

## Year 7- Subjects and assessments studied each term

Y7 Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	Observational drawing of the hand/objects Tonal work Paint: colour mixing/colour chart Monet research project Study of an Impressionist painting A2 painting of their garden in the style of the Impressionists  <b>Assessment:</b> Star marking, teacher levels.	Observational drawing of the hand/objects Tonal work Paint: colour mixing/colour chart Monet research project Study of an Impressionist painting A2 painting of their garden in the style of the Impressionists  <b>Assessment:</b> Star marking, teacher levels	Study of the head Series of portraits <b>Picasso</b> research project <b>Cubist</b> style portrait Clay head  <b>Assessment:</b> Peer assessment	Study of the head Series of portraits <b>Picasso</b> research project <b>Cubist</b> style portrait Clay head  <b>Assessment:</b> Star marking	<b>Aboriginal Art</b> Telling a story through imagery Write imaginative text Coloured pencil study Study of a culture research project.  <b>Assessment:</b> Star marking	<b>Aboriginal Art</b> Telling a story through imagery Write imaginative text Coloured pencil study Study of a culture research project.  <b>Assessment:</b> Star marking
Computer Science	Introduction to computer science  Assessment: STAR assessment and end of topic test	Scratch  Assessment: STAR assessment and end of topic test	Computer hardware  Assessment: STAR assessment and end of topic test	HTML  Assessment: STAR assessment and end of topic test	Digital world  Assessment: STAR assessment and end of topic test	Introduction to Python programming  Assessment: STAR assessment and end of topic test
Drama	Titanic Assessment: Peer Assessment Creation and Performance Assessed by teacher	Titanic Assessment: Character, Vocal and Movement assessed by teacher	Matilda Assessment: Peer Assessment Creation and Performance Assessed by teacher	Matilda Assessment: Character, Vocal and Movement assessed by teacher	Staging Assessment: Movement and Character assessed by teacher	Physical Theatre - Prisoner Assessment: Vocal, Creation assessed by teacher
DT	<p>Students complete 5 rotations across the year looking at a range of different Design and Technology modules.</p> <ol style="list-style-type: none"> <li>1) Textiles- Students create a mobile phone rest with decorations. The techniques used are; block printing, applique and hand embellishment</li> <li>2) Food- students learn about the Eatwell guide and knowledge of nutrition. They also develop their food preparation skills and use of basic kitchen equipment.</li> <li>3) Product Design- Night Light- students learn electronics, design ideas, evaluation of designs and how to use basic equipment and tools including; soldering and vacuum former.</li> <li>4) Engineering- Health and Safety in the workshop, making an aluminium keyring using basic hand tools, brass-etched door plate using CAD</li> <li>5) Engineering- Rocket Cars- students learn about aerodynamics, produce designs using Windtunnel app, make these out of styrofoam, use of hot-wire cutters, designing as part of a team. There cars are then raced.</li> </ol> <p>Assessment: All students are assessed against the Technology Bandings for both their designing and making work in each module. STAR marking, self/peer assessment also used.</p>					
English	N.B. With the exception of the first term, the order in which texts are delivered are rotational and depend upon	19 <sup>th</sup> century Gothic/Victorian ghost story  Assessment: sample writing	Animal Poetry looking at a range of poetry from a range of periods	Boy in the Striped Pyjamas the play script Or, The Tempest by William Shakespeare	Non-Fiction looking at autobiography and Dahl extracts	Prose - Coraline/Wolf Brother/Alice in Wonderland  Assessment: practice essay

	<p>teacher choice</p> <p>Transition unit covering reading, writing and Speaking and Listening</p> <p>Assessment: mini test units</p>		<p>Assessment: essay looking at analytical paragraphs</p>	<p>Assessment: Speaking and Listening</p> <p>Sample writing</p>	<p>Assessment: exam-style skills and sample writing</p>	<p>looking at analytical skills</p>
French	<p>Greetings/ Alphabet/ 1-20/ Colours/ Days of the week/ Months/ Colours/ Items in the classroom</p> <p>indefinite article</p> <p>definite article</p> <p>gender of nouns</p> <p><b>Assessment:</b> Classwork assessment End of Module Listening &amp; Reading Assessment Graded &amp; Star marked</p> <p>Listening &amp; Reading Assessment in Progress Book. <b>Star Marking</b></p>	<p>Siblings/ Family members/ Animals</p> <p>Physical descriptions</p> <p>mon/ma/mes</p> <p>plurals</p> <p>adjectives + agreements</p> <p><b>Assessment:</b> Classwork assessment End of Module Writing Assessment Graded &amp; Star marked</p> <p>Writing Assessment in Progress Book. <b>Star Marking</b></p>	<p>House + bedroom</p> <p>Evening activities</p> <p>Time</p> <p>Numbers - 60</p> <p>habiter</p> <p>prepositions</p> <p>on/ ils/elles</p> <p><b>Assessment:</b> Classwork assessment End of Module Speaking Assessment Graded &amp; Star marked</p> <p>Speaking Assessment in Progress Book. <b>Star Marking</b></p>	<p>Town directions</p> <p>Drinks &amp; snacks</p> <p>Opinions</p> <p>forming questions</p> <p>tu/vous</p> <p>à.../au/à la/ etc</p> <p>aller</p> <p><b>Assessment:</b> Classwork assessment End of Module Listening &amp; Reading Assessment Graded &amp; Star marked</p> <p>Listening &amp; Reading Assessment in Progress Book. <b>Star Marking</b></p>	<p>Daily routine</p> <p>School subjects</p> <p>Timetable/ justifying opinions</p> <p>reflexive verbs</p> <p>nous + connectives</p> <p>faire</p> <p><b>Assessment:</b> Classwork assessment End of Module Writing Assessment Graded &amp; Star marked</p> <p>Writing Assessment in Progress Book. <b>Star Marking</b></p>	<p>Sports + leisure</p> <p>Musical instruments</p> <p>Holidays</p> <p>jouer à.../ jouer de....</p> <p>aimer + infinitive</p> <p>on peut + infinitive</p> <p>aller + infinitive</p> <p><b>Assessment:</b> Classwork assessment End of Module Speaking Assessment Graded &amp; Star marked</p> <p>Speaking Assessment in Progress Book. <b>Star Marking</b></p>
Geography	<p><b>GEOGRAPHER'S SKILLSET</b></p> <p>Assessment: Google Forms based test.</p>	<p><b>TECTONICS</b></p> <p>Assessment: DME</p>	<p><b>URBAN WORLD</b></p> <p>Assessment: Google Forms based test.</p>	<p><b>RIVERS AND COASTS</b></p> <p>Assessment: Exam style long answer question.</p>	<p><b>GLOBALISATION / FAIRTRADE</b></p> <p>Assessment: Enquiry style question</p>	<p><b>UK WILDLIFE AND BIOMES</b></p> <p>Assessment: Guide style leaflet</p>
German (From January +)	N/A	N/A	<p>Topic</p> <p>Personal details</p> <p>Definite &amp; indefinite articles</p> <p>Introducing pronouns</p> <p>Assessment</p> <p>Reading Listening &amp; writing</p> <p>Star marking</p>	<p>Topic</p> <p>School</p> <p>und/aber</p> <p>Cognates</p> <p>Assessment</p> <p>Reading Listening &amp; writing</p> <p>Star marking</p>	<p>Topic</p> <p>Family &amp; Friends</p> <p>Possessive adjectives</p> <p>Adjectives</p> <p>Plurals</p> <p>Assessment</p> <p>Reading Listening &amp; writing</p> <p>Star marking</p>	<p>Topic</p> <p>Freetime</p> <p>gern</p> <p>sein/ihr</p> <p>wir</p> <p>mochtest du ...?</p> <p>man kann...</p> <p>Assessment</p> <p>Reading Listening &amp; writing</p> <p>Star marking</p>

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History	The Tudors <b>Assessment:</b> In class formal assessment based around GCSE style questions.	Industrial Revolution <b>Assessment:</b> Knowledge test	Titanic <b>Assessment:</b> In class formal assessment based around GCSE style questions.	British Empire- Slavery <b>Assessment:</b> Knowledge test	British Empire- Rise and Fall <b>Assessment:</b> In class formal assessment based around GCSE style questions.	Heroes and Villains <b>Assessment:</b> Presentation
Maths	<b><u>Problem solving and reasoning</u></b>  Key skills homework set weekly. Peer/ self/ teacher marked.  Assessment :Skills set test Personalised analysis produced and used in STAR feedback lesson.	<b><u>Properties of number</u></b>  Key skills homework set weekly. Peer/ self/ teacher marked	<b><u>Place value and negatives</u></b>  Key skills homework set weekly. Peer/ self/ teacher marked  Assessment :Skills set test Personalised analysis produced and used in STAR feedback lesson.	<b><u>Division and fractions</u></b>  Key skills homework set weekly. Peer/ self/ teacher marked	<b><u>Algebra: equations, brackets, substitution</u></b>  Key skills homework set weekly. Peer/ self/ teacher marked  Assessment :Skills set test Personalised analysis produced and used in STAR feedback lesson.	<b><u>Data Projects</u></b>  Online interactive homework tasks
PSHE	<b>My Health Mental Health and wellbeing</b> - Including look at Mindfulness, how to deal with worry and impulse control.  <b>Self assessment at the end of the topic using STAR marking</b>	<b>My Choices Drugs and Alcohol</b> - Including looking at healthy lifestyles, peer pressure and substance misuse.  <b>Self assessment at the end of the topic using STAR marking</b>	<b>My Relationships Sex and relationships, including LGBT</b> - Including what is a healthy relationship, gender and sexual orientation, and safe sex  <b>Self assessment at the end of the topic using STAR marking</b>	<b>My Online Community E- Safety</b> - Including how to be safe online, looking at use of social media and cyberbullying  <b>Self assessment at the end of the topic using STAR marking</b>	<b>My World British Values, extremism and radicalisation</b> - Including looking at personal values, values of others, British values, themes like equality and respect  <b>Self assessment at the end of the topic using STAR marking</b>	<b>My Future Aspirations</b> - Including looking at goal setting, careers and key TCS values (motivation, resilience, self-discipline, courage and respect for the community)  <b>Self assessment at the end of the topic using STAR marking</b>
Music	Musical Elements Assessment: Composition and Performance Assessed by Teacher Peer Assessment	Music and Art Assessment: Performance and Composition Assessed by Teacher Peer Assessment	Major Scales Assessment: Performance Assessed by Teacher	Minor Scales Assessment: Performance Assessed by Teacher	Dramatic Chromatic Assessment: Composition and Performance Assessed by Teacher Peer Assessment	Performance Skills Assessment: Performance Assessed by Teacher Peer Assessment
PE	<b><u>Leadership</u></b> Assessment and grouping OAA	<b><u>Coaching</u></b> Rugby Netball Handball Dance	<b><u>Performance</u></b> Football Rugby Parkour Badminton	<b><u>Decision making</u></b> Handball Rugby Dance Badminton	<b><u>Character</u></b> Rounders Frisbee Athletics Softball	<b><u>Health and fitness</u></b> Frisbee Softball Athletics Hockey

		Badminton				
RE	<u>Intro to beliefs and Creation accounts</u> <b>Assessment:</b> Baseline test marked & banded. Creation stories assessment STAR marked & banded	<u>Is Jedi a religion?</u> <b>Assessment:</b> Self/peer marked mini-assessment	<u>Buddhism: Was Gotama Special?</u> <b>Assessment:</b> Gotama assessment STAR marked & banded	<u>Buddhism - beliefs into action</u> <b>Assessment:</b> Self/peer marked Karma mini-assessment	<u>Jesus - his life and teachings</u> <b>Assessment:</b> End of year written test STAR marked & banded	
Science	Biology - building blocks and inheritance Chemistry - atoms Physics - energy and forces <b>Assessment:</b> Baseline test and bi-termly summative assessment		Biology - transport and nutrition Chemistry - reactions, acids and alkalis Physics - particles and electricity <b>Assessment:</b> Bi-termly summative assessment		Biology - respiration and energy flow Chemistry - environmental chemistry Physics - waves <b>Assessment:</b> Bi-termly summative assessment	
Spanish	Hello How old are you Happy Birthday In my schoolbag In the classroom Introducing yourself Spanish pronunciation Counting up to 15 Using the verb tener to give your age Counting up to 31 Saying when your birthday is Learning the Spanish alphabet Using the indefinite article un/una Talking about the classroom Understanding the definite article el/la <b>Assessment:</b> Listening & Writing Assessment in Progress Book. <b>Star Marking</b>	What do you study What do you do in class The teachers I like Spanish What do you eat Talking about your school subjects Using the -ar verb estudiar (to study) Saying what you do in lessons Understanding regular ar er and ir verbs Talking about your teachers Using adjectives that end in o or a Giving opinions and reasons Understanding all adjectives agreements Talking about snacks Using comer to eat and beber to drink <b>Assessment:</b> Writing- translation into English Assessment in Progress Book. <b>Star Marking</b>	Do you have brothers In my family Do you have pets What are you like I have blue eyes Talking about your brothers and sisters Using the possessive adjectives mi(s), tu(s) and su(s) Counting up to 100 Talking about your family Talking about your pets Making colours agree with nouns Talking about your appearance and character Using the verb ser (to be) Talking about your eyes and hair Using adjectives after nouns <b>Assessment:</b> Speaking- draw a monster and describe it and then identify animals in a photo-include opinions and colours Assessment in Progress Book. <b>Star Marking</b>	We live in Europe What is your house like The rooms In my bedroom What do you do Talking about where you live Recognising all forms of vivir (to live) Describing where you live Using the verb estar (to be) for locations Talking about the rooms in your house Recognising all forms of ar and er verbs Describing your bedroom Using prepositions Talking about activities you do in your bedroom Using stem-changing verbs <b>Assessment:</b> Listening & Writing Assessment in Progress Book. <b>Star Marking</b>	My free time What time is it What sports do you play I like to go to the cinema What are you going to do? Saying what you do in your free time Using Salir (to go out) and hacer (to do) Telling the time Using the verb (ir) to go Talking about sports Practising pronunciation Saying what you like to do Using me gusta and the infinitive Saying what you are going to do Using ir (to go) and the infinitive <b>Assessment:</b> Writing- translation into Spanish Assessment in Progress Book. <b>Star Marking</b>	Film project- Donkey Xote Saying what La Mancha town is like Building longer sentences using porque and pero Asking about places in town Using hay to say what there is Making and responding to invitations Using querer to want Talking about the weather Using cuando to join bits of information Using two tenses together Saying what you do in town <b>Assessment:</b> Speaking- describing 'La Mancha' Assessment in Progress Book. <b>Star Marking</b>

