second geography exam. Part 1 will test their knowledge and skills including map-based, description and explanation questions. Part 2 will test their comparative writing on extreme weather as students are provided with two case																

		rainforests as they are provided with information to construct an argument and make a final decision.	studies to find and explain their similarities and differences.
History	In half term one, pupils will complete an assessment comprised of 3 key sections. 1. 5 multiple choice questions, based on their History skills unit, and 5 questions where they can expand on the multiple-choice answer. 2. Source skills – pupils will read an extract about Black British history, and answer some questions about this. 3. An extended answer about the lives of Black Britons.	In half term three, pupils will complete an assessment comprised of 3 key sections. 1. 5 multiple choice questions, based on their History skills unit and the Battle of Hastings, and 5 questions where they can expand on the multiple-choice answer. 2. Source skills – pupils will be required to answer some questions about the sources linked to the Norman conquest. 3. An extended answer about the Battle of Hastings	In half term six, pupils will complete an assessment comprised of 3 key sections. 1. 5 multiple choice questions, based on the Norman conquest, Medieval life and the Tudors, and 5 questions where they can expand on the multiple-choice answer. 2. Pupils will be asked to create a narrative that shows links between 3 key events in the Medieval period. 3. A choice of two extended answers, where pupils must reach a clear judgement. They have a choice between a question about Henry VIII or Elizabeth I.
Languages	In half term 2, students are tested on their ability to understand to and respond to different types of spoken and written language by completing a reading and listening assessment. They listen to language in both familiar and unfamiliar contexts and use knowledge and exam techniques to work out meaning. Detailed revision and retrieval of vocabulary from French to English half during terms 1&2 are essential for this assessment. This can be found in the Year 7 French vocabulary booklet.	In half term 3 students are assessed on their speaking skills. Students communicate and respond spontaneously to a number of speaking questions. Students are given the opportunity to use high level phrases in order to demonstrate their range and quality of language. Students have access to the speaking questions well before the assessment so that they can practise at home, however they are advised not to pre-learn answers off by heart as it is their ability to speak spontaneously which is being assessed. Learning set phrases rather than a whole answer is the best preparation for this.	In half term 6 students are assessed on their extended writing skills on a range of topics covered throughout the year. They demonstrate the ability to identify key structures taught in lesson as well as retrieve detailed knowledge from the whole year through written sentences and extended paragraphs. Students are well prepared for this task in lesson time by completing a walking talking mark with their teacher and looking at quality models. Self-quizzing and testing of vocabulary and spelling is the best preparation method for this assessment.
Art	<p>During half term one, pupils will practice their use of the artistic formal element tone through an observational drawing of a set of three shaded chess pieces. Students will demonstrate their ability to create a range of different tones, blending, adding shadows and highlights accurately, controlling and manipulating a pencil for shading.</p> <p>During half term two, pupils will practice their use of the artistic formal element colour through a painted colour wheel, creating a range of different colours, controlling and manipulating a paintbrush for painting.</p>	<p>During half term three, students will be guided through how to put together a body of research on the artist Leonardo Da Vinci, using the grid method to produce an accurate observational drawing of a shell in his style as well as application of tone. Also, students written work is assessed for its content, appropriate use of key terminology and presentation.</p> <p>During half term four, students will put together a body of research on the artist Lui Freeya, focussed on tracing and transferring methods to produce an observational drawing of a shell in his style and using pencil crayons and the formal element line in order to create contours and three dimensionalities. Also, students written work is assessed for its content, appropriate use of key terminology and presentation.</p>	<p>During half term five, pupils will put together a body of research on the artist Anotel Knotek, focussed on mark making and words to produce an observational drawing of a shell in his style. Using a biro, the use of tone, layering and mark making will also be considered. Also, students written work is assessed for its content, appropriate use of key terminology and presentation.</p> <p>During half term six, pupils put together a body of research on the artist Francoise Nielly, focussed on different painting application methods (contours and three dimensionality) to produce an observational painting of a shell in her style. Also, students written work is assessed for its content, appropriate use of key terminology and presentation.</p>

Performing Arts	Drama: During term 1 students will have a practical dramatic performance assessment which allows students to display the “Basic Skills” that they have developed throughout this first drama topic.	Music: During term 1 students will have an online “Baseline Assessment” which will question what students have learned about the elements of music during this term and prior knowledge of music learned in their primary education.	Drama: During term 2 students will have a practical assessment that asks students to show the knowledge and skills that they have developed in scripted performance.	Music During term 2 students will have a practical assessment that asks students to show the knowledge and skills that they have developed in musical rhythms.	Drama: During term 3 students will have a practical assessment that asks students to show the knowledge and skills that they have developed in character development.	Music: During term 3 students will have a practical assessment that asks students to show the knowledge and skills that they have developed in keyboard skills.
Technology	In Year 7 pupils will rotate around three different materials areas- Resistant Materials, Food Technology and Textiles Technology. In half term two, pupils will have completed one rotation. Pupils will complete a 30-mark assessment on the one rotation completed.		In Year 7 pupils will rotate around three different materials areas- Resistant Materials, Food Technology and Textiles Technology. In half term four, pupils will have completed two rotations. Pupils will complete a 50-mark assessment on the two materials areas completed, 25 marks per rotation.		In Year 7 pupils will rotate around three different materials areas- Resistant Materials, Food Technology and Textiles Technology. In half term six, pupils will have nearly completed all three rotations. Pupils will complete a 50-mark assessment on the three materials areas completed, approximately 16 marks per rotation.	
	Food Sensory words Food poisoning bacteria Knife safety Heat transfer Eatwell guide- food groups Food science terms- Enzymatic browning Dextrinization Seasonality Key terms in bread making Function of ingredients 4C’s		Textiles Primary and Secondary Research Resist Dye method Ergonomics Health and Safety - Risk Assessments Production Aid Scales of Production one off / batch/ mass Tools and equipment Organic cotton Properties of cotton and synthetic fibres Sustainability Manufacturing processes- tie dye/ metals casting Tools, equipment names and uses. Risk and hazards. Ferrous and non-Ferrous metals Alloys		Product Design Ecological footprint of materials- deforestation and mining. Wood joints Production Aids How to use workshop tools and equipment safely. Wood categories- soft woods, hard woods and manufactured boards. Polymer- Acrylic Working properties Manufacturing processes – Soldering, wasting processes- sanding, deforming process- line bending. Tools and equipment- function and health and safety CAD CAM – laser cutter- advantages and disadvantages. Communication of design ideas- two-point perspective and net.	
PE	In term one, students will be assessed on their fitness levels for sport; including the quality and range of the		In term two, students will be assessed on their decision making and ability to solve problems in outdoor adventurous activities and invasion games.		In term three, students will be assessed on the practical application and knowledge of the quality	

	core and advanced skills performed in gymnastics (creative athletic).		and range of core and advanced skills in Net-wall and Athletics activities.
ICT	In half term two, students will be assessed on their knowledge of computer hardware, E-Safety and basic computing practical skills learnt with short and multiple-choice questions to answer.	In half term four, students will complete an assessment including covering previous topics and also testing students' knowledge of number systems and algorithms.	In half term six, students will sit an assessment with more emphasis on programming skills but also include previous knowledge from the other units covered.