

Year 7-10 Subject Information

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

Subject	Year 7	Year 8	Year 9	Year 10
English	Students studied a range of topics this year including; The Gothic, Animal Farm and Romeo and Juliet. Students sat an assessment that tested their understanding of core knowledge from these units. Students have been given targeted feedback about how they can improve their grade, including the specific areas that they need to work on.	Students studied a range of topics this year including; Of Mice and Men, Travel Writing and Romeo and Juliet. Students sat an assessment that tested their understanding of core knowledge from these units. Students have been given targeted feedback about how they can improve their grade, including the specific areas that they need to work on.	Students studied a range of topics this year including; Lord of the Flies, Dystopian Fiction, Power and Conflict Poetry and An Inspector Calls. Students sat an assessment that tested their understanding of core knowledge from these units. Students have been given targeted feedback about how they can improve their grade, including the specific areas that they need to work on.	Students sat a full English Language Paper 1 to help prepare them for Year 11. This paper makes up 50% of their overall language qualification. Students have been given targeted feedback about how they can improve their grade, including the specific areas that they need to work on.
Mathematics	Students studied a range of topics this year including; algebraic thinking, applications of number, geometry, fractions and negative numbers. Students sat an end of year exam and have been given individual feedback about how they can improve, including the specific topics they need to work on.	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 and have been given individual feedback about how they can improve, including the specific topics they need to work on.	<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 with GCSE style questions to start the process of working towards a full set of GCSE papers. Students have been given individual feedback about how they can improve their maths grade including the specific	<u>Year 10 Higher: set 1</u> Students studied a range of topics this year including circles, volume, loci, solving quadratic and simultaneous equations, probability, trigonometry, cumulative frequency and histograms. Students sat a full suite of GCSE papers to prepare them for what to expect in Year 11. Students have been given individual feedback though Pinpoint about how they can improve their maths grade including the specific topics they need to work on and have been

			topics they need to work on to improve their grade.	provided with further practice questions on each of these topics.
			<u>Year 9 Foundation: sets 2/3/4</u> 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 with GCSE style questions to start the process of working towards a full set of GCSE papers. Students 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.	<u>Year 10 Foundation: sets 2/3/4/5</u> Students studied a range of topics this year including; averages, graphs, ratio and proportion, Pythagoras' theorem, quadratic equations, loci and probability. Students sat a full suite of GCSE papers to prepare them for what to expect in Year 11. Students have been given individual feedback though Pinpoint about how they can improve their maths grade including the specific topics they need to work on and have been provided with further practice questions on each of these topics.
Science	This year students have studied: Cells, Ecosystems and plants, Particles, Acids and Alkalis, Separation techniques, Energy, Light, Sound and Space. Students sat an end of year exam and have been given feedback about how they can improve their science grade including the specific topics they need to work on.	This year students have studied: Digestion and diet, plant and photosynthesis, Periodic Table, Metals, Magnetism and Motion and Pressure. Students sat an end of year exam and have been given individual feedback about how they can improve their science grade including the specific topics they need to work on.	<u>Year 9 Higher:</u> 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 used GCSE style questions in preparation for their future studies. Students have been given individual feedback about how they can improve their science grade including the specific topics they need to work on to improve their grade.	<u>Year 10 Double Science</u> This year students have studied: Diseases and Vaccines, Nervous System, Exothermic and Endothermic reactions, Rates of Reactions, Organic Chemistry, Radioactivity and Electricity in the Home. Students sat a full suite of GCSE papers to prepare them, ready for Year 11. Students have been given individual feedback on how they can improve their science grade including the specific topics they need to work on; they have been

			<p><u>Year 9 Foundation:</u> 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 used GCSE style questions in preparation for their future studies. Students have been given individual feedback about how they can improve their science grade including the specific topics they need to work on to improve their grade.</p>	<p>provided with further practice questions on each of these topics through Seneca and in class.</p>
				<p><u>Year 10 Foundation:</u> This year students have studied: Diseases and Vaccines, Nervous System, Exothermic and Endothermic reactions, Rates of Reactions, Organic Chemistry, Radioactivity and Electricity in the Home. Students sat a full suite of GCSE papers to prepare them, ready for Year 11. Students have been given individual feedback on how they can improve their science grade including the specific topics they need to work on; they have been provided with further practice questions on each of these topics through Seneca and in class.</p>
Computer Science	<p>This year students have been introduced to the South Dartmoor Computer System, Office 365 and some of the applications, such as One Drive, Outlook and Teams. Students have used these applications within information technology lessons and in other curriculum areas.</p> <p>Ideas.com accounts were 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</p>	<p>Students have worked on several different forms of computer science encryption and decryption and its history. Topics have included Morse Code, Cipher Wheels, Semaphore and text messaging using keypads (444>0>555).</p> <p>Using their understanding of Cipher, Computer Low Level was introduced, covering denary number conversion to binary, binary addition and multiplication (one shift binary).</p>	<p>Students have been working in different style of coding.</p> <p>Each student has been involved in the Cyber first programming concept, which is managed and controlled by GCHQ.</p> <p>The students were then given a choice of three activities to complete. One was to create their own text-based python coding adventure game. The second was to create a rock paper scissors interactive game. The third was to take their block</p>	N/A

	online safety. 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 continued with learning Excel and its basic functionality.	This will be extended in Year 9 to cover hexadecimal numbering and a higher computer science programming language.	coding knowledge and use Python to create aviators and make them draw.	
Geography	Students have been assessed on their ability to write knowledgeably about topics on Introduction to the UK, Population and Urbanisation, Ecosystems Hot and Cold and Development around the World. 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.	Students have been assessed on their ability to write knowledgeably about topics on Weather and Climate, Development, Tectonic Hazards and Globalisation. 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.	Students have been assessed on their ability to write knowledgeably about Rivers and Coasts, Impacts of Global trade, Climate Change and the Middle East. 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.	This year students have covered topics of Living World, Changing Economic World and Natural Hazards culminating in a mock exam. Midpoint and in-class assessment has created individual feedback outlining steps to grow their geographical knowledge and skill. To get better, students must act on these feedback comments, committing to personal growth through practice and response.
History	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 year 7, with a key focus being the reasons for Henry VIII's break with Rome in the 1530s. Percentages were awarded with the notion in mind that 40% is essentially passing year 7, with students achieving higher than 70%	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, with a key focus being the causes of World War Two. Percentages were awarded with the notion in mind that 40% is essentially passing year 8, with students achieving higher than 70% excelling in year 8. We also regularly	Students have been assessed this year using a variety of pieces of extended writing/exam questions focusing on core knowledge and concepts, as well as students' use of historical sources and interpretations. The end of year assessment was a "synoptic" piece of work which drew on knowledge from lessons throughout year 9, all linked together through the theme of intolerance in the 20th Century . More broadly, students have been	<u>History:</u> We have used a variety of practice exam questions to assess students' core knowledge this year, based on exam papers and mark schemes. We also regularly use in-class discussions and quizzes to assess core knowledge. The end of year mock exam focused on Paper 1: Medicine Through Time 1250-present, and the British Sector of the Western Front. Students are given targets to work on after each

	excelling in year 7. We also regularly assess students in class through verbal discussion of enquiry questions. Students are 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.	assess students in class through verbal discussion of enquiry questions. Students are 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.	assessed in class in terms of their engagement with the enquiries and debates. Key targets for students to work on include directly answering the question set, having a clear argument, supporting arguments with specific evidence from sources and contextual knowledge, and carefully linking ideas back to the question.	practice question, and key themes for students to develop have been; directly answering the question, supporting points with a wide range of evidence from historical sources and contextual knowledge, and clearly linking your point back to the question set. <u>Ancient History</u> We have used a variety of practice exam questions to assess students' core knowledge this year, based on exam papers and mark schemes. We also regularly use in-class discussions and quizzes to assess core knowledge. The end of year mock exam focused on "The Foundations of Rome 753-440BC", as well as "Cleopatra and Rome 69-30BC". Students are given targets to work on after each practice question, and key themes for students to develop have been; directly answering the question, supporting points with a wide range of evidence from historical sources and contextual knowledge, and clearly linking your point back to the question set. Analysis and evaluation of the ancient sources is paramount in Ancient History, as is the ability to select precise knowledge to support and develop your point.
Modern Languages	Students were assessed in the skills of Listening, Reading and Writing, in a multi-skill paper covering the core knowledge they have learnt since		Students were assessed in the skills of Reading and Writing, linked to a range of the topics we have covered	Students were assessed in the skills of Listening, Speaking, Reading and Writing. The listening and reading

	September. Students have received feedback in follow-up lessons, created to address misconceptions.		this year (family, friendships, free time, sport and leisure). Students have received feedback in follow-up lessons, created to address misconceptions.	examinations were full GCSE, past papers (reading only for Spanish). The speaking and writing examinations were adapted past papers, in recognition of the fact that students are half-way through their GCSE course. Students have received feedback, with a particular focus on next-steps in the speaking and writing papers.
Art	Students have been introduced to the formal elements through analysis of artists and have started to explore a range of drawing skills and colour theory. The students have used this knowledge and their skills to create a personal response based on a theme within their class. Student's sketchbook and outcomes throughout the year have been assessed.	Students have been introduced to three-dimensional skills including perspective drawing and surrealism. The students have used this knowledge and their skills to create a personal response based on a theme within their class. Student's sketchbook and outcomes throughout the year have been assessed.	Students have been introduced to mini projects based on their options choices and informed by artists. Students have developed skills and knowledge taught in Year 7 and 8 and used this knowledge and their skills to create a personal response based on a theme within their class. Student's sketchbook and outcomes throughout the year have been assessed.	<u>Photography</u> Students have created digital projects with personal outcomes that have been assessed. This contributes to their coursework portfolio worth 60% of their GCSE. Students have been given individual feedback about how they can improve their projects (that they can return to) and guidance for their next coursework project.
				<u>Fine Art</u> Students have explored a range of materials including painting, drawing and print making based on Portraits with personal outcomes that have been assessed. This contributes to their coursework portfolio worth 60% of their GCSE. Students have been given individual feedback about how they can improve their projects (that they can return to) and guidance for their next coursework project.

Dance	Throughout Year 7, students have been building the core knowledge they need to be able to perform, choreograph and appreciate Dance. Students have explored how Dance fits into the world in which they live and in doing so they have been on a journey of discovery; making links to world culture and using professional dance as an inspiration for movement creation and performance. To conclude the year students have consolidated their awareness of the choreographic and performance skills used in Dance by responding to a variety of stimuli and choreographic intentions that enable them to make links across a multitude of other curriculum subjects.	Throughout Year 8, students have been developing the core knowledge they need to be able to perform, choreograph and appreciate Dance. Students have explored how Dance fits into the world in which they live and in doing so they have been on a journey of discovery. Students started Year 8 by building on choreographic and performance skills that they began developing in Year 7, by exploring the unique dance style known as 'Tutting'; really connecting students to the evolution of Dance. We have also used professional dance as an inspiration for movement creation and performance, making links between stimulus, choreographic intentions and the impact we want Dance to have on an audience.	Since the launch of the Dance pathway in January 2022, students have been developing the core knowledge they need to be able to perform, choreograph and appreciate Dance. Students have explored how Dance fits into the world in which they live and in doing so they have been on a journey of discovery; exploring a variety of stimuli and choreographic intentions to create original and inspiring choreography that they have shared at Body Language and within lesson time.	Students have engaged with our new vocation dance course, BTEC Performing Arts with a Dance Approach. They secured core knowledge concepts such as choreographic and performance skills in the Autumn Term, as well as preparing to complete the first piece of coursework in the Spring Term. Upon the launch of the Pearson Set Assignment in January, students then studied Matthew Bourne's Sleeping Beauty and responded to the brief provided by the exam board in order to complete the Component 1 coursework throughout the Spring Term. Throughout the Summer Term we are preparing to complete the Component 2 coursework which will officially begin in September 2023.
	In Dance, students have received individual feedback from teachers, peers and through self-assessment in order to develop their movement vocabulary, and their confidence and commitment to share and celebrate their work.			This is allowing students the time and space to explore what the coursework requires of them, and enables them to continue performance skill development, appreciation of professional dance work and the best ways to respond to an assigned brief.
Drama	No formal assessments	No formal assessments	No formal assessments	Students have responded to a brief set by the exam board and have created, designed or performed a devised response to this brief. Students have also created a portfolio of reflective evidence to

				<p>track their progress through the unit.</p> <p>They have then written an evaluation of their final piece.</p> <p>Students have been assessed on their application of performance or design skills and their ability to justify their creative decisions within their portfolios and evaluations.</p>
Music	<p>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.</p>			<p>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 performance solos and ensembles so that they can produce a high standard of NEA Coursework in Year 11. Students have been completing compositions in a free style to a brief. Students have also been looking in detail to conceptual and technical musical language in preparation for studying the sets works – Badinerie by Bach and Afrika by Toto - and completing the written paper.</p>
Physical Education	<p>Through the Year 7 theme of <i>'Exploring Physical Literacy'</i>, students have developed their knowledge of concepts that contribute to this yearly theme over four distinct units of work. Within each unit, concepts are connected to a variety of physical activities at the</p>	<p>Through the Year 8 theme of <i>'Personal Development'</i>, students have developed their knowledge of concepts that contribute to this yearly theme over four distinct units of work. Within each unit, concepts are connected to a variety of physical activities at the same time</p>	<p>Through the Year 9 theme of <i>'Character Development'</i>, students have developed their knowledge of concepts that contribute to this yearly theme over four distinct units of work. Within each unit, concepts are connected to a variety of physical activities at the same time</p>	<p><u>Core PE</u></p> <p>Key Stage 4 PE allows students to select a pathway that is suited to their sport/physical activity preferences and personalities. Students chose either the Team, Individual or Healthy Lifestyles pathway and have experienced</p>

	<p>same time as developing physical skills, tactics, strategy and analysis. The student's ability to connect the concept to the activity and then transfer this knowledge to other subjects is assessed each lesson. Students have been given individual feedback about how they can develop their physical competency and understanding of each concept.</p>	<p>as developing physical skills, tactics, strategy and analysis. The student's ability to connect the concept to the activity and then transfer this knowledge to other subjects is assessed each lesson. Students have been given individual feedback about how they can develop their physical competency and understanding of each concept.</p>	<p>as developing physical skills, tactics, strategy and analysis. The student's ability to connect the concept to the activity and then transfer this knowledge to other subjects is assessed each lesson. Students have been given individual feedback about how they can develop their physical competency and understanding of each concept.</p>	<p>activities that develop their knowledge, physical skills and understanding in each. Students have been given individual feedback about how they can develop their physical competency and understanding of the core knowledge in each sport or activity. Core knowledge such as: the rules, safety of participants, strategy and the unique skills required to perform effectively.</p> <p><u>GCSE PE</u> 60% of the course is externally examined which covers six theory units. Throughout Year 10, students have developed knowledge in three of the six units titled: Health, fitness and wellbeing, Sports Psychology and Socio-cultural issues affecting participation, (currently studying) within theory lessons. Students have secured and a few have mastered: physical skills, strategy and analysis in their additional practical GCSE PE lessons that forms 40% of the overall grade. End of unit tests and the end of Year 10 mock exam have been used to assess progress. Students have been given individual feedback about how they can improve.</p>
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				<u>CNAT Sports Studies</u> Students have developed knowledge and physical skills in the following units: ' Performance and Leadership in Sports Activities ' and ' Increasing Awareness of Outdoor Adventurous Activities ' These units have been internally assessed through effectiveness of both individual and team performances. Additionally, students critically analysed their performance in a sport of their choice within an extended written response. Students are moving on to their final unit - ' Contemporary Issues in Sport, ' which is assessed by an external exam.
Religious Studies	Students complete three different units across the 3 terms, all units last approximately a term and comprise of an exploration of a world faith or application of religious attitudes to a contemporary moral issue. Students are assessed at the end of the year, in the summer term, on these three distinct units. Questions will range from multiple choice, knowledge based questions, typically less marks are awarded for these, to higher tariff questions, which require students to explain and evaluate a position. Extended writing style questions allow for students to express their point of view and be creative.			GCSE RS Student sit an end of unit assessment on a half termly basis initially consisting of multiple-choice questions and finishing with extended writing questions worth 12 marks. The questions are drawn directly from past GCSE papers to ensure rigor and challenge. Students are then given bespoke guidance based on the questions where improvement was required. Teacher planning is driven by correcting misconceptions apparent in the exam. The Year 10 Summer exam consists of 4 complete units, which is one paper at GCSE or 50%. Results obtained in Year 10 will not contribute to the overall grade.

Technology (Food)	Students have worked around a rotation of Food, D&T and IT. 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. Students have been assessed throughout the year on their practical and theory work.	Students have worked around a rotation of Food, D&T and IT. In Food, Students have been building on their practical skills, looking at a different skill for each practical and have been assessed on their practical and theory work throughout the unit.	Students have worked around a rotation of Food, D&T and IT. In Food, students have been building on their practical skills and have been assessed through the unit on practical and theory work	Students have produced a range of recipes using different practical skills. Students have been given individual feedback on how to improve their dishes. Students have also been assessed on their theory work throughout the year, culminating in their end of year mock exam.
Technology (D&T)	Students have worked around a rotation of Food, D&T and IT. In D&T they worked on a project which incorporates soldering, working with a range of materials and designing using CAD/CAM. Assessment is based on the whole design process not just the quality of the desk tidy. They have been given individual feedback about how they can improve their work.	Students have worked around a rotation of Food, D&T and IT. In D&T they worked on a frame project designed using CAD/CAM. Measuring, marking, cutting (using machine and hand tools) and finishing techniques have been employed. Assessment is based on the whole design process not just the quality of the final frame. We have explored how feedback and modification drives successful design.	Students have worked around a rotation of Food, D&T and IT. In D&T they worked on the Design Ventura competition, using CAD/CAM (designed on computer and cut via a laser cutter). Joining and finishing have been the areas of focus. The students worked as part of a team each allocated a role. Assessment is based on the whole design process not just the quality of the final product. We have explored how feedback and modification drives successful design.	Students have worked on several mini projects this year to develop their knowledge and skill within the subject. We have recently started the GCSE coursework which is worth 50% of the GCSE grade. Students follow the design process to create a product which answers the contextual problem set by the exam board. Assessment is based upon exam practice and mini projects. They have been given individual feedback about how they can improve their coursework.
‘Stand Alone’ Year 10 Courses				
Business Studies				During Year 10 students have covered theme 1 (Investigating Small Business), a unit that comprises of the topics: Enterprise and Entrepreneurship, Spotting a Business Opportunity, Putting a Business Idea into Practice, Making the Business Effective and Understanding External Influences

				on Business. Theme 1 equates to 50% of the GCSE. Students were assessed at the end of each topic, during Year 10. Students have developed their understanding of exam technique and how to structure answers effectively. Students sat a Theme 1 mock paper, this term, preparing them for the same style exam in Year 11.
Child Care				In child care students are assessed throughout the Level 1/2 Technical Award in Child Development and Care in the Early Year. The work done during year 10 will be used to complete a controlled assessment in the Autumn term of year 11. At the end of Year 10 they complete a short answer exam which covers child development; routines; factors that affect child development and how a practitioner can support them through these.
Psychology				Students sit an end of unit assessment on a half termly basis initially consisting of multiple-choice questions and finishing with high tariff, extended writing questions worth 12 marks. The questions are drawn directly from past GCSE papers to ensure rigor and challenge. Students are then given bespoke guidance and feedback based on the questions where improvement was required. Teacher planning is driven by correcting

				misconceptions apparent in the exam, often through, although not limited to Get to Work Tasks. The Year 10 Summer exam consists of 4 complete units, which is one paper at GCSE or 50%, results obtained in Year 10 will not contribute to the overall grade.
Motor vehicle				Students were assessed on the theory element of their qualification, which takes the form of a series of multiple-choice questions, covering topics from the whole course. They have received feedback on areas to focus on over the coming weeks and into September.