

Subject: Art

Year Group: 7

The assessment will be in the form of: Practical Drawing and Literacy task

Length of assessment: Practical drawing over 2 lessons and literacy task over 1 lesson

Date of Assessment: September 2024

<p>What do we want the Pupils to Know or Master: For the practical test students will recall any existing knowledge of the formal elements from KS2 and apply them through a practical task with a strong focus on TONE, TEXTURE and LINE</p>	<p>The student will demonstrate (success criteria): Draw all shapes with neat outlines and dark tone Draw all shapes with neat outlines and a variety of medium and dark tones All shapes drawn neatly, full range of light, medium and dark tones Stretch and Challenge Question: What is “reflected light”? Can you explain why reflected light helps to make an object appear 3D?</p>
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<p>What do we want the Pupils to Know or Master: For the literacy task the students will recall their knowledge of Hundertwasser, prior learning will have taken place in the classroom and students will have produced a short research task as homework. Students will use subject specific terminology when listing and describing the work of Hundertwasser. They will continue to strengthen their knowledge of the formal elements by referencing it in their descriptions of Hundertwasser's work.</p>	<p>The student will demonstrate (success criteria): Working through a range of questions that encourage students to apply their knowledge of Hundertwasser and the impact his work had on modern art. Questions will become more challenging and differentiated.</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>The Formal elements of Art Hundertwasser</p>	<p><i>Line</i> <i>Tone</i> <i>Texture</i> <i>Colour</i> <i>Pattern</i> <i>Space</i> <i>Form</i></p>	<p><i>Composition</i> <i>Directional mark</i> <i>making</i> <i>Observational drawing</i></p>	<p>Using students resources to watch demonstrations on each of the formal elements BBC Bitesize The Formal Elements Friedensreich Hundertwasser</p>

<p>What prior learning does this link to? KS2 knowledge of what the formal elements are and how they are applied by artist to create pieces of work.</p>	<p>Links to future learning and/or provides foundation of knowledge for Students will continue to develop a strong understanding of each formal elements and how they are applied across Art, Textiles, Photography, Sculpture, Film, Construction and more.</p>
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Study Skills Booklet (relevant for all year groups and subjects)
[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
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 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
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Assessment Preparation

Subject: Computer Science

Year Group: 7

The assessment will be in the form of: *Online Multiple Choice Questions*
Computer Science lesson during the fortnight starting 30th September

Length of assessment: *30 minutes*

Date of Assessment: In their

<p>What do we want the Pupils to Know or Master:</p> <p>Using the computers safely and sensibly in their life.</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Importance of having a strong password ✓ Keeping their password safe ✓ Using social media sensibly and respectfully ✓ Responsible behaviour online ✓ Effects of cyberbullying
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Forms of Cyberbullying Effects of Cyberbullying Steps to combat Cyberbullying</p>	<ul style="list-style-type: none"> • <i>Bullying</i> • <i>Cyberbullying</i> • <i>Text messages</i> • <i>Instant messages</i> • <i>Chat rooms</i> • 	<ul style="list-style-type: none"> • <i>Social networking sites</i> • <i>Facebook</i> • <i>Snapchat</i> • <i>Youtube</i> 	<p>Imagine different scenarios of cyberbullying, placing themselves in those scenarios and analysing their feelings.</p>

<p>What prior learning does this link to?</p> <p>Use of computers, user accounts, internet and social media</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Students will learn more about how to stay safe online. They will learn about Digital footprints; Online Grooming; Viruses.</p>
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Resources to support your success

https://www.teach-ict.com/2016/ks3/sows/sow6/s_lesson1.php

username: hp52rg

password: gateway5

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Subject: Dance

Year Group: 7

The assessment will be in the form of: *practical activity, quiz and online terminology test*. Length of assessment: *60 minutes* Date of Assessment: 14th October

<p>What do we want the Pupils to Know or Master:</p> <p><i>Choreograph a phrase that incorporates all of the elements of dance within and perform taught choreography accurately and in time with peers/music.</i></p> <p><i>Define, categorise and use dance terms correctly, using this within group discussion, feedback and observations</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Choreograph a phrase that includes all 4 of the elements of dance and perform this. ✓ Remember the taught phrase and perform this with accurate counts and in time with the music ✓ Perform a phrase that includes all 4 of the elements of dance and perform this. ✓ Perform with confidence ✓ Use, apply and define dance terminology correctly. ✓ Use subject specific terminology
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Introduction to dance</p>	<p><i>Body actions:</i></p> <p><i>Elevation</i></p> <p><i>Turn</i></p> <p><i>Gesture</i></p> <p><i>Floor work</i></p> <p><i>Travel</i></p> <p><i>Use of Different Body Parts</i></p> <p><i>Transference of Weight</i></p> <p><i>Stillness</i></p> <p><i>Spatial components:</i></p> <p><i>Pathways</i></p> <p><i>Size</i></p> <p><i>Facings</i></p> <p><i>Directions and levels</i></p> <p><i>Spatial design and spatial patterns</i></p>	<p><i>Dynamic qualities:</i></p> <ol style="list-style-type: none"> <i>1. Speed</i> <i>2. Strength</i> <i>3. Flow.</i> <p><i>Relationships</i></p> <p><i>Lead and Follow</i></p> <p><i>Mirroring</i></p> <p><i>Action and Reaction</i></p> <p><i>Accumulation</i></p> <p><i>Complementary</i></p> <p><i>Contrast</i></p> <p><i>Counterpoint</i></p> <p><i>Contact</i></p> <p><i>Formations.</i></p>	<p>Watch dance videos online- either YouTube or BBC Bitesize of dance routines to build your knowledge of dance movement.</p> <p>Revise terminology – flash cards/mind maps of terminology.</p>

<p>What prior learning does this link to?</p> <p>N.A</p>	<p>Links to future learning and/or provides foundation of knowledge for Year 7 – this is the foundation of all knowledge required to be successful in dance and how to choreograph.</p> <p>This topic feeds into the rest of our Year 8 curriculum as it overlaps with and links with many of our future topics.</p> <p>The terminology questions link to questions on the Dance GCSE written paper.</p>
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Revision and Resources

<p>Resources to support your success Year 7 Knowledge Organiser Dance - OneDrive (sharepoint.com)</p> <p>Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>

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Subject: Drama

Year Group: 7 & 8

The assessment will be in the form of: *Practical Performance* Length of assessment: *60 Minutes* Date of Assessment: Between 24/09/2024 – 24/10/2024

What do we want the Pupils to Know or Master:			The student will demonstrate (success criteria):
Creating	Performing	Evaluating	
Offer an idea on a given stimulus. Contribute positively to the team.	Take on a specific role in a performance. Perform in front of others.	Identify strengths and areas for development.	<ul style="list-style-type: none"> ✓ <i>Subject specific terminology used when evaluating their own and others work</i> ✓ <i>Well planned out performances with a clear beginning, middle and ending</i> ✓ <i>Theatrical techniques employed in relation to the assessment task given</i> ✓ <i>Students work positively with others throughout the rehearsal process</i> ✓ <i>Students contribute to the creation of the performance</i> ✓ <i>Students perform with confidence and creativity</i> ✓ <i>Students employ appropriate vocal skills for their character</i> ✓ <i>Students employ appropriate physical skills for their character</i>
Suggest ideas that consider the potential impact for your audience.	Change your voice and physicality to communicate elements of your character. Show appropriate spatial awareness and a purposeful use of the space.	Offer specific ideas on how a performance could be improved, use drama terminology to describe strengths & ideas for improvement	

<p>Explore and select innovative drama techniques.</p>	<p>Communicate character traits and relationships. Make a meaningful contribution to the performance. Make an engaging use of drama techniques that complement style and genre.</p>	<p>Explain how techniques and conventions have/could enhance/d a performance</p>	
<p>Make effective use of dramatic structure to communicate meaning.</p>	<p>Demonstrate a high level of focus, confidence and commitment to your role. Present a fully realised performance with clear artistic intention.</p>	<p>Apply feedback and continually refine and develop work through reflection and experimentation</p>	
<p>Be original by taking risks and embracing challenges.</p>	<p>Present a detailed, believable character and a highly engaging performance. Present a highly engaging performance that demands audience attention.</p>	<p>Justify the purpose and intentions of a performance and how style and genre compliment the performance</p>	

Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>YEAR 7 – INTRODUCTION TO DRAMA</p> <p>YEAR 8 – CHARACTERISATION AND IMPROVISATION</p>	<p><i>YEAR 7</i></p> <ul style="list-style-type: none"> • <i>Still Image</i> • <i>Mime</i> • <i>Narration</i> • <i>Thought track</i> • <i>Proxemics</i> • <i>Pitch, Pace, Tone & Volume</i> 	<p><i>YEAR 8</i></p> <ul style="list-style-type: none"> • <i>Motivation</i> • <i>Action</i> • <i>Objective</i> • <i>Pitch, Pace, Tone & Volume</i> • <i>Range</i> • <i>Physicality</i> • <i>Gait</i> 	<p>Watching a range of acting styles in theatre, television and film</p> <p>Revising key terminology</p>

<p>What prior learning does this link to?</p> <p>Year 7 – NA</p> <p>Year 8 – Characterisation links to prior work on Pantomime’s stock characters and Commedia stock characters. Students are developing their ability to create a range of believable characters. Improvisation links to previous work on Devising – students are now being pushed to think quickly and more spontaneously in response to stimuli.</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Links to Component 1: Devising at GCSE whereby students must create and sustain a role throughout a devised performance they have the autonomy to create.</p>
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Resources to support your success

KS3 Knowledge Organiser (attached)

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

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Subject: ENGLISH

Year Group: YEAR 7

The assessment will be in the form of: *A written response* Length of assessment: *50 minutes planning / 50 minutes written response*

Date of Assessment: *Week beginning Monday 30th September*

<p>What do we want the Pupils to Know or Master:</p> <p><i>Writing for purpose</i> <i>Use of techniques for effect</i> <i>Structure writing through effective use of punctuation and paragraphs</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ <i>Clear awareness of writing to entertain</i> ✓ <i>Ability to consistently match to purpose and audience</i> ✓ <i>Increasing use of sophisticated vocabulary chosen for effect with a range of successful linguistic devices (techniques)</i>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p><i>Write up an autobiographical account,</i> <i>Choose an event to describe in detail</i></p>	<p><i>Students' choice of vocabulary for imaginative effect</i></p>	<p><i>Use of imagery for effect: it was like.....</i> <i>Use of sensory description for effect: I heard / felt.....</i></p>

<p>What prior learning does this link to?</p> <p><i>Study of autobiographical extracts:</i> <i>Boy (Roald Dahl)</i> <i>Malala</i> <i>Diary of Anne Frank</i></p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <ul style="list-style-type: none"> • <i>Creative writing is an essential skill. This is a requirement for KS3 : 'applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form'</i>
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Resources to support your success

[Writing autobiography guide for KS3 English students - BBC Bitesize](#)

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

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Assessment Preparation

Subject: Food Technology

Year Group: 7

The assessment will be in the form of: *Practical Lesson & Written Quiz*

Length of assessment: *2 Lessons*

Date of Assessment: *TBC*

<p>What do we want the Pupils to Know or Master:</p> <ul style="list-style-type: none"> - Preparation for a practical food technology lesson - The correct procedure for washing your hands safely - Being confident in identifying hazards in the kitchen 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Knowledge of how to enter the food technology classrooms ✓ Ability to wash hands using the correct procedure ✓ Identifying hazards within a specific scenario
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<ol style="list-style-type: none"> 1. How to prepare for a food technology lesson. 2. Hand washing procedures. 3. Hazard zone of bacterial growth. 4. What to do if you hurt yourself in the kitchen. 5. Identifying hazards. 6. Recommended daily hydration. 7. 4C's of Food Safety. 8. Identifying equipment used in the kitchen. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<p>What prior learning does this link to?</p> <ul style="list-style-type: none"> ➤ 4 C's of Food Safety ➤ Personal hygiene in the kitchen ➤ Identifying kitchen equipment used within practical lessons 	<p>Links to future learning and/or provides foundation of knowledge for</p> <ul style="list-style-type: none"> ➤ Developing confidence in the kitchen for practical activities. ➤ Being able to identify hazards and notify adults in the kitchen. ➤ Feel confident using new equipment in practical lessons.
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Resources to support your success

Help in the kitchen and home and speak to parents about keeping safe in the kitchen.

Name the different equipment available in your kitchen at home.

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

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Assessment Preparation

Subject: French

Year Group: 7

The assessment will be in the form of: **Reading and writing test** Length of assessment: **1 lesson** Date of Assessment: Fortnight commencing 7 October

<p>What do we want the Pupils to Know or Master: How to greet a person in the target language. How to introduce themselves and give basic information. How to ask for someone's name, age and where they live in the target language.</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Recognising and matching vocabulary in target language to English. ✓ Correct spelling of vocabulary in target language.
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Greetings and introducing yourself</p>	<p>Bonjour au revoir salut très ça va? bien merci mal et pas mal toi</p>	<p>Hello Goodbye Hi Very How are you? Good Thank you Bad And Not bad you</p>	<p>Spellings of key vocabulary</p>

<p>What prior learning does this link to? Introductions Limited and varied prior knowledge in KS2</p>	<p>Links to future learning and/or provides foundation of knowledge for Building foundations and introducing high frequency language. Introducing sentence structure and linguistic conventions in the target language.</p>
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Resources to support your success

Examples of dialogues in exercise books

Vocabulary list in exercise books

<https://www.bbc.co.uk/bitesize/articles/z7ftwty>

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Assessment Preparation

Subject: Geography

Year Group: 7

The assessment will be in the form of: **Written Test**
lesson during the fortnight starting 30th September

Length of assessment: **30 minutes**

Date of Assessment: **In their Geography**

<p>What do we want the Pupils to Know or Master:</p> <p>Key terms related to Geography and Career in Geography</p>	<p>The student will know (success criteria):</p> <ul style="list-style-type: none"> ✓ What is Geography ✓ Types of Geography ✓ Differences between the different types of Geography ✓ Identify and describe Careers related to Geography
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>What is Geography Careers in in Geography</p>	<ul style="list-style-type: none"> • <i>Human Geography</i> • <i>Physical Geography</i> • <i>Environmental</i> • <i>Environmental Geography</i> 	<ul style="list-style-type: none"> • <i>Conservationist</i> • <i>Geography</i> • <i>Consultant</i> • <i>Careers</i> <p>Spelling test on the vocabulary</p> <p>Write about a type of geography you experienced this summer.</p> <p>Reflection on the checkpoint tasks which are given at the end of lessons</p>

<p>What prior learning does this link to?</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Knowledge of the types of Geography will be beneficial as students continue to discuss other aspects of Geography such Latitude, Longitude, Maps.</p>
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Resources to support your success

<https://quizlet.com/559778045/what-is-geography-flash-cards/>

<https://quizlet.com/25140913/geography-careers-flash-cards/>

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Assessment Preparation

Subject: HISTORY

Year Group: 7

The assessment will be in the form of: Written test

Length of assessment: 40 minutes

Date of Assessment: 30th September

<p>What do we want the Pupils to Know or Master: Key vocabulary from their historical skills unit Answering one GCSE-style question making inferences from a source</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Definitions of key vocabulary from historical skills ✓ Knowledge of medieval migration to England ✓ A well-structured answer to the exam question
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Historical skills Medieval migration including Anglo-Saxon and Jewish experiences of migration in medieval England</p>	<ul style="list-style-type: none"> • Chronology • Cause • Consequence • Contemporary • Evaluate • Century • Conclusion • Evidence 	<ul style="list-style-type: none"> • Migration • Medieval • Anglo-Saxon • Judaism • Massacre • Language • Literature • Christianity 	<p>Quiz practice checking the vocabulary list students were given in their first lesson of the year. Reflection on the checkpoint activity which was a practice exam question in the style that will be on the assessment.</p>

<p>What prior learning does this link to? Medieval migration including Anglo-Saxon and Jewish experiences of migration in medieval England</p>	<p>Links to future learning and/or provides foundation of knowledge for Students will continue the migration topic to the present day following the assessment. Migration feeds into our Year 7 and 8 curriculum as it overlaps with and links with many of our future topics. The exam practice question will serve those that go on to study History at GCSE.</p>
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Resources to support your success

[Key Historical Terms - KS3 Core History Skills \(youtube.com\)](#)

[Immigration - an overview - Migrants to Britain c1250 to the present overview - OCR B - GCSE History Revision - OCR B - BBC Bitesize](#)

[The Massacre of the Jews at Clifford's Tower | English Heritage \(english-heritage.org.uk\)](#)

[The Anglo-Saxon invasion and the beginnings of the 'English' / Our Migration Story](#)

Any questions please direct to amarris@chacademy.co.uk

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Subject: Maths

Year Group: Year 7

The assessment will be in the form of: *Written paper*

Length of assessment: *50 mins*

Date of Assessment: 30th September 2024

<p>What do we want the Pupils to Know or Master:</p> <p><i>Topics covered</i> <i>Sequences</i> <i>Algebraic notation</i></p> <p><i>We will also include questions on the 4 basic operations.</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Recognise different numerical, algebraic, graphical and diagrammatic representations ✓ Generate terms of a sequence from a term-to-term rule ✓ Recognise arithmetic sequences ✓ Recognise geometric sequences and other special sequences eg square numbers ✓ Workout the nth term ✓ Find the output given the input of a function machine ✓ Find the input, given the output of a function machine (inverse)
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Describe and continue a sequence given diagrammatically</p> <p>Predict and check the next term(s) in a sequence</p> <p>Represent sequences in tabular and graphical forms</p> <p>Continue numerical linear and non-linear sequences</p> <p>Explain the term-to-term rule</p> <p>Find missing numbers in a sequence</p> <p>Workout the nth term</p> <p>Given the input, find the output of a function machine</p> <p>Inverse operations to find the input given the output</p> <p>Find the function machine given a simple expression or two-step expression</p> <p>Substitute values into a single operation expression or two step expression</p>	<p><i>Sequence</i></p> <p><i>Rule</i></p> <p><i>Term</i></p> <p><i>Term-to-term</i></p> <p><i>Position</i></p> <p><i>Table</i></p> <p><i>Linear</i></p> <p><i>Non-linear</i></p> <p><i>Graph</i></p> <p><i>Axes</i></p> <p><i>Constant difference</i></p> <p><i>Difference</i></p> <p><i>Ascending</i></p> <p><i>Descending</i></p>	<p><i>Function</i></p> <p><i>Estimate</i></p> <p><i>Input</i></p> <p><i>Operation</i></p> <p><i>Output</i></p> <p><i>Square</i></p> <p><i>Inverse</i></p> <p><i>Variable</i></p> <p><i>Coefficient</i></p> <p><i>Expression</i></p> <p><i>Commutative</i></p> <p><i>Bar model</i></p> <p><i>Evaluate</i></p> <p><i>Substitute</i></p>	<p>Sequences (corbettmaths.com)</p> <p>Algebraic Notation (corbettmaths.com)</p>

Find inputs and outputs for a series of function machines Generate sequences given an algebraic rule.	<i>Arithmetic</i> <i>Geometric</i> <i>Difference</i> <i>Fibonacci</i>	<i>Bracket</i> <i>Order</i> <i>Constant</i>	
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What prior learning does this link to? 4 operations, number pattern, fraction, decimals, directed numbers	Links to future learning and/or provides foundation of knowledge for More complex sequences and solving algebraic problems
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Resources to support your success Sequences Missing Terms Video – Corbettmaths nth Term Video – Corbettmaths Algebraic Notation Practice Questions – Corbettmaths Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf

Student Checklist

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Assessment Preparation

Subject: Music

Year Group: 7

The assessment will be in the form of: *performance* Length of assessment: 30 mins (practice) and 1 minute final performance

Date of Assessment: Week beginning 30th September (whenever their music lesson is)

<p>What do we want the Pupils to Know or Master: How to describe music What the meanings of the musical elements are How to describe their own music using the musical elements and demonstrate their use.</p>	<p>The student will demonstrate (success criteria): Playing their own part maintaining their own rhythm Playing in time with a beat Playing in time with others playing different rhythms</p>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Playing in time	<p>Dynamics Rhythms Texture Structure Beat</p>	Listen to as much music as possible and describe using musical vocabulary.

<p>What prior learning does this link to? Meanings of musical elements Descriptive music composition. Playing in pairs and groups</p>	<p>Links to future learning and/or provides foundation of knowledge for Developing further elements Writing music in rhythmic notation Putting different layers together (progressing to bass lines, chords, melodies)</p>
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Resources to support your success

Any piece of music.

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

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Subject: PE **Year Group: Year 7 and 8**

The assessment will be in the form of: Verbal and practical performance Length of assessment: within lesson Date of Assessment: *fortnight commencing 30th September*

<p>What do we want the Pupils to Know or Master:</p> <ul style="list-style-type: none"> • <i>Use Subject specific terminology throughout the verbal answers they provide to teacher questioning</i> • <i>demonstrate understanding of knowledge learnt through practical performance</i> • <i>Evaluation own or others performances offering explanation for how to improve.</i> 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ <i>Identify the knowledge and understanding of the key techniques used within the sports that they have covered</i> ✓ <i>Demonstrate how to perform these techniques in closed skill situations or drills</i> ✓ <i>Use the skills in a full game context and Use the knowledge learnt to analyse own or others performances</i>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Sports specific to groups they are in. A range are covered across 6 half terms and across the 3x year groups. Sports range from: Outwitting opponents: Football, Rugby, Netball, Basketball, End zone Replicating actions: Badminton, Gymnastics, Volleyball, Cricket, Tennis, Rounders, Softball Performing at Maximum and improving Health: Athletics, Health related education (HRE)</p>	<p><i>Identify</i> <i>Demonstrate</i> <i>Explain</i> <i>Analyse</i> <i>Analysis</i> <i>Describe</i></p>		<p><i>PEEL</i> <i>Point – they are good at/ struggling to...(insert skill)</i> <i>Evidence – identify skill and describe how to perform that skill successfully...</i> <i>Explain – this means they are able to...</i> <i>Link – this impacts their performance because...</i></p>

<p>What prior learning does this link to?</p> <ul style="list-style-type: none"> - Skills acquired in weekly lessons covered - Skills that can be transferred from previously covered sports for how to outwit an opponent (e.g. Jab step in basketball, shift body weight in rugby) 	<p>Links to future learning and/or provides foundation of knowledge for <i>Refining and developing skills in other sports that are focused on outwitting opponent, replicating actions or performing at maximum/improving health.</i> <i>All link to both theoretical and practical knowledge required at GCSE PE</i></p>
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PRE-Assessment Preparation

Subject: Religious Studies (PRE)

Year Group: 7

The assessment will be in the form of: *Written Assessment*

Length of assessment: *40 mins*

Date of Assessment: 30/9/24

<p>What do we want the Pupils to Know or Master: Sacred Spaces in Christianity, Islam and Judaism <i>The importance of Hajj in Islam and all other Pillars of Islam.</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Definitions of key vocabulary skills linked to Islam, Christianity and Islam ✓ Knowledge of all major religions and their history ✓ A well-structured answer to the exam question based on The history of religious places for Christians, Muslims and Jews.
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Sacred Space/ Place in Christianity, Judaism and Islam</p> <p>Sacred Space</p> <p>Holy land</p> <p>Ethiopia</p> <p>Kabbah</p> <p>Mecca</p> <p>Saudi Arabia</p>	<p>Sacred, Timqat Baptismal Festivals Lalibela Ihram Makkah Zamzam Al-safa, al marwah</p>	<p>Mount Arafat Muzdalifah Mina Mosque Pillars of Islam Sacred Space Holy land Ethiopia Kabbah Mecca Saudi Arabia</p>	<p>Watch videos on Hajj in Islam, Sacred spaces in Judaism and Christianity.</p> <p>Read practice questions and use diagrams to better understand the importance of sacred spaces in each religion.</p> <p>Research the five pillars of Islam and explain each.</p>

<p>What prior learning does this link to?</p> <ul style="list-style-type: none"> • Religious places of worship • Sacred Places. • Origin of world's religions eg Islam's history 	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>God In Art which will be explored next term</p> <p>The History of Judaism and Christianity</p> <p>The history of Islam</p>
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Revision and Resources

<p>Resources to support your success</p> <p>KS3 Religious Studies - BBC Bitesize</p>

Student Checklist

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Assessment Preparation

Subject: Science Year Group: Year 7 The assessment will be in the form of: A range of questions (multiple choice, short, open ended).

Length of assessment: *50 minutes* Date of Assessment: week 30th September 2024

<p>What do we want the Pupils to Know or Master: <i>Baseline test to access their prior scientific knowledge.</i> <i>This test is based on their KS2 science work</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ This baseline assessment test will allow us to assess your child key stage 2 knowledge. ✓ So that they can work through a selection of tasks from achieving simple recall facts from their everyday experiences. ✓ To be given an everyday situation and applying their scientific knowledge to resolve the situation.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Structure of a flower Food chains Properties of materials Forces Separation techniques</p>	<p><i>The ability to express ideas and theory clearly and effectively will be an advantage.</i></p>	<p>General knowledge of KS2 science. See topic list.</p>

<p>The assessment will be in the form of: Multiple choice questions to begin with. Then structured questions which require one-word answers. Followed by an open-ended question which will give us an idea of your child's ability use scientific terminology. The following links will help your child with the lesson content: - What is a food chain? - BBC Bitesize What is a food chain? - BBC Bitesize Separation - BBC Bitesize Moving on different surfaces - BBC Bitesize Friction - BBC Bitesize Identify materials - BBC Bitesize Reproduction in flowering plants - BBC Bitesize</p>	<p>Links to future learning and/or provides foundation of knowledge for All topics mention will be revisited, and your child's knowledge extended. The data from this test will be analysed and used to inform our development plan for this cohort.</p>
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Resources to support your success

See links above.

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

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Subject: Spanish **Year Group:** 7

The assessment will be in the form of: **Reading and writing test** Length of assessment: **1 lesson** Date of Assessment: Fortnight commencing 7 October

<p>What do we want the Pupils to Know or Master: How to greet a person in the target language. How to introduce themselves and give basic information. How to ask for someone's name, age and where they live in the target language.</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Recognising and matching vocabulary in target language to English. ✓ Correct spelling of vocabulary in target language.
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Greetings and introducing yourself</p>	<p>Hola Adiós Buenos días très ¿Cómo estás? ¿Qué tal? Estoy bien Gracias ¿Qué pasa? y tú Me llamo ¿Y tú? Hasta luego</p>	<p>Hello Goodbye Good morning Muy How are you? How are you? I'm fine Thank you What's up? And You I am called And you? See you later</p>	<p>Spellings of key vocabulary</p>

<p>What prior learning does this link to? Introductions Limited and varied prior knowledge in KS2</p>	<p>Links to future learning and/or provides foundation of knowledge for Building foundations and introducing high frequency language. Introducing sentence structure and linguistic conventions in the target language.</p>
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Resources to support your success

Examples of dialogues in exercise books

Vocabulary list in exercise books

<https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zhvpqp3>

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

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