

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 how comedy is created in the Mechanicals’ performance of ‘Pyramus and Thisbe’ in ‘A Midsummer Night’s Dream’ by Shakespeare.	In half term six, students will produce a piece of analytical writing about how the character of Ezra is presented in the novel ‘Sawbones’.
Dates	W/C 13 <sup>th</sup> Oct- W/C 3 <sup>rd</sup> Nov		W/C 9 <sup>th</sup> Feb-W/C 2 <sup>nd</sup> Mar	W/C 29 <sup>th</sup> June - W/C 6 <sup>th</sup> July
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 three, students are assessed on their numeracy work. Topics that will be featured include, but is not limited to negative numbers, algebra, types of numbers, non-calculator arithmetic, decimal and fraction calculations.	In half term 5, students will be assessed on the calculator component of the topics taught within year 7 so far. A range of topics from other branches of Maths will be assessed, such as percentages, solving equations, averages and data, measures and perimeter and area.
Dates	15 <sup>th</sup> – 26 <sup>th</sup> September // 3 <sup>rd</sup> – 7 <sup>th</sup> Nov		19 <sup>th</sup> – 30 <sup>th</sup> Jan	11 <sup>th</sup> – 22 <sup>nd</sup> May
Science	Half-term 1: 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.
	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		
	In the week w/c 13 <sup>th</sup> October		In the fortnight w/c 2 <sup>nd</sup> February	In the fortnight w/c 29 <sup>th</sup> June
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.		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.	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.

	Students will answer a series of 2- and 5-mark questions asking them “What is meant by...” and to “describe” a belief, teaching, religious observance, rite, event or idea. <b>This will be covering content from Half term 1 and 2</b>	Students will answer a series of 2- and 5-mark questions asking them “What is meant by...” and to “describe” a belief, teaching, religious observance, rite, event or idea - <b>This will be covering content from Half term 1, 2, and 3</b>	Students will answer a series of 2- and 5-mark questions asking them “What is meant by...” and to “describe” a belief, teaching, religious observance, rite, event or idea  Students will be stretched to an 8-mark answer building on the “Explain” command word <b>This will be covering content from Half term 1, 2, 3, 4 and 5</b>
	Week Commencing 24 <sup>th</sup> November 2025	Week Commencing 9 <sup>th</sup> February 2026	Week Commencing 2 <sup>nd</sup> June 2026
<b>Geography</b>	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 the tropical rainforest as they are provided with information to construct an argument and make a final decision.	In half term 6, 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 studies to find and explain their similarities and differences.
	This will take place within a two-week window from Monday 1 <sup>st</sup> December 2025.	This will take place within a two-week window from Monday 16 <sup>th</sup> March 2026.	This will take place within a two-week window from Monday 15 <sup>th</sup> June 2026.
<b>History</b>	In half term one or two, 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, Elizabeth I or Medieval life.
	This will take place in a two-week window from Monday 17 <sup>th</sup> November 2025.	This will take place in a two-week window from Monday 9 <sup>th</sup> February 2026 (revision will take place in class the week before).	This will take place in a two-week window from Monday 29 <sup>th</sup> June 2026 (revision will take place in class the week before).
<b>Languages</b>	In half term 2, students are tested on their ability to understand and respond to different types of spoken and written language by completing a reading, listening and translation assessment. They listen to language in both	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	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

	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 absolutes and in students' exercise books.		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.	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.
	w/c 8 <sup>th</sup> December		w/c 5 <sup>th</sup> January	w/c 8 <sup>th</sup> June
<b>Art</b>	During half term one A pupils will be guided through and encouraged to practice their use of the artistic formal element tone through an observational drawing. Students to demonstrate their ability to create a range of different tones, blending them seamlessly. Adding shadows and highlights accurately. As well as their ability to control and manipulate a pencil for shading.		During half term two B pupils will be guided through how to put together a body of research on the artist Lesley Martin. Students to demonstrate their ability to use pencil crayons to effectively create tone and texture. Also, students written work is assessed for its content, appropriate use of key terminology and presentation.	During half term three A pupils will be guided through how to put together a body of research on the artist Mark Powell. Students to demonstrate their ability to use a biro to create a range of different tones, blending them seamlessly. Adding shadows and highlights accurately. As well as their ability to use layering and mark making to create tone, texture and detail. Also, students written work is assessed for its content, appropriate use of key terminology and presentation.
	Assessment window: Week beginning 13.10.25		Assessment window: Week beginning 09.12.25	Assessment window: Week beginning 18.05.26
<b>Performing Arts</b>	<b>Drama:</b> 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.	<b>Music:</b> In Term 1, students will focus on understanding the <b>Elements of Music</b> to build a strong foundation in musical analysis and creativity. They will: <ul style="list-style-type: none"> <li>• <b>Learn and apply the elements of music</b> (e.g., pitch, rhythm, dynamics, texture, structure, timbre, tempo,</li></ul>	<b>Music</b> During term 2 students will develop their keyboard skills through listening to, performing, and exploring the techniques of <b>Minimalist music</b> . <ul style="list-style-type: none"> <li>• Understand the <b>key features</b> of Minimalism (e.g., repetition, phase shifting, gradual changes).</li> <li>• Explore the work of <b>Minimalist composers</b> such as <b>Steve Reich, Philip Glass,</b> and <b>Terry Riley.</b></li> <li>• Develop <b>keyboard performance skills</b></li></ul>	<b>Music</b> Students will develop their keyboard and ukulele skills through the exploration of theme tunes from film and TV. They will listen to and perform a variety of pieces, gaining an understanding of how composers use musical elements to create memorable and emotive themes. <ul style="list-style-type: none"> <li>• Identify and perform key features of theme tunes such as <b>motifs, hooks,</b> and <b>leitmotifs.</b></li> <li>• Explore the work of composers like <b>John Williams, Hans Zimmer,</b> and <b>Koji</b></li></ul>

		<p>harmony).</p> <ul style="list-style-type: none"> <li>• <b>Develop listening and appraising skills</b>, using these elements to analyse a variety of musical examples.</li> <li>• <b>Apply their understanding</b> through <b>keyboard-based composition tasks</b>, creating short pieces that demonstrate their grasp of musical elements.</li> </ul> <p><b>Assessment Structure</b> Assessments will take place <b>at the end of each half term</b>, following a <b>rotation model</b>. Students will be assessed on:</p> <ul style="list-style-type: none"> <li>○ <b>Listening and Appraising</b></li> <li>○ <b>Composition (Keyboard-based)</b></li> </ul>	<p>through practical application of Minimalist techniques.</p> <ul style="list-style-type: none"> <li>• Improve <b>listening and appraising</b> skills by identifying stylistic features in recorded examples.</li> </ul> <p><b>Assessment Structure</b> Assessments will take place <b>at the end of each half term</b>, following a <b>rotation model</b>. Students will be assessed on:</p> <ul style="list-style-type: none"> <li>○ <b>Performance</b></li> <li>○ <b>Composition (Soundtrap and loops based)</b></li> </ul> <p><b>Learning Objective:</b> Students will develop their <b>scripted performance skills</b> by exploring the structure, language, and characterisation within a chosen script. They will focus on understanding their character's <b>motivation, relationships</b>, and <b>emotional journey</b>, and will learn and perform selected sections to demonstrate this understanding.</p> <p><b>Key Skills Developed:</b></p> <ul style="list-style-type: none"> <li>• Script analysis</li> <li>• Character development</li> <li>• Vocal and physical expression</li> <li>• Memorisation and performance</li> <li>• Collaboration and creativity</li> </ul> <p><b>Assessment Task: Devised Anti-Bullying Campaign</b></p> <p><b>Overview:</b></p>	<p><b>Kondo.</b></p> <ul style="list-style-type: none"> <li>• Develop ensemble and solo performance skills on both keyboard and ukulele.</li> <li>• Begin to compose original theme tunes using learned techniques.</li> </ul> <p><b>Assessment Structure</b> Assessments will take place <b>at the end of each half term</b>, following a <b>rotation model</b>. Students will be assessed on:</p> <ul style="list-style-type: none"> <li>○ <b>Performance</b></li> <li>○ <b>Composition (Soundtrap based)</b></li> </ul> <p>During Term 3, students will focus on developing their <b>devising skills</b>, working collaboratively to create original drama pieces. They will explore a range of <b>themes, drama techniques</b>, and <b>stimuli</b> (such as images, texts, music, or current events) to inspire their work. <b>Learning</b></p> <p><b>Focus:</b> Experimenting with <b>physical theatre, monologue, ensemble work</b>, and <b>non-naturalistic techniques</b>.</p> <ul style="list-style-type: none"> <li>• Responding creatively to different <b>stimuli</b> to generate ideas.</li> <li>• Building confidence in <b>collaborative planning, improvisation</b>, and <b>scene development</b>.</li> <li>• Understanding how to shape a performance around a clear theme or</li> </ul>
--	--	--	--	---

			Using the themes, characters, and moral dilemmas explored in the script, students will work in groups to <b>devise an anti-bullying advert</b> . This will be informed by <b>social, cultural, and moral issues</b> raised in the script and should aim to raise awareness and promote empathy.	<p>message.</p> <p><b>Assessment:</b> Students will be assessed on a <b>final devised performance</b>, which will:</p> <ul style="list-style-type: none"> <li>• Be based on themes explored in previous lessons.</li> <li>• Demonstrate a clear use of drama techniques and creative interpretation.</li> <li>• Include a short <b>written reflection or evaluation</b> explaining their creative choices and development process.</li> </ul>
	Basic Skills summative assessment 7 <sup>th</sup> – 18 <sup>th</sup> October	Elements of Music <b>Listening and appraising assessment and composition assessment</b>	Rhythm works summative assessment 24 <sup>th</sup> March – 4 <sup>th</sup> April	History of theatre summative assessment 12 <sup>th</sup> -23 <sup>rd</sup> May
<b>Technology</b>	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.	
	1st December - 5 <sup>th</sup> December	16 <sup>th</sup> March- 20 <sup>st</sup> March	15 <sup>th</sup> June- 19 <sup>th</sup> June	

	<b><u>Food</u></b> 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	<b><u>Textiles</u></b> 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.
<b>PE</b>	In term one, students will be assessed on their ability to accurately conduct fitness tests and evaluate scores against normative data. Furthermore, they will be assessed on their range and quality of skills in gymnastic activities.	In term two, students will be assessed on their decision making and ability to solve problems in outdoor adventurous activities and invasion games, such as Rugby, Handball, Netball.	In term three, students will be assessed on their core and advanced skills for a range of sports, such as Tennis, Athletics and Cricket.
	WC 8 <sup>th</sup> December	WC 16 <sup>th</sup> March	WC 29 <sup>th</sup> June
<b>ICT</b>	In term one, 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 term two, students will complete an assessment including covering previous topics and also testing students' knowledge of number systems and algorithms.	In term three, students will sit an assessment with more emphasis on programming skills but also include previous knowledge from the other units covered.
	1 <sup>st</sup> – 12 <sup>th</sup> December	16 <sup>th</sup> – 27 <sup>th</sup> March	22 <sup>nd</sup> June – 3 <sup>rd</sup> July