



Carshalton Boys  
Sports College

# Assessment Guide

## Year 8





# 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.





# English

## The individual in society

Rationale for year: continue to develop reading / writing skills while introducing focus on the wider presentation of society's impact on the individual – improving analysis of character, whilst developing understanding of the importance of context and authorial intent.

What topics will be taught?

### Term 1

#### Of Mice and Men

Develops earlier focus from Year 7 on the individual character to be expanded to include the effect of social context (and how it is presented). Exploring writer's plot development / characterisation, allowing deeper analysis of writer's craft (WHW).

### Term 2

#### Romeo & Juliet / Love Poetry

Contextualising Shakespeare and beginning to engage with dramatic analysis and conventions. Building on previous poetry topic, it will reinforce poetic conventions and explore how poets create effects, linked in with Shakespeare's poetry and more modern poetry.

### Term 3

#### Animal Farm / Oracy and Rhetoric

Explore use of metaphor / allegory – deeper understanding of character as vehicle, with more explicit focus on deeper authorial intention. Develop understanding and application of rhetoric and speech skills, focusing on persuasive skills and development / presentation of argument, in relation to context / authorial intention behind Animal Farm.



Year 7

How is this assessed?

### Assessment

- Assessment 1 - Analysis (extract)
- Assessment 2 - Accelerated reader
- Assessment 3 - Analysis (theme)
- Assessment 4 - Literacy

### Assessment

- Assessment 5 - Accelerated reader
- Assessment 6 - Literacy
- Assessment 7 - Analysis (theme)
- Assessment 8 - Analysis (poem)

### Assessment

- Assessment 9 - Accelerated reader
- Assessment 10 - Analysis (character)
- Assessment 11 - EOY exam (creative)
- Assessment 12 - EOY exam (analysis)



Year 8

Level	Understanding (a)	Referencing (b)	Analysis (c)	Context (d)
<b>Greater Depth</b>	I can make arguments which are clear and concise through a number of linked points. I can show an accurate (and sometimes deeper) understanding of the text, effectively linked to the authorial intention.	I can carefully choose a range of quotes to form a linked argument and confidently insert them into my own writing.	I can make persuasive comments about the writer's use of methods / language / structure, sometimes commenting on multiple aspects of one quote. I can confidently explore how these choices create effects and fluently link the effect of these choices to the authorial intention.	I can make confident comments on links between text and context, possibly linked to authorial intention.
<b>Expected</b>	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.
<b>Working Towards</b>	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.
<b>Foundation</b>	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.

Level	Sentences (e)	Paragraphs (f)	Spelling (g)	Punctuation (h)	Methods (i)	Vocabulary (j)
<b>Greater Depth</b>	I can confidently write compound and complex-compound sentences. I can use sentences beginning with a range of subordinating conjunctions such as when, where, etc., and fronted adverbials.	I can use a variety of paragraph structures for effect (i.e. effective one sentence paragraphs).	I can spell at least 95% of the advanced spelling list and advanced homophones list correctly.	I can confidently use apostrophes for trickier possessive cases (i.e. 'James's room') and trickier homophone (its and it's). I can confidently use semicolons and colons.	I can confidently use higher level techniques such as juxtaposition, oxymoron, polysyndetic and asyndetic lists for effect.	I can use carefully selected vocabulary throughout that creates a consistent effect and has greater impact on my reader.
<b>Expected</b>	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 semicolons 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').
<b>Working Towards</b>	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 always use the correct verb agreement for simple verbs.
<b>Foundation</b>	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').



# Maths

In year 8 the curriculum is adapted so that sets 1-8 and sets 9-10 may be covering different skills.

What topics will be taught?

### Term 1

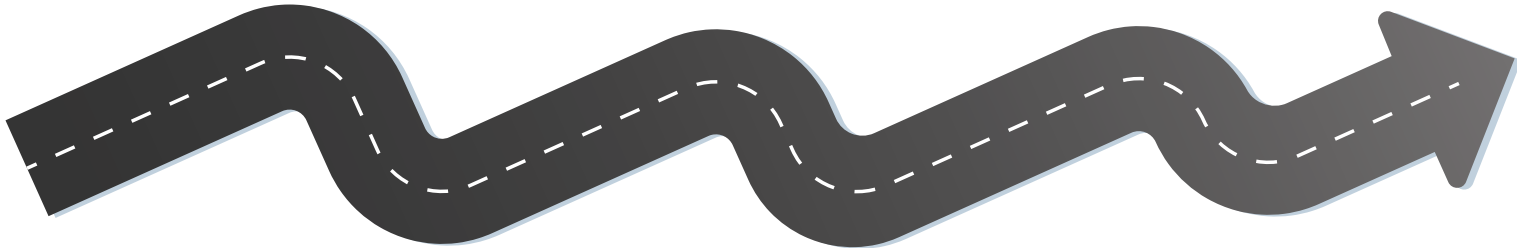
- Operations on Decimals
- Squares, cubes and roots
- Rounding Numbers (to s.f.)
- Estimation
- HCF and LCM
- Mixed Numbers
- Operations on Fractions
- Standard Form
- Substitution
- Expanding Brackets
- Factorising
- Linear Equations
- Sequences

### Term 2

- Sequences
- Straight-line Graphs
- Percentages
- Fractions, Decimals & Percentages
- Percentage Change
- Calculator and Number Skills
- Angles
- Angles in polygons
- Solving angle problems
- Reflections
- Rotations
- Area formulae
- Solving perimeter & area problems

### Term 3

- 3D shapes
- Volumes of cuboids
- Prisms
- Plans and elevations
- Metric Units
- Units of area & volume
- Circles
- Area of a Circle
- Pie charts
- Scatter graphs
- Averages from tables
- Stem-and-leaf diagrams
- Probability
- Relative frequency
- Venn Diagrams



How is this assessed?

### Assessment

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

Standard	Number	Algebra	Probability and statistics	Ratio and proportion	Geometry and measures
<b>Greater Depth</b>	Can use one calculation to find the answer to another. Can use the laws of indices.	Can use the laws of indices to simplify powers in algebraic expressions. Can find the midpoint of a line segment. Can solve equations with the same unknown variable on either side of the equals sign. Can use correct notation to show inclusive and exclusive inequalities and represent on a number line. Can solve simple linear inequalities and write down whole numbers which satisfy an inequality. Can expand and simplify double brackets. Can square single brackets. Can change the subject of a simple formula. Can write expressions and simple formula to solve problems.	Can estimate the mean of grouped data, find the modal class and the interval containing the median. Can draw and use tree diagrams with replacement to work out the probability of two independent events both occurring. Can understand the need for sampling, how to undertake random sampling and the need for bias.	Can calculate average speed, distance and time. Can solve problems involving density, mass and volume. Can solve problems involving pressure, force and area. Can calculate percentage increases and decreases using a multiplier. Can use reverse percentages including use of the formula.	Can calculate the area of a sector. Can calculate the perimeter of semi-circles and quarter-circles. Can calculate the length of a missing side in a right angled triangle using Pythagoras' Theorem. Can work out the volume of a cone, sphere and pyramid. Can work out the surface area of a cone and sphere. Can use scales on maps and diagrams to work out lengths and distances. Can find and use three-figure bearings. Can bisect a line using a ruler and compass.
<b>Expected</b>	Can round numbers to a given number of significant figures. Can find the HCF and LCM of two numbers using factor trees. Can add, subtract, multiply and divide fractions. Can convert ordinary numbers to standard form and vice versa.	Can find the $n$ th term of an arithmetic sequence. Can find the gradient of a line. Can understand what $m$ and $c$ represent in the equation $y = mx + c$ . Can generate and plot the coordinates in a table of values from a rule for a straight line. Can substitute numbers into expressions with brackets and powers. Can expand single brackets. Can factorise algebraic expressions. Can solve equations with one unknown variable.	Can construct and interpret stem and leaf and back-to-back stem and leaf diagrams. Can find, interpret and make predictions on probabilities based on experimental data. Can draw and interpret pie charts. Can plot and interpret scatter graphs including drawing a line of best fit. Can calculate the mean from a frequency table. Can find, interpret and make predictions on probabilities based on experimental data. Can estimate the probability from a frequency table. Can use Venn diagrams to work out probabilities. Can understand the language of sets and venn diagrams.	Can find a percentage of a quantity with and without a calculator. Can write one quantity as a percentage of another. Can write fractions as decimals and percentages and vice versa. Can calculate percentage increases and decreases. Can use percentages in real-life situations (e.g. best value for money).	Can solve geometric problems using side and angle properties of triangles and quadrilaterals. Can find missing angles using corresponding, alternate and co-interior angles. Can calculate the exterior and interior angles of regular polygons. Can draw and describe reflections on a coordinate grid. Can rotate a shape on a coordinate grid. Can describe a rotation. Can calculate the area of rectangles, parallelograms, triangles and trapezia. Can calculate the perimeter and area of shapes made up of triangles and rectangles. Can describe shapes using correct vocabulary including face, edge, vertex. Can calculate the surface area of a cuboid. Can calculate the volume of a cuboid.
<b>Working Towards</b>	Can round numbers to a given number of decimal places. Can use BIDMAS on a calculator and other basic operations. Can find the HCF and LCM of two numbers by listing. Can recognise and use equivalent fractions, simplify fractions and find the fraction of an amount.	Can collect like terms containing an addition and/or subtraction sign.	Can design and use two-way tables. Can draw, interpret and compare data drawn in bar charts and dual bar charts. Can calculate the mean, mode, median and range from a list of numbers. Can draw and interpret frequency trees. Can draw and interpret probabilities from sample space diagrams. Can draw a frequency polygon.	Can write a ratio in its simplest form. Can divide a quantity in a given ratio. Can use the unitary method to solve proportion problems.	Can name angles and distinguish between acute, obtuse, reflex and right-angled. Can identify different types of triangles. Can know the sum of the angles on a straight line and at a point. Can know that opposite angles are equal. Can write the time using an analogue and digital clock. Can translate a shape on a coordinate grid.
<b>Foundation</b>	Cannot round numbers to a given number of decimal places. Cannot use BIDMAS on a calculator and other basic operations. Cannot simplify fractions.	Cannot collect like terms containing an addition and/or subtraction sign. Cannot simplify expressions containing a multiplication or division sign.	Cannot design and use two-way tables. Cannot draw and interpret a bar chart. Cannot calculate the mean, mode, median and range from a list of numbers. Cannot draw a frequency tree. Cannot draw a frequency polygon.	Cannot write a ratio in its simplest form. Cannot divide a quantity in a given ratio. Cannot use the unitary method to solve proportion problems.	Cannot name angles or identify triangles. Cannot know the sum of the angles at a point and on a straight line. Cannot know that opposite angles are equal.



# Science

Students are taught Biology, Chemistry and Physics on a rotation basis throughout the year.

What topics will be taught?

## Term 1

### Chemistry - Periodic - Trends:

Atomic structure and electronic structure recap from year 7  
Practical aspects in reactivity of metals.  
Displacement reactions  
Balancing equations

### Physics - Forces and Space:

The solar system  
Forces in our solar system  
Gravity and weight  
Natural and artificial satellites

### Biology - Ecology - Interdependence:

Predator and prey adaptations  
Food chains and food webs  
Competition and habitats

## Term 2

### Chemistry - Acids and Alkalis:

What are acids and alkalis?  
How do acids and alkalis behave?  
Word and symbol equations for acids and alkalis  
Neutralisation practicals

### Physics - Waves:

What are waves?  
Sound  
Light refraction and reflection  
Uses of waves

### Biology - Evolution:

Classification  
Survival of the fittest  
Adaptations  
Speciation

## Term 3

### Chemistry - Green Chemistry:

Sustainable living  
The carbon cycle  
Climate change  
Plastics uses and their problems

### Physics - Electromagnetism:

Recap on electricity.  
Resistance  
Current and potential difference  
Magnetic fields  
Electromagnets

### Biology - Bioenergetics:

Photosynthesis  
Aerobic and anaerobic respiration  
Uses of glucose  
Factors affecting the rate of photosynthesis

Year 7

Year 8

How is this assessed?

### Assessment

At the end of each topic students sit a 50 question assessment.

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	Biology	Chemistry	Physics	Scientific skills
<b>Greater Depth</b>	<p>Can label a specialised cell using the basic cell structure as theory</p> <p>Can explain where enzymes can be found in the digestive system/food group linked</p> <p>Can link movement of gases in gas exchange with diffusion</p> <p>Can recall the word equations for aerobic and anaerobic respiration and state what happens to heart rate and breathing rate during exercise</p> <p>Can put in order the stages of mitosis and explain the importance of cell division.</p> <p>Can evaluate an osmosis practical and explain why mass has been lost</p>	<p>Can produce electronic diagrams of both ionic and covalent bonding.</p> <p>Can Make predictions based on unknown compounds, based on known similar</p> <p>Can balance complex chemical equations when formulae are given beforehand</p> <p>Can use position in the periodic table to produce the empirical formula/valency</p> <p>Able to make explanations for reactivity based on electronic structure</p> <p>Able to calculate basic moles equations</p> <p>Can describe methods of extracting metal by linking to the reactivity.</p>	<p>Can solve maths-based questions by recalling/rearranging to correct equation</p> <p>Can understand and use SI units and use prefixes and standard form</p> <p>Can identify types of energy and forces and apply them to complex systems</p> <p>Can use their knowledge to explain unknown concepts in physics in basic terms</p> <p>Can draw and describe graphs of motion</p>	<p>Can make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements</p> <p>Can correctly draw a graph including a line of best fit given a table of data</p> <p>Can determine the gradient of a straight line graph</p>
<b>Expected</b>	<p>Can determine components of a cell from a micrograph</p> <p>Can understand the importance and role of enzymes</p> <p>Can list adaptations of the alveoli and villi</p> <p>Can list the characteristics involved in puberty, including menstruation</p> <p>Can recall the balanced symbol equation for photosynthesis, and link the relationship between photosynthesis and respiration.</p>	<p>Can produce electronic diagrams of both metal and non-metal ions, making links to the type of structure formed.</p> <p>Can describe bonding in particles based on location in the periodic table in reference to covalent and ionic.</p> <p>Can make descriptions of changes of state using energy</p> <p>Able to make word equations for the reactions of acids with metals, identifying the salts produced in each case.</p> <p>Can complete basic symbol equations by linking reactants to chemical formulae.</p>	<p>Can use a calculator to solve maths-based questions and can rearrange equations using a triangle</p> <p>Can understand and use SI units and can use prefixes</p> <p>Can identify types of energy and forces and apply them to a variety of different systems</p> <p>Can apply physics concepts to describe electrical circuits, electromagnetic interactions of light and sound waves in academic language and good detail</p> <p>Can draw and describe graphs of motion and can extract values from the graphs</p>	<p>Can make and record observations and measurements using a range of methods for different investigations</p> <p>Can correctly draw a graph including a line or curve of best fit given a table of data</p> <p>Can determine the gradient of a straight line graph</p>
<b>Working Towards</b>	<p>Can describe plant and animal cell structures and functions</p> <p>Can list the organs in order of the digestive system</p> <p>Can define gas exchange, osmosis and active transport</p> <p>Can label the parts of the female and male reproductive system (animal and plant)</p> <p>Can understand competition in the environment</p> <p>Can recall the word equation for photosynthesis</p>	<p>Can perform interpretations of atomic structure, with regards to all isotopes.</p> <p>Can complete electronic structure using the periodic table</p> <p>Able to make links between how particles react and their electronic structure.</p> <p>The particle model can be referred to in terms of solid, liquid and gas by using diagrams and examples to support this.</p> <p>Can write word equations based on simple reactants and products in displacement or combustion.</p>	<p>Can use a calculator to solve maths-based questions given a range of equations</p> <p>Can understand and use SI units</p> <p>Can identify types of energy and forces and apply them to everyday systems</p> <p>Can apply physics concepts to describe electrical circuits, magnetic interactions or light and sound waves in academic language</p> <p>Can draw and describe graphs of motion and can extract simple numbers from the graphs</p>	<p>Can make and record observations and measurements following a given method</p> <p>Can use a table to interpret data.</p> <p>Can correctly draw a graph including a line of best fit given a table of data</p> <p>Can make links to graphs and interprets increase or decrease of variables in a graph</p>
<b>Foundation</b>	<p>Can understand all living organisms are made from the basic unit of life called cells, and list types of cell</p> <p>Can list organs in the body and group them into systems</p> <p>Can describe how fertilisation takes place between an egg cell and a sperm cell.</p> <p>Can understand the environment that we live in is dependent on a range of different factors</p> <p>Can recall sunlight is needed by plants to make their own food to help them grow (photosynthesis)</p>	<p>Can perform basic interpretations of atomic structure involving protons, neutrons and electrons.</p> <p>Basic ability to complete electronic structure using the periodic table and no ability to produce ionic structures</p> <p>Basic knowledge of the particle model.</p> <p>Can refer to reactants and products in a word equation.</p>	<p>Can use a calculator to solve maths-based questions given an equation</p> <p>Can identify types of energy and forces and apply them to simple systems</p> <p>Can apply physics concepts to describe electrical circuits, magnetic interactions or light and sound waves in non-academic language</p> <p>Can draw and describe graphs of motion</p>	<p>Can conduct an experiment following a given method</p> <p>Able to read information in a table.</p> <p>Able to read readings taken using a measuring cylinder or ruler.</p> <p>Can correctly draw a graph given a table of data</p>



# Art

Students develop and build upon The Formal Elements art and design skills explored in year 7 through a range of themes focused on three dimensional shapes.

What topics will be taught?

### Term 1

#### Still Life:

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 and acrylic paint)  
Drawing with construction lines

Has basic understanding of colour theory  
Able to write and talk about their skills and knowledge  
Have visual and written analysis skills

### Term 2

#### Shapes:

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 and acrylic paint)  
Has basic understanding of colour theory  
Able to write and talk about their skills and knowledge  
Have visual and written analysis skills

### Term 3

#### Fauvism:

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 and acrylic paint)  
Has basic understanding of colour theory  
Able to write and talk about their skills and knowledge  
Have visual and written analysis skills



How is this assessed?

### Assessment

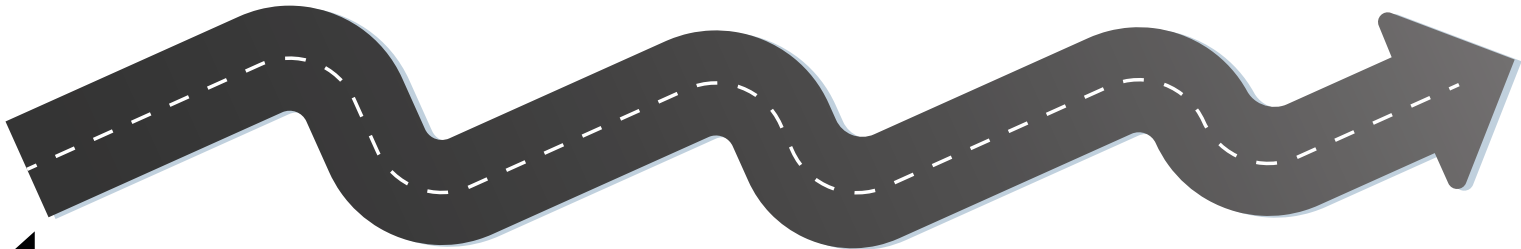
Baseline Apple Assessment (Sept)  
Classwork Practical Work (Still Life SOLAR)

### Assessment

Classwork Practical Work (Still Life SOLAR)  
Interim Kiwi Assessment (Jan)

### Assessment

Y7/8 Baseline test over 2 lessons in June (Practical - 3 materials/techniques and 1 written task)



	Subject Knowledge (a)	Practical Skills (b)	Refinement and Development (c)
<b>Year 8</b>	Subject knowledge - genres, artists and styles. Understanding of art formal elements and terminology. Ability to analyse an artwork using art formal elements and write about their own work.	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.	Refining skills and knowledge of the formal elements and applying to personal responses in a creative and imaginative way.
<b>Greater Depth</b>	Can confidently recognize the formal elements and describe them using own words as well as give examples. Shows a very good understanding of how they are used and applied by artists in order to create an effective artwork. When analysing, focuses on the way formal elements are used and is able to describe and compare different techniques and approaches used by the artist.	Shows a strong ability to draw accurately from observation when using construction lines. Demonstrates confident free hand drawing skills when using a pencil to shade and blend tones as well as when adding fine details. Understanding of colour theory and colour mixing is strong both in colour pencil and watercolour. Is able to apply various shading and painting techniques to achieve an effective and well developed artwork.	Teacher's feedback is strictly followed and advice is used to develop practical skills through the lesson tasks and good subject knowledge. Formal elements are confidently used and skills are consistently developed as the work progresses. Able to develop own ideas through refinement and experimentation with materials and techniques. Shows confidence when working on a theme and develops own ideas in a personal, creative and imaginative way.
<b>Expected</b>	Demonstrates a clear understanding of the formal elements and is able to describe them using own words and give examples. Able to recognize the elements and analyse how they have been used in an artwork. Uses short sentences when analysing, explaining the process using clearly.	Able to draw accurately from observation by carefully observing the form, tones and textures and improving the initial drawing. When drawing in pencil, different pressure is applied to achieve variety of tones that are blended gradually. Consistent ability to apply, mix and blend paint tones accurately and add details with the brush. Understanding of colour theory is good and they are able to select and apply colours with thought and individuality.	Uses teacher's feedback to develop practical skills showing good progress. Formal elements are used to a good standard and there is clear evidence of development of practical skills as work progresses. Uses teacher's advice and guidance as a starting point in order to show an independent and creative response to the theme.
<b>Working Towards</b>	Demonstrates a good understanding of the formal elements and is able to describe them using own words. Able to recognize some of the elements and explain how they have been used. Uses 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.	Demonstrates a good understanding of the way formal elements are applied and attempts to improve the quality of own work by practicing practical skills. Able to draw to a good standard using construction lines but struggles to follow all steps towards an accurate and well developed piece. Attempts to use different techniques when using watercolour paint and is able to mix variety of tones. Brush control is improving but struggles to add details when painting.	Able to follow teacher's feedback and shows gradual development of practical skills as well as a good ability to refine ideas. Formal elements are used well and practical skills develop as work progresses. Demonstrates 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.
<b>Foundation</b>	Some understanding of subject specific terms and keywords, basic subject knowledge. Able to list and give a short description of the formal elements. Minimal ability to analyse an artwork when following a template mostly using short sentences.	Some ability to draw shapes from observation, using construction lines and step by step guides. Able to 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. Some ability to demonstrate the formal elements and apply them in own work. Able to work on own ideas but needs teacher's help and advice throughout the whole process.
<b>N/A</b>	Minimal understanding of subject terminology and limited subject knowledge. Very basic understanding of the art formal elements and techniques. Is able to list but not describe using single words when analysing.	Able to draw basic shapes showing a minimal ability to control the pencil and draw proportions accurately. More time must be spent on improving the initial sketch. Is able to colour in and paint using flat colour but lacks understanding of tone and colour theory.	Shows slow development of practical skills and teacher's feedback is only partially followed. Able to demonstrate the formal elements to a basic standard. Relies heavily on teacher's guidance rather than own ideas.



# Citizenship

What topics will be taught?

## Term 1

### Human rights in action

- Discrimination
- Racism and football 1
- Racism and football 2
- Racism and Muhammad Ali
- Racism and Basil D'Oliveira
- Child soldiers 1
- Child soldiers 2 : Smacking
- Education rights
- Revision lesson
- Knowledge assessment
- Feeding forward

## Term 2

### Topic 2: Crime and the justice system

- Types and causes of crime
- Consequences of crime
- Rights and responsibilities of police and citizens
- Youth justice system
- Joint enterprise
- Joint enterprise case study 1
- Joint enterprise case study 2
- 2011 riots

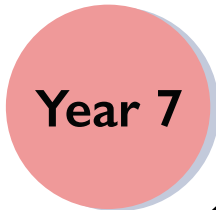
## Term 3

### Democracy and voting

- Importance of voting
- Does your vote count?
- Female suffrage
- Votes at 16
- Responsibilities of government
- Types of government
- Monarchy debate
- Political parties
- Revision lesson
- Knowledge assessment
- Feeding forward

### End of Year Exam

- Revision lesson I
- Revision lesson II
- Exam



How is this assessed?

### Assessment

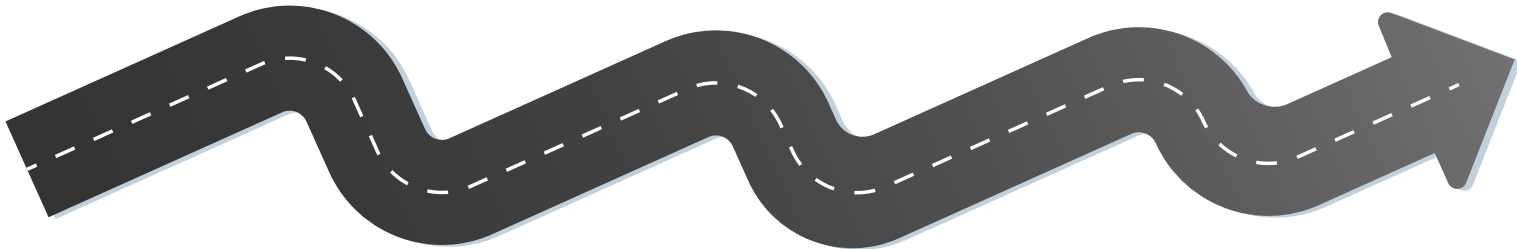
Mid-point multiple choice assessment and end of topic knowledge assessment for every topic

### 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
<b>Greater Depth</b>	Very good knowledge and understanding of Citizenship issues/concepts	Clearly communicate arguments and viewpoints with sound reasoning / explanation using at least one key concept or one evidence/ example.	Consistently sound analysis of Citizenship issues / concepts / arguments  Begin to evaluate and question the origins of various views, arguments or assumptions	Develop own research questions and enquiries into Citizenship issues and identify own possible sources of information to use in these enquiries  Begin to select and combine relevant information from multiple sources of information Begin to evaluate sources for validity/bias
<b>Expected</b>	Good knowledge and understanding of Citizenship issues/concepts	Clearly communicate arguments and viewpoints with sound reasoning / explanation	Some sound analysis of Citizenship issues / concepts / arguments	Use multiple sources of information provided to identify relevant information to Citizenship issues / enquiries and compare opposing views Begin to develop own research questions and enquiries into Citizenship issues
<b>Working Towards</b>	Sound knowledge and understanding of Citizenship issues/concepts	Communicate / articulate arguments and viewpoints with simple reasoning / explanation	Limited analysis of Citizenship issues / concepts / arguments	Use sources of information provided to identify relevant information to Citizenship issues / enquiries and identify opposing views
<b>Foundation</b>	Limited awareness of Citizenship issues/concepts	Communicate / articulate arguments and viewpoints on Citizenship issue (including their own view)	No analysis of Citizenship issues / concepts / arguments	Use sources of information provided to answer simple set questions





# Computing

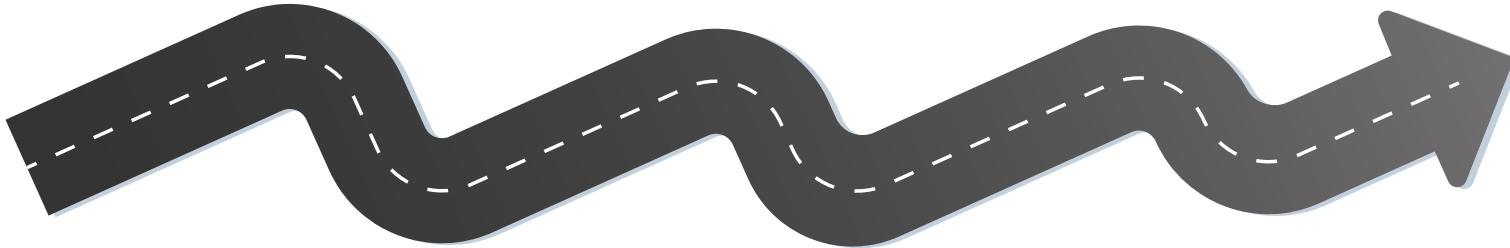
Students work for 6 weeks (12 lessons) on a carousel rota with other subjects.

What topics will be taught?

## Term 1

Design, use and evaluate computational abstractions  
 understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; 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 [for example, AND, OR and NOT] 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 [for example, binary addition, and conversion between binary and decimal]  
 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 (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits  
 undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, 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

6 week rotation. 2 lessons / week.  
Baseline Test

### **PATHS 1 - Mid rotation on topics covered**

Input/Output  
Storage devices

### **PATHS 2 - End of rotation assessment**

Secondary storage  
Computer systems  
Input/Output devices  
Memory  
Networks

	<b>Algorithms</b>	<b>Programming &amp; Development</b>	<b>Computer Systems, Hardware &amp; Software</b>	<b>Information Technology (Digital Literacy)</b>
<b>Greater Depth</b>	<p>Can design solutions by decomposing a problem and creating a sub-solution for each of these parts (decomposition). Knows that different solutions exist for the same problem. Knows that iteration is the repetition of a process such as a loop. Can identify similarities and differences in situations and can use these to solve problems (pattern recognition).</p>	<p>Understands that a procedure can be used to hide the detail with sub-solution (procedural abstraction). Can design, write and debug modular programs using procedures. Can use variable and relational operators within a loop to govern termination.</p>	<p>Is able to explain the purpose and need for ROM and the purpose of RAM (computer memory) Understands the difference between RAM and ROM capacity and uses Understands the use of virtual memory.</p>	<p>Knows that all charts on Excel should have titles and label axis Understands why it is essential to highlight the whole table when sorting data Is able to create a variety of different, suitable, correctly labelled charts using data provided/calculated</p>
<b>Expected</b>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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</p>
<b>Working Towards</b>	<p>Can design simple algorithms using loops, and selection i.e. if statements Can use logical reasoning to predict outputs, showing an awareness of inputs.</p>	<p>Can create programs that implement algorithms to achieve given goals. Can declare and assign variables.</p>	<p>Understands the components of CPUs and their functions. Knows that computers collect data from various input devices, including sensors and application software.</p>	<p>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.</p>
<b>Foundation</b>	<p>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.</p>	<p>Can use arithmetic operators, if statements, and loops, within programs. Can find and correct simple semantic errors i.e. debugging, in programs.</p>	<p>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.</p>	<p>Can create a simple spreadsheet and adjust columns/ rows Can use technology with increasing independence to purposefully organise digital content.</p>



# Design & Technology

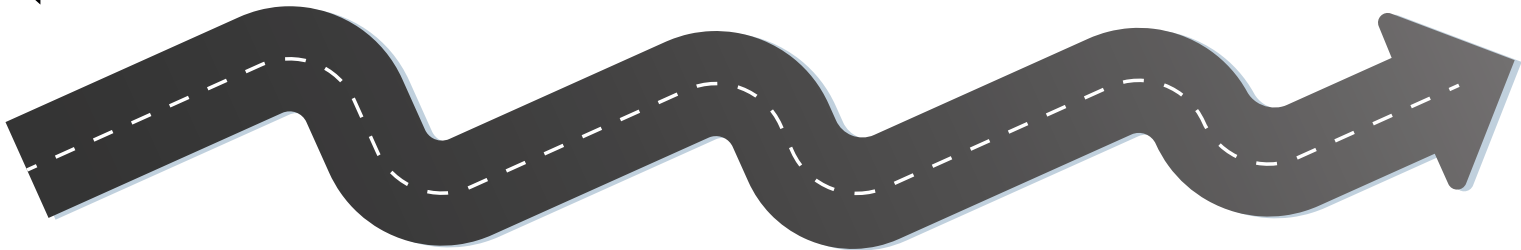
Students work for 6 weeks (12 lessons) on a carousel rota with other subjects.  
The focus for Year 8 is developing skills and confidence in working with different tools, materials and techniques.

What topics will be taught?

**Product Design: 3D Printed Nightlight**  
3D sketching (crating, hidden detail, shadows), using 3D CAD (Onshape: sketch, extrude, revolve, sweep, loft), 3D CAD rendering, 3D CAD (Finder 3D printers, Flashprint software), using Google Slides, using thermoforming equipment (vacuum former, strip heater), colour printing on paper and card.

**Engineering: Steel Spanner**  
Preparing metals, measuring, marking out, using templates & jigs, follow procedure sequence, working to tolerance, using engineering drawings (3rd angle orthographic), fine finishing techniques

**Construction: Jointed Box**  
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)



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 at 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 at 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 at foundation, below expected, at expected and greater depth



	<b>Knowing &amp; Understanding (theory)</b>	<b>Learning &amp; Problem Solving (inc. research &amp; evaluation)</b>	<b>Measuring &amp; Marking (inc. designing &amp; planning)</b>	<b>Making &amp; Assembling (practical)</b>
<b>Greater Depth</b>	Can confidently identify, explain and adhere to all H&S signs and procedures Can independently select appropriate materials / ingredients based on their properties, functions & characteristics Can confidently identify, explain and use specific tools / equipment & justify their applications	Can critically analyse a Brief / Specification & evaluate the needs of target users / clients Can find, analyse and graphically present research from several sources, including primary Can give technical descriptions & justifications of strengths, weaknesses & improvements	Can measure & mark with precision using a wide range of challenging or professional techniques Can independently follow and recreate detailed instructions Can independently produce 2D & 3D drawings that meet recognised Standards (BS, ISO, dimensioning, tolerance, drawing conventions etc)	Can work confidently and accurately with the full range of tools / equipment / materials Can independently construct a quality product using a wide range of skills Always works safely and considerately in practical lessons and regularly supports others in working appropriately
<b>Expected</b>	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
<b>Working Towards</b>	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
<b>Foundation</b>	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



## Food Studies

Students work for 6 weeks (12 lessons) on a carousel rota with other subjects. The focus for Year 8 is developing skills and confidence.

What topics will be taught?

### Term 1

Be able to demonstrate knowledge of health and safety and a range of practical skills when cooking  
Knowledge of a range of equipment and its uses when cooking  
Understand the Eatwell Guide and why it is important to eat a balanced diet. Understand the nutritional values of different foods and the implications of deficiencies and excesses in the diet  
Consider a wide range of different dietary needs and how this may impact the ingredients used and foods eaten.  
Understand where our food comes from and why we select different ingredients and cooking methods for different products  
Evaluate products cooked and suggest how they

How is this assessed?

### Assessment

Week 1 Baseline Assessment - online quiz  
Week 1 Practical Assessment -  
Garlic Bread Scrolls  
  
Week 3 Nutrition and Dietary Needs lesson -  
written assessment  
Week 3 Practical Assessment  
-Vegetable Curry and Rice  
  
Week 6 Progress test - online quiz  
Week 6 Practical Assessment - Bakewell Tarts

Year 7



Year 8



	<b>Design - use research and exploration to identify and understand user needs</b>	<b>Cooking- select from and use specialist equipment, techniques and processes, precisely</b>	<b>Evaluate - test, evaluate and refine products taking into account the views of intended users</b>	<b>Technical Knowledge - understand and use the properties of ingredients and cooking methods to achieve a quality outcome</b>	<b>Nutrition - apply the principles of nutrition and healthy eating</b>
<b>Greater Depth</b>	Can understand the different dietary needs of individuals and compare the needs of different groups.	Can work safely and independently during a practical lesson Can use a range of equipment safely with more precision Can independently plan for the next stage, with success. Can, with independence use a range of skills to complete a product to a very 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 how to meet the different needs and requirements of the customers linking to food trends, rights and equality.	Can understand the link between lifestyle and the need to follow a healthy diet Can describe and explain the main nutrients required for a balanced diet and the consequences of excess and deficiencies
<b>Expected</b>	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
<b>Working Towards</b>	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
<b>Foundation</b>	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



# Drama

Students develop the following skills within the three units delivered throughout the academic year:  
 Hot seating / Thought tracking / Tableaux / Abstract theatre / Sound collage / Movement work / Physical theatre  
 Vocal skills - Volume / Pitch / Tone / Pause / Pace  
 Physical skills - Gait / Gesture / Posture / Mannerism / Body language / Facial expressions

What topics will be taught?

### Term 1

Understanding Drama: The Social Dilemma. An exploration into the use of social media, exploring through drama the pro's and con's of this modern form of communication. Vocal and physical skills are developed through exploring a range of different stimuli. Peer and self appraisal is built into the SOW.

### Term 2

Text in Practise: Noughts and Crosses. Extracts taken for the play text Noughts and Crosses are delivered across the schemes lessons. Key themes of the play are explored through text analysis. Students continue to develop their performance skills in drama by exploring a range of extracts.

### Term 3

Devisin Drama: Theatre in Education. Devising skills are nurtured and developed throughout this unit. Students are encouraged to work with a variety of different peers to encourage communication and collaboration skills. Students continue to develop their performance skills in drama.

Year 7



Year 8

How is this assessed?

### Assessment

Understanding Drama: The Social Dilemma. PATHS assessment of students devising and performative skills. Live performance in front of peers in Autumn 2.

### Assessment

Text in Practise: Noughts and Crosses. PATHS assessment of students devising and performative skills. Live performance in front of peers in Spring 2.

### Assessment

Devising Drama: Theatre in Education. PATHS assessment of students devising and performative skills. Live performance in front of peers in Summer 2.

	Performance skills	Collaborative skills	Evaluative & Analytical skills
<b>Greater Depth</b>	<p>Can make good contribution to performance:</p> <p>Can demonstrate a wide range of skills.</p> <p>Can confidently deploy skills in a mostly effective way.</p> <p>Can show a developed, secure and consistent use of theatrical skill.</p>	<p>Can make a considerable contribution to the effectiveness of the piece.</p> <p>Can create work that has many inventive qualities or moments due to shared and developed work with peers.</p>	<p>Can use evaluative and analytical skills that are confident, well-developed and supported throughout with detail within the student's feedback.</p>
<b>Expected</b>	<p>Can demonstrate a fair range of theatrical skills.</p> <p>Can show a clear developing competency in use of theatrical skill, not always sustained</p>	<p>Can make clear meaningful contributions to the effectiveness of the piece</p> <p>Can create some useful inventive ideas that are shared and developed with peers.</p>	<p>Can use evaluative and analytical skills that are clear and supported by a few precise details within the student's feedback.</p>
<b>Working Towards</b>	<p>Can demonstrate some developing use of theatrical skills.</p> <p>Can show some developing competency in use of theatrical skill, not always sustained</p>	<p>Can make developing contributions to the effectiveness of the piece</p> <p>Can create some useful and creative ideas that are shared and developed with peers.</p>	<p>Can use evaluative and analytical skills that are reasonably clear and supported with developing detail within the student's feedback.</p>
<b>Foundation</b>	<p>Can demonstrate an emerging range of theatrical skills</p> <p>Can show an emerging competency and little consistency in use of theatrical skill.</p>	<p>Can make an emerging contribution to the effectiveness of the piece.</p> <p>Can create some emerging creative ideas that are shared and developed with peers</p>	<p>Can use an emerging application of evaluative and analytical skills within the student's feedback. There is scope for further detail within the work.</p>





# Geography

What topics will be taught?

## Term 1

### Africa

The first of two continent studies. The students will embark on a journey across Africa which will hope to teach students about the diverse continent. They will gain an understanding of major cities and physical features, as well as begin to discuss more in depth issues such as: stereotypes, perceptions and colonialism and how these impact the continent today. Students will also focus their learning on the Horn of Africa, looking at life within the region, highlighting the different lifestyles and debating issues that people within the region face.

## Term 2

### Pollution

This topic addresses current social, economic and environmental implications of the pollution problem. Students will be introduced to the concepts of climate change, plastic pollution and fast fashion, allowing them to have a better understanding of core 21st century issues.

## Term 3

### Asia

The second of the continent case studies, Asia is the biggest continent by area size on the planet. Students will divide the country into regions and focus on learning about the diverse culture across the continent. Students will explore: the regions of Central Asia (the 'stans'), be introduced to rivers and take a ride along the Yangtze, discover the biomes of Asia - with a focus on Borneo rainforest and look at sustainability in Shanghai.

Year 7

How is this assessed?

## Assessment

Term 1 - Africa:

Mid topic assessment - Africa  
Africa EOU assessment

## Assessment

Term 2 - Pollution:

Plastic project - group assessment  
Pollution EOU assessment

## Assessment

Term 3 - Asia:

Asia - EOU assessment  
Year 8 - End of Year skills and application assessment

Year 8

Year 8	Autumn Term		Spring Term		Summer Term	
	Glaciation	Deserts & The Middle East	Tectonics	Coasts	Global development	Asia
<b>Greater Depth</b>	Can use map and maths skills to develop an understanding of Ice Ages (their onset and decline), the erosional and depositional landforms created by glaciers and an in depth understanding of the way people exploit these landscapes.	Can apply sophisticated map and maths skills to the study of Deserts, desertification and water management. Can recall and apply geographical skills to study of Oil in The Middle East will investigate this very important region.	Can create a sophisticated fully annotated model of the Earth's structure, and describe Earth's tectonic behaviour. Can evaluate the impact of earthquakes between countries at different economic stages pupils will investigate earthquake resistant design and understand how people cope with living in tectonically active regions.	Can explain in detail, how waves and tides, weathering and erosion operate and interact at the coastline. Can explain and describe coastal landforms. Can understand and investigate the threats to coastlines around the world due to sea level change. Can formulate and conduct fieldwork techniques to be applied to a field trip to the coast.	Can describe and explain in detail and using evidence why different countries are at varying stages of development. Can fully assess different approaches to development and see how trade and investment is the key to development. Will have a complete understanding of the roles played by different UN agencies and individual players.	Fully understand and describe India's position both politically and geographically in Asia. Can describe and explain why countries across Asia are at different stages of development. Understands Globalisation as a term applied to all countries across the World. Pupils will understand that the development gap within emerging countries, such as India, especially between rural and urban areas as well as within urban areas vary hugely, by studying and describing life in Dharavi, a slum district in Mumbai.
<b>Expected</b>	Can understand the causes of ice ages and most of the landforms created by glaciation. Will have a thorough understanding of the way people exploit these landscapes.	Can apply some basic geographical skills to the study of Deserts, and water management. Can understand why Oil in The Middle East is of great importance to the world.	Can create a well labelled model of the Earth's structure, how earthquakes are caused and assess earthquake impacts. Can design an earthquake resistant building and see how people cope living in tectonically active regions.	Can describe how waves and tides, weathering and erosion operate at the coastline. Can describe coastal landforms in detail. Can understand the threats and solutions to problems facing coastlines around the world due to sea level change. Can recreate and conduct fieldwork techniques to be applied to a field trip to the coast.	Can describe in good detail why different countries are at varying stages of development. Can assess different approaches to development. Will see how trade and investment is the key to development. Will have a good understanding of the roles played by different UN agencies and individual players.	Can describe India's position in Asia. Can describe most reasons why countries across Asia are at different stages of development. Has a good understanding of Globalisation and the development gap within emerging countries. Can describe life in Dharavi, a slum district in Mumbai.
<b>Working Towards</b>	Will understand what an ice age is and recall some erosional and depositional processes that result from glaciation. Will understand how people use the Glaciated landscape using basic map skills.	Can recall facts about the Deserts and water management. Can understand why Oil in The Middle East is of great importance to the world.	Can create a simply annotated model of the Earth's structure, describe how earthquakes are caused and list the impacts that earthquakes have on countries. Can add at least two design elements on an earthquake resistant building. Can describe basic coping techniques for living in tectonically active regions.	Can describe in simple terms how waves and tides, weathering and erosion operate at the coastline. Can describe in basic detail coastal landforms. Can understand some of the threats to coastlines around the world due to sea level change. Can follow basic fieldwork techniques on a field trip to the coast.	Can understand development indicators. Can describe different approaches to development. Can see how trade and investment is the key to development. Will be able to describe the roles played by different players.	Can locate India Asia. Can describe a reason why countries across Asia are at different stages of development. Has a basic understanding of Globalisation and the development gap. Can describe life in Dharavi, a slum district in Mumbai.
<b>Foundation</b>	Can recall and simply describe at least one landform of glaciation. Be able to recognize how people use the landscape and use at least one basic map skill to identify a landform.	Can recall basic facts about Deserts and water management. Can understand why Oil in The Middle East is of great importance to the world.	Can create a simply labelled model of the Earth's structure, describe in basic terms how earthquakes are caused and create a simple list of the impacts that earthquakes have on countries. Can recall at least two design elements on an earthquake resistant building. Can describe basic coping techniques for living in tectonically active regions.	Can understand a few of the ways in which waves and tides, weathering and erosion affect our coastline. Can describe in basic detail at least two coastal landforms. Can understand some of the threats facing coastlines around the world due to sea level change. Can follow basic fieldwork techniques on a field trip to the coast.	Can understand two development indicators. Can describe one approach to development. Will be able to simply describe the role played by the UN in development.	Can map India's position in Asia. Can understand what the term development gap is. Can describe life in a slum.



# History

What topics will be taught?

## Term 1

Revolutions of the Early Modern Era  
Challenges to the power of the Monarchy  
Development of Parliamentary power  
Change in Industrial Britain

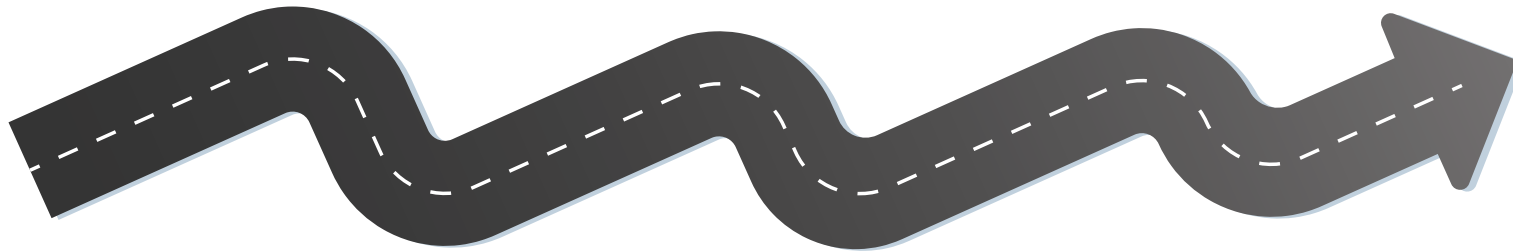
## Term 2

Changing Britain  
Impact of Industrialisation  
Empire and International Relations  
Impact of French Revolution on Britain

## Term 3

Black Peoples of the Americas  
Transatlantic Slave Trade  
Experiences of slavery  
Abolition of slave trade and slavery  
Civil Rights Movement

Year 7



Year 8

How is this assessed?

## Assessment

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

End of second half term - Assessment 2 -  
focus on change and continuity

## Assessment

Start of third half term - Knowledge test 1

End of third half term - Assessment 3 - focus on  
source analysis

End of fourth half term - Assessment 4 - focus  
on causation

## Assessment

Start of fifth half term - Knowledge test 2

End of fifth half term - Assessment 5 - focus on  
significance

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
<b>Greater Depth</b>	Can remember 80% of the required key content	Can partially (implicitly) explain reasons (causes) and effects (consequences)	Can partially explain (implicitly) examples of significance (events, people, dates etc.)	Can partially (implicitly) explain examples of change and continuity	Can partially (implicitly) explain examples of similarity and difference	I can implicitly (partially) support OR challenge an interpretation using its content OR NOP	Can explain the usefulness (utility) of a source based on its content I can make a supported inference from a source
<b>Expected</b>	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	I can describe examples of different interpretations using details from the given interpretations	Can make an unsupported inference from a source
<b>Working Towards</b>	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	I 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
<b>Foundation</b>	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	I 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



MFL

What topics will be taught?

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

Term 1

Autumn 1  
Phonics  
State what I eat and drink and what others eat and drink  
Conjugation of the verbs "to have food", "to eat" and "to drink" in the present tense  
Conjugation of regular verbs in the present tense  
Give justified opinions on different food and drink

Autumn 2  
Phonics  
Give justified opinions on different food and drink  
Adjective agreements  
State your free time activities and those of others  
Conjugating key irregular verbs "to go", "to play" and "to do" in the present tense  
Give justified opinions on free time activities

Term 2

Spring 1  
Phonics  
Conjugation of different verbs in the future tense  
State your plans for next weekend and the plans of others  
Describe what it will be like

Spring 2  
Phonics  
State where you live and give some details about your home  
State where others live and give some details about their home  
Conjugation of the verb "to live"  
Describe your ideal home and the ideal home of others  
Express time

Term 3

Summer 1  
Phonics  
Describe my daily routine  
Describe a past holiday (including accommodation and activities)  
State holiday activities of other people  
Conjugation of regular common holiday verbs in the preterite past tense

Summer 2  
Phonics  
Revision  
End of year assessment  
Songs/poetry



Year 7



Year 8

How is this assessed?

Assessment

Autumn 1 - 2 mini assessments (sentence builder 1)  
Autumn 2 - 2 mini assessments (sentence builders 2 and 3)  
End of term assessment (sentence builders 1-4)

Assessment

Spring 1 - 1 mini assessment (sentence builder 5)  
Spring 2 - 3 mini assessments (sentence builders 6 and 7)  
End of term assessment (sentence builders 1-8)  
Spring 1 - 1 mini assessment (sentence builder 5)  
Spring 2 - 3 mini assessments (sentence builders 6 and 7)  
End of term assessment (sentence builders 1-8)

Assessment

Summer 1 - 3 mini assessments (sentence builders 9 and 10)  
Summer 2 - End of year assessment (sentence builders 1-10)

	Writing	Speaking	Listening	Reading
<b>Greater Depth</b>	<p>Can write at least 90 words, including a wide variety of justified opinions, connectives, and at least three tenses with reasonable accuracy on a range of topics using at least two personal pronouns.</p> <p>Can translate longer length sentences that include at least three tenses on a range of topics with reasonable accuracy from English into the target language.</p>	<p>Can take part in a conversation with several exchanges covering a range of topics with reasonable confidence, including a wide variety of justified opinions, connectives, at least three tenses and two personal pronouns and asking at least one question.</p> <p>Speaks with mainly accurate pronunciation, intonation and reasonable fluency</p>	<p>Can obtain specific information, including a wide variety of justified opinions, from different spoken forms of language of a longer length on a range of topics that include three tenses and at least two personal pronouns, with reasonable accuracy.</p> <p>Can transcribe longer length sentences they hear with reasonable accuracy.</p>	<p>Can read and show reasonable understanding of the purpose, important ideas and details of a range of material of longer length that include at least three tenses and personal pronouns from varying sources covering a variety of topics.</p> <p>Can translate longer length sentences on a range of topics that include three tenses with reasonable accuracy from the target language into English.</p>
<b>Expected</b>	<p>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.</p> <p>Can translate medium length sentences that include two tenses on a range of topics with reasonable accuracy from English into the target language.</p>	<p>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.</p> <p>Can speak with reasonably accurate pronunciation, intonation and reasonable fluency.</p>	<p>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.</p> <p>Can transcribe medium length sentences they hear with reasonable accuracy.</p>	<p>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.</p> <p>Can translate medium length sentences on a range of topics that include two tenses with reasonable accuracy from the target language into English.</p>
<b>Working Towards</b>	<p>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.</p> <p>Can translate short sentences on a range of topics with reasonable accuracy from English into the target language.</p>	<p>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.</p> <p>Can speak with reasonably accurate pronunciation and intonation.</p>	<p>Can obtain specific information, including simple justified opinions, from a variety of spoken forms of language on a range of topics with reasonable accuracy.</p> <p>Can transcribe short sentences they hear with reasonable accuracy.</p>	<p>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.</p> <p>Can translate short sentences on a range of topics with reasonable accuracy from the target language into English.</p>
<b>Foundation</b>	<p>Can write several words but these may not make coherent sentences or contain connectives and opinions may be unjustified.</p> <p>Can translate some words within short sentences on a range of topics with limited accuracy from English into the target language.</p>	<p>Can take part in a conversation but responds with mainly single word answers and attempts to ask a question.</p> <p>Can speak with some accurate pronunciation and intonation. May sound quite English.</p>	<p>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.</p> <p>Will struggle with longer sentences that include language superfluous to the task.</p> <p>Can transcribe short sentences they hear with limited accuracy. May leave gaps in a sentence.</p>	<p>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.</p> <p>Can translate some words from short sentences on a range of topics with limited accuracy from the target language into English.</p>



# Music

Students develop further the skills learned in year 7 and show progress in performance, composition and analysis of music using correct vocabulary.

What topics will be taught?

**Term 1**

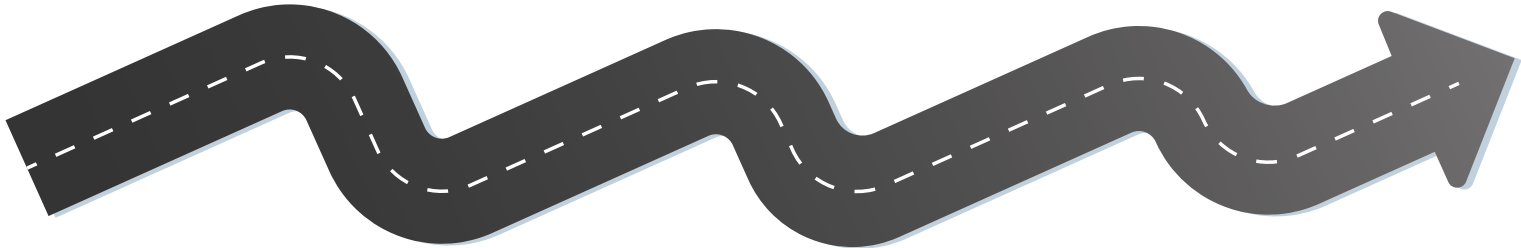
- Pachelbel Remix
- The Baroque Period and well known pieces and composers.
- Using Music Technology and layering tracks
- Playing chords and melodies on the keyboard with the correct technique
- Playing as part of a small ensemble
- Adding vocals to a track with effects
- Classical and Romantic Music
- Keyboard Skills
- Notation

**Term 2**

- Blues and Jazz in Context
- Chords, Improvisation, Group performance, famous musicians in the Blues and Jazz genres
- Popular Music
- Famous Hooks and Riffs
- Landmark artists, songs and albums
- Composing a chord sequence
- Composing a riff

**Term 3**

- Dance music and EDM
- Music production techniques
- Adding vocals and spoken word tracks to a backing
- Using the online Roland simulator to create an EDM composition
- Music for Video Games
- Performing famous themes
- Compositon - music for a character in a video game



How is this assessed?

**Assessment**

Pachelbel Remix assessment of final composition

**Assessment**

Blues performance in small groups via showbie

**Assessment**

Assessment of composition using music technology

	Performing	Composing	Appraising	Theory
<b>Greater Depth</b>	Able to perform with accuracy, technical skill and fluency on their instrument. Can play a range of pieces to a good standard. Adds some expression to their playing.	Can compose in different styles using either a live instrument, music technology or both.  Is able to make creative choices based on what sounds good, and create a structured composition with contrasting sections and development of material.	Is able to make some correct statements describing music using key terms in the right context.  Can identify the instruments of the orchestra and other types of ensemble by ear.  Can use some Italian terms to describe the elements present in a given piece of music.	Able to identify basic note values and pitches on the staff, both treble and bass clef Can compose rhythms and perform them correctly, alone and as part of a group  Can read basic notation on an instrument without any pitches written on the score.
<b>Expected</b>	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 terms	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
<b>Working Towards</b>	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
<b>Foundation</b>	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	Is able to describe the speed, volume and mood/ genre of a piece using english sentences.	Can identify some basic symbols



# Physical Education

Students take part in a range of sports across the year on a rotation basis. They also undertake theory lessons to develop their understanding of sport and physical health.

What topics will be taught?

Advanced skills, decision making and physical attributes taught through isolation, conditioned practices and game play.

**Taught in sports including:** Football, Rugby, Handball, Climbing, American Football, Cricket, Gymnastics and Athletics

**Theory:** Basic First Aid to include; Burns, Scolds, Sprains and Strains, Recovery position and CPR.

**Methods of Training to include:** Circuit, Fartlek, Continuous, Plyometric, Interval (HIIT) and Weight.  
**Principles of Training"**

How is this assessed?

### Each Sport Covered

Lesson 1: Baseline assessment within sporting area. Assessment based on isolated advanced skills and conditioned games.

Lesson 4: Progress Judgement Lesson. Isolated and conditioned practices on skills and advanced skills covered to that point.

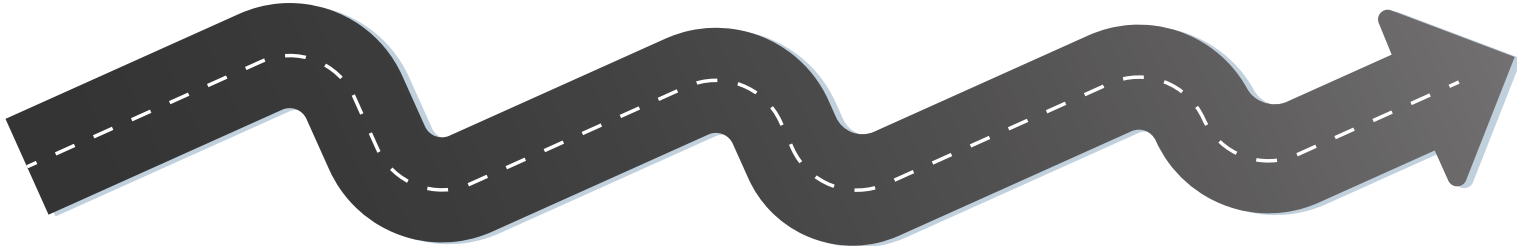
Lesson 8: Summative assessment against KS3 assessment criteria on all unit coverage.:

### Theory

Every Lesson: Written memory mat assessment from previous lesson information coverage to include key terms, definitions, and practical examples.

Lesson 3: Memory Mat assessment lesson on basic first aid.  
Lesson 10: End of unit exam based on methods and principles of training with GCSE style questioning.

Year 7



Year 8



	Level	Range of Skills	Quality of Skills	Physical Attributes	Decision Making	Theory
<b>Greater Depth</b>	<b>7+ Marks</b>	Can demonstrates all of the core skills and many of the advanced skills for the activity in isolation and under competitive pressure in authentic performance situations.	Can perform the core skills with consistently with a very good standard of accuracy, control and fluency. The advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency.	Can demonstrate appropriate levels of physical fitness and psychological control to perform very effectively.	Can successfully selects and uses appropriate skills on most occasions. Applies appropriate team strategies/ tactics and compositional ideas demonstrating a very good understanding of the activity. Demonstrates a very good awareness of the rules/regulations of the activity during performance. Demonstrates good awareness of and response to the strengths, weaknesses and actions of other players or performers. Communication with other players/ performers is very good.	Can identify and understand treatment procedures for stage 2 common injuries. Is able to identify, understand, perform and teach another to complete the recovery position and CPR. Can apply methods and principles of training in practical scenarios.
<b>Expected</b>	<b>4-6 Marks</b>	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 effectively.	Can successfully selects and uses appropriate skills on many occasions. 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 stage 2 of common injury procedures. Is able to identify, understand and perform the recovery position and CPR procedures. Can identify and apply all methods of training. Understands most of the principles of training.
<b>Working Towards</b>	<b>3 Marks</b>	Can demonstrate many core skills and a few of the 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 occasions. Applies appropriate team strategies/tactics and compositional ideas demonstrating a 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 stage 2 of common injury procedures. Is able to identify, understand and perform either recovery position or CPR procedures. Can identify all methods of training and some principles of training.
<b>Foundation</b>	<b>1-2 Marks</b>	Can demonstrate 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 little success.	Can demonstrate their fitness, however show limited physical fitness and psychological control during performance.	Can select and uses appropriate skills on few occasions. Demonstrates very little awareness of the rules and regulations of the activity during performance. Communication with other players/performers is limited.	Can identify stage 2 treatment of common injuries procedures. Is able to identify, understand the recovery position and CPR procedure. Can identify some methods of training.



# 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?

**Unit 1  
Life On Earth**

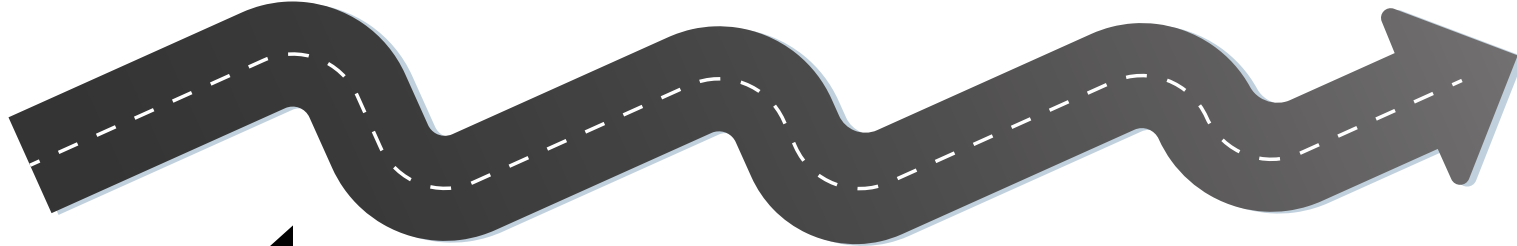
- The origins of the universe and life
- Charles Darwin and evolution
- Science... or religion... or both?
- The Environment
- Animals rights – Food, Clothes, Pets, Experimentation, and Entertainment
- Abortion – the right to choose
- Euthanasia – the right to die

**Unit 2 - Peace and Conflict (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

**Unit 2 - Peace and Conflict (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



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.



	Knowledge	Understanding	Application
<b>Greater Depth</b>	Is able to show knowledge on every concept and topic within Philosophy, Religion, and Ethics. Can articulate his thoughts and knowledge on every concept and topic and explain in detail how different topics and concepts interact with each other.	Understand concepts and topics to a degree where they can critique and evaluate the strengths and weaknesses with questions of their own.	Is able to skillfully analyse a topic or concept from multiple perspectives and evaluate it with a clear conclusion and judgement. Is able to lead other students in topics through a range of tasks i.e. class teaching, team tasks, and class debates.
<b>Expected</b>	On multiple occasions will 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.
<b>Working Towards</b>	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.
<b>Foundation</b>	Makes some attempt to demonstrate limited knowledge 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.



## PSHCE

What topics will be taught?

PSHCE is delivered by tutors once a fortnight. Lessons explore a range of topics and themes and include opportunities for discussion.

### Term 1

Respectful relationships, including friendships (RSE)  
Online and Media (RSE)  
Internet safety and harms (PHMW)

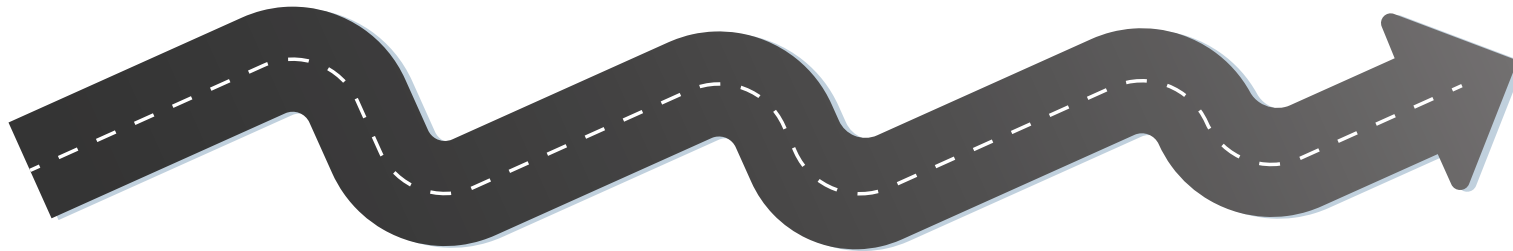
### Term 2

Families (RSE)  
Intimate and sexual relationships, including sexual health (RSE)  
Changing adolescent body (PHMW)

### Term 3

Drugs, alcohol and tobacco (PHMW)  
Physical Health and Fitness (PHMW)  
Healthy Eating (PHMW) Health and Prevention (PHMW)

Year 7



Year 8





WHAT DOES LOVE

Love feels like home

Love is beautiful

Love feels safe

Love doesn't judge

Love is the strongest

Love feels

Love

Love



**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**



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