Carshalton Boys Sports College

Assessment Guide Year 7


MAL PEET
A SUMMER OF LOVE DURING THE COLD WAR
LIFE: AN EXPLODED DIAGRAM

At Carshalton Boys Sports College...

We believe in the power of the tripartite relationship between the school, the family and the child to ensure that every young person succeeds and makes progress.

At Key Stage 3, we offer the full range of National Curriculum subjects aimed at providing a broad and balanced curriculum to develop the knowledge and skills for life in the wider world.

This booklet provides a roadmap of the topics students will study in each curriculum area alongside information about how these subjects will assess the progress your child is making.

Using a similar model to primary schools, departments have established the expected standard students are expected to reach at the end of Year 7 or Year 8 in their subject. These standards are presented here as skills ladders which clearly explain what students will have secured at each step and what they can do to make further progress.

This document should be read alongside your child's progress report to help you understand the standard he is currently at in each subject.

Assessment Guide

English

Primarily, Year 7 focus on fundamental reading and writing skills, whilst exploring and developing their analysis and creative writing for effect.

What topics will be taught?

Year 7

Term 1

Harry Potter and the Philosopher's Stone

Complete study of whole novel, used to model effective creative writing and underpin core literacy / SPAG focus. Explore conventions of novel form. Introduce idea of characterisation and how writers write for effect, as springboard for student's writing.

Term 2

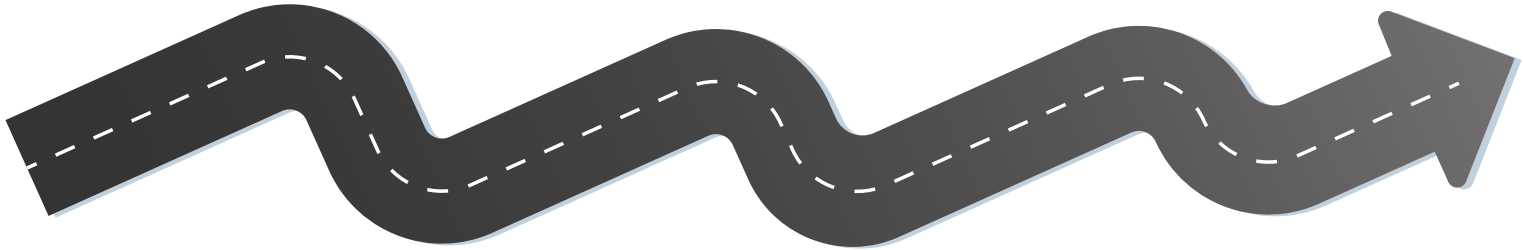
Oracy and rhetoric / Poetry of Diversity

Introduce and develop understanding of rhetoric and oracy skills, focusing on persuasive skills and presentation / development of argument. Explore the functions, forms and conventions of poetry, in context of representing diverse voices.

Term 3

Writing horror

To consolidate and develop literacy / SPAG proficiency, as well as creative writing skills. Increased focus of writing for effect, especially through characterisation and descriptio of place.



Year 8

How is this assessed?

Assessment

Assessment 1
Accelerated reader

Assessment 2
Creative Writing: Developing character

Assessment 3
Creative writing (imagery)

Assessment 4
Literacy

Assessment

Assessment 5
Accelerated reader

Assessment 6
Oracy

Assessment 7
Poetry analysis

Assessment 8
Literacy

Assessment

Assessment 9
Accelerated reader

Assessment 10
Literacy

Assessment 11
Creative writing

Assessment 12
EOY exam

English Year 7 Standards Ladder - Analytical skills

	Understanding (a)	Referencing (b)	Analysis (c)	Context (d)
Greater Depth	I can show a clear understanding of the text through a clear and developing argument that answers the question. I can begin to introduce authorial intention into my argument, but it may not always be confidently backed up or developed	I can select a range of relevant quotes that clearly support my argument and I can insert them neatly into my writing.	I can make effective comments about the writer's use of correctly identified methods / language / structure. I can explore how these choices create effects, sometimes linking the effect of these choices to the authorial intention, potentially including seeing the character as a vehicle.	I can make relevant links to context with direct links to the text.
Expected	I can show an understanding of explicit (and possibly implicit) information through clear points that are relevant to the question.	I can select quotes from a text that support relevant points.	I can make relevant comments about the writer's use of correctly identified methods / language. I can sometimes explore how these choices create effects, but it may not always be confidently backed up or developed.	I can make some relevant comments about context and can link to text, but may be limited.
Working Towards	I can make basic points that are relevant to the question.	I can select quotes from the text, but they are not always relevant to my point.	I can make some basic comments about the writer's use of methods / language in the text, but they might not always be correctly identified.	I can sometimes include simple comments about context, but they are not always relevant to my point.
Foundation	I can make basic points about the plot, but they might not really answer the question.	I can make general references to the text, but I largely summarise or paraphrase. I may select quotes but they are not relevant to the question.	I can give a basic summary of characters / plots / themes, but don't back it up with quote analysis.	I mention the author's name, but don't back my points up with context.

English Year 7 Standards Ladder - Writing skills

	Sentences (e)	Paragraphs (f)	Spelling (g)	Punctuation (h)	Methods (i)	Vocabulary (j)
Greater Depth	I can confidently vary sentence starters for effect. I can confidently use a range of discourse markers correctly for different purposes such as adding, sequencing, etc.	I can use a variety of short and long paragraphs, connecting ideas confidently.	*I can spell at least 75% of the advanced spelling list and advanced homophones list correctly.*	I can confidently use brackets and dashes to insert clauses. I can use ellipsis for effect. I can use speech marks effectively for dialogue. I can usually use semi-colons and colons correctly.	I can use hyperbole, and other figurative methods, for effect in a way that usually fits the tone of my writing.	I can use eye-catching adjectives and adverbs, sometimes chosen for effect. I can confidently use more difficult verb endings (i.e. 'struck').
Expected	I can nearly always use compound and complex sentences correctly. I can vary sentence length and sentence starters (i.e. use a one word sentence).	I can nearly always use TipTop paragraphs correctly.	*I can spell at least 95% of the core spelling list and key homophones list correctly.*	I can mostly use apostrophes correctly for possession. I can mostly use speech marks, exclamation marks and question marks correctly. I use quotation marks correctly	I can use personification, alliteration and onomatopoeia.	I can make some effective word choices that make my writing have greater impact. I can always use the correct verb agreement for simple verbs.
Working Towards	I can sometimes use complex sentences containing FANBOYS correctly.	I can try to use paragraphs, although they may not always be accurate.	*I can spell at least 75% of the core spelling list and key homophones list correctly.*	I can (nearly) always use full stops and capital letters correctly. I can usually use commas effectively in lists and to separate independent clauses.	I can use a simile, a metaphor and repetition.	I can use a good range of word types to vary my writing, I usually use current verb agreement for simple past tense verbs (i.e. 'ran' rather than 'runned'.
Foundation	I can write a simple sentence using a subject and verb. I can sometimes use coordinating conjunctions (i.e. FANBOYS - 'for'/ 'and' /'nor' / 'but'/ 'or' / 'yet' / 'so') correctly.	I can link at least two related ideas in my writing but do not use paragraphs.	*I can spell at least 50% of the core spelling list correctly*	I can usually use capital letters correctly at the start of sentences and for proper nouns. I can try to use some full stops to organise my work.	I can use adjectives to describe a noun and adverbs to modify a verb or an adjective.	I can use vocabulary that shares basic details.

Maths

What topics will be taught?

Term 1

Multiplying and Dividing
Negative Numbers
Squares, cubes and roots
BIDMAS
Introduction to Algebra
Notation
Forming Expressions
Simplifying Expressions
Collecting Like Terms
Expanding Brackets
Factors, multiples and primes
HCF and LCM

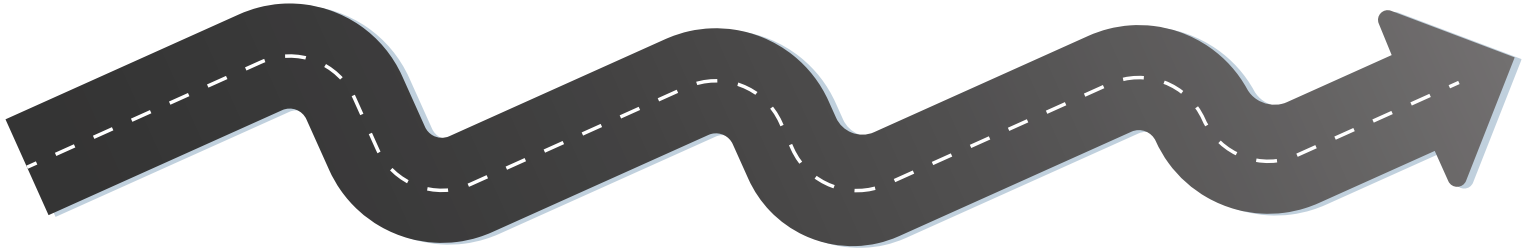
Term 2

Factorising
Substitution
Sequences
Coordinates
Straight-line Graphs
Fractions
Mixed Numbers
Operations on Fractions
Ratio
Proportion
Place Value
Rounding Numbers (to d.p.)
Operations on Decimals

Term 3

Probability
Counting Strategies
Sample Space
Frequency and outcomes
Two-way tables
Averages and range
Pictograms
Bar charts
Line graphs
Stem-and-leaf diagrams
Translations
Reflections
Rotations

Year 7



Year 8

How is this assessed?

Assessment

Initial assessment (baseline testing)

Assessment 1 - a variety of calculation and problem solving questions

Assessment

Assessment 2 - a variety of calculation and problem solving questions

Assessment

End of Year Exam - a variety of calculation and problem solving questions

	Number	Algebra	Probability and statistics	Ratio and proportion	Geometry and measures
Greater Depth	Can round and estimate to a given number of significant figures. Can carry out 4 operations (+ - X ÷) with decimals. Can carry out 4 operations (+ - X ÷) with fractions. Can find the square, cube, square root and cube root of a number. Can use factor trees to find prime factors. Can convert between mixed numbers and improper fractions. Can convert large and small numbers from standard form to ordinary numbers and vice versa. Can carry out 4 operations (+ - X ÷) with numbers in standard form.	Can substitute numbers into expressions with brackets and powers. Can expand single brackets and simplify the expression.	Can draw a frequency polygon. Can calculate the combined mean from two sets of data.	Can work out which product is better value for money.	Can understand and draw plans and elevations of 3D shapes, sketch 3D shapes and draw and recognise the net of a 3D shape.
Expected	Can use BIDMAS for the 4 operations (+ - X ÷) with and without a calculator. Can round to a given number of decimal places Can recognise 2-digit prime numbers. Can find factors and multiples of numbers / 2 numbers. Can use negative numbers (+ - X ÷) Can order decimal numbers. Can use fractions to divide an object into parts. Can recognise, use and simplify fractions. Can find a fraction of an amount.	Can collect like terms by simplifying expressions which contain a + or - sign. Can simplify expressions which contain a x or ÷ sign.	Can draw and interpret: Probabilities from sample space diagrams Frequency trees Can design and use two-way tables. Can draw, interpret and compare data drawn in bar charts and dual bar charts. Plot and interpret time series graphs. Can calculate the mean, median, mode and range from a list of numbers. Can plot and interpret time series graphs. Can draw and interpret vertical line graphs.	Can divide a quantity in a given ratio. Can solve problems using ratio. Can use the unitary method to solve proportion problems. Can solve proportion problems in words (including recipes).	Can translate a shape on a coordinate grid. Can reflect a shape in a mirror line. Can draw reflections on a coordinate grid. Can rotate a shape on a coordinate grid and describe a rotation. Can calculate the perimeter of 2D shapes. Can interpret scales on a range of measuring instruments
Working Towards	Can identify the value of a digit in a whole number and decimal. Can round to 10, 100 and 1000, 1/10, 1/100 and 1/1000. Can order positive and negative integers. Can multiply and divide numbers without a calculator.	Can identify and plot coordinates. Can read scales.	Draw and interpret a pictogram.	Can write a ratio in its simplest form.	Can identify the number of lines of symmetry in a shape. Can identify the order of rotational symmetry in a shape. Can tessellate a shape and explain why some polygons fit together and others do not.
Foundation	Can use all 4 basic operations on single digits Can recall times tables (1-12)	Cannot plot coordinates or read scales	Cannot draw and interpret a pictogram.	Cannot recognise or write a ratio in its simplest form	Can find the area of a shape by counting squares.

Science

Students are taught Biology, Chemistry and Physics on four week rotations. At the end of each topic there is and of topic test.

What topics will be taught?

Year 7

Term 1

Chemistry: The Periodic Table
Atomic structure
Compounds and bonding.

Physics: Energy
Energy transfers in power stations, mechanical work, chemical reactions and biological systems. Limits to the use of fossil fuels and global warming are critical problems for this century.

Biology: Cell biology and reproduction
Biology of the cell, organelles, functions. Covers the main feautres of sexual reproduction in plants and animals. Included as part of the PSHCE scheme.

Term 2

Chemistry: The Particle Model
The behaviour of particles
Chromatography and the extraction of salt.

Physics: Electricity
Understanding the difference in the microstructure of conductors, semiconductors and insulators makes it possible to design components and build electric circuits.

Biology: Sexual health and Science innovation
An addition to PSHCE, covers the social, health and mental aspects of sexual relationships. Covers new technologies in science.

Term 3

Chemistry: Metal Reactions

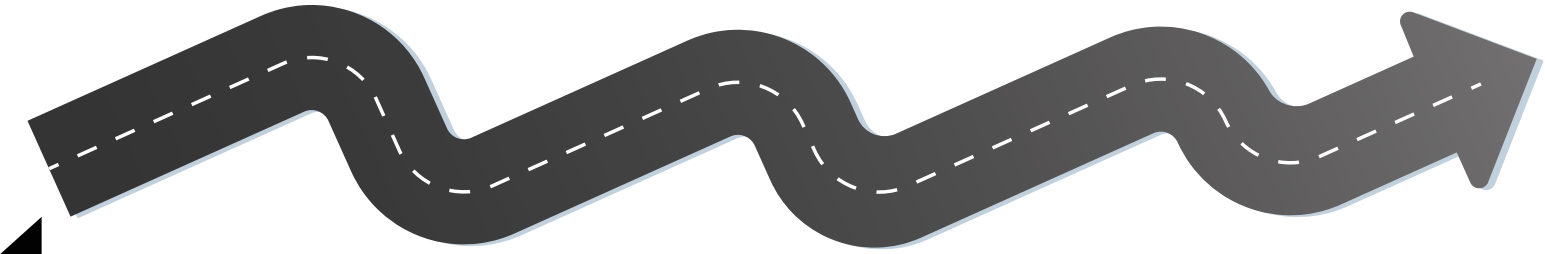
Reactions and bonding of metals.
Reactions of metals in acids.
Metal extraction, including quarrying and the extraction of ores.

Physics: Motion

The science behind motion, from formula one cars and fairground rides to athletics. Analysis of forces required to make movement possible.

Biology: Organisation

The science in how organisms are put together, including the functions of cell processes in organs on a larger scale.



Year 8

How is this assessed?

Assessment

Baseline Test
End of topic tests: 50 questions

Assessment

End of topic tests: 50 questions

Assessment

End of topic tests: 50 questions

	Biology	Chemistry	Physics	Scientific skills
Greater Depth	Can determine components of a cell from a micrograph Can understand the importance and role of enzymes Can list adaptations of the alveoli and villi Can list the characteristics involved in puberty, including menstruation Can recall the balanced symbol equation for photosynthesis, and link the relationship between photosynthesis and respiration.	Can produce electronic diagrams of both metal and non-metal ions, making links to the type of structure formed. Can describe bonding in particles based on location in the periodic table in reference to covalent and ionic. Can make descriptions of changes of state using energy in bond breaking and bond making. Able to make word equations for the reactions of acids with metals, identifying the salts produced in each case. Can complete basic symbol equations by linking reactants to chemical formulae.	Can use a calculator to solve maths-based questions given a range of equations to choose from and can rearrange equations using a triangle Can understand and use SI units and can use prefixes Can identify types of energy and forces and apply them to a variety of different systems Can apply physics concepts to describe electrical circuits, electromagnetic interactions of light and sound waves in academic language and good detail Can draw and describe graphs of motion and can extract values from the graphs	Can make and record observations and measurements using a range of methods for different investigations Can correctly draw a graph including a line or curve of best fit given a table of data Can determine the gradient of a straight line graph
Expected	Can describe plant and animal cell structures and functions Can list the organs in order of the digestive system Can define gas exchange, osmosis and active transport Can label the parts of the female and male reproductive system (animal and plant) Can understand competition in the environment Can recall the word equation for photosynthesis	Can perform interpretations of atomic structure, with regards to all isotopes. Can complete electronic structure using the periodic table including metal ionic structures. Able to make links between how particles react and their electronic structure. The particle model can be referred to in terms of solid, liquid and gas by using diagrams and examples to support this. Can write word equations based on simple reactants and products in displacement or combustion.	Can use a calculator to solve maths-based questions given a range of equations to choose from Can understand and use SI units Can identify types of energy and forces and apply them to everyday systems Can apply physics concepts to describe electrical circuits, magnetic interactions or light and sound waves in academic language Can draw and describe graphs of motion and can extract simple numbers from the graphs	Can make and record observations and measurements following a given method Can use a table to interpret data. Can correctly draw a graph including a line of best fit given a table of data Can make links to graphs and interprets increase or decrease of variables in a graph
Working Towards	Can understand all living organisms are made from the basic unit of life called cells, and list types of cell Can list organs in the body and group them into systems Can describe how fertilisation takes place between an egg cell and a sperm cell. Can understand the environment that we live in is dependent on a range of different factors Can recall sunlight is needed by plants to make their own food to help them grow (photosynthesis)	Can perform basic interpretations of atomic structure involving protons, neutrons and electrons. Basic ability to complete electronic structure using the periodic table and no ability to produce ionic structures. Basic knowledge of the particle model. Can refer to reactants and products in a word equation.	Can use a calculator to solve maths-based questions given an equation Can identify types of energy and forces and apply them to simple systems Can apply physics concepts to describe electrical circuits, magnetic interactions or light and sound waves in non-academic language Can draw and describe graphs of motion	Can conduct an experiment following a given method Able to read information in a table. Able to read readings taken using a measuring cylinder or ruler. Can correctly draw a graph given a table of data
Foundation	Cannot understand all living organisms are made from the basic unit of life called cells. Cannot list organs in the body and group them into systems to carry out a particular function. Cannot describe how fertilisation takes place between an egg cell and a sperm cell. Cannot understand the environment that we live in is dependent on a range of different factors Cannot recall sunlight is needed by plants to make their own food to help them grow	Cannot interpret atomic structure. Has little to no knowledge of what the periodic table is. Cannot differentiate between particle models.	Cannot use a calculator to solve maths-based questions given an equation Cannot identify types of energy and forces and apply them to everyday systems Cannot apply physics concepts to describe electrical circuits, magnetic interactions or light and sound waves Cannot draw and interpret graphs of motion	Cannot correctly conduct an experiment following a given method Cannot read information from a table. Cannot correctly draw a graph given a table of data

Art

Students develop a range of art and design skills by applying and prastising them through three topics across the year beginnign with The Formal Elements of Art, which are the fundamentals for creative development.across the year beginnign with The Formal Elements of Art, which are the fundamentals for creative development.

What topics will be taught?

Term 1

Formal Elements

Have developing knowledge and understanding of the key elements of art (line, tone, texture, colour, pattern, form, composition)
Ability to demonstrate the key elements using practical art skills (pencil, colour pencil, oil pastels, collage, watercolour paint)
Has basic understanding of colour theory
Able to write and talk about their skills and knowledge
Have basic visual and written analysis skills

Term 2

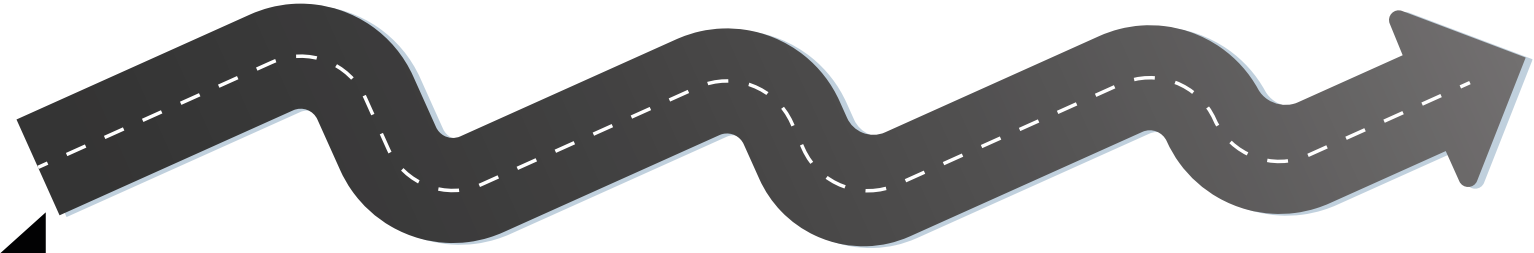
Leaves

Have developing knowledge and understanding of the key elements of art (line, tone, texture, colour, pattern, form, composition)
Ability to demonstrate the key elements using practical art skills (pencil, colour pencil, oil pastels, collage, watercolour paint)
Has basic understanding of colour theory
Able to write and talk about their skills and knowledge
Have basic visual and written analysis skills

Term 3

Completion of Leaves SOLAR

Year 7



Year 8

How is this assessed?

Assessment

Baseline Apple Assessment (Sept)
Classwork Practical Work (Formal Elements SOLAR)

Assessment

Classwork Practical Work (Formal Elements SOLAR
Interim Kiwi Assessment (Jan)

Assessment

Classwork Practical Work (Leaves SOLAR)
End of Year Apple Assessment (June)

	Subject knowledge (a) **Subject knowledge - genres, artists and styles. Understanding of art formal elements and terminology. Ability to analyse an artwork using formal elements and write about their own work.**	**Practical skills (b)** **Applying subject knowledge through practical skills - drawing, shading, blending, painting, colour mixing, mark making etc. Developing practical skills based on activities strongly linked to the art formal elements.**	**Refinement and Development (c)** **Refining skills and knowledge of the formal elements and applying to personal responses in a creative and imaginative way.**
Greater Depth	Can confidently recognize the formal elements and describe them using their own words as well as give examples. Can show a very good understanding of how they are used and applied by artists in order to create an effective artwork. Can focus on the way formal elements are used and is able to describe and compare different techniques and approaches used by the artist in analysis.	Can confidently draw accurately when using construction lines and step by step guides and demonstrates good free hand drawing skills. Can confidently use a pencil to shade and blend tones gradually as well as when adding details. Can show an understanding of colour theory and colour mixing is strong both in colour pencil and watercolour. Can apply various shading and painting techniques to achieve an effective and well developed artwork.	Can strictly follow teacher's feedback and advice is used to develop practical skills through the lesson tasks and good subject knowledge. Can use formal elements confidently and skills are consistently developed as the work progresses. Can develop own ideas through refinement and experimentation with materials and techniques. Can show confidence when working on a theme and develops own ideas in a personal, creative and imaginative way.
Expected	Can show a clear understanding of the formal elements and is able to describe them using their own words and give examples. Can recognize the elements and analyse how they have been used in an artwork. Can use short sentences when analysing, explaining the process using clearly.	Can draw accurately using construction lines and step by step guides by carefully observing the and improving the initial drawing. When drawing in pencil, different pressure is applied to achieve a variety of tones that are blended gradually. Can apply paint, mix and blend tones but more accuracy and attention is needed when adding texture and details.	Can use teacher's feedback to develop practical skills showing good progress. Can use formal elements to a good standard and there is clear evidence of development of practical skills as work progresses. Can develop and refine own ideas based on a theme in a creative way. Can uses teacher's advice and guidance as a starting point in order to show an independent and creative response to the theme.
Working Towards	Can demonstrate a good understanding of the formal elements and is able to describe them using their own words. Can recognize some of the elements and explain how they have been used. Can use art keywords when analysing focusing on the process and the materials used in the piece while using a template and mostly following the teacher's example.	Can show good understanding of the way formal elements are applied and attempts to improve the quality of their own work by practicing practical skills. Can draw to a good standard using construction lines but struggles to follow all steps towards an accurate and well developed piece. Can attempt to use different techniques when using watercolour paint and is able to mix a variety of tones. Brush control is improving but struggles to add details when painting.	Can follow teacher's feedback and shows gradual development of practical skills as well as a good ability to refine ideas. Can use formal elements well and practical skills develop as work progresses. Can demonstrate a creative approach to themes and is able to apply own ideas. Relies on teacher's advice and support when realising ideas and when working on own artwork.
Foundation	Can show some understanding of subject specific terms and keywords, basic subject knowledge. Can list and give a short description of the formal elements. Can very simply analyse an artwork when following a template mostly using short sentences.	Can show some ability to draw shapes using construction lines and step by step guides. Can apply different pressure when shading but struggles to gradually blend tones. Attempts to blend colours when using watercolour paint but must pay attention to the lightness and darkness of the tones.	Developing practical skills and refining ideas by following teacher's feedback. Can show some ability to demonstrate the formal elements and apply them in their own work. Can work on own ideas but needs teacher's help and advice throughout the whole process.

Citizenship

What topics will be taught?

Term 1

Rights, responsibilities, fairness and justice

School rules
Rules and fairness
Wants vs. needs
Children's rights
Types of rights
Rights and responsibilities
Respecting rights
Age rights
Age of criminal responsibility
Revision lesson
Knowledge assessment
Feeding forward

Identity, community and Britishness

Me and my qualities

Term 2

Community, identity and Britishness

Me and my communities
Community cohesion
Volunteering
Active Citizenship
History of immigration
What is Britishness
Bank holidays and Britishness
Revision lesson
Knowledge assessment
Feeding forward

Politics and democracy

What is politics?
Development of Parliamentary democracy 1

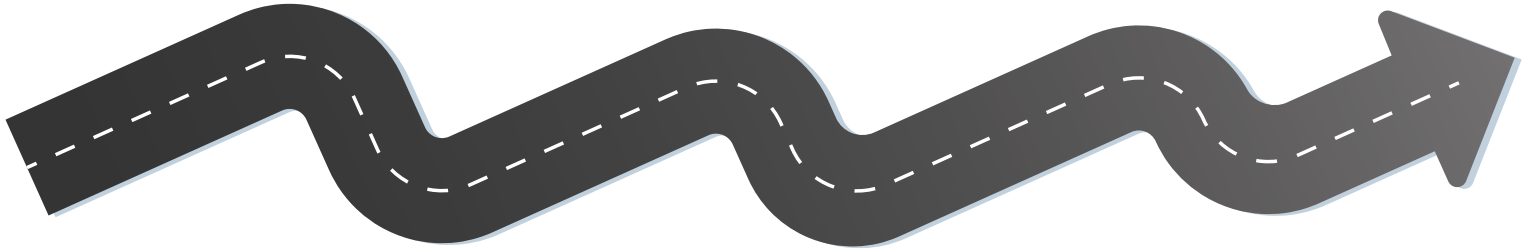
Term 3

Development of Parliamentary democracy 2
Parliament
First Past the Post
Political Parties 1
Political parties 2
Revision lesson
Knowledge assessment
Feeding forward

End of Year Exam

Revision lesson I
Revision lesson II
Exam

Year 7



Year 8

How is this assessed?

Assessment

Mid-point multiple choice assessment and end of topic knowledge assessment for every topic

Assessment

Mid-point multiple choice assessment and end of topic knowledge assessment for every topic

Assessment

Mid-point multiple choice assessment and end of topic knowledge assessment for every topic

	Knowledge and understanding	Constructing / explaining arguments	Analysis and evaluation	Researching an issue
Greater Depth	Can show good knowledge and understanding of Citizenship issues / concepts	Can clearly communicate arguments and viewpoints with sound reasoning / explanation	Can show some sound analysis of Citizenship issues / concepts / arguments	Can use multiple sources of information provided to identify relevant information to Citizenship issues / enquiries and compare opposing views Can develop own research questions and enquiries into Citizenship issues
Expected	Can show sound knowledge and understanding of Citizenship issues / concepts	Can communicate / articulate arguments and viewpoints with simple reasoning / explanation	Can show limited analysis of Citizenship issues / concepts / arguments	Can use sources of information provided to identify relevant information to Citizenship issues / enquiries and identify opposing views
Working Towards	Can show basic knowledge and understanding of Citizenship issues / concepts	Can communicate / articulate arguments and viewpoints on Citizenship issues with attempted reasoning / explanation	Can attempt to analyse Citizenship issues / concepts / arguments	Can use sources of information provided to answer more challenging set questions
Foundation	Can show limited awareness of Citizenship issues/concepts	Can communicate / articulate arguments and viewpoints on Citizenship issues (including their own view)	Cannot analyse of Citizenship issues / concepts / arguments	Can use sources of information provided to answer simple set questions

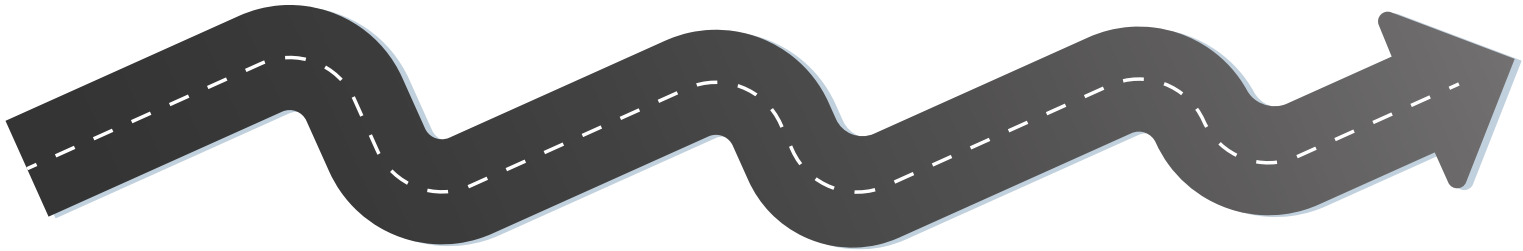
Computing

Students work for 6 weeks (12 lessons) on a carousel rota with other subjects.
The focus for Year 7 is introducing skills and gaining confidence.

What topics will be taught?

Design, use and evaluate computational abstractions
Understand several key algorithms that reflect computational thinking use logical reasoning to compare the utility of alternative algorithms for the same problem
Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems
Understand simple Boolean logic and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers
Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
Understand how instructions are stored and executed within a computer system; understand how data of various types can be represented and manipulated digitally, in the form of binary digits
Undertake creative projects that involve selecting, using, and combining multiple applications, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability
Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

Year 7



Year 8

How is this assessed?

Assessment

Baseline Test
PATHS 1 - Mid rotation on topics covered
Introduction to computer systems

PATHS 2 - End of rotation assessment
E-Safety
Hardware/Software
Spreadsheet modelling
Networking

	Algorithms	Programming & Development	Computer Systems, Hardware & Software	Information Technology (Digital Literacy)
Greater Depth	Can design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else. Can use flow diagrams(flowcharts) to express solutions	Knows the difference between if and if_ then and else statements. Can use post-tested loops e.g. 'until', and a sequence of selection statements in programs	Understands the factors that can affect the speed of the CPU. The Fetch- decode –execute cycle. Understands the difference between hardware and application software, and their roles within a computer system.	Knows how to show the formulas in a Spreadsheet modelling Understands how to write a formula to calculate functions such as total, average, lowest and highest from a range of numbers Is able to use the functions to perform calculations, format percentages and decimal places
Expected	Can design simple algorithms using loops, and selection i.e. if statements Can use logical reasoning to predict outputs, showing an awareness of inputs.	Can create programs that implement algorithms to achieve given goals. Can declare and assign variables.	Understands the components of CPUs and their functions. Knows that computers collect data from various input devices, including sensors and application software.	Knows what the terms cell, value, label and formula mean. Understands how to write a formula in Excel Can create a simple model using formulae and make use of basic formatting features.
Working Towards	Can understand that algorithms are implemented on digital devices as programs. Can find and correct errors i.e. debugging, in algorithms and can also use logical reasoning to predict outcomes.	Can use arithmetic operators, if statements, and loops, within programs. Can find and correct simple semantic errors i.e. debugging, in programs.	Recognises and understands the digital devices considered as computer systems we use in our daily lives. Understands how programs specify the function of a general purpose computer.	Can create a simple spreadsheet and adjust columns/rows Can use technology with increasing independence to purposefully organise digital content.
Foundation	Can understand what an algorithm is and I can express simple algorithms using symbols.	Knows that programs run by following precise instructions. Can create a block based programming structure	Understands the difference between a computer and a computer system. Understands the difference between hardware and software.	Knows how to use Google suite (Google drive/ Google classroom) effectively and to access school resources. Knows common uses of information technology beyond the classroom.

Design & Technology

Students work for 6 weeks (12 lessons) on a carousel rota with other subjects.
The focus for Year 7 is introducing skills and gaining confidence in working with different tools, materials and techniques.

Year 7

What topics will be taught?

Product Design

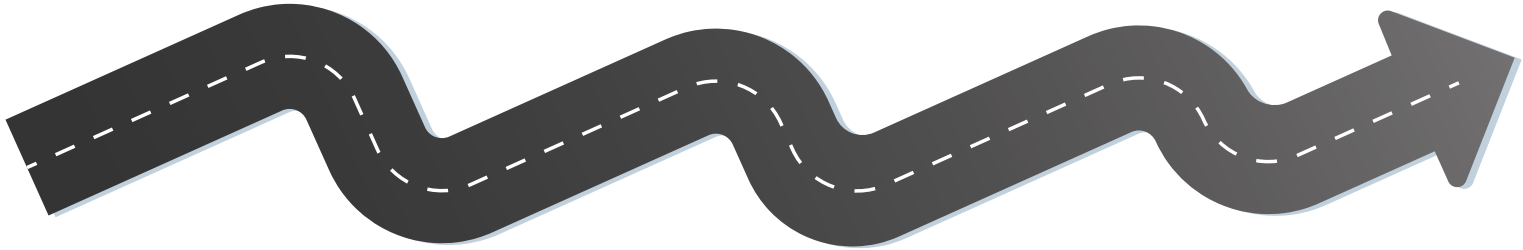
CNC Torch 2D drawing (isometric, think & thin lines), shading & rendering (tonal shading, hatching), using 2D CAD (2D Design v2), using 2D CAM (laser cutter), using thermoforming equipment (vacuum former, strip heater), using basic electronic components, colour printing on paper and card.

Engineering

Ali Buggy
Preparing metals, measuring, marking out, using templates & jigs, follow procedure sequence, using semi-permanent fasteners (rivets, bolts, threads)

Construction

Wooden Truck
Preparing wood and sheet materials, measuring, marking out, using templates & jigs, using hand and power tools (drills, saws, files, punches, squares) and various joining methods (adhesives, dowels, screws, nails and mechanical fixings)



Year 8

How is this assessed?

Assessment

Baseline test at start and end of project to measure progress and any gaps in learning
Practical work assessed against a set of sample practical tasks, grade aat foundation, below expected , at expected and greater depth

Assessment

Baseline test at start and end of project to measure progress and any gaps in learning
Practical work assessed against a set of sample practical tasks, grade aat foundation, below expected , at expected and greater depth

Assessment

Baseline test at start and end of project to measure progress and any gaps in learning
Practical work assessed against a set of sample practical tasks, grade aat foundation, below expected , at expected and greater depth

	Knowing & Understanding (theory)	Learning & Problem Solving (inc. research & evaluation)	Measuring & Marking (inc. designing & planning)	Making & Assembling (practical)
Greater Depth	Can describe & justify various H&S signs / procedures Can classify & compare and select specific materials / ingredients based on their properties, functions & characteristics Can independently identify specific tools / equipment & justify their applications	Can analyse a Brief / Specification & identify target users Can find & independently analyse research from several sources Can describe & justify strengths, weaknesses & improvements	Can measure & mark accurately using a range of different techniques Can follow detailed instructions & work independently Can confidently produce 2D & 3D drawings with limited guidance & support	Can work with a wide range of tools / equipment / materials Can construct a quality product using a range of skills with limited guidance & support Always works safely and considerately in practical lessons
Expected	Can identify various H&S signs / procedures Can identify specific materials / ingredients & their basic characteristics Can identify specific tools / equipment & their applications	Can follow a given Brief / Specification making some modifications Can find & interpret existing information into own words Can identify & describe some basic strengths, weaknesses & improvements	Can measure & mark with some accuracy Can follow some detailed instructions Can produce basic 2D & 3D drawings independently or complex 2D & 3D drawings with guidance & support	Can work with a reasonable range of tools / equipment / materials Can construct a product using a range of skills Can work safely in practical lessons, with some independence
Working Towards	Can identify basic H&S signs / procedures Can identify generic materials / ingredients Can identify generic tools / equipment	Can follow a given Brief / Specification Can use or copy existing information Can identify some basic strengths, weaknesses & improvements	Can measure & mark with a limited degree of accuracy Can follow some basic instructions Can produce basic 2D and 3D drawings with guidance & support	Can work with limited range of tools / equipment / materials Can construct a simple product using a limited range of skills Can work safely in practical lessons, with guidance & support
Foundation	Cannot identify basic H&S signs / Cannot identify generic materials / ingredients Cannot identify generic tools / equipment procedures	Cannot follow a given Brief / Specification Cannot use or copy existing information Cannot identify any basic strengths, weaknesses & improvements	Cannot measure & mark with any accuracy Cannot follow some basic instructions Cannot produce basic 2D and 3D drawings, even with guidance & support	Cannot work with limited range of tools / equipment / materials Cannot construct a simple product using a limited range of skills Cannot work safely in practical lessons, despite getting guidance & support

Food Studies

Students work for 6 weeks (12 lessons) on a carousel rota with other subjects. The focus for Year 7 is introducing skills and gaining confidence in working with different techniques.

What topics will be taught?

Term 1

Be able to demonstrate knowledge of health and safety and a range of practical skills when cooking
Understand the Eatwell Guide and why it is important to eat a balanced diet.
Understand the nutritional benefits of different foods
Understanding different dietary needs
Identify the equipment used when cooking
Plan how to cook chosen dishes
Understand the functions of ingredients used
Understand the different cooking methods – key ingredients, processes, examples
Evaluate products cooked and suggest how they can be improved

How is this assessed?

Assessment

Week 1 Baseline Assessment - online quiz
Week 1 Practical Assessment - Pizza

Week 3 Eatwell Guide lesson - written assessment

Week 3 Practical Assessment - Chicken goujon and salad wrap

Week 6 Progress Assessment - online quiz
Week 6 Practical Assessment - Skills

Year 7 → Year 8

	Design - use research and exploration to identify and understand user needs	Cooking- select from and use specialist equipment, techniques and processes, precisely	Evaluate - test, evaluate and refine products taking into account the views of intended users	Technical Knowledge - understand and use the properties of ingredients and cooking methods to achieve a quality outcome	Nutrition - apply the principles of nutrition and healthy eating
Greater Depth	Can understand the different dietary needs of individuals and alternative ingredients available. Can understand other factors that may affect food choice.	Can work relatively safely and independently during a practical lesson Can use a range of equipment safely with some precision Can independently plan for the next stage, with increasing success. Can, with independence use a range of skills to complete a product to a good standard	.Can independently suggest and make improvements to refine their designs to make them more suitable for the intended users. Can act on feedback collected from their target market.	Can understand the different dietary needs of individuals and select ingredients based on their properties to use when cooking. Can identify and select the most appropriate cooking method.	Can understand the link between lifestyle and the need to follow a healthy diet and the consequences of excess and deficiencies Can identify the main nutrients required for a balanced diet, knows the function of each nutrient and examples of foods to be eaten
Expected Standard	Can understand the different dietary needs of individuals and alternative ingredients available.	Can work quite safely and relatively independently during a practical lesson Can use some equipment safely with limited precision Can independently plan for the next stage, with some success. Can, with some independence use a range of skills to complete a product to a good standard	Can with help, suggest and make some improvements to refine their designs.	Can understand the different dietary needs of individuals and select ingredients when cooking. Can identify a range of different cooking methods.	Can understand the link between lifestyle and the need to follow a healthy diet Can identify the main nutrients required for a balanced diet
Working Towards	Can understand the Eatwell Guide and why it is important to eat a balanced diet. Can understand the nutritional values of different foods	Can demonstrate knowledge of health and safety when cooking Can identify the equipment and it's use when cooking Can complete a simple plan to show how to cook chosen dishes	Can identify the strengths and weaknesses of their designs.	Can consider different dietary needs and how this may impact the ingredients used and foods eaten.	Can consider a range of different dietary needs and how this may impact the ingredients used and foods eaten
Foundation	Can understand the Eatwell Guide and why it is important to eat a balanced diet.	Can demonstrate basic knowledge of health and safety Can identify the equipment used when cooking Can follow a simple plan to cook.	Can say what went well and even better if when considering their designs.	Can understand different dietary needs	Can understand the nutritional benefits of different foods

Geography

Students gain basic skills in geography through the learning of a variety of topics, repetition and practice of map and maths skills which are visited throughout the year. Key geography terminology and questioning practices are explored throughout. Global case studies are visited to establish an understanding of the world and there are opportunities to apply the learned skills

What topics will be taught?

Year 7

Term 1

What is Geography?

Students are introduced to the concepts of physical & human geography.
Map skills, rivers and the water cycle.

World Geography

Students learn UK and global mapskills using atlases. Different types of locating techniques and O.S map use including scale distance grid references on real place maps.

Term 2

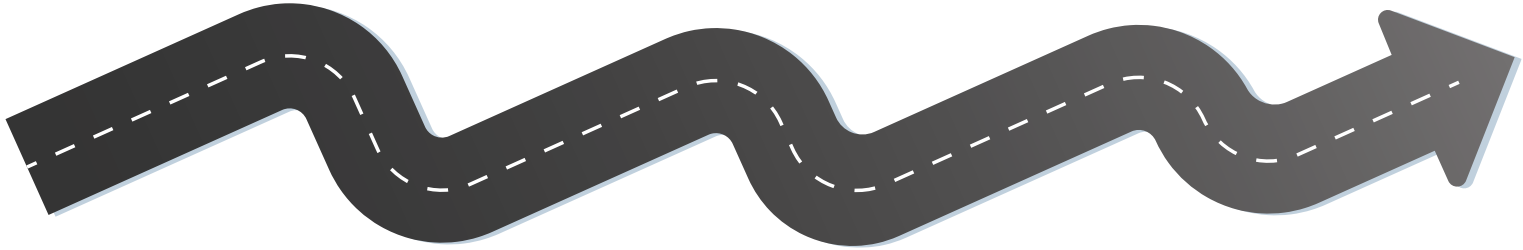
Population

Africa
China

Term 3

Weather & Climate,

Micro climate & EQA project school based.



Year 8

How is this assessed?

Assessment

Term 1 - What is Geography? & Map Skills
Mid topic assessment - EOU assessment - both topics covered since September.
Map skills end of unit assessment
Water Cycle has mid unit 8 mark assessment as well as end of unit assessment.

Assessment

Term 2 - Mid unit 8 mark question for each of the three units. End of unit tests for each.

Assessment

End of Unit assessments with set 8 mark mid unit assessment for Weather and Climate
END of year exam on all units covered.

Year7	Term Autumn		Spring Term	Spring Term	Summer Term	Summer Term
	Map Skills	**Water Cycle & Rivers**	**Population**	**Africa & Tropical Rainforests**	**China**	**Weather & Climate**
Expected	Can use a wide variety of advanced map skills at different scales. Skills including scale, distance, 4 & 6 figure grid references, Ordnance Survey & topographical maps. Proficient at using Atlases and their application to locating places in the wider world using longitude and latitude.	Can identify physical features of the Water Cycle. Understand the connections between many elements of the cycle and how it i influenced by the wider physical environment. Can make some good judgements on the best ways to tackle flooding in both developing and developed countries around the World. Pupils will understand flood hydrographs and be able to interpret them with some guidance and prompting.	Will be able to understand where the world's population lives and why they live in those places. Will be able to assess factors leading to aspects of the population explosion and the spatial variation of it around the World. Will be able to examine population control strategies and measure the extent to which they have been successful. Advanced map skills applied throughout.	Will understand the location of, interpret the population structure of and have deep understanding of the climate and biomes of Africa with particular reference to the structure and locational reasons for Tropical Rain-forests. Will understand and critically examine the impact of human activity surrounding mineral exploitation and forest product harvesting and its im-pact locally as well as globally. Mapskills applied throughout including choropleth creation & interpretation.	Using advanced map skills, population data interpretation, and critical analysis skills will understand the human and physical geography of China. Will understand reasons for migration from rural to urban areas and the growth of China as a political and industrial global superpower.	Will understand a range of professional weather measuring skills and using basic equipment conduct a microclimate survey around their local area. Will understand reasons for global variations in patterns of rainfall and temperature and link it to the location of biomes. Will be able to understand the formation of depressions and anticyclones and have a basic grasp on interpreting meteorological synoptic charts.
Working Towards	Can use a range of basic and some advanced map skills to locate places around the UK and the World.	Can identify the main physical features of the Water Cycle and river basins. Understand the connections between some elements of the cycle and how it is influenced by the wider physical environment. Can make a judgement on the best way to tackleflood-ing in either a developing or developed country. Pupils will have a basic understanding of flood hydrographs and be able to construct one using basic data, guidance and some prompting.	Will be able to understand where the world's population lives and why they live in those places. Will be able to identify factors leading to aspects of the population explosion. will explore a variety of population control measures variety of map skills applied throughout.	Will understand the location, population structure, climate and biomes of Africa with particular reference to the tructure and locational reasons for Tropical Rainforests. Will understand the impact of human activity surrounding mineral exploitation and forest product harvesting and its impact locally as well as globally. Mapskills applied throughout including choropleth interpretation or creation.	Using learned map skills & population data, will understand the human and physical geography of China. Will understand reasons for migration from rural to urban areas and the growth of China as a global superpower.	Will understand weather measuring skills and using basic equipment conduct a microclimate survey around their local area. Will understand some reasons for global variations and link them to the location of biomes. Will be able to understand the formation of anticyclones and have a basic grasp on how weather is predicted.
Foundation	Can use basic map skills to locate places around fictional places and the UK.	Can recall a limited range of basic elements of the Water Cycle and the river basin, such as 'channel' or valley side. Will need full guidance on the construction and interpretation of basic implications of the flood hydrograph.	Will be able to map where the world's population lives and why they live in those places. Will be able to state factors leading to aspects of the spatial variation of population densities around the World. Will be able to identify a limited range of positives and negatives of population control strategies and measure the extent to which they have been successful. basic map skills recalled when prompted.	Will understand the basic location, population structure, climate and biomes of Africa with particular reference to the structure and locational reasons for Tropical Rainforests. Will understand the impact of human activity surrounding mineral exploitation and forest product harvesting and its impact locally as well as globally. Mapskills applied throughout including choropleth creation and basic interpretation.	Will build on basic map skills & population data to understand the human and physical geography of China. Will understand reasons for migration from rural to urban areas and the growth of China as a global superpower.	Will understand the basics of weather and climate variations globally and their impact on biome location. will conduct a piece of weather data collection as part of a team.

History

What topics will be taught?

Term 1

The Making of the English Nation State
Romans leaving Britain
Saxon Monarchy
Norman Conquest
Normanisation

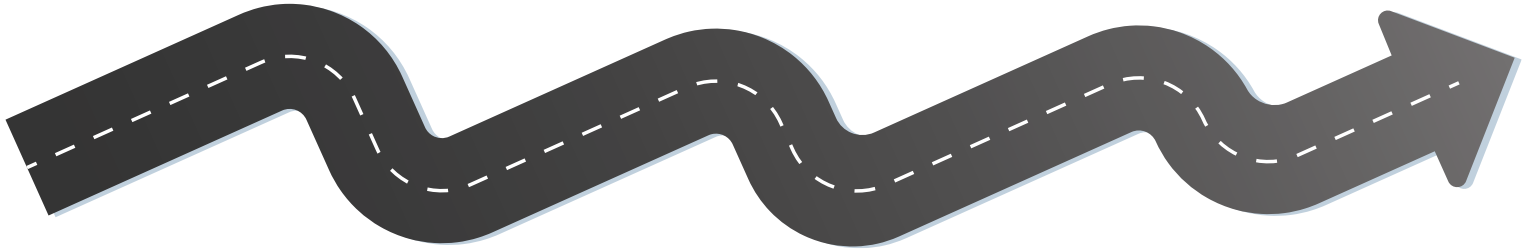
Term 2

Life in Medieval England
Development of Royal Power
Relationship between the Crown and the Church
People's experiences in Medieval England, with a focus on change and continuit
Challenges to Royal authority.

Term 3

How did England become an Independent European Power?
Importance of the Medieval Church
How the Tudors came to power
Break with Rome
Elizabethan England

Year 7



Year 8

How is this assessed?

Assessment

End of first half term -
Assessment 1 - focus on causation

End of second half term -
Assessment 2 - focus on significance

Assessment

Start of third half term - Knowledge test 1

End of third half term - Assessment 3
- focus on interpretations

End of fourth half term - Assessment 4
- focus on change and continuit

Assessment

Start of fifth half term - Knowledge test 2

End of fifth half term - Assessment 5
- focus on source analysis

End of sixth half term - End of Year exam
- knowledge based

	Knowledge	Skills					
		Cause and Consequence	**Significance**	**Change and Continuity**	**Similarity and Difference**	**Interpretation**	**Source Analysis**
Greater Depth	Can remember 60% of the required key content	Can describe reasons (causes) and effects (consequences)	Can describe examples of significance (events, people, dates etc.)	Can describe examples of change and continuity	Can describe examples of similarity and difference	Can describe examples of different interpretations using details from the given interpretations	Can make an unsupported inference from a source
Expected	Can remember 50% of the required key content	Can state examples of reasons (causes) AND effects (consequences)	Can state examples of significance (events, people, dates etc.)	Can state examples of change AND continuity	Can state examples of similarity AND difference	Can state examples of different interpretations using a given interpretation or my own knowledge	Can selectively take a quote or make an observation from a given source
Working Towards	Can remember 30% of the required key content	Can state multiple examples of a causes OR consequences	Can state people, dates or events that were significant	Can state multiple examples of change OR continuity	Can state multiple examples of similarity OR difference	Can state information related to one interpretation but not the other	Can take a quote or make an observation from a given source
Foundation	Can remember 20% of the required key content	Can state an example of a cause AND consequence	Can identity significant people, dates or events	Can state an example of change AND continuity	Can state an example of similarity AND difference	Can offer information from my own knowledge that is clearly linked to the provided interpretations	Can state something from my own knowledge that is relevant to the content OR NOP of a source

MFL

Communicating and understanding the following using speaking, listening, reading and writing skills.

What topics will be taught?

Term 1

Autumn 1
Phonics
Greeting people
Stating your name, saying others' names
Stating your mood and the mood of others
Stating your age and the age of others
Saying numbers 1-21

Autumn 2
Phonics
Stating your birthday and others' birthdays
Months and numbers 1-100
State where you and others are from
State the location of cities

Term 2

Spring 1
Phonics
Stating family members and their age
Describing yourself and others (physical and personality)
Conjugation of the key verb "to be"

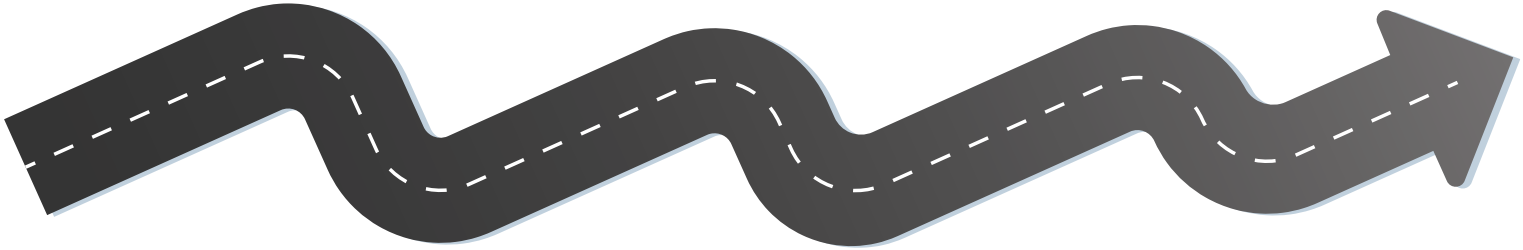
Spring 2
Phonics
Conjugation of the key verb "to be"
Describing your hair and eyes and those of others, including comparisons
Conjugation of the key verb "to have"
Adjective agreements

Term 3

Summer 1
Phonics
Describing your hair and eyes and those of others, including comparisons
Conjugation of the key verb "to have"
Describe relationships with family members
State your pets and the pets of others and describe them
Adjective agreements.

Summer 2
Phonics
Give justified opinions of pets
State a pet you would like to have and a pet someone else would like to have
Revision
End of year assessment
Songs/poems

Year 7



Year 8

How is this assessed?

Assessment

Autumn 1 - 3 mini assessments

Autumn 1 - 2 mini assessments
(sentence builders 1,2 and 3)

Autumn 2 - 2 mini assessments
(sentence builders 4 and 5)

End of term assessment
(sentence builders 1-5)

Assessment

Spring 1 -
2 mini assessments (sentence builders 6 and 7)

Spring 2 -
2 mini assessments (sentence builders 7 and 8)

End of term assessment
(sentence builders 1-8)

Assessment

Summer 1 - 3 mini assessments
(sentence builders 8,9 and 10)

Summer 2 - End of year assessment
(sentence builders 1-11)

	Writing	Speaking	Listening	Reading
Greater Depth	Can write at least 40 words, including a variety of justified opinions, connectives, and at least two tenses with reasonable accuracy on a range of topics using at least two personal pronouns. Can translate medium length sentences that include two tenses on a range of topics with reasonable accuracy from English into the target language.	Can take part in a conversation with several exchanges covering a range of topics with reasonable confidence, including a variety of justified opinions, connectives, at least two tenses and two personal pronouns and asking at least one question. Can speak with reasonably accurate pronunciation, intonation and reasonable fluency.	Can obtain specific information, including a variety of justified opinions, from different spoken forms of language on a range of topics that include two tenses and at least two personal pronouns, with reasonable accuracy. Can transcribe medium length sentences they hear with reasonable accuracy.	Can read and show reasonable understanding of the purpose, important ideas and details of a range of material that include at least two tenses and personal pronouns from varying sources covering a variety of topics. Can translate medium length sentences on a range of topics that include two tenses with reasonable accuracy from the target language into English.
Expected	Can write at least 40 words, including basic justified opinions and connectives, with reasonable accuracy on a range of topics in the first and third person forms. Can translate short sentences on a range of topics with reasonable accuracy from English into the target language.	Can take part in a conversation covering a range of topics with reasonable confidence, including basic justified opinions and connectives and asking at least one question. Can speak with reasonably accurate pronunciation and intonation.	Can obtain specific information, including simple justified opinions, from a variety of spoken forms of language on a range of topics with reasonable accuracy. Can transcribe short sentences they hear with reasonable accuracy.	Can read and show reasonable understanding of the purpose, important ideas and details of a range of material from varying sources covering a variety of topics. Can translate short sentences on a range of topics with reasonable accuracy from the target language into English.
Working Towards	Can write several words but these may not make coherent sentences or contain connectives and opinions may be unjustified. Can translate some words within short sentences on a range of topics with limited accuracy from English into the target language.	Can take part in a conversation but responds with mainly single word answers and attempts to ask a question. Can speak with some accurate pronunciation and intonation. May sound quite English.	Can obtain some specific information, including simple justified opinions, from a variety of spoken forms of language on a range of topics with reasonable accuracy. Will struggle with longer sentences that include language superfluous to the task. Can transcribe short sentences they hear with limited accuracy. May leave gaps in a sentence.	Can read and show limited understanding of the purpose, important ideas and details of a range of material from varying sources covering a variety of topics. Can translate some words from short sentences on a range of topics with limited accuracy from the target language into English.
Foundation	Able to write very few words if any without support. Unable to translate words from English into the target language with any accuracy. May be able to translate isolated words.	Unable to respond to or ask any questions within a conversation. Can speak with English pronunciation and no intonation. May be incomprehensible at times.	Able to obtain very little, if any, specific language from a variety of spoken forms. Can transcribe the odd word from short sentences they hear with very limited accuracy.	Can read and show very little understanding of the purpose, important ideas and details of a range of material. Unable to translate short sentences on a range of topics with any accuracy from the target language into English. May be able to translate isolated words.

Music

Through the units students develop a knowledge and understanding of the key elements of music and develop some basic skills using instruments.

What topics will be taught?

Term 1

The Elements of Music
Keyboard Skills 1

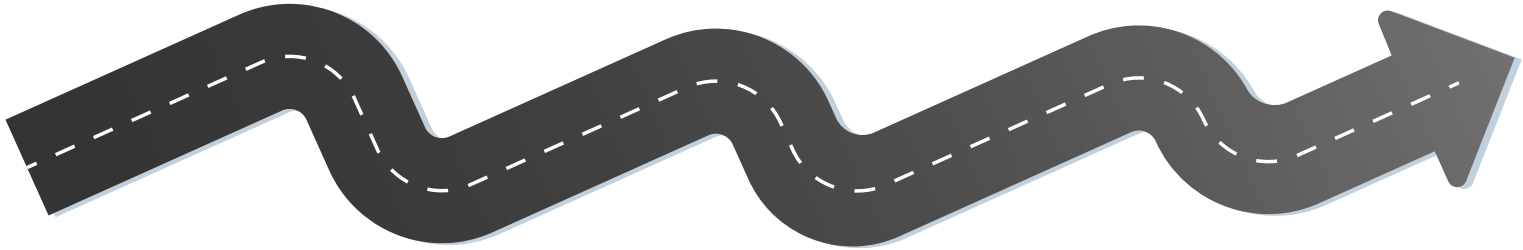
Term 2

Singing and Musicianship
Introduction to music technology

Term 3

"Samba Drumming
Compositional techniques -
Soundscape"

Year 7



Year 8

How is this assessed?

Assessment

Baseline test
Keyboard skills PATHS assessment via Showbie

Assessment

Singing group assessment
Samba whole class assessment

Assessment

Music technology skills audit
End of year assessment

	Performing	Composing	Appraising	Theory
Greater Depth	Can perform a piece on keyboard with chords and melody, using the left and right hand, fluently. OR able to perform a simple piece on their chosen instrument e.g. guitar. Beginning to add expression to their playing through dynamics, pedal etc.	Can use some basic techniques to compose a piece of music which has chords and a melodic element. Is able to use music technology or a live instrument to create a variety of ideas which can then be developed. Can create a basic structure e.g. ABA with contrasting sections. Can describe how they have created their composition using correct term	Can provide some descriptive sentences in English about what is happening in a piece of music. Is able to identify some of the instruments of the orchestra and what they look and sound like. Can talk about the elements of music using basic vocabulary, correctly identifying changes in tempo, dynamics etc.	Is aware of some of the basic note values and notes of the treble clef. Can write down basic rhythms using crotchets, quavers and minims
Expected	Can work through and learn a simple piece of music with only the right hand. Can perform body percussion pieces following a video demo	Can compose a piece using music technology, inputting notes, incorporating loops and adding a clear structure. Can compose a piece with chords and melody using keyboard, alone or in a pair	Can identify and correctly describe tempo, dynamics and some instruments, plus the mood created of a given piece of music. Can sing a simple melody correctly as part of a group	Can clap basic pulse and some rhythmic patterns in time. Can identify a few musical symbols
Working Towards	Able to play very simple patterns using body percussion and clap simple rhythms Can play basic tunes on the keyboard with the notes written on the keys for assistance	Can compose longer motifs using specified pitches, and play them in order to create a simple composition. Can put loops and samples in to a structure to create sections within a composition	Can describe the speed, volume and mood/genre of a piece using english sentences.	Can identify some basic symbols
Foundation	limited ability to play material on an instrument, uses incorrect technique and hand position	Can make up simple short ideas using a keyboard with a small range of notes. Can use some loops on a DAW to create sounds.	Limited ability to describe musical sounds correctly	Limited ability to identify musical signs and symbols

Physical Education

Students cover a range of sports across the year and this practical work is complimented with theory lessons to allow students to develop a knowledge of key areas of Physical Education.

What topics will be taught?

Practical

Core Skills in isolation and conditioned practices.
Taught in sports including; Football, Rugby, Table Tennis, Climbing, American Football, Cricket, Tchoukball and Athletics

Theory

Basic First Aid to include; Basic treatment for common injuries, Recovery position and CPR.
Components of Fitness to include; Agility, Balance, Coordination, Power, Speed, Reaction Time, MuscularEndurance, Muscular Strength, Cardiovascular Endurance and Body Composition.
Stages of a Warm Up and Cool Down.

How is this assessed?

Assessment

Each Sport Covered
Lesson 1: Baseline assessment within sporting area.
Lesson 4: Progress Judgement Lesson. Isolated and conditioned practices on skill covered to that point.
Lesson 8: Summative assessment against KS3 assessment criteria on all unit coverage.

Theory
Every Lesson: Written memory mat assessment from previous lesson.
Lesson 3: Online Google quiz assessment Basic first aid.
Lesson 10: End of unit exam based on components of fitness and warm up and cool down, with GCSE style questioning.

Year 7 → **Year 8**

	Level	Range of Skills	Quality of Skills	Physical Attributes	Decision Making	Theory
Greater Depth	**4+ Marks**	Can demonstrate most of the core skills and some of the advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.	Can perform core skills consistently, with a good standard of accuracy, control and fluency. Advanced skills demonstrated are performed with some consistency, accuracy, control and fluency.	Can demonstrate appropriate levels of physical fitness and psychological control to perform effecwtively.	Can successfully selects and uses appropriate skills on many occassions. Applies appropriate team strategies /tactics and compositional ideas demonstrating a good very good understanding of the activity. Communication with other players/performers is good. Demonstrates good awareness of the rules /regulations of the activity during performance.	Can identify and understand treatment procedures for common injuries. Is able to perform the recovery position and CPR. Can identify and describe all components of fitness and can apply practical examples to all. Knows the physical benefits of each stage of the warm up and cool down and apply them practically.
Expected	**3 Marks**	Can demonstrate many core skills and a few of the advanced advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.	Can perform core skills are with limited consistency and some accuracy, control and fluency. Advanced skills which are performed are done so with limited consistency and often lack accuracy, control and fluency.	Can demonstrate sufficient physical fitness and psychological control to perform with some effectiveness.	Can select and uses appropriate skills on some occassions. Applies appropriate team strategies / tactics and compositional ideas demonstrating a good good understanding of the activity. Communication with other players/performers is good. Demonstrates good awareness of the rules /regulations of the activity during performance.	Can indentify and understand treatment procedures for common injuries. Is able to perform the recovery position and CPR. Can identify and describe the components of fitness and apply practical examples to most. Know the physical benefits of a warm up and cool down.
Working Towards	**1-2 Marks**	Can demonstarte some of the core skills for the activity in isolation and under some pressure in authentic performance situations. Can demonstrate few of the advanced skills for the activity.	Can perform core skills, however these are performed inconsistently and with limited accuracy, control and fluency. Advanced skills attempted are performed with littl success.	Can demonstrate their fitness, however show limited physical fitness and psychological control during performance.	Can select and uses appropriate skills on few occassions. Demonstrates very little awareness of the rules and regulations of the activity during performance. Communication with other players / performers is limited.	Can identify and understand treatment procedures for common injuries. Is able to perform the recovery position. Can also identify and describe most of the components of fitness.
Foundation	**0 Marks**	Can demonstrates some of the core skills for the activity in isolation. Can demonstrate few of the advanced skills for the activity.	Can perform core skills, however inconsistently and with very limited accuracy, control and fluency. Can attempt advanced skills but performed with very little success.	Can demonstrate their fitness, however have very limited physical fitness and psychological control during performance.	Can select and uses appropriate skills on very few occassions. Rarely applies team strategies/tactics / compositional ideas demonstrating little understanding of the activity	Can identify treatment procedures for common injuries. Can also identify some of the components of fitness.

PRE

Philosophy, Religion, and Ethics (PRE) is taught once a fortnight. The focus of the subject is about making students into critical thinkers who read, think, talk, and write about big topics.

What topics will be taught?

Term 1

Unit 1 - Life On Earth

- Science versus religion
- The origins of the universe and life
- Charles Darwin and evolution
- Science… or religion… or both?
- The Environment
- Animals rights – Food, Clothes, Pets, Experimentation, and Entertainment
- Abortion – the right to choose
- Euthanasia – the right to die

Term 2

Unit 2 - Peace and Confilict (Unit 1 finishes half way through Term 2 before Unit 2 begins)

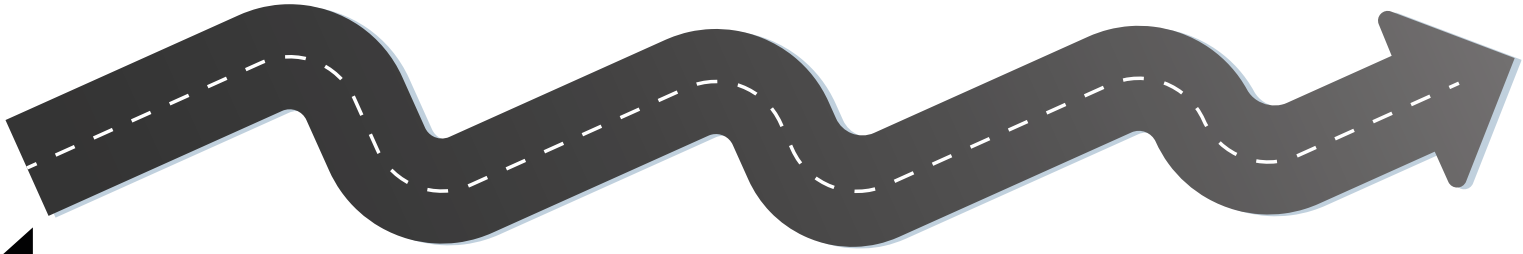
- Christian teachings, beliefs and attitudes about martyrdom/ terrorism
- Islamic teachings, beliefs and attitudes about martyrdom/ terrorism
- Attitudes towards war and violence
- Weapons of mass destruction and nuclear weapons
- Religious attitudes to peace and war
- Hindu attitude to peace and war
- Christian attitude to peace and war
- Muslim attitude to peace and war

Term 3

Unit 2 - Peace and Confilict (Unit 2 starts half way through Term 2 and finishes in Term 3)

- Christian teachings, beliefs and attitudes about martyrdom/ terrorism
- Islamic teachings, beliefs and attitudes about martyrdom/ terrorism
- Attitudes towards war and violence
- Weapons of mass destruction and nuclear weapons
- Religious attitudes to peace and war
- Hindu attitude to peace and war
- Christian attitude to peace and war
- Muslim attitude to peace and war

Year 7



Year 8

How is this assessed?

Assessment

a 50 question Baseline Test at the start of the course.

a 10 question Knowledge Test in the middle of each Unit.

a 50 question Assessment at the end of each Unit.

Assessment

a 50 question Baseline Test at the start of the course.

a 10 question Knowledge Test in the middle of each Unit.

a 50 question Assessment at the end of each Unit.

Assessment

a 50 question Baseline Test at the start of the course.

a 10 question Knowledge Test in the middle of each Unit.

a 50 question Assessment at the end of each Unit.

	Knowledge	Understanding	Application
Greater Depth	Can freuqnetly demonstrate clear knowledge of all Philosophy, Religion, and Ethical topics and concepts. Can clearly articulate the main features of the topic and briefly understand how a topic links to different topics in different areas of the subject.	Can give multiple examples and evidence that demonstrate a more detail understanding of the topic. Is able to ask critical questions of their own.	Can write clear and developed paragraphs where points about the topic or concept are elaborated on with examples, evidence, and analysis. Is able to use the most common sources as evidence.
Expected	On more than one occasion will attempt to demonstrate developing knowledge of Philosophy, Religion, and Ethical topics. Can articulate some of the features of the topic.	Is able to select examples and evidence that reference and support the discussion point.	Is able to make points that are supported by some undeveloped examples and evidence. May use some more sophisticated keywords in their writing.
Working Towards	Makes some attempt to demonstrate limited knowlege of Philosophy, Religion, and Ethics. Shows limited knowledge of what Philosophy, Religion, and Ethics are, including some of their topics.	Makes general references to the discussion point.	Can make some simple statements of knowledge about the topic in his extended writing. Will use some unsophisticated keywords in their writing.
Foundation	Can demonstrate some knowledge of Philosophy, Religion, and Ethics.	Attempts to give verabl responses and can make some connection to the discussion point	Can formulate knowledge and evidence into some extended writing. May be able to give their opinion in one or two sentences.

PSHCE

PSHE is taught once a fortnight by tutors. A range of topics are covered.

What topics will be taught?

Term 1

Respectful relationships, including friendships (RSE)

Online and Media (RSE)

Term 2

Mental Wellbeing (PHMW)

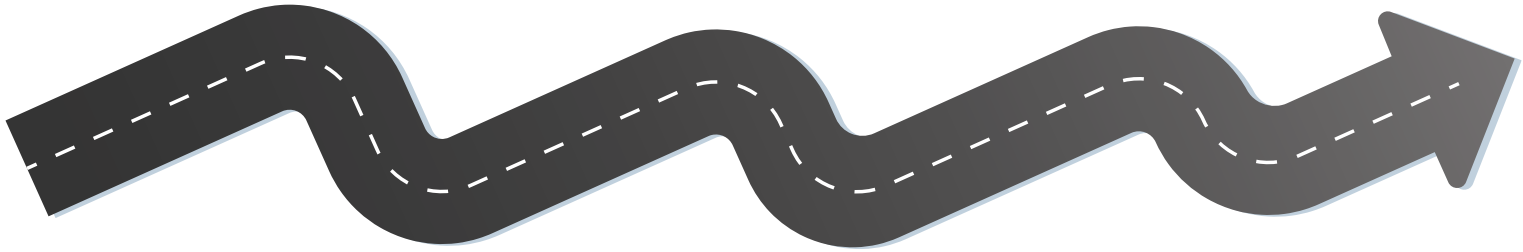
Physical Health and Fitness (PHMW)

Term 3

Healthy Eating (PHMW)

Health and Prevention (PHMW)

Year 7



Year 8


BLACK LIVES MATTER
INJUSTICE ANYWHERE IS A THREAT TO JUSTICE EVERYWHERE


Love feels like hom


Love is bea
doesn't judge
Love is uncon


WE BELIEVE
KNOWLEDGE IS POWER
BLACK LIVES MATTER
LOVE IS LOVE
FEMINISM IS FOR EVERYONE
NO HUMAN BEING IS ILLEGAL
BE GENTLE WITH THE EARTH
BE THE BEST VERSION OF YOURSELF
BE REALLY KIND
Carshalton Boys Sports College
Winchcombe Road Carshalton Surrey SM5 1RW
carshaltonboys.org