

Year 7	<u>Summative One</u>		<u>Summative Two</u>	<u>Summative Three</u>
English	In half term one, students compose a piece of narrative prose with a particular emphasis on narrative structure, using the technique of Biblical allusion and a revision of SPAG skills.		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 five, students will produce a piece of analytical writing about how the character of Ezra is presented in the novel 'Sawbones'.
Dates	W/C 12 th Oct- W/C 2 nd Nov		W/C 22 nd Feb- W/C 1 st March	W/C 28 th June - W/C 5 th July
Maths	In half term one, students complete a baseline assessment which gauges the understanding of key topics from year 6. A progress check is completed in half term two focusing on directed numbers, algebraic expressions, and weak areas identified from the baseline assessment.		In half term three, students are assessed on topics that were taught in term 1 of year 7. Topics that will be featured include, but are not limited to negative numbers, algebraic expressions and types of numbers, integer, decimal and fraction calculations. This is a calculator paper	In half term 5, students will be assessed on the topics taught in year 7 in half terms 3-5. This includes but is not limited to FDP equivalence, fractions, percentages, solving equations, averages and data and measures. This is a calculator paper
Dates	14 th – 25 th September // 2 nd – 6 th Nov		18 th – 29 th Jan	10 th – 21 st 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 Topics			
	B1: Cells and Systems		P1: Forces & Motion	
	B2: Inheritance		P2: Light & Space	
	C1: Matter		P3: Electricity & Magnetism	
	C2: Reactions			
	In the week w/c 12 th October		In the fortnight w/c 1 st February	In the fortnight w/c 28 th 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. This will be covering content from Half term 1 and 2	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 - This will be covering content from Half term 1, 2, and 3	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 This will be covering content from Half term 1, 2, 3,4 and 5
	Week Commencing 30th November 2026	Week Commencing 22nd February 2027	Week Commencing 21st June 2027
Geography	In half term one students will be tested on their geographical skills knowledge including map skills (grid references, height, scale, compass directions) and fieldwork.	In half term four, students complete their first geography exam. Part 1 will test their recap knowledge of geography skills before moving onto tectonics, population and the tropical rainforest.	In half term six, students will complete their second geography exam. Part 1 will test their recap knowledge of geography skills before moving onto climate change and development.
	Final 2 weeks of half term 1 or half term 2 (dependent on if class is split between 2 teachers or not).	This will take place within a two-week window from 15 th March	This will take place within a two-week window from 21 st June.
History	In half term 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. 3. An extended answer about the lives of Black Britons.	In half term three or four, 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 why William won 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 three extended answers, where pupils must reach a clear judgement. They have a choice between a question about Henry VIII (the Reformation), Elizabeth I (the Spanish Armada) or Medieval life.
	This will take place in a two-week window from Monday 16 th November 2026.	This will take place in a two-week window from Monday 8 th February 2027 – Friday 26 th February 2027 (revision will take place in class the week before).	This will take place in a two-week window from Monday 28 th June 2027 (revision will take place in class the week before).

Languages	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
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	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 7 th December		w/c 4 th January	w/c 14 th June
Art	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 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 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 12.10.26		Assessment window: Week beginning 08.02.27	Assessment window: Week beginning 07.06.27
Performing Arts Assessments will take place at the end of each half term, following a rotation	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. Assessment structure	Music: In Term 1, students will focus on understanding Pulsation to build a strong foundation in musical analysis and creativity. They will Develop listening and appraising skills through listening to and evaluating a variety of musical examples. Apply their understanding through rhythm-based composition tasks,	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	Music 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. Assessment Structure Assessments will take place at the end of

model for Music and Drama	Students will perform their devised pieces Evaluate their work in a written format	creating short pieces that demonstrate their grasp of pulsation. Assessment Structure Students will be assessed on: Listening and Appraising Composition (Rhythm based) Performance skills on the keyboard	drama topic. Assessment structure Students will perform their devised pieces Evaluate their work in a written format Music: In Term 1, students will focus on understanding Pulsation to build a strong foundation in musical analysis and creativity. They will Develop listening and appraising skills through listening to and evaluating a variety of musical examples. Apply their understanding through rhythm-based composition tasks, creating short pieces that demonstrate their grasp of pulsation. Assessment Structure Students will be assessed on: Listening and Appraising Composition (Rhythm based) Performance skills on the keyboard	each half term, following a rotation model. Students will be assessed on: Performance on ukulele Composition on ukulele Drama During Term 3, students will focus on developing their devising skills, working collaboratively to create original drama pieces. They will explore a range of themes, drama techniques, and stimuli (such as images, texts, music, or current events) to inspire their work. Experimenting with physical theatre, monologue, ensemble work, and non-naturalistic techniques. Responding creatively to different stimuli to generate ideas. Building confidence in collaborative planning, improvisation, and scene development. Understanding how to shape a performance around a clear theme or message. Assessment: Students will be assessed on a final devised performance, which will: Be based on themes explored in previous lessons. Demonstrate a clear use of drama techniques and creative interpretation. Include a short-written reflection or evaluation explaining their creative choices and development process.
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	Assessments will take place w/c 12 th October and 14 th December	Assessments will take place w/c 12 th October and 14 th December	Assessments will take place WC 8 th February And 22 nd March	Assessments will take place WC 24 th May and 5 th July
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.
	1st December - 4 th December		15 th March- 19th March	14 th June- 18 th June
	<u>Food</u> 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	<u>Textiles</u> 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	Students will be assessed on their practical performance, knowledge and understanding, fitness and effort in 4 sports; Gymnastics and creativity; Netball, fitness for health and Football. Students will complete a self-reflection after each HT. Students receive whole group feedback on teams to support student progress. At the end of the term, an End-of-unit teacher judgement will be provided, supported by pupil reflection.	In term two students will be assessed on their practical performance, knowledge and understanding, fitness and effort in 4 sports; Badminton, Handball, Rugby and OAA. Students will complete a self-reflection after each HT. Students receive whole group feedback on teams to support student progress. At the end of the term, an End-of-unit teacher judgement will be provided, supported by pupil reflection.	In term three, students will be assessed on their practical performance, knowledge and understanding, fitness and effort in sticking and fielding, Tennis/ paddle and athletics. Students will complete a self-reflection after each HT. Students receive whole group feedback on teams to support student progress. At the end of the term, an End-of-unit teacher judgement will be provided, supported by pupil reflection.
	WC 7 th December 2026	WC 15 th March 2027	WC 28 th June 2027
ICT	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.
	30 th Nov– 11 th December	15 th – 26 th March	21 st June – 2 nd July