



Y7 ASSESSMENT CALENDAR: TERM 2

8th January – 25th March 2024

Term 2 assessment windows for each subject are highlighted on the calendar below. Each class will complete an assessment in one of their lessons during this two-week period.

	w/c 8th January	w/c 15 th January	w/c 22 nd January	w/c 29 th January	w/c 5 th February	W/C 19 th February	w/c 26 th February	w/C 4 th March	W/c 11 th March	w/c 18 th March	w/c 25 th March
Art & Design				Knowledge test			Sketchbook/portfolio				
Computer Science							Computational thinking				
Dance				Uprising						West Side Story	
Design & Technology							William Morris Textiles				
Drama				Silent movie							
English			Mini assessment: Poetry from Diverse Cultures		Main assessment: Poetry from Diverse Cultures			Mini assessment: Diverse Voices- Transactional writing		Main assessment: Diverse Voices- Transactional writing	
Food							Nutritional requirements				
Geography			Urbanisation								Weather
History							Why could no one ignore the Medieval Church?				
Maths			Writing Expressions				Fractions, Decimals & Percentage			Area & Perimeter	
Music				Listening Skills: Instruments of the Orchestra			Orchestral Performance 2 Body Percussion and Rhythms				
P. E				MiMove record						MiMove record	
Philosophy & Ethics							DEP2 Assessment				
Science			Organisms		Matter		Forces	Cumulative Assessment			
Spanish		Module 2 Assessment								Module 3 Assessment	

Y7 TERM 2 ASSESSMENT CALENDAR

Subject Knowledge and Revision Lists
















8th January – 25th March 2024



Subject knowledge and revision lists

The subjects being assessed in this assessment window are listed below.

Click on a subject to see the knowledge/skills being assessed:

 <u>Art & Design</u>	 <u>Computer Science</u>	 <u>Dance</u>
 <u>Design & Technology</u>	 <u>Drama</u>	 <u>English</u>
 <u>Food</u>	 <u>Geography</u>	 <u>History</u>
 <u>Maths</u>	 <u>Music</u>	 <u>PE</u>
 <u>Philosophy & Ethics</u>	 <u>Science</u>	 <u>Spanish</u>

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Art & Design

Assessment Window	Assessment Title	Topics/Content
w/c 29.01.24 to 04.02.24	Knowledge test	<ul style="list-style-type: none">• Formal elements• Materials, techniques, and processes• Colour theory• Artists
Independent learning support:	Students will be assessed on the following: <ul style="list-style-type: none">• Formal elements: Line, shape, tone, colour, form, space• Principles: Pattern, movement, contrast• Materials/Techniques/ Processes: knowledge on those used in class to date• Colour theory: primary, secondary, tertiary, analogous, tint and shade, complementary• Artists – Victor Vasarely, Bridget Riley, Xenobia Bailey - knowledge of style, content, context.	

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 to 04.03.24	Sketchbook/portfolio	A mastery percentage will be given for the sketchbook
Independent learning support:	Students will be assessed on the following: <ul style="list-style-type: none">• Quality of artwork• Quality of annotations• Quality of presentation and completion of work• Previous knowledge test considered	

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Computer Science

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 – 04.03.24	Computational thinking	Computational thinking
Independent learning support:	Revision sheet provided by class teacher. <u>What is computational thinking? - Introduction to computational thinking - KS3 Computer Science Revision - BBC Bitesize</u>	

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Dance

Assessment Window	Assessment Title	Topics/Content						
w/c 29.01.24 or 05.02.24	Uprising	The main intent of this unit is to introduce the students to professional dance repertoire from an iconic Israeli dance choreographer Hofesh Shechter and his mixture of pedestrian, urban grooves fused with folk and contemporary dance. This unit aims to develop the basic movement component appreciation skills ASDR.						
Independent learning support:	Content key knowledge/skills being assessed: <table border="0"> <tr> <td>Physical:</td> <td>Performance:</td> <td>Choreography:</td> </tr> <tr> <td> <ul style="list-style-type: none"> Stamina Flexibility Strength </td> <td> <ul style="list-style-type: none"> Dynamics (Weight) </td> <td> <ul style="list-style-type: none"> Motif development using space components. Space components Size Level Direction Pathway Formations </td> </tr> </table> Uprising - act I. Hofesh Shechter (youtube.com)		Physical:	Performance:	Choreography:	<ul style="list-style-type: none"> Stamina Flexibility Strength 	<ul style="list-style-type: none"> Dynamics (Weight) 	<ul style="list-style-type: none"> Motif development using space components. Space components Size Level Direction Pathway Formations
Physical:	Performance:	Choreography:						
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Assessment Window	Assessment Title	Topics/Content						
w/c 19.03.24 or 25.03.24	West Side Story	This unit's intent to is to continue developing physical, expressive, and choreographic skills to perform dances with advance technique and in different styles. The use of Jermone Robbins West Side Story Cool and the 21st century film version Choreographed by Justin Peck repertoire underpins technical motifs taught to students developing their physical, expressive, and choreographic skills within the jazz dance style. The unit continues to develop understanding of ASDR by analysing a section of a professional work building on their skills developed during HT3 with uprising but within a contrasting dance style.						
Independent learning support:	Content key knowledge/skills being assessed: <table border="0"> <tr> <td>Physical:</td> <td>Performance:</td> <td>Choreography:</td> </tr> <tr> <td> <ul style="list-style-type: none"> Balance Extension Coordination Isolation </td> <td> <ul style="list-style-type: none"> Projection Timing Musicality </td> <td> <ul style="list-style-type: none"> Action reaction Mirroring Creating own motif </td> </tr> </table> West Side Story - Cool (1961) HD (youtube.com)		Physical:	Performance:	Choreography:	<ul style="list-style-type: none"> Balance Extension Coordination Isolation 	<ul style="list-style-type: none"> Projection Timing Musicality 	<ul style="list-style-type: none"> Action reaction Mirroring Creating own motif
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Design & Technology

Assessment Window	Assessment Title	Topics/Content
w/c 29.01.24 to 04.02.24	William Morris Textiles	Key knowledge and vocabulary: Arts and Crafts, William Morris, CAD, Sewing Machine , Synthetic, Natural, Hem, Pressure Foot
Independent learning support:	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none">• Understand how to operate a sewing machine safely.• Know the key principles of the Arts and Crafts movement and William Morris's design style.• Be able to use transfer dyes and operate the heat press to print on to fabric.• Understand what a range of appropriate textiles tools are; pins, needles, seam unpickers, fabric shears.• Be able to use clothing construction techniques such as hemlines and understand that seams are used to join pieces of fabric together.• Understand that fibers are categorised as natural (from an animal or plant) or man-made (regenerated or synthetic.)• Understand that materials have different properties and uses (cotton, wool and polyester).• Be able to use a range of hand embroidery techniques. <p>There will also be a weekly Flipped Learning Quiz in class to support.</p>	

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Drama

Assessment Window	Assessment Title	Topics/Content
w/c 29.01.23 or 05.02.24	Silent Movie	Style and conventions of mime
Independent learning support:	Students will be assessed on the following: Soft skills: Confidence, Focus, Teamwork, Communication Physical skills: Physical Contact, Body Language, Facial Expressions, Gesture, Use of space Drama conventions: Narration, still image Other key skills: Exaggeration, specificity Academic Skills: Peer-analysis, Self-analysis, target setting	

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Assessment Window	Assessment Title	Topics/Content
Mini Assessment: w/c 22.01.24 to 02.02.24 Main assessment: w/c 05.02.24 to 23.02.24	Poetry from Diverse Cultures	Key skills: Build on prediction, summary, and explanation skills from Key Stage 2. To develop inference and analytical skills, particularly with analysis of language.
Independent learning support:	<p>Mini assessment (formative): Students will answer several short answer questions on poetic techniques using an unseen poem*. Eg, what is the tone of this poem? <i>Unseen poem* = a poem not studied in class.</i></p> <p><u>You will need to know:</u></p> <ul style="list-style-type: none"> • The features of MRS SOAP plus poetic techniques such as narrative voice, stanza, tone. • The effects of MRS SOAP features • Be able to zoom in on key words and explain their effect <p>Main assessment (formative and summative):</p> <ul style="list-style-type: none"> • Main assessment (formative and summative)- w/c 5th Feb • Students will complete a reading assessment using an unseen poem • Students will answer 10 short answer questions on the poem • Students will answer an extended question where they will write a PEEZL response. 	

Assessment Window	Assessment Title	Topics/Content
Mini Assessment: w/c 04.03.24 to 15.03.24 Main assessment: w/c 18.03.24 to 22.03.24	Diverse Voices- Transactional writing	Each class will explore a range of real-life speeches, newspaper articles and blogs to help students produce their own by the end of the half term.
Independent learning support:	<p>Mini assessment (formative): Students need to revise RESIST C and be able to find these techniques within a text, commenting on their effect.</p> <p>Main assessment (formative and summative): Students need to revise RESIST C, spelling, punctuation, grammar, language techniques.</p> <p>Revision materials: BBC Bitesize SPaG games- aimed at KS2, but excellent to revise the basics of punctuation etc. https://www.bbc.co.uk/bitesize/topics/zkbkf4j/articles/zbm8scw</p>	

Food

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 or 04.03.24	Nutritional requirements	Food, Nutrition & Health
Independent learning support:	Students will complete a knowledge quiz on the following: Nutritional requirements for children and adolescents. Seneca: Seneca - Learn 2x Faster (senecalearning.com) School children (4 to 11 years old) - Nutrition and life stages – CCEA - GCSE Home Economics: Food and Nutrition (CCEA) Revision - BBC Bitesize	

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Geography

Assessment Window	Assessment Title	Topics/Content
w/c 22.01.24 or 29.01.24	Urbanisation	challenges and opportunities in squatter settlements
Independent learning support:	Revision worksheet provided – challenges and opportunities in squatter settlements. Key skill –analysing graphs. https://www.coolgeography.co.uk/GCSE/AQA/Changing%20Urban/Shanties/SquatterSettlementsCharacteristics.htm	

Assessment Window	Assessment Title	Topics/Content
w/c 25.03.24	Weather	Weather and climate, formation and impacts of tropical storms.
Independent learning support:	Revision worksheet provide – weather and climate, formation and impacts of tropical storms. https://www.bbc.co.uk/bitesize/topics/zx38q6f	

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History

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 or 04.03.24	Why could no one ignore the Medieval Church?	The Medieval World
Independent learning support:	<p>Students will have studied the following leading up to this assessment:</p> <p>The Norman Conquest</p> <ul style="list-style-type: none">• William's control of England through Castles, Feudal System and Domesday Book <p>The role of the Church in medieval England</p> <ul style="list-style-type: none">• Medieval beliefs about Heaven and Hell• The work of monks and monasteries and their impact on society• Medieval villages <p>Chronology</p> <p>Revision support:</p> <p>Seneca: 1.2.7,1.2.8,1.2.9, 2.1,2.1.1, 7.1-7.1.6</p> <p>BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/zvhidp3</p> <p>BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/zbn7jsg</p>	

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Maths

Assessment Window	Assessment Title	Topics/Content
w/c 22.01.24 – 12.01.24	Writing Expressions	Writing Expressions Unit
Independent learning support:	<ul style="list-style-type: none">• Algebraic Terminology• Forming Expressions• Writing Formulae• Substituting into Expressions• Substituting with Negatives	

Assessment Window	Assessment Title	Topics/Content
w/c 26.03.24 – 29.02.24	Fractions, Decimals & Percentages	Fractions, Decimals & Percentages
Independent learning support:	<ul style="list-style-type: none">• Convert Decimals to Fractions• Equivalent Fractions• Order Fraction, Decimals & Percentages• Fraction of an Amount• Convert between Mixed Numbers & Improper Fractions	

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 – 22.03.24	Area & Perimeter	Area & Perimeter
Independent learning support:	<ul style="list-style-type: none">• Find Area by Counting Squares• Convert Metric Units of Measurement• Calculate the Area of a Rectangle• Find Volume of a Cuboid• Find Area of a Trapezium	

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Music

Assessment Window	Assessment Title	Topics/Content
w/c 29.01.24 to 05.02.24	Listening Skills: Instruments of the Orchestra	Students will develop their knowledge and understanding of the various families of the Orchestra and the role of the conductor. They will apply listening skills and undertake a performance task based around a classical piece of music composed by Beethoven on a range of instruments.
Independent learning support:	<p>Task 1: Introduction to Instruments of the ORCHESTRA and Families of instruments</p> <ul style="list-style-type: none"> • Set Pieces- Ode to Joy/Peter and Wolf • Identify and DESCRIBE sounds from a range of pieces by famous composers. <p>Task 2: Ensemble practice for performance- on Keyboard, Boomwhacker, Ukelele and Drums.</p> <ul style="list-style-type: none"> • Add Melody and Harmony to small group pieces. • Perform and feedback. <p>Key Words: PITCH, TEMPO, DYNAMICS, MELODY, TIMBRE.</p> <p>Performance Skills:</p> <ul style="list-style-type: none"> • Sing and play a range of pieces and recognize PITCH ranges when composing and performing. • Concentration , responsibility, presentation skills. • Perform using Tempo as a guide and use to find place in a piece. • Apply use of DYNAMICS to performances and as a tool for composing 	

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 to 04.03.24	Orchestral Performance 2 Body Percussion and Rhythms	Students will embark on a set of tasks and performance based around copying, performing, and composing Rhythms. Classes will listen to and appraise musical examples of Body Percussion and analyse the features of a range of Rhythms. Learning will then progress to individual and small groups using knowledge and skills to compose, perform and review a series of their own Rhythms using body and real percussion.
Independent learning support:	<p>Task 1: Orchestral Percussion example, introduction to Different Rhythm patterns and $\frac{3}{4}$ 4/4-time signatures. Whole class activity. Discuss and apply RHYTHM, PULSE and TEMPO.</p> <p>Composing task - Develop Rhythms- 4/4/ and 6/8 time- Layers of TEXTURE. Maths of Time Signature.</p> <p>Task 2: Rhythms from around the World India/Africa/Cuba. Listening Skills- describe and evaluate RHYTHMS.</p> <p>Key Words: PITCH, TEMPO, DYNAMICS, TEXTURE</p>	

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Assessment Window	Assessment Title	Topics/Content
HT1: w/c 29.01.24 to 04.02.24 HT2: w/c 18.03.24 – 24.03.24	MiMove record	Record of physical activity on the MiMove app.
Independent learning support:	<p>In KS3 PE activities are rotated every 4-8 weeks and there are small assessments within lessons relating to the specific skills for activity that students are learning during that time.</p> <p>Half Termly Assessment: Activity levels are monitored on MiMove as the main assessment each half term.</p> <p>About MiMove: This is miMove - YouTube</p> <p>Student Login (Online): Mimove (mimoveapp.com)</p> <div style="text-align: right;">  </div>	

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Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 or 04.02.24	DEP2 Assessment	World Religions and Christianity
Independent learning support:	<p>Students will be assessed on the following:</p> <p>World religions:</p> <ul style="list-style-type: none"> • The founding of Hinduism, Judaism, Buddhism and Sikhism. • The Hindu Trimurti, Abram/Abraham, Siddhartha and Guru Nanak. • The importance of Karma to Hindu's and Buddhists, the importance of the Covenant to Jews, the importance of the Noble Eightfold Path to Buddhists and the importance of Sewa to Sikh's. • Diwali, Rosh Hashana, Wesak and Vaisakhi. <p>Christianity:</p> <ul style="list-style-type: none"> • Christian beliefs about God and the Trinity. <p>Learning overview: PowerPoint Presentation (ifieldcc.co.uk)</p> <p>Knowledge support: BBC - Religion: Religions</p>	

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Science

Assessment Window	Assessment Title	Topics/Content
w/c 22.01.24 or 29.01.24	Organisms	Cells & Movement
Independent learning support:	Key knowledge for this unit and assessment can be found on the following 'Need to know' sheet: <u>Science Year 7 Assessment Term 2</u> Bitesize: <u>What are plant and animal cells? - BBC Bitesize</u> <u>What are skeletal muscles? - Living organisms - KS3 Biology - BBC Bitesize - BBC Bitesize</u>	



ORGANISMS

Assessment Window	Assessment Title	Topics/Content
w/c 05.02.24 or 12.02.24	Matter	Particle Matter and Separating Mixtures
Independent learning support:	Key knowledge for this unit and assessment can be found on the following 'Need to know' sheet: <u>Science Year 7 Assessment Term 2</u> Bitesize: <u>What is the arrangement of particles in a solid, liquid and gas? - BBC Bitesize</u> <u>What is the process of filtration? - BBC Bitesize</u>	



MATTER

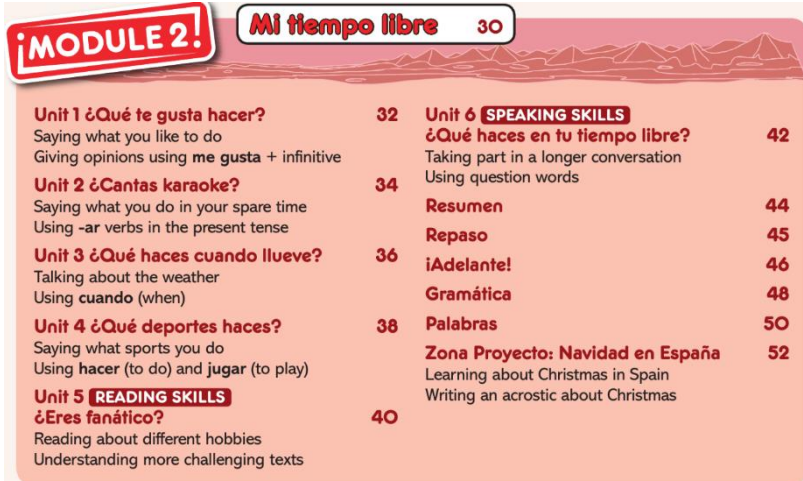
Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 or 20.11.23	Forces	
Independent learning support:	Key knowledge for this unit and assessment can be found on the following 'Need to know' sheet: <u>Science Year 7 Assessment Term 2</u> Bitesize: <u>Motion and speed - Forces and movement - KS3 Physics - BBC Bitesize - BBC Bitesize</u> <u>What is gravity guide for KS3 physics students - BBC Bitesize</u>	

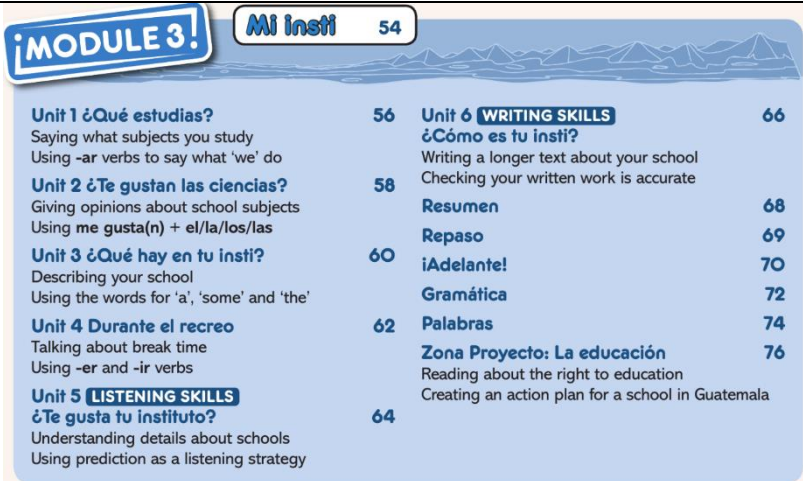


FORCES

Assessment Window	Assessment Title	Topics/Content
w/c 04.03.24 or 11.03.24	Cumulative Assessment	Ecosystems, Earth, Matter, Organisms and Forces
Independent learning support:	This assessment focuses on cumulative knowledge and skills across the whole Science curriculum so far. Key knowledge for the topics included in this assessment can be found on the following 'Need to know' sheets: <u>Science Year 7 Assessment Term 1</u> <u>Science Year 7 Assessment Term 2</u>	

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Assessment Window	Assessment Title	Topics/Content																												
w/c 15.01.24 – 22.01.24	Module 2 Assessment	Module 2: Mi tiempo libre																												
Independent learning support:	Once all Units have been taught, there will be an End of Module Assessment covering all units in the Module.	 <p>¡MODULE 2! Mi tiempo libre 30</p> <table border="0"> <tr> <td>Unit 1 ¿Qué te gusta hacer? Saying what you like to do Giving opinions using me gusta + infinitive</td> <td>32</td> <td>Unit 6 [SPEAKING SKILLS] ¿Qué haces en tu tiempo libre? Taking part in a longer conversation Using question words</td> <td>42</td> </tr> <tr> <td>Unit 2 ¿Cantas karaoke? Saying what you do in your spare time Using -ar verbs in the present tense</td> <td>34</td> <td>Resumen</td> <td>44</td> </tr> <tr> <td>Unit 3 ¿Qué haces cuando llueve? Talking about the weather Using cuando (when)</td> <td>36</td> <td>Repaso</td> <td>45</td> </tr> <tr> <td>Unit 4 ¿Qué deportes haces? Saying what sports you do Using hacer (to do) and jugar (to play)</td> <td>38</td> <td>¡Adelante!</td> <td>46</td> </tr> <tr> <td>Unit 5 [READING SKILLS] ¿Eres fanático? Reading about different hobbies Understanding more challenging texts</td> <td>40</td> <td>Gramática</td> <td>48</td> </tr> <tr> <td></td> <td></td> <td>Palabras</td> <td>50</td> </tr> <tr> <td></td> <td></td> <td>Zona Proyecto: Navidad en España Learning about Christmas in Spain Writing an acrostic about Christmas</td> <td>52</td> </tr> </table>	Unit 1 ¿Qué te gusta hacer? Saying what you like to do Giving opinions using me gusta + infinitive	32	Unit 6 [SPEAKING SKILLS] ¿Qué haces en tu tiempo libre? Taking part in a longer conversation Using question words	42	Unit 2 ¿Cantas karaoke? Saying what you do in your spare time Using -ar verbs in the present tense	34	Resumen	44	Unit 3 ¿Qué haces cuando llueve? Talking about the weather Using cuando (when)	36	Repaso	45	Unit 4 ¿Qué deportes haces? Saying what sports you do Using hacer (to do) and jugar (to play)	38	¡Adelante!	46	Unit 5 [READING SKILLS] ¿Eres fanático? Reading about different hobbies Understanding more challenging texts	40	Gramática	48			Palabras	50			Zona Proyecto: Navidad en España Learning about Christmas in Spain Writing an acrostic about Christmas	52
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w/c 18.03.24 – 24.03.24	Module 3 Assessment	Module 3: Mi insti																												
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