

Year 7-9 Subject Information

How we assessed core knowledge for the summer report and the next steps we have fed back to your son / daughter

Subject	Year 7	Year 8	Year 9
English	Students studied a range of writing and reading skills this year. Students sat a writing assessment and carried out an extensive knowledge quiz that tested their understanding of core knowledge from these units. Students have been given targeted feedback about how they can improve their work, including specific areas that they need to focus on.	Students studied a range of writing and reading skills this year. Students sat a writing assessment and carried out an extensive knowledge quiz that tested their understanding of core knowledge from these units. Students have been given targeted feedback about how they can improve their work, including specific areas that they need to focus on.	Students studied a range of writing and reading skills this year. Students sat a writing assessment and carried out an extensive knowledge quiz that tested their understanding of core knowledge from these units. Students have been given targeted feedback about how they can improve their work, including specific areas that they need to focus on.
Mathematics	Students studied a range of topics this year including; place value, negative numbers fractions, algebraic manipulation, coordinates, ratio and transformations. Students sat an end of year exam (two papers) and have been given individual feedback about how they can improve, including the specific topics they need to work on. Please note that where students were absent for one of the papers, teachers have used their professional judgement and awarded a	Students studied a range of topics this year including; proportional reasoning, algebraic techniques, number skills, geometry and reasoning with data. Students sat an end of year exam (two papers) and have been given individual feedback about how they can improve, including the specific topics they need to work on. Please note that where students were absent for one of the papers, teachers have used their professional judgement and awarded a	<u>Year 9 Higher: set 1</u> Students studied a range of topics this year including; algebra, interpreting and presenting data, fractions, ratio and proportion, sequences, angles, volume and area. Students sat an end of year exam (two papers) which covered topics from throughout key stage 3 and have been given individual feedback about how they can improve their maths grade including the specific topics they need to work on to improve their grade.

	score for the missing paper, taking into account previous attainment.	score for the missing paper, taking into account previous attainment.	<p><u>Year 9 Foundation: sets 2 and 3</u></p> <p>Students studied a range of topics this year including; algebra, graphs, tables and charts, fractions, percentages, solving equations, sequences, angles, volume and area. Students sat an end of year exam (two papers) which covered topics from throughout key stage 3 and have been given individual feedback about how they can improve their maths grade including the specific topics they need to work on to improve their grade.</p> <p>Please note that where students were absent for one of their end of year exam papers, teachers have used their professional judgement and awarded a score for the missing paper, taking into account previous attainment.</p>
Science	This year students have studied: Cells, Ecosystems and plants, Particles, Acids and Alkalis, Separation techniques, Energy, Light, Sound and Space. Students have completed end of topic assessments throughout the year as well as an end of year assessment covering content from term 1 and term 2. After each assessment, students receive whole class feedback to support improvement, including clear guidance on the specific topics they need to revisit and develop.	This year students have studied: Digestion and diet, plant and photosynthesis, Periodic Table, Metals, Magnetism and Motion and Pressure. Students have completed end of topic assessments throughout the year as well as an end of year assessment covering content from term 1 and term 2. After each assessment, students receive whole class feedback to support improvement, including clear guidance on the specific topics they need to revisit and develop.	This year students have studied: Microscopes, The Heart, Atomic Structure, Periodic Tables, Different types of Bonding, Density and Energy. Students sat an end of year exam which included GCSE style questions in preparation for their future studies. The assessment percentage incorporates both end of topic assessments and the end of year assessment, which covers content from term 1 and term 2. Students have received whole class feedback after each assessment.
Computer Studies	This year students have been introduced to the South Dartmoor Computer System, Office 365 and some of the applications, such as One Drive,	Students have worked on several different forms of computer science encryption and decryption and its history. Topics have included Morse Code,	Students have been working in different style of coding. Each student has been involved in the Cyber first programming concept, which is

	<p>Outlook and Teams. Students have used these applications within information technology lessons and in other curriculum areas. Ideas.com accounts were also created for students to do very small computer science-based tasks in a fun and entertaining way and to learn about topics including cyber bullying and online safety.</p> <p>Students were assessed at the end of each topic. Each student at the end of the year will be awarded their certificate of achievement. Students then continue with learning Excel and its basic functionality.</p>	<p>Cipher Wheels, Semaphore and text messaging using keypads. Using their understanding of Cipher, Computer Low Level was introduced, covering denary number conversion to binary, binary addition and multiplication (one shift binary). This will be extended in Year 9 to cover hexadecimal numbering and a higher computer science programming language.</p> <p>Students were assessed at the end of each topic.</p>	<p>manged and controlled by GCHQ. The students were then given a choice of two actives to complete. One was to create their own text-based Python coding adventure game. The second was to take their block coding knowledge and use Python to create aviators and make them draw.</p> <p>Students were assessed at the end of each topic.</p>
Geography	<p>Students have been assessed on their ability to write knowledgeably about topics including: How Geography Helps Us View the World; Population and Urbanisation; Hot and Cold Ecosystems; Development Around the World and Africa. They have studied using facts and data to support their understanding and opinion. Individual feedback has been given to them regarding next steps to become better at describing, explaining, analysing and linking their geographical knowledge together to demonstrate their understanding of the topics we study.</p>	<p>Students have been assessed on their ability to write knowledgeably about topics including: Weather and Climate; Rivers and Glaciation; Tectonic Hazards; Globalisation and Asia. They have studied using facts and data to support their understanding and opinion. Individual feedback has been given to them regarding next steps to become better at describing, explaining, analysing and linking their geographical knowledge together to demonstrate their understanding of the topics we study.</p>	<p>Students have been assessed on their ability to write knowledgeably about: Oceans and Coasts, Climate Change, The Middle East; Russia and Ecosystems. They have studied using facts and data to support their understanding and opinion. Individual feedback has been given to them regarding next steps to become better at describing, explaining, analysing and linking their geographical knowledge together to demonstrate their understanding of the topics we study.</p>
History	<p>At the end of enquiries, we have assessed pieces of extended writing focusing on core knowledge, as well as students' use of sources and historical interpretations. The end of year assessment drew on a variety of knowledge from across year 7 and was scored out of 50. We also regularly assessed</p>	<p>At the end of enquiries, we have assessed pieces of extended writing focusing on core knowledge, as well as students' use of sources and historical interpretations. The end of year assessment drew on knowledge from throughout year 8 and was scored out of 50. We also regularly assessed</p>	<p>At the end of enquiries, we have assessed pieces of extended writing focusing on core knowledge, as well as students' use of sources and historical interpretations. The end of year assessment drew on knowledge from throughout year 9 and was scored out of 50. We also regularly assessed</p>

	students in class through verbal discussion of enquiry questions. Students were set targets to work on such as focusing on the question set, having a clear argument, including specific historical examples from sources and contextual knowledge to support points, and carefully linking ideas back to the question set.	students in class through verbal discussion of enquiry questions. Students were set targets to work on such as having a clear argument, including a range of specific historical examples from sources and contextual knowledge to support points, weighing up arguments and counter-arguments, and carefully linking ideas back to the question set.	students in class through verbal discussion of enquiry questions. Students were set targets to work on such as having a clear argument, including a range of specific historical examples from sources and contextual knowledge to support points, weighing up arguments and counter-arguments, and carefully linking ideas back to the question set.
Modern Languages	Students' knowledge of vocabulary and grammar was assessed in an online end of year assessment. The assessment was multiple-choice and was based on core knowledge students have learnt since September. Students have received feedback in follow-up lessons, created to address misconceptions. Please note that where students were absent for either the reading assessment or the listening assessment or both, teachers have used their professional judgement to award scores, taking into account previous attainment.	Students' knowledge of vocabulary and grammar was assessed in an online end of year assessment. The assessment was multiple-choice and was based on core knowledge students have been learning since Year 7. Students have received feedback in follow-up lessons, created to address misconceptions. Please note that where students were absent for either the reading assessment or the listening assessment or both, teachers have used their professional judgement to award scores, taking into account previous attainment.	Students' knowledge of vocabulary and grammar was assessed in an online end of year assessment. The assessment was multiple-choice and was based on core knowledge students have been learning since Year 7. Students have received feedback in follow-up lessons, created to address misconceptions. Please note that where students were absent for either the reading assessment or the listening assessment or both, teachers have used their professional judgement to award scores, taking into account previous attainment.
Art	Students have completed two projects based on the themes of landscape and imaginative illustration. The students have developed their knowledge and used their skills to create personal responses. Student's sketchbooks and outcomes throughout the year have been assessed.	Students have completed two projects based on the themes of still life and surrealism. The students have developed their knowledge and used their skills to create personal responses. Student's sketchbooks and outcomes throughout the year have been assessed.	Students have completed two projects learning about graphic design, printmaking, photography and fine art. The students have developed their knowledge and used their skills to create personal responses. Student's sketchbooks and outcomes throughout the year have been assessed.
Drama	Students have explored Greek Theatre and have been assessed on their ability to work creatively with peers to perform to their class from an agreed brief. They have also been assessed on their ability to apply the knowledge gained	Students have focused on Shakespeare's Macbeth. They have explored language, character and theme and have developed creative ways to modernise the text. Students have been assessed on their ability to create, cooperate and	Students have focused on the application of vocal skills to their work. Some of the work has focused on 'real world' scenarios, offering students the opportunity to explore difficult topics in a safe and structured environment. Some students have

	through the unit and their skills of cooperation and collaboration. Students have been given clear, targeted feedback.	collaborate with their peers and apply their practical knowledge gained from this unit.	also explored the performance of 'monologues'. Students have had the opportunity to perform parts of their work and explain their decision making/the collaborative process. They have given and received feedback from peers and targeted feedback from their teacher.
Music	Students have composed and performed assessment work which contributes to their practical portfolio of work completed during the academic year. Students have been given individual feedback about how they can improve their work.	Students have composed and performed assessment work which contributes to their practical portfolio of work completed during the academic year. Students have been given individual feedback about how they can improve their work.	Students have composed and performed assessment work which contributes to their practical portfolio of work completed during the academic year. Students have been given individual feedback about how they can improve their work.
Physical Education	Throughout the Year 7 theme of "Exploring Physical Literacy" students have developed an understanding of key concepts through a diverse range of practical units. Each unit integrates these concepts with various physical activities, fostering physical skills, tactics, strategy, and analytical abilities. Students' ability to connect and apply core knowledge to physical activities is assessed in every lesson. The Core PE grade reflects a combination of both practical and theoretical assessments, with the grade weighted at 70% practical and 30% knowledge.	Throughout the Year 8 theme of "Exploring personal development" students have developed an understanding of key concepts through a diverse range of practical units. Each unit integrates these concepts with various physical activities, fostering physical skills, tactics, strategy, and analytical abilities. Students' ability to connect and apply core knowledge to physical activities is assessed in every lesson. The Core PE grade reflects a combination of both practical and theoretical assessments, with the grade weighted at 70% practical and 30% knowledge.	Throughout the Year 9 theme of "Exploring character development" students have developed an understanding of key concepts through a diverse range of practical units. Each unit integrates these concepts with various physical activities, fostering physical skills, tactics, strategy, and analytical abilities. Students' ability to connect and apply core knowledge to physical activities is assessed in every lesson. The Core PE grade reflects a combination of both practical and theoretical assessments, with the grade weighted at 70% practical and 30% knowledge.
Religious Studies	During the course of the academic year, the RS department has conducted assessments on extended writing pieces, emphasising core knowledge, the analysis of religious texts, and the interpretation of religious beliefs and practices. The end-of-year assessment encompassed a	During the course of the academic year, the RS department has conducted assessments on extended writing pieces, emphasising core knowledge, the analysis of religious texts, and the interpretation of religious beliefs and practices. The end-of-year assessment encompassed a	During the course of the academic year, the RS department has conducted assessments on extended writing pieces, emphasising core knowledge, the analysis of religious texts, and the interpretation of religious beliefs and practices. The end-of-year assessment encompassed a

	<p>broad range of knowledge acquired throughout Year 7 and was scored out of 50.</p> <p>In addition to these formal assessments, we regularly evaluated students through verbal discussions of enquiry questions during class. Students were given specific targets to improve their work, such as: developing a clear and coherent argument, incorporating specific examples from religious texts to support their points and carefully linking ideas back to the question set.</p>	<p>broad range of knowledge acquired throughout Year 8 and was scored out of 50.</p> <p>In addition to these formal assessments, we regularly evaluated students through verbal discussions of enquiry questions during class. Students were given specific targets to improve their work, such as: developing a clear and coherent argument, incorporating specific examples from religious texts to support their points and carefully linking ideas back to the question set.</p>	<p>broad range of knowledge acquired throughout Year 9 and was scored out of 50.</p> <p>In addition to these formal assessments, we regularly evaluated students through verbal discussions of enquiry questions during class. Students were given specific targets to improve their work, such as: developing a clear and coherent argument, incorporating specific examples from religious texts to support their points and carefully linking ideas back to the question set.</p>
Technology	<p>Students have worked around a rotation of Food and Design & Technology. In Food, students have been introduced to practical skills where they have created a range of different dishes and been given feedback on how to improve their dishes. In DT, students have been developing design and make skills. Students have been assessed throughout the year on their practical and theory work.</p>	<p>Students have worked around a rotation of Food and Design & Technology. In Food, students have been introduced to practical skills where they have created a range of different dishes and been given feedback on how to improve their dishes. In DT, students have been developing design and make skills. Students have been assessed throughout the year on their practical and theory work.</p>	<p>Students have worked around a rotation of Food and Design & Technology. In Food, students have been introduced to practical skills where they have created a range of different dishes and been given feedback on how to improve their dishes. In DT, students have been developing design and make skills. Students have been assessed throughout the year on their practical and theory work.</p>