



**HEART OF ENGLAND**  
Creating Futures

## Year 7: Assessment across the Curriculum



# Assessment: Year 7

The aim of this booklet is to give you an insight into assessment in Year 7 across the curriculum. Curriculum leaders have identified the key assessments for each term, as well as identifying both the topics and key skills that your child will be assessed on.

## FAQs

### Is my child set in each subject?

No. We have asked each subject to identify whether they set by ability so that these arrangements are clear for you.

### Can the set my child is in change?

Yes. In-year set movement is possible within all subjects that set and such movement is at the discretion of the Curriculum Leader using a range of evidence.

### I've heard about Levels being abolished, how is my child assessed?

Levels no longer exist and it is now incumbent upon each school to devise an assessment approach that they believe best suits their curriculum. Our curriculum at Key Stage 3 has been designed to focus upon the key skills and knowledge that a student needs in order to fully grasp the key concepts and ideas that will enable deep appreciation and understanding to develop. To this end there will be a greater emphasis upon formative assessment (that is the type of assessment where teachers direct students on how they can improve a particular skill or aspect of understanding) with formal assessments taking place on a regular basis to assess progress.

### Progress Review Dates:

AUTUMN	SPRING	SUMMER
November 2017	March 2018	June 2018

# English

Does the subject set according to ability? Yes	Key Assessment Topics	Skills Covered	Progress Review that the Assessment will count towards
No	<b>Detective Fiction</b> Writing a crime fiction story or opening. <b>The Modern Novel</b> Analysing character using PEA (Technique, Evidence, Analysis)	Writing well using a variety of sentence types, discursive markers, ambitious vocabulary and figurative techniques	Autumn
	<b>The Modern Novel</b> Analysing character using PEA (Point, Evidence, Analysis)	Comprehension, inference, analysis. Use of subject terminology and formal essay writing using quotations.	Autumn
	<b>Our Day Out</b> A piece of written analysis of the author's craft.	An evaluation of the dramatic devices in the play, focusing on language, form and structure.	Spring
	<b>Writing Skills</b> Narrative and non-fiction	Crafting an effective piece of non-fiction and narrative writing.	Spring
	<b>EXAM</b> <b>Reading and writing skills to be assessed.</b>	Section A Unseen independent assessment drawing upon all reading skills developed. Non-Fiction Section B Non-Fiction writing	Summer
	<b>Narrative Poetry</b>	Interpreting and analysing the writer's craft in terms of narrative poetry, focusing upon language, structure and poetry devices	Summer

# Maths

Does the subject set according to ability?	Key Assessment Topics	Skills Covered	Progress Review that the Assessment will count towards
Yes	<b>Addition and Subtraction</b>	Place value. Adding and subtracting numbers including decimals. Solving problems using estimation. Interpreting worded questions and solving problems presented in written form. Identifying factors, HCF, multiples, LCM.	Autumn
	<b>Multiplying and Dividing</b>	Multiplying and dividing, including decimals. Finding the area of rectangle and triangle. Calculating the mean.	
	<b>Geometry</b>	Drawing, measuring and naming acute and obtuse angles. Finding unknown angles (straight lines, at a point, vertically opposite). Identifying properties of triangles and quadrilaterals.	Spring
	<b>Fractions</b>	Finding equivalent fractions. Comparing and ordering fractions and decimals. Changing between mixed numbers and improper fractions. Finding a fraction of a quantity. Multiplying and dividing fractions.	
	<b>Applications of Algebra</b>	Order of operations. Substituting into expressions. Simplify algebraic expressions. Solving algebra word problems. Finding the term-term rule of a sequence.	Summer

	<b>Statistics and Percentages</b>	Constructing and interpreting statistical diagrams including pie charts. Converting between percentages, vulgar fractions and decimals. Finding the percentage of a quantity. Finding the whole, given the part and the percentage.	
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# Science

Does the subject set according to ability?	Key Assessment Topics	Skills Covered	Progress Review that the Assessment will count towards
No	<b>Introduction to Science and Baseline Assessment</b>	Various aspects of Science based on KS2 curriculum	Autumn
	<b>Chemical Reactions</b>	Chemical Changes, Acids and Alkalis, Gas Tests and Combustion	Autumn
	<b>Cells and Organs</b>	Cell Structure, Organs and Organ Systems.	Spring
	<b>Forces</b>	Types of Forces, Balanced and Unbalanced Forces.	Spring
	<b>Reproduction</b>	Reproductive Systems and Infant development.	Summer
	<b>Physical Changes</b>	Solids, Liquids and Gases, Particle and Kinetic Theory, Heating and Cooling, Gas Pressure and Diffusion	Summer
	<b>Plants and Photosynthesis</b>	Plants structure, function and reproduction. Photosynthesis. Food chains and adaptations.	Summer
	<b>Energy</b>	Energy Types, Energy Conversions, Fuels and Energy Sources	Summer

# Art

Does the subject set according to ability?	Key Assessment Topics	Skills Covered	Progress Review that the Assessment will count towards
No	<b>Baseline Assessment</b>	Still Life Project  Assessment based on observational drawing and painting skills and use of a range of materials.	Autumn
	<b>Perspective</b>	Observational skills. Drawing skills. The rules of perspective, scale and proportion.	Spring
	<b>Art and Artists</b>	Developing research skills and preparation studies for the completion of final pieces based on artists' work.	Spring
	<b>Sculpture and 3D</b>	Exploring sculpture through research and practical art making. Developing research skills, knowledge and understanding. Practical skills: Mixed media sculpture.	Summer

# Religious Studies

Does the subject set according to ability?	Key Assessment Topics	Skills Covered	Progress Review that the Assessment will count towards
No	<b>Baseline Test during lesson time.</b>	Knowledge and Understanding of the six world religions. Focus on 4 mark questions. <b>Various small tasks.</b>	Teacher data to determine strength of their groups.
	What does it mean to be committed to a faith? <b>Christianity, Judaism, Islam.</b>  Is this the only life there is? <b>Hinduism, Christianity, Islam, Sikhism.</b>	Knowledge, explanation and evaluation. Emphasis on 4 mark questions. <b>30 minute test</b>	Autumn
	Is this the only life there is? <b>Hinduism, Christianity, Islam, Sikhism.</b>  Why for Muslims is God's guidance so important? <b>Islam</b>	Knowledge, explanation and evaluation. Embedded 4 mark questions and introduction of 5 mark responses. <b>40 minute test</b>	Spring
	Does God exist? <b>All religions</b>  What makes a place sacred? <b>All religions</b>	Knowledge, explanation and evaluation. Focus on 4 and 5 mark questions. <b>45 minute test</b>	Summer

# Drama

Does the subject set according to ability?	Key Assessment Topics	Skills Covered	Progress Review that the Assessment will count towards
No	<b>Baseline</b>	Assessing pupils' skill levels across all 3 elements in drama (creating, performing and evaluating) on arrival at Heart of England.	Baseline
	<b>Private Peaceful</b>	Developing basic drama/theatre skills and vocabulary through engagement with <i>Private Peaceful</i> .	Autumn
	<b>The Time Machine</b>	This scheme uses the idea of a time machine as a vehicle to encourage pupils to explore the way they imagine different periods of history and their ideas of the future. Pupils will become confident in using improvisation and devising skills, exploring in role and developing setting and character.	
	<b>Script Exploration</b>	An introduction to the conventions of script looking at <i>Ernie's Incredible Illucinations</i> . Characterisation and production skills are developed into a polished performance of part of the text.	Spring
	<b>Greek Theatre</b>	Exploring a major historical period of theatrical importance to develop an understanding of the roots of modern Western theatre.	
	<b>African Theatre</b>	In this scheme we look at the features and techniques used in African theatre and story-telling using the story <i>The Rains</i> .	
	<b>Commedia dell'Arte</b>	Looking at Commedia dell'Arte as an art form, developing performance and characterisation skills, particularly with the use of mime and comedy.	Summer

# Geography

Does the subject set according to ability?	Key Assessment Topics	Skills Covered	Progress Review that the Assessment will count towards
No	<b>What is Geography?</b> How can we find out about places?  Local enquiry.	Enquiry Map skills Effective research Communication Application/ Justification	Autumn
	<b>Water</b> How do people cope with too little water? With too much?	Decision making Justification Connections Perspectives Evaluation	Autumn and Spring
	<b>Changing places</b> Country studies of contrasting locations:  China and the USA	Effective Research Communication Making connections Perspectives Application	Summer
	<b>Climate change</b> Causes, effects and management  <b>Natural Environments</b> Ecosystems, weather and climate.	Effective Research Fieldwork skills Numeracy Making connections Evaluation	

# History

Assessment point	Key questions covered	Skills being assessed	Key concepts to be aware of
Autumn Term	<ul style="list-style-type: none"> <li>• What is History? An introduction to the skills needed to be successful in history</li> </ul>	Knowledge and understanding. Chronological understanding. Source analysis. Analysis of historical events and individuals (through essay writing). Communication (SPAG).	Change and continuity. Cause and consequence. Similarities and differences. Significance.
Spring Term	<ul style="list-style-type: none"> <li>• How did England change after 1066?</li> <li>• What was life like for medieval people?</li> <li>• Did life improve between 1500 and 1750?</li> </ul>	Knowledge and understanding. Source analysis. Analysis of historical events. Communication (SPAG).	Change and continuity. Cause and consequence. Similarities and differences. Significance.
Summer Term	<ul style="list-style-type: none"> <li>• How significant was the industrial revolution?</li> <li>• Have we never had it so good?</li> </ul>	Knowledge and understanding. Source analysis. Analysis of historical events. Communication (SPAG).	Change and continuity. Cause and consequence. Similarities and differences. Significance.

# (MFL) French

Does the subject set according to ability?	Key Assessment Topics	Skills Covered	Progress Review that the Assessment will count towards
Yes (Students are assessed during the first half term to determine the most suitable group)	To show language manipulation skills and understanding of gender / regular present tense verbs.	Key language routines, opinions, use of singular pronouns, present tense verb patterns	Autumn
	All previous language & School, Family Members & Free Time	All previous language covered, school and family members, verbs for what they do at break/lunch To recognise and use the verbs 'jouer' & 'faire' with all pronouns	Spring
	All previous language & Town	Places in town and revisit all previous language To be able to write 2 paragraphs in 2 tenses To be able to compare two towns	Summer

# (MFL) German

Does the subject set according to ability?	Key Assessment Topics	Skills Covered	Progress Review that the Assessment will count towards
Yes (Students are assessed during the first half term to determine the most suitable group)	To show language manipulation skills and understanding of gender / regular present tense verbs.	Key language routines, opinions, use of singular pronouns, present tense verb patterns	Autumn
	All previous language & School, Family Members & Free Time	All previous language covered, school and family members, verbs for what they do at break/lunch possessive adjectives – ‘mein’ / ‘meine’ / ‘mein’ / ‘meine’ Adjective agreement; ‘ich habe einen grossen Bruder’	Spring
	All previous language & Town	Places in town and revisit all previous language To be able to compare 2 towns using ‘... ist größer _____ als .....’	Summer

# Music

Does the subject set according to ability?	Key Assessment Topics	Skills Covered	Progress Review that the Assessment will count towards
No	<b>Ostinato</b>  <b>Rhythms of the World 1</b>  <b>Performing skills</b>	Musical elements. Duration Graphic and staff notation. Playing as an ensemble. Composing using own ideas from given stimulus.	Baseline
	<b>Band skills 1</b>  <b>Programme Music</b>  <b>Rhythms of the World 2</b>	Introduction to harmony. Playing a solo part on their instrument. Singing a melody in a big group. Composing a creative response to a given brief. Using musical elements for effect in composition.	Spring
	<b>Performing skills 2</b>  <b>Canon</b>  <b>Introduction to sequencing.</b>	Understanding basic structures in music. Playing using an appropriate score. Using technology to compose. Singing a harmony line in a big group.	Summer

# PE

Does the subject set according to ability?	Key Assessment Topics	Skills Covered	Assessment Procedures
Yes. Following an initial baselining period, students are set in single sex ability groups (2 Boys, 2 Girls)	<b>Team Games</b> Topic covered four times during the year	<ul style="list-style-type: none"> <li>• Attacking &amp; Defensive Skills</li> <li>• Positional Play</li> <li>• Tactical/Strategical Play</li> <li>• Rules</li> <li>• Application of skills</li> </ul>	Throughout the year students are assessed in their; <ul style="list-style-type: none"> <li>- Determination (30%)</li> <li>- Cognitive Involvement (30%)</li> <li>- Physical Application of Skills (40%)</li> </ul>
	<b>Individual Games</b> Topic covered twice during the year	<ul style="list-style-type: none"> <li>• Developing key skills</li> <li>• Analysis and Evaluation</li> <li>• Tactical/Strategical Play</li> <li>• Rules</li> <li>• Application of skills</li> <li>• Development of physical capacity</li> <li>• Development of mental capacity</li> </ul>	
	<b>Creative/Aesthetic Activities</b> Topic covered twice during the year	<ul style="list-style-type: none"> <li>• Creative &amp; Aesthetic Skills</li> <li>• Choreographic Devices</li> <li>• Performance Skills</li> <li>• Evaluating &amp; Improving</li> <li>• Aesthetic activities</li> <li>• Generic Skills</li> </ul>	
	<b>Athletics</b> Topic covered twice during the year	<ul style="list-style-type: none"> <li>• Throws</li> <li>• Jumps</li> <li>• Running</li> <li>• Rules</li> <li>• Tactical/Strategical</li> <li>• Components of fitness</li> <li>• Types of exercise</li> <li>• Types of training</li> </ul>	
	<b>Health Related Fitness</b> Delivered continuously throughout the year bi-weekly		

# Computer Science

Does the subject set according to ability?	Key Assessment Topics	Skills Covered	Progress Review that the Assessment will count towards
No	<b>Baseline Assessment:</b>	General ICT and Computing skills including ability to navigate a network, organising work sensibly, logical thinking & typing skill. E-safety and practice review.	Autumn
	<b>E-safety, html, introductory productivity software</b>	Research, use of Boolean terms to search, e-safety advice, basic html tags, spreadsheet skills (add, subtract, multiply, divide), use of charts. Basic word processing.	Autumn
	<b>Assessment</b>	<b>Review of all work completed so far</b>	Spring
	<b>Computational Thinking</b>	Simple flowcharts, introduction to Computational Thinking (decomposition) and algorithms. Lightbot. Introducing Python programming	Spring/Summer
	<b>Revision</b>		Summer
	<b>Assessment</b>	Preparation for the end of year assessment <b>Review of all work completed so far</b>	Summer
	<b>Challenge Task</b>	DTP Camera Project which incorporates a database skills task	Summer

# Technology

Does the subject set according to ability?	Key Assessment Topics	Skills Covered	Progress Review that the Assessment will count towards
No	<b>Product Design</b>	Designing and making skills in plastic, timber and CAD.	Autumn
	<b>Food</b>	Developing practical cooking skills and understanding of a healthy balanced diet, whilst applying safety and hygiene rules.	Spring
	<b>Textiles</b>	Learning basic textiles terminology and skills. Using the sewing machines to make a creative product.	Summer

Throughout KS3 students rotate to study the three areas of Technology above, so they might cover each area at a different time of year to that in the table above.

The end of year assessment during Assessment Week will test knowledge of all areas of Technology.