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# Assessment and Core Vocabulary

## Year 7

## Spring



# Assessment and Core Vocabulary

**On the following pages you will find information about your child's learning:**

- The topic they are learning
- What the assessment will be
- Core vocabulary that they will learn during this topic

**We need you to support by:**

- Sharing this information with your child
- Helping them to develop and learn the new vocabulary
- Prepare for their assessment

# English

## Assessment Information:

This term Y7 are learning about poetry and the different forms they take e.g. ballad poetry, concrete poetry, slam poetry, and found poetry.

They will be assessed in the following way.

1. To be able to deliver an effective spoken word performance.

The assessment is oracy based; pupils will be assessed on their use of voice, tone, expression, gestures and body language when delivering their spoken word poem.

Students can prepare for this assessment by practising reading aloud and getting into character when reading either, plays, poems, novels etc. Speaking in front of others, whether that is peers or family, will help develop their confidence before their performance.

## YEAR 7

### TOPIC: Poetry

#### KEYWORD

#### DEFINITION

### Poetic Terminology

Assonance	The repetition of vowel sounds to create a specific atmosphere in a poem.
Consonance	The repetition of consonant sounds to create a specific atmosphere in a poem.
<u>Metre</u>	The basic rhythmic structure of a poem or lines in a poem.
Monosyllabic	Words that have only one syllable or 'beat' are described as monosyllabic ('mono-' means 'one').
Polysyllabic	Words that have more than one syllable or 'beat' are described as polysyllabic ('poly-' means 'many').
Prose	Written or spoken language in its ordinary form, without a metrical structure.
Refrain	A line, phrase or single word that is repeated periodically within a poem to build up drama, emphasis or rhythm.
Rhyme	Words that sound alike e.g. 'hells' and 'bells', or 'water' and 'daughter'.
Rhyme Scheme	The pattern of rhyme within a poem, usually referred to by using letters to indicate which lines rhyme with each other.
Rhythm	The beat or flow of a poem.
Stanza	A group of lines within a poem. There will usually be a gap or space between each stanza of a poem.
Syllable	A single, unbroken unit of sound. Words are made up of syllables – for example, 'book' has one syllable, 'reading' has two (read-ing) and 'education' has four (ed-u-cay-tion').

## Reading Recovery

### Assessment Information:

This term Y7 are learning about a series of short, diverse stories from the Literary Shorts book. They will be assessed through the following method:

1. A mini style quiz assessing the core vocabulary learnt in this unit.

Students can prepare for this assessment by practising the core vocabulary seen in the list below. They will need to know the definition of each word and how to use it in a sentence.

### YEAR 8

#### TOPIC: Spoken Word

KEYWORD	DEFINITION
<b>Thrived</b>	Grow or develop well.
<b>Consolidation</b>	The action or process of combining a number of things into a single more effective whole.
<b>Monotonous</b>	Dull, tedious, and repetitive.
<b>Contrary</b>	Opposite in nature, direction, or meaning.
<b>Vigour</b>	Physical strength and good health.
<b>League</b>	A collection of people, countries, or groups that combine for mutual protection or cooperation.
<b>Seldom</b>	Not often; rarely.
<b>Hefty</b>	Large and heavy.
<b>Peculiar</b>	Different to what is normal or expected; strange.
<b>Accelerator</b>	A person or thing that causes something to happen or develop more quickly.
<b>Executioner</b>	An official who carries out a sentence of death on a condemned person who is sentenced to die.
<b>Twilight</b>	The soft glowing light from the sky when the sun is below the horizon.
<b>Melancholy</b>	A feeling of sadness.
<b>Avalanche</b>	A mass of snow, ice, and rocks falling rapidly down.
<b>Strewn</b>	Scattered
<b>Indelible</b>	Making marks that cannot be removed.

# Performing Arts

## Assessment Information:

This term Y7 are learning about: **World Theatre.**

They will be assessed practically using the performance skills they develop in lessons.

The assessment is in the form of formative teacher assessment during a practical lesson every 6 weeks.

Students can prepare for their assessments by using time in class to rehearse / develop and refine work and also practise their skills at home or use homework if linked to the topic to enhance their development and creativity in the arts.

- **Creating** - developing each others Ideas.
- **Performing** - Communicating meaning through the use of Performance Art.
- **Responding** - Vocally / Suggesting how work can be Improved / watching and listening to each other with focus and attention / commenting on how intended effects have been achieved.

## YEAR 7 Performing Arts – World Theatre

KEY WORD	DEFINITION
<b>Comedy</b>	Comedy is a genre of dramatic performance having a light or humorous tone that depicts amusing incidents and in which the characters ultimately triumph over adversity.
<b>Tragedy</b>	Tragedy is a genre in drama that expresses serious issues. A tragic play is usually about a hero or heroine who goes through trials and tribulations that don't lead to a happy resolution.
<b>Greek Theatre</b>	Greek theatre is a form of <b>performance art</b> where a limited number of actors and a chorus conduct a tragedy or comedy based on the works of ancient playwrights.
<b>Rhythm</b>	In music, rhythm refers to the <b>pattern of regularly recurring beats</b> , including both accented and unaccented beats, and how they are grouped together.
<b>Pulse</b>	In music, the pulse is a special type of beat that is regular. It's the <b>heartbeat</b> of a piece of music and similar to a ticking clock.
<b>Narrator</b>	<p>E\$tiwsr\$ ls\$ewexiwsq ixlmk\$wtignp)\$e\$levegxiw\$ ls\$igsyrw\$li\$            izirw\$je\$rsziq\$vevexzi\$siq 2</p>

# Mathematics SP01

## Assessment Information:

This term Year 7 are learning about Applications of Number.

They will be assessed on solving problems with all four operations and finding fractions and percentages of amounts.

Pupils will start with a knowledge check which will enable teachers to have an idea of what pupils already know followed by a series of lessons to enable pupils to prepare for the assessment.

The assessment is in the form of an Exam paper and will take place towards the end of the first half -term. All pupils will receive a topic list prior to the assessment.

Students can prepare for their assessments by completing homework, using SAM Learning and White Rose Home Learning. Before each assessment pupils will also have revision classes with class teachers, going over exam-style questions.

## YEAR 7 Application of Number SP01

KEY WORD	DEFINITION
Commutative	Changing the order of the operations does not change the result
Inverse	The operation that undoes what was done by the previous operation. (The opposite operation)
Placeholder	A number that occupies a position to give value
Multiples	Found by multiplying any number by positive integers
Factor	integers that multiply together to get another number.
Quotient	The result of a division
Equivalent	Of equal value
Fraction	How many parts of a whole we have
Whole	A number with no fractional or decimal part.
Percentage	Parts per 100 (uses the % symbol)

# Mathematics SP02

## Assessment Information:

This term Year 7 are learning about Directed Number and Fractional thinking.

They will be assessed on operations & equations with directed number and adding and subtracting fractions.

Pupils will start with a knowledge check which will enable teachers to have an idea of what pupils already know followed by a series of lessons to enable pupils to prepare for the assessment.

The assessment is in the form of an Exam paper and will take place towards the end of the first half -term. All pupils will receive a topic list prior to the assessment.

Students can prepare for their assessments by completing homework, using SAM Learning and White Rose Home Learning. Before each assessment pupils will also have revision classes with class teachers, going over exam-style questions.

## YEAR 7 Directed Number and Fractional thinking SP02

KEY WORD	DEFINITION
Square root	A square root of a number is a number when multiplied by itself gives the value (symbol )
Square	A term multiplied by itself.
Expression	A maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
Numerator	The number above the line on a fraction. The top number. Represents how many parts are taken
Denominator	The number below the line on a fraction. The number represent the total number of parts
Equivalent	Of equal value
Mixed numbers	A number with an integer and a proper fraction
Substitute	Replace a variable with a numerical value
Place value	The value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
Improper fractions	A fraction with a bigger numerator than denominator

## KS3 Science – Biology

### Assessment Information:

This term, Year 7 pupils are learning about Human reproduction.

They will be assessed through a multiple-choice quiz mid topic to consolidate their learning.

After completing all of the lessons within the topic, they will then have a revision lesson followed by an end of topic test.

The end of topic assessment consists of:

- 10 marks retrieval (prior learning)
- 10 marks core knowledge
- Around 20 marks of application (current learning)

Students can prepare for their assessments by:

- using the revision given to pupils a week prior to the exams
- using and memorising the core knowledge for the relevant topic
- SAM learning (homework)

### YEAR 7 TOPIC 2 : Human reproduction

KEY WORD	DEFINITION
<b>Reproductive System</b>	All the male and female organs involved in reproduction.
<b>Testes</b>	Organ where sperm is produced
<b>Uterus (womb)</b>	Where a baby develops in a pregnant woman
<b>Gametes</b>	Gametes are the male and female sex cells
<b>Sperm</b>	The male reproductive sex cell
<b>Ovary</b>	The female organ which contains the eggs
<b>Fertilisation</b>	A process in which the nucleus of a sperm cell fuses with the nucleus of an egg cell
<b>Menstruation</b>	Loss of the lining of the uterus during the menstrual cycle.
<b>Embryo</b>	The next stage after an egg has been fertilised.
<b>Inheritance</b>	When organisms reproduce sexually and pass on characteristics to their offspring.



## KS3 Science – Chemistry

### Assessment Information:

This term, Year 7 pupils are learning about Chemical changes.

They will be assessed through a multiple-choice quiz mid topic to consolidate their learning.

After completing all of the lessons within the topic, they will then have a revision lesson followed by an end of topic test.

The end of topic assessment consists of:

- 10 marks retrieval (prior learning)
- 10 marks core knowledge
- Around 20 marks of application (current learning)

Students can prepare for their assessments by:

- using the revision given to pupils a week prior to the exams
- using and memorising the core knowledge for the relevant topic
- SAM learning (homework)

### YEAR 7 TOPIC 2 : Chemical changes

KEY WORD	DEFINITION
<b>Acid</b>	A chemical substance, usually a liquid, which contains hydrogen with a pH between 0-6.5.
<b>Alkali</b>	A chemical substance, usually a liquid, with a pH between 7.5-14.
<b>Neutralisation</b>	A reaction between an acid and alkali to make water and a salt.
<b>Indicator</b>	A chemical that can show if a substance is acidic or alkaline by changing color.
<b>Endothermic</b>	A reaction that absorbs energy from the surroundings.
<b>Reactivity</b>	The ability of a substance to interact with another.
<b>Reduction</b>	This is the loss of oxygen.
<b>Elements</b>	A substance made from one type of atom. Usually found on the periodic table.
<b>Exothermic</b>	A reaction that releases energy to the surroundings.
<b>Oxidation</b>	This is the gaining of oxygen.

## KS3 Science – Physics

Assessment Information:

This term, Year 7 pupils are learning about Energy.

They will be assessed through a multiple-choice quiz mid topic to consolidate their learning.

After completing all of the lessons within the topic, they will then have a revision lesson followed by an end of topic test.

The end of topic assessment consists of:

- 10 marks retrieval (prior learning)
- 10 marks core knowledge
- Around 20 marks of application (current learning)

Students can prepare for their assessments by:

- using the revision given to pupils a week prior to the exams
- using and memorising the core knowledge for the relevant topic
- SAM learning (homework)

### YEAR 7 TOPIC 1 : Energy

KEY WORD	DEFINITION
<b>Gravitational potential energy</b>	The energy stored in an object above the ground.
<b>Kinetic energy</b>	The energy stored in a moving object.
<b>Chemical energy</b>	Stored energy which is released during a chemical reaction.
<b>Elastic potential energy</b>	Energy stored in a stretchy material.
<b>Thermal energy</b>	Stored energy where heat is released to the surrounding.
<b>Efficiency</b>	The amount of useful energy output compared to the total energy input.
<b>Power</b>	The rate of energy transfer per second.
<b>Non-renewable energy</b>	A resource cannot be replaced in a short period of time and will one day run out.
<b>Renewable energy</b>	A resource that can be replaced in a short period of time and will not run out.
<b>Joules</b>	Energy is measured in Joules.

## KS3 Science – Physics

### Assessment Information:

This term, Year 7 pupils are learning about Forces.

They will be assessed through a multiple-choice quiz mid topic to consolidate their learning.

After completing all of the lessons within the topic, they will then have a revision lesson followed by an end of topic test.

The end of topic assessment consists of:

- 10 marks retrieval (prior learning)
- 10 marks core knowledge
- Around 20 marks of application (current learning)

Students can prepare for their assessments by:

- using the revision given to pupils a week prior to the exams
- using and memorising the core knowledge for the relevant topic
- SAM learning (homework)

### YEAR 7 TOPIC 2 : Forces

KEY WORD	DEFINITION
<b>Air resistance</b>	The force acting on an object when an object collides with air particles as it moves through the air.
<b>Weight</b>	The force acting upon an object when gravity acts upon an object with mass.
<b>Friction</b>	The force acting upon an object which resists motion when the surface of an object comes into contact with another surface.
<b>Resultant force</b>	The sum of all the forces acting upon an object replaced with a single arrow.
<b>Newton</b>	Force is measured in Newtons.
<b>Elastic</b>	When the forces stretching an object is removed, the object returns to its original length.
<b>Inelastic</b>	When the forces stretching an object is removed, the object does not return to its original length.
<b>Moments</b>	The turning effect of a force about a pivot.
<b>Speed</b>	The distance covered in a given time measured in m/s.
<b>Acceleration</b>	The increase in speed/velocity.

# Geography

## Assessment Information:

This term Year 7s will be learning about settlement, exploring the patterns and significance of human habitation. Assessments will be in the form of short answer and longer length questions. Pupils can prepare for their assessment by independent home study to consolidate learning, and completing any set homework.

<b>TOPIC: Settlement</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Settlement</b>	<b>Places where people live and sometimes work</b>
<b>Hamlet</b>	<b>A small settlement, with a small cluster of houses</b>
<b>Village</b>	<b>A settlement variable in size, usually up to a few thousand people</b>
<b>Town</b>	<b>A settlement larger than a village, with tens of thousands of people as well as schools and shops</b>
<b>City</b>	<b>The largest type of settlement, containing lots of buildings and very many people</b>
<b>Settlement hierarchy</b>	<b>A way of arranging settlements in order, according to population, functions or area</b>

# History

## Assessment Information:

This term Y7 are learning about the Wars of the Roses and the impact of the Tudors in Britain.

They will be assessed on the impact of the Tudors and how Henry VIII changed the church in Britain.

Students can prepare for their assessments by completing their homework when it is set on SAM learning, using the revision cards that will be linked on their class charts.

<b>TOPIC: Wars of the Roses and Tudors (Spring 1)</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Monarch</b>	<b>The King or Queen of a country</b>
<b>Protestant</b>	<b>A form of Christianity that focusses on individual faith and relationship with God instead of traditions.</b>
<b>Catholic</b>	<b>A form of Christianity where the Pope is the head and priests lead you in worship.</b>
<b>Tudor</b>	<b>The Royal family that ruled Britain from 1485-1603</b>
<b>Deposed</b>	<b>To remove from office suddenly and forcefully</b>
<b>Heir</b>	<b>The person who is next in line for the throne</b>

# Religious Education

## Assessment Information:

- This term Y7 are learning about whether the teachings and actions of Jesus make him a good role model for today.
- They will be assessed on the following statement: 'Jesus is a good role model for today.'
- The assessment is in the form of 5 core knowledge questions and an evaluation statement. Students will either write a paragraph agreeing with the statement or disagreeing with the statement.
- Students can prepare for their assessments by completing their homework when it is set on SAM learning.

## TOPIC: Jesus Christ Superstar ?

KEYWORD	DEFINITION
<b>Role model</b>	A person looked to by others as an example to be followed
<b>Parable</b>	A story with a meaning/message
<b>Miracle</b>	Something that breaks the laws of science
<b>Crucifixion</b>	Being put to death on a cross
<b>Resurrection</b>	Being raised from the dead

# Creative: Art

## Assessment Information:

In year 7 pupils will be looking at the artist Hundertwasser as their main source of inspiration. They will learn about and practise the formal elements of colour, pattern, line, shape and mark making through a range of materials. Through studying Hundertwasser they will also explore his concerns about de-forestation, acid rain and climate change. Pupils receive formative assessment throughout the project and their artistic progress is assessed holistically as the work develops in their sketchbooks. Pupils receive their first grade towards the end of the first term which is based upon all work that they have produced up to this date. To further their development pupils could practise the formal elements at home.

YEAR 7 ART – GLOBAL EVENTS	
KEY WORD	DEFINITION
LINE	A mark made on a surface that joins different points.
PATTERN	A design with repeated lines, shapes, forms or colours.
SHAPE	When lines enclose a space. e.g. an outline.
TONE	Grades of shade from light to dark.
COLOUR	Light reflected into the eye, artists use colour to describe the subject.
TEXTURE	How something feels or how it looks like it might feel.
CONTRAST	Two or more opposites when placed next to each other.
DETAIL	Small important marks that are seen clearly when close up.
COMPLEMENTARY	Two opposite colours on the colour wheel.
ACCURACY	Making something look as real as possible.
PRIMARY COLOURS	Red, blue and yellow. Used to mix other colours.
SECONDARY COLOURS	Orange, purple and green. Created by mixing primary colours.
OBSERVATION	Looking at something carefully.
MARK MAKING	Producing marks to create dots, pattern and texture.
GRID DRAWING	When an image is divided up to make it easier to draw.
WATERCOLOUR	A type of painting medium, activated by water.
MONO PRINT	A printing technique involving transferring a one off image onto a new surface.
ENVIRONMENT	Where we live and what is around us.
MEDIUM	A name for Artist materials. The word "Media" is used if there is more than one medium used in a piece of work.
HUNDERTWASSER	Last name of the artist we are studying.

# Creative: Textiles

## Assessment Information:

In year 7 pupils will be looking at the traditions and artwork of the Navajo people as their main source of inspiration. They will learn about symbolism and how shapes and colour can convey meaning. They will learn about sewing techniques and put these into practise to produce a Navajo inspired bookmark. Pupils receive formative assessment throughout the project and their artistic progress is assessed holistically as the work develops in their sketchbooks. Pupils receive their first grade towards the end of the first term which is based upon all work that they have produced up to this date. To further their development pupils could practise a variety of stitching techniques at home.

## YEAR 7 TEXTILES – GLOBAL EVENTS – NAVAJO

KEY WORD	DEFINITION
GLOBAL EVENTS	Something having an impact on the world.
TEXTILE/ MATERIAL	A type of cloth or woven fabric.
NAVAJO/DINÉ	A Native American people of the South-western United States.
OBSERVE	Look at/watch (someone or something) carefully and attentively.
EVALUATE	Taking note of what is going well with a piece of work, and what could be improved.
PROPORTION	The relationship between the sizes of different objects.
SCALE	The overall size of objects.
MEASUREMENT	Measuring the size, length, or amount of something.
REFINE	The improvement of a piece of work through small changes.
WEAVE	A method of textile production where two separate sets of yarn or thread are interlaced to create a fabric or cloth.
FIBRES	Something that can be spun or processed into a textile. E.g. wool, cotton, linen.
SYMBOLISM	A meaning attached to objects or facts: "the old-fashioned symbolism of flowers".
EMBROIDERY	The art of decorating fabric or other materials using a needle to stitch thread or yarn.
PATTERN	The repetition and ordered arrangement of a design.
INTRICATE	Very complicated or detailed.
SYMMETRICAL	Something is symmetrical when it has two matching halves.
INTERLACED	Crossed intricately together.
THREADING	The process of passing a thread through the eye of a needle.
CANVAS	A type of woven fabric.
EMBELLISH	Make work more attractive by adding decorative details or features: "blue silk embellished with golden embroidery".



## Creative: 3D Design

### Assessment Information:

In Year 7 Pupils are introduced to the idea of working to a theme, the theme in Year 7 is 'Global Events'. Pupils will research information on the natural world looking at the decline in bird species due to the effects of pollution.

Pupils are introduced to construction techniques to explore relief work before moving on to investigate the properties of clay. They study the work of different designers and learn how work is created. Pupils learn the pinch pot method and use this knowledge to create a ceramic garden bird. Pupils will have opportunities to experiment with surface decoration through the use of mark making and exploration of ceramic glazes.

Work is formatively assessed throughout the project.

<b>YEAR 7 3D DESIGN – GLOBAL EVENTS</b>	
<b>KEY WORD</b>	<b>DEFINITION</b>
GLOBAL EVENTS	A major occurrence or incident that impacts countries and regions worldwide.
ECOSYSTEM	The interaction of all living organisms (like animals, plants, and bugs) in an area with all of the non-living organisms (like water, rocks, and the sun).
DEFORESTATION	Removal of a forest/trees for other uses such as agricultural croplands, and urbanisation.
MARINE OIL POLLUTION	Spills, accidents, and leaks of oil getting into the sea and harming marine birds, mammals and fish.
PLASTIC POLLUTION	Harmful build-up of synthetic plastic products in the environment.
DESIGNER	A person who plans the form or structure of something before it is made.
CLAY	A natural material made up of tiny particles of rock.
ROLLING PIN	A cylinder that you roll over clay to make it flat.
ROLLING GUIDES	Rolling guides are essential for giving you a uniform and precise thickness for your slab.
IMPRESS	Creating designs or textures into clay by pressing different shaped objects into it.
MARK-MAKING	Drawing into clay using tools.
TEMPLATE	A template is a shape used as a guide to make something.
MASS PRODUCTION	Manufacturing many identical goods at once.
PINCH-POT	Making a clay pot by pinching the clay into shape by using thumb and fingers.
SGRAFFITO	Scratching through a layer of underglaze on unfired clay to reveal the colour of the clay body beneath.

# Creative: Food

## Assessment Information:

This term Y7 are learning about Mexican Food

They will be assessed in two ways.

1. On the practical skills they show in lessons
  2. In theory work - their ability to recall, analyse and evaluate skills, techniques and processes through recipe write-ups.
- The assessment is in the form of formative teacher assessment during a practical lesson and also a summative assessment of written recipe books every 6 weeks.

Students can prepare for their assessments by using safe and hygienic working practices to practise their cooking skills at home, such as:

- Safe knife skills – bridge hold and claw grip
- Using a hob
- Using an oven
- Washing-up

## YEAR 7 FOOD – MEXICO

KEY WORD	DEFINITION
HYGIENE	Maintain health and prevent disease, through cleanliness.
HAZARD	Something that is dangerous and likely to cause a problem or damage.
FOOD POISONING	Illness caused by bacteria in food.
BACTERIA	Microscopic one-celled living organisms. Do not use 'germs'.
CLEANING	Removing the dirt from things and places – usually with hot soapy water.
CLAW GRIP	Knife skills - create a claw by curling your fingers together into a claw shape.
BRIDGE HOLD	Knife skills - create a bridge over the food with your hand. The knife should go through the bridge to cut the food.
DICING	To cut into small cubes.
HOB	The top part of a cooker on which pans can be heated.
BALANCED DIET	A diet that has the proper quantities and proportions of foods needed to maintain health or growth.
NUTRIENTS	Any substance that plants or animals need in order to live and grow.
PEELING	Remove the outer covering or skin from (a fruit or vegetable).
TEMPER	Heating and cooling chocolate to produce a shiny, smooth texture with a crisp snap.
CARBOHYDRATES	Food that has a lot of sugar or starch, that can be broken down to release energy.
PROTEIN	Food such as meat, cheese, fish, or eggs, that is needed for the body to grow and be strong.
DAIRY	Food such as milk, yogurt, cheese, lactose-free milk and soy milk and yogurt.
SALSA	A usually spicy sauce of chopped tomatoes, onions, and peppers that is commonly served with Mexican food.
CONSISTENT	Done in the same way over time, to be fair or accurate.
EATWELL GUIDE	The government's recommended model of a balanced diet.
VEGETARIAN	A person who does not eat meat or fish, and other animal products, especially for moral, religious, or health reasons.

# Computing

## Assessment Information:

### Programming Core Concepts:

In this course, you will embark on an exciting journey to understand the fundamental principles that form the backbone of all programming languages. Whether you're a complete beginner or looking to solidify your understanding, this course is designed to provide you with a strong foundation in programming. The unit is assessed through a project-based assignment and a multiple-choice quiz.

### The Internet:

As networks have evolved, society has become increasingly reliant on the services that they provide. They have changed the way we learn, work, play, and communicate. This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required are explained, as is wired and wireless data transmission. Learners will develop an understanding of the terms 'internet' and 'World Wide Web', and of the key services and protocols used. The topic is assessed through a multiple-choice quiz.

## TOPIC: Programming Core Concept (Block Code)

KEYWORD	DEFINITION
Instructions	specific commands or directives given to a computer or a program to perform a particular task
Sequence	a specific order in which instructions or operations are executed by a computer
Flow	direction and order in which instructions or operations are executed within a program
Selection	process of making decisions within a program based on certain conditions
Condition	an expression or statement that evaluates to either true or false
Repetition	the process of executing a block of code multiple times
Variable	a name that refers to data being stored by the computer
Subroutine	A group of instructions that will run when called by the main program or other subroutines
Algorithm	A step-by-step instructions to solve a problem
Decomposition	Breaking a problem down into more manageable subproblems

## TOPIC: The Internet

KEYWORD	DEFINITION
Network	A group of computers that share information and resources
Protocol	protocol is like a set of rules that computers follow to talk to each other.
Hub	a simple device used in computer networks to connect multiple computers or devices together
Server	server is a powerful computer that provides services, data, or resources to other computers, known as clients, over a network.
bandwidth	the maximum amount of data that can be transmitted over an internet connection in a given amount of time
buffering	a process that happens when you're streaming videos, music, or other data online. It ensures smooth playback by preloading some of the content before it actually plays.
Packet	a small unit of data used in computer networks to carry information from one place to another
Internet	a massive network that connects millions of computers and devices all over the world
router	a device that connects multiple computers or devices to a network and directs data between them

# Physical Education: Football

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

## YEAR 7

KEYWORD	DEFINITION
Passing	An intentional movement of the ball using the foot from one player to another on the same team.
Shooting	Making contact with the ball using the head or foot in an attempt to score a goal.
Dribbling	Keeping possession of the ball whilst moving it around the pitch.
Tackling	Trying to take possession of the ball from a player on the opposite team.
Technique	The specific way in which a skill is performed.
Interception	Taking possession of the ball from your opposition.
Marking	Applying pressure or challenging the opponent by positioning yourself near them.
Pressing	Applying pressure to the opposition when they have control of the ball.
Counter Attack	An attack made in response to the opposition.
Possession	Having physical control of the ball as an individual or team.

# Physical Education: Gymnastics

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

## YEAR 7

### TOPIC: Gymnastics

KEYWORD	DEFINITION
Forward Roll	A movement where the body is rolled forwards heels over the head.
Backward Roll	A movement where the body is rolled backwards and lifting legs over the head.
Teddy Bear Roll	A roll completed in a straddle position.
Shapes	Position in which to hold your body, straight, star, straddle, tuck and pike.
Body tension	The tightening of muscles to hold your body in position.
Posture	The way in which you hold your body in the correct position.
Jumping	Using muscles in your legs to propel your body completely off the ground.
Vaulting	Running down a run way and travelling over a piece of equipment.
Balance	Remaining upright and steady over a base support.
Travel	Moving your body from place to place using a range of styles.

# Physical Education: Netball

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

<b>TOPIC: Netball</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Passing</b>	<b>An intentional movement of the ball from one player to another on the same team.</b>
<b>Shooting</b>	<b>The action of your GS or GA attempting to score in the goal circle.</b>
<b>Footwork</b>	<b>How a player's steps, lands and pivots in netball.</b>
<b>Obstruction</b>	<b>A player must stay 3ft away from an opposing player when they are in possession of the ball.</b>
<b>Contact</b>	<b>Players cannot make any physical contact with the player or the ball when in possession with the opposition.</b>
<b>Defensive</b>	<b>Guarding or marking a player to stop or reduce the chance of the other team scoring.</b>
<b>Marking</b>	<b>Applying pressure or challenging the opponent by positioning yourself near them.</b>
<b>Attacking</b>	<b>Keeping possession of the ball and passing it across the court with the aim to get the ball to the goal circle.</b>
<b>Opponents</b>	<b>The team you are playing against.</b>
<b>Possession</b>	<b>Having physical control of the ball as an individual or team</b>

# Physical Education: Dance

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

<b>TOPIC: Dance</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Musicality</b>	<b>How a dancer hears and interprets the music.</b>
<b>Timing</b>	<b>Moving to the correct beat of the music.</b>
<b>Aesthetic</b>	<b>An individual's opinion on the movement, performance and style of the dance.</b>
<b>Choreography</b>	<b>The sequence of movements and steps in a dance.</b>
<b>Dynamics</b>	<b>How the dancer moves.</b>
<b>Beat</b>	<b>The sequence of movement which is often repeated in the music.</b>
<b>Canon</b>	<b>Individuals or groups in a dance perform the same movement but start at different times.</b>
<b>Formation</b>	<b>The positions in which individuals or groups stand in a dance.</b>
<b>Rhythm</b>	<b>Pattern of the music that can be repeated over time.</b>
<b>Sequence</b>	<b>A preset pattern of movement.</b>

# Physical Education: Basketball

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

<b>TOPIC: Basketball</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Passing</b>	<b>An intentional movement of the ball from one player to another on the same team.</b>
<b>Shooting</b>	<b>Aiming the basketball towards the hoop in an attempt to score.</b>
<b>Dribbling</b>	<b>Using one hand to continuously bounce the ball whilst travelling around the court.</b>
<b>Lay up</b>	<b>A type of shot made from under the basket by bouncing the ball off the backboard.</b>
<b>Technique</b>	<b>The specific way in which a skill is performed.</b>
<b>Interception</b>	<b>Taking possession of the ball from your opposition.</b>
<b>Marking</b>	<b>Applying pressure or challenging the opponent by positioning yourself near them.</b>
<b>Triple Threat</b>	<b>A position where players have three options, dribble, pass or shoot.</b>
<b>Possession</b>	<b>Having physical control of the ball as an individual or team</b>



# Physical Education: Rugby

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

TOPIC: Rugby	
KEYWORD	DEFINITION
Spin Pass	A type of rugby pass using the thumb on one hand and fingers on the other causing it to spin as it travels.
Tackling	The ball carrier is held by one or more opponents and it brought to the ground.
Ruck	This is formed when a player has been tackled to the ground where the team on possession protect the ball and secure possession. The defending team can win the ball back by counter rucking.
Scrum	A way of restarting play after a minor infringement.
Knock on	When a player loses possession of the ball and it travels forward touching the ball or another player.
Offside	If a player is in front of a team mate who is carrying the ball they are offside.
Line out	The line out is a means of restarting play after the ball has gone off the field of play at the side.

# Physical Education: Table Tennis

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

<b>TOPIC: Table Tennis</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Forehand Push</b>	<b>A defensive shot performed on the dominant side of your body.</b>
<b>Backhand Push</b>	<b>A defensive shot played on the opposite side of your body with a small amount of backspin.</b>
<b>Forehand Drive</b>	<b>An attacking shot used to force errors from your opponent.</b>
<b>Backhand Drive</b>	<b>The backhand drive is an attacking stroke played with a small amount of topspin.</b>
<b>Rallying</b>	<b>Sequence of hitting the ball back and forth between players over the net.</b>
<b>Serving</b>	<b>Table Tennis stroke that is used to start each rally.</b>
<b>Tactics</b>	<b>An action or a plan used to beat an opponent in sport.</b>
<b>Opponent</b>	<b>The person or team you are competing against.</b>
<b>Placement</b>	<b>Where you hit the ball on the table.</b>
<b>Spin</b>	<b>Spin is the rotation of the ball used to make it harder for your opponent to return.</b>

# Physical Education: OAA

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

<b>TOPIC: OAA</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Rules</b>	<b>An instruction that states the way in which should be done.</b>
<b>Team Work</b>	<b>Working as a group effectively to achieve a goal.</b>
<b>Collaboration</b>	<b>Producing or making something together.</b>
<b>Problem Solving</b>	<b>Finding a solution to an issue.</b>
<b>Strategy</b>	<b>A plan of action to help achieve a goal or aim.</b>
<b>Communication</b>	<b>The sharing of ideas with another person.</b>
<b>Instructions</b>	<b>Information on how to do something or instructing someone how to perform a task.</b>
<b>Direction</b>	<b>Providing guidance on how something should be performed.</b>
<b>Trust</b>	<b>The belief that someone is reliable.</b>
<b>Safety</b>	<b>Providing protection from harm or danger when performing a task.</b>

# French

## Assessment Information:

This term Y7 are learning about My home-town in French.

They will be learning about the following:

1. Places to live
2. Rooms and furniture
3. Transport
4. Places in town
5. Directions.

The assessments are in the form of formative teacher assessments at the end of the module. Students can prepare for these by regularly learning vocabulary and reading or listening to French materials available. Students will be assessed on the following key skills.

Listening and reading (multiple choice)

Speaking and Writing : Respond to prompts and questions in spoken or written language: (sentences/ very short paragraph in French)

YEAR 7-Where I live	
KEY WORD	DEFINITION
Une ville	A town
Un village	A village
depuis	For-since
Angleterre	England
Grand	big
petit	small
nouvel	new
Ancien-vieux	Old
De nombreux	A lot of –a number of
Un immeuble-un batiment	a building/ a block of flats