

Year and Term	Content	Assessment
7 1a	Myself	one piece assessed for writing - autobiographical
7 1b	A Christmas Carol	AQA Year 7 Fiction assessment (Reading) (‘Striped Pyjamas’ paper)
7 2a	Poetry	a poetry anthology (writing)
7 2b	Prose	one piece, assessing reading and writing
7 3a	Shakespeare	Speaking and Listening – role play/performance
7 3b	Non-Fiction	AQA Year 7 Non-fiction assessment (Writing) (‘Living Dolls’ paper)

8 1a	Prose	AQA Year 8 Fiction assessment (Reading) (‘Boy’ paper)
8 1b	Reading Extravaganza	Speaking and Listening presentation
8 2a	Creative Writing	short story – assessed for writing
8 2b	Shakespeare	one piece, assessing reading and writing
8 3a	Poetry	Speaking and Listening (group discussion)
8 3b	Non-fiction	AQA Year 8 Non-fiction assessment (Writing) (‘Zoo’ paper)

9 1a	Gothic	AQA Year 9 Fiction assessment (reading and writing) (‘War’ paper)
9 1b	Non-Fiction	AQA Year 9 Non-fiction assessment (reading and writing) (‘Chimney Sweep’ paper)
9 2a	Drama	Speaking and Listening - debate
9 2b	Poetry	a GCSE exam style question (assess for reading but comment on and mark for writing too)
9 3a	Shakespeare	a GCSE exam style question (assess for reading but comment on and mark for writing too)
9 3b	Of Mice and Men	a thematic poster

Expressive Arts

Year and Term	Dance	Drama	Music
7 1	Cartoon Capers	Baseline assessment topic based on Edgar Allan Poe's The Tell Tale Heart	Baseline performance assessment topic based on the film "Despicable Me". Composition project based on the characters of the film.
7 2	Flappers and Gangsters (jazz)	Ernie's incredible illusions by Alan Ackybourn	Exploring the Jazz idiomatic styles and pentatonic scale using the song "Arriba".
7 3	Haka	Comedy through the ages- commedia dell'arte, silent movies and pantomime	Looking at different notations, particularly Graphic Score notation.
8 1	Afro - Brazilian	WW1 and The Muddy Choir	World Music topic. Looking at music from Brazil and Africa .
8 2	Reading Book Flash-mob	Physical theatre	Looking at the Tango style of music and dance through the film "Moulin Rouge".
8 3	School of Tuttin'	Darkwood Manor	Looking at putting three layers of music together using Pachelbel's "Canon in D".
9 1	Hip Hop & Boogaloo	Skills development	Looking at a performance and composition project using the Blues style of music.
9 2	Sports Fusion	'Helemt'- studying a play about virtual gaming and the characters back stories linked to the themes.	Looking at a performance and composition project using the Reggae style of music.
9 3	Dance styles & Composition	Working as a company.	Devising music alongside the original writing word.

Mathematics

Year	Autumn	Spring	Summer
7 Extension	<ul style="list-style-type: none"> ▪ Multiply and divide by powers of 10, including by 0.1, 0.01 etc. ▪ Related calculations to multiply decimals. ▪ Use all four operations for negatives and decimals. Further practice of BIDMAS to include squaring and cubing. ▪ Prime numbers and prime factor decomposition ▪ Use positive integer powers and associated real roots (squares, cubes and higher). ▪ Recognise powers of 2, 3, 4, 5 and 10 ▪ Index laws - carry out multiplication/division of indices, and raise a power to another power ▪ Raise numbers to the power of zero ▪ Link laws of indices to product of primes, HCF and LCM, and related calculations ▪ Estimate measurements. Estimate answers and check calculations using approximation. ▪ Use a calculator correctly ▪ Recognise and use the relationships between operations, including inverse operations, to solve problems ▪ Solving functional maths problems, including changing freely between related standard units (time, length, mass, rates of pay and prices) ▪ Rounding to one, two or more significant figures ▪ Giving answers to an appropriate degree of accuracy. Estimate answers and check calculations using approximation. ▪ Apply and interpret limits of accuracy for rounding and truncation. Use inequality notation to specify simple error intervals. 	<ul style="list-style-type: none"> ▪ Know the meaning of the vocabulary associated with algebra ▪ Form expressions from physical situations ▪ Expand single terms across brackets ▪ Collect like terms (including x-squared) ▪ Substitute into formulae ▪ Expand expressions with a single pair of brackets ▪ Factorise into single brackets ▪ Substitute into expressions, adhering to BIDMAS ▪ Simplify expressions by writing terms in index notation ▪ Understand and use function notation: where appropriate, interpret simple expressions as functions with inputs and outputs ▪ Solve equations using balancing ▪ Form equations for particular situations ▪ Rearrange simple formulae ▪ Solve equations with brackets and simple fractions ▪ Inequalities ▪ Create a table of values by substituting into an equation. ▪ Draw graphs from tables of values ▪ Generate sequences from the nth term ▪ Know what each part of the nth term rule means/does ▪ Make links to $y=mx+c$ ▪ Use graphs with direct proportion and for real-life situations, specifically distance-time graph extending to displacement-time graphs ▪ Turn practical problems into algebraic sequences 	<ul style="list-style-type: none"> ▪ Corresponding and alternate angles including solving problems with bearings ▪ Angles in polygons ▪ Solving angle problems including recalling special properties of quadrilaterals. ▪ Pythagoras ▪ Standard constructions (with ruler and compasses) and Loci ▪ Develop understanding of congruency criteria for triangles (SAS, SSS, ASA, RHS) ▪ Area and circumference of circles. ▪ Label parts of a circle ▪ Fractions of circles (half, quarter) ▪ Work backwards to find the radius, given area or circumference ▪ Vocabulary – faces, vertices, edges ▪ Volume and surface area of cuboids ▪ Volume and surface area of prisms, including cylinders. Link surface area to nets. ▪ Density ▪ Similar shapes ▪ - use similarity to find missing lengths ▪ - understand what changes and what stays the same with enlargements with positive scale factor (including fractions). ▪ Scale drawings ▪ Transformations – enlargements with centre of enlargement (positive scale factor), reflection, rotation and translations ▪ Vectors – addition and subtraction of vectors, multiplying vectors by a scalar, diagrammatic and column representation

	<ul style="list-style-type: none"> ▪ Identify upper and lower bounds of a measurement. ▪ Change between improper fractions and mixed numbers ▪ Work out a fraction of an amount (unitary method) ▪ Convert between percent and fractions ▪ Find a percentage increase/decrease/of ▪ Compare ratios (unitary method) ▪ Ratio and direct proportion problems (unitary method) ▪ Multiply fractions ▪ Calculate fractions of amounts ▪ Divide fractions ▪ Reciprocals ▪ Percentage increase/decrease and inverse percentages. ▪ Simple and compound interest. ▪ Convert between fractions and terminating decimals 	<ul style="list-style-type: none"> ▪ Explore sequences that are not linear, including quadratic, Fibonacci, triangular numbers, repeated doubling, Pascal's triangle, etc ▪ Use flow charts to make sequences ▪ Find nth term ▪ Generate sequences from the nth term ▪ Know what each part of the nth term rule means/does ▪ Solve 2D inequalities graphically 	
7 Core	<ul style="list-style-type: none"> ▪ Understand place value ▪ Use the symbols =, ≠, <, > ▪ Use the vocabulary of factors and multiples ▪ Tables up to 12x12 ▪ Simple divisibility tests ▪ Order numbers, including decimals ▪ Multiply and divide by 10,100, 1000 ▪ Solve problems, including word problems, involving time and/or money ▪ Order of operations (BIDMAS) – include squaring but no harder ▪ Add/subtract and use negative numbers and decimals ▪ Factors, multiples, LCM and HCF ▪ Tables up to 12x12 ▪ Adding/subtracting decimals using mental and written methods ▪ Multiplying 2-digit by 1-digit ▪ Rounding to the nearest 1, 10, 100 ▪ Estimate answers and check calculations using approximation. 	<ul style="list-style-type: none"> ▪ Using symbols/letters to represent unknowns in sums. E.g. $4+7=\square$ $2+t=10$ ▪ Do lots of numeracy while beginning to understand the concept of a letter as an unknown. ▪ Understand that letters can be used to represent unknowns ▪ Substitute into simple expressions to evaluate them ▪ Collect like terms (simple) ▪ Use expressions as shorthand ▪ Form expressions ▪ Collect like terms (harder) ▪ Substitute into harder expressions to evaluate them ▪ Use letters as numbers and carry out basic substitution ▪ Use simple function machines ▪ Use function machines to make algebraic statements ▪ Use function machines to create inverse 	<ul style="list-style-type: none"> ▪ Vocabulary of types of angles, triangles, quadrilaterals. ▪ Estimate, draw and measure angles accurately. Construct shapes (including nets) using a ruler and protractor. ▪ Understand and use standard convention for labelling sides and angles. ▪ Angle facts – in triangles, quadrilaterals, around a point, along a straight line, base angles of an isosceles triangle, along a straight line, around a point. Introduce tessellation ▪ Continue to practice constructing shapes with ruler and protractor including SAS and ASA triangles and other polygons ▪ Area and perimeter of rectilinear shapes by counting squares. ▪ Estimating area of unusual shapes using a square grid. ▪ Area and perimeter of rectangles and composite shapes. Introduce area of right-

	<ul style="list-style-type: none"> ▪ Recognise and use the relationships between operations, including inverse operations, to solve problems. ▪ Multiplication methods ▪ Division methods ▪ Rounding to decimal places ▪ Problem solving including word problems with multiplication and division ▪ Percentage is a fraction out of 100 ▪ Add/subtract fractions with the same/different denominator ▪ Shade fractions of shapes ▪ Work out unit fractions of amounts ▪ Write simple ratios ▪ Find equivalent fractions ▪ Simplify fractions ▪ Represent fractions on a number line ▪ Order fractions ▪ Find common denominators ▪ Convert decimals to fractions ▪ Find equivalent ratios ▪ Divide an amount in a ratio 	<p>functions</p> <ul style="list-style-type: none"> ▪ Play with equations to make new ones ▪ Solve equations using balancing ▪ Use sequences as a way to practise numeracy ▪ Treat times tables as repeated addition ▪ Plot and read coordinates in the 1st quadrant ▪ Continue and describe sequences and fill in gaps ▪ Plot points in all 4 quadrants ▪ Treat a linear sequence as a shifted times table ▪ Create sequences from physical situations ▪ Solve problems by plotting points in 4 quadrants ▪ Begin to make links between lines on a graph and algebraic rules 	<p>angled triangles.</p> <ul style="list-style-type: none"> ▪ Area of triangles, parallelograms and trapezia ▪ Composite shapes ▪ Multi-step problems ▪ Use mixed metric units of length ▪ Reflection and rotation symmetry. ▪ Investigate properties of special shapes (triangles, quadrilaterals, regular polygons) including angle facts, parallel sides, equal sides, symmetry, diagonals etc. ▪ 2D representations of 3D shapes – nets, isometric drawing, plans and elevations
<p>8 Extension</p>	<ul style="list-style-type: none"> ▪ Use positive integer powers and associated real roots (squares, cubes and higher). ▪ Recognise powers of 2, 3, 4, 5 and 10 ▪ Index laws - carry out multiplication/division of indices, and raise a power to another power ▪ Raise numbers to the power of zero ▪ Link laws of indices to product of primes, HCF and LCM, and related calculations ▪ Negative powers ▪ Standard form ▪ Extend BIDMAS to include reciprocals ▪ Rounding to one, two or more significant figures ▪ Giving answers to an appropriate degree of accuracy. Estimate answers and check calculations using approximation. ▪ Apply and interpret limits of accuracy for rounding and truncation. Use inequality 	<ul style="list-style-type: none"> ▪ Solve equations with brackets and simple fractions ▪ Inequalities ▪ Solve linear simultaneous equations graphically, using elimination and substitution ▪ Solve linear equations involving fractions ▪ Rearrange formulae that involve fractions ▪ Turn practical problems into algebraic sequences ▪ Explore sequences that are not linear, including quadratic, Fibonacci, triangular numbers, repeated doubling, Pascal's triangle, etc ▪ Use flow charts to make sequences ▪ Find nth term ▪ Generate sequences from the nth term ▪ Know what each part of the nth term rule means/does 	<ul style="list-style-type: none"> ▪ Data Handling Cycle - Be able to recall the data handling cycle - be able to draw and label it correctly - understanding what is involved at each stage ▪ Planning - by considering a specific research question or hypothesis, decide which type of graph would be most useful Pie charts - be able to construct a pie chart from a frequency table to within 1^o of accuracy and label it correctly ▪ Given a pie chart, be able to write an interpretation including using fractions and percentages ▪ Collecting data - know how to design and use a data collection sheet for grouped, discrete and continuous data ▪ Scatter graphs - understand that a scatter graph is drawn to explore whether there is a relationship, and the nature of that

<p>notation to specify simple error intervals.</p> <ul style="list-style-type: none"> ▪ Identify upper and lower bounds of a measurement. ▪ Calculations involving upper and lower bounds. ▪ Product rule for counting ▪ Multiply fractions ▪ Calculate fractions of amounts ▪ Divide fractions ▪ Reciprocals ▪ Percentage increase/decrease and inverse percentages. ▪ Simple and compound interest. ▪ Convert between fractions and terminating decimals ▪ Recurring decimals to fractions ▪ Set up, solve and interpret answers in growth and decay problems, including compound interest. ▪ Work with general iterative processes ▪ Expand expressions with a single pair of brackets ▪ Factorise into single brackets ▪ Substitute into expressions, adhering to BIDMAS ▪ Simplify expressions by writing terms in index notation ▪ Understand and use function notation: where appropriate, interpret simple expressions as functions with inputs and outputs ▪ Expand pairs of linear brackets ▪ Factorise quadratic expressions where $a=1$ ▪ Know when to factorise into one bracket or into a pair of brackets ▪ Draw the graph of quadratic function. Identify and interpret roots, intercepts and turning points of quadratic functions. ▪ Deduce roots algebraically/solve quadratic equations using factorising where $a=1$ ▪ Recognise the difference of two squares 	<ul style="list-style-type: none"> ▪ Solve 2D inequalities graphically ▪ Extend understanding of proof and justification ▪ Find the equation of straight lines in real situations ▪ Find the equation of straight lines given 2 points ▪ Calculate or estimate gradients of graphs, introduce tangents of non-linear graphs ▪ Know about the link between two graphs that are perpendicular to each other ▪ Learn 3D coordinates ▪ Pythagoras ▪ Standard constructions (with ruler and compasses) and Loci ▪ Develop understanding of congruency criteria for triangles (SAS, SSS, ASA, RHS) ▪ Trigonometry - LEARN and use trig formulae for right-angled triangles ▪ Solve problems including bearings ▪ Know exact value of $\sin\theta$, $\cos\theta$ and $\tan\theta$ for 0°, 30°, 45°, 60°, 90° ▪ Vocabulary – faces, vertices, edges ▪ Volume and surface area of cuboids ▪ Volume and surface area of prisms, including cylinders. Link surface area to nets. ▪ Density ▪ Area of sectors and arc lengths ▪ Use formulae to solve problems involving surface area or volume of spheres, pyramids, cones and composite shapes 	<p>relationship, between two variables</p> <ul style="list-style-type: none"> ▪ Be able to use a scatter graph with the line of best fit to make predictions given one of the data values ▪ Measures of location for grouped data - be able to find the modal class interval for grouped discrete data, and grouped continuous data in equal class intervals ▪ Be able to find the class interval containing the median for grouped discrete and grouped continuous data ▪ Understand why the mean found for grouped data is only an estimate ▪ Showing outcomes in diagrams - List outcomes of two or more combined events systematically ▪ Using the sample space diagram, evaluate the probabilities of certain outcomes ▪ Using a possibility tree, to organise all the outcomes for 2 or more combined events. ▪ Two way tables - calculate theoretical probabilities from information given in a two way table ▪ Mutually exclusive outcomes and $P(\text{not } A)$ - understand that the probabilities of mutually exclusive events must all add up to one. From this, conclude that the probability of something not happening is 1 - the probability of it happening ▪ Relative frequency - find estimates of probability by conducting experiments and using relative frequency ▪ Probability diagrams - Be able to write on probabilities on a partially completed probability tree ▪ Use a provided Venn diagram for recording and organising information from combined events. Start to use Venn diagrams to work out the probability of combined events
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	and perfect squares		
8 Core	<ul style="list-style-type: none"> ▪ Order of operations (BIDMAS) – include squaring but no harder ▪ Add/subtract and use negative numbers and decimals ▪ Factors, multiples, LCM and HCF ▪ Multiply and divide by powers of 10, including by 0.1, 0.01 etc ▪ Related calculations to multiply decimals. ▪ Use all four operations for negatives and decimals. Further practice of BIDMAS to include squaring and cubing. ▪ Prime numbers and prime factor decomposition ▪ Multiplication methods ▪ Division methods ▪ Rounding to decimal places ▪ Problem solving including word problems with multiplication and division ▪ Estimate measurements. Estimate answers and check calculations using approximation. ▪ Use a calculator correctly ▪ Recognise and use the relationships between operations, including inverse operations, to solve problems ▪ Solving functional maths problems, including changing freely between related standard units (time, length, mass, rates of pay and prices) ▪ Find equivalent fractions ▪ Simplify fractions ▪ Represent fractions on a number line ▪ Add/subtract fractions ▪ Order fractions ▪ Find common denominators ▪ Convert decimals to fractions ▪ Find equivalent ratios 	<ul style="list-style-type: none"> ▪ Use function machines to make algebraic statements ▪ Use function machines to create inverse functions ▪ Play with equations to make new ones ▪ Solve equations using balancing ▪ Solve equations using balancing ▪ Form equations for particular situations ▪ Rearrange simple formulae ▪ Continue and describe sequences and fill in gaps ▪ Plot points in all 4 quadrants ▪ Treat a linear sequence as a shifted times table ▪ Create sequences from physical situations ▪ Solve problems by plotting points in 4 quadrants ▪ Begin to make links between lines on a graph and algebraic rules ▪ Create a table of values by substituting into an equation. ▪ Draw graphs from tables of values ▪ Generate sequences from the nth term ▪ Know what each part of the nth term rule means/does ▪ Make links to $y=mx+c$ ▪ Use graphs with direct proportion and for real-life situations, specifically distance-time graph extending to displacement-time graphs ▪ Estimate, draw and measure angles accurately. Construct shapes (including nets) using a ruler and protractor. ▪ Understand and use standard convention for labelling sides and angles. ▪ Angle facts – in triangles, quadrilaterals, around a point, along a straight line, base 	<ul style="list-style-type: none"> ▪ Tally charts and frequency tables ▪ Understand that frequency is the total, and complete the frequencies in a table ▪ Be able to make simple conclusions from a frequency table, such as most common, least common, etc. ▪ Pictograms - given a frequency table, know how to construct a pictogram to illustrate the information, using simple schemes ▪ Be able to interpret a pictogram to answer questions ▪ Venn diagrams - given data, sort into a given Venn diagram ▪ Carroll diagrams - know how to transfer a list of data into given categories within a Carroll diagram (drawn as a one way or a two way table) ▪ Collecting and sorting data - given a data set, know how to sort the data by drawing a tally chart and/or frequency table ▪ Bar charts - understand that from a frequency table we can easily draw a bar chart and accurately do this, initially on given axes, then progressing to choosing the scale and drawing the axes themselves ▪ Be able to compare grouped and ungrouped bar charts for the same data set and explore what can be seen on each ▪ Be able to draw and interpret composite, comparative and dual bar charts ▪ Types of data - Understand the difference between quantitative (numerical) and qualitative (non-numerical) data ▪ Line Graphs - understand when a line graph should be used, for example as a time-series graph. Plot data, such as distance travelled, temperature, sales,

<ul style="list-style-type: none"> ▪ Divide an amount in a ratio ▪ Change between improper fractions and mixed numbers ▪ Work out a fraction of an amount (unitary method) ▪ Convert between percent and fractions ▪ Find a percentage increase/decrease/of ▪ Compare ratios (unitary method) ▪ Ratio and direct proportion problems (unitary method) ▪ Understand that letters can be used to represent unknowns ▪ Substitute into simple expressions to evaluate them ▪ Collect like terms (simple) ▪ Use expressions as shorthand ▪ Form expressions ▪ Collect like terms (harder) ▪ Substitute into harder expressions to evaluate them ▪ Know the meaning of the vocabulary associated with algebra ▪ Form expressions from physical situations ▪ Expand single terms across brackets ▪ Collect like terms (including x-squared) ▪ Substitute into formulae 	<p>angles of an isosceles triangle, along a straight line, around a point. Introduce tessellation</p> <ul style="list-style-type: none"> ▪ Continue to practice constructing shapes with ruler and protractor including SAS and ASA triangles and other polygons ▪ Corresponding and alternate angles including solving problems with bearings ▪ Angles in polygons ▪ Solving angle problems including recalling special properties of quadrilaterals. ▪ Area and perimeter of rectangles and composite shapes. Introduce area of right-angled triangles. ▪ Area of triangles, parallelograms and trapezia ▪ Composite shapes ▪ Multi-step problems ▪ Use mixed metric units of length ▪ Area and circumference of circles. ▪ Label parts of a circle ▪ Fractions of circles (half, quarter) ▪ Work backwards to find the radius, given area or circumference 	<p>against a time scale</p> <ul style="list-style-type: none"> ▪ Interpreting data - given two sets of data, understand how to compare the mode/median value and range ▪ Start to think about which average is best for a data set, and include a little reasoning on this when using averages to conclude on a hypothesis. Use the range to help comment on how reliable an average is ▪ Measures of location - know the difference between the three types of average - mean, median and the mode - and know that for non-numerical data you can only find the mode ▪ Probability using words - use the language of probability - certain, impossible, likely, unlikely - to describe an event ▪ Be able to show events on a scale of impossible, unlikely, equally likely, likely, certain ▪ Numerical Probabilities - Find and justify equally likely outcomes ▪ Be able to find numerical probabilities of outcomes based on simple situations ▪ Experimental Probabilities - Compare experimental results with theoretical probability in simple contexts
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Year	Autumn term	Spring term	Summer term
9 Higher	<ul style="list-style-type: none"> ▪ Basic Number ▪ Factors and Multiples ▪ Angles ▪ Scale Drawings and Bearings ▪ Basic Algebra Review ▪ Basic Fractions ▪ Basic Decimals ▪ Coordinates and linear graphs ▪ Rounding ▪ Collecting and representing data ▪ Sequences 	<ul style="list-style-type: none"> ▪ Basic Percentages ▪ Perimeter and Area ▪ Real life graphs ▪ Circumference and area ▪ Ratio and proportion ▪ Equations 	<ul style="list-style-type: none"> ▪ Basic probability ▪ Scatter graphs ▪ Standard form ▪ Transformations ▪ Construction and loci
9 Foundation	<ul style="list-style-type: none"> ▪ Basic Number ▪ Factors and Multiples ▪ Angles ▪ Scale Drawings and Bearings ▪ Basic Algebra ▪ Basic Fractions ▪ Coordinates and linear graphs ▪ Basic Decimals ▪ Rounding ▪ Collecting and representing data 	<ul style="list-style-type: none"> ▪ Sequences ▪ Basic percentages ▪ Introduction to perimeter and area ▪ Introduction to circumference and area ▪ Ratio and proportion ▪ Basic probability 	<ul style="list-style-type: none"> ▪ Equations ▪ Scatter graphs ▪ Transformations ▪ Pythagoras' theorem ▪ 2D representations of 3D shapes

Year and Term	Content	Assessment
7 1a	Basic science expectations and key scientific skills in order to complete practical work safely.	APP- they will be using learnt scientific skills to complete a practical piece of work on bouncing balls Topic test- this will be a written test taken in the last week of the half term and will take one lesson to complete. This is based on the knowledge they have gained throughout this half term
7 1b	Students will look physics and learn about different types of forces acting on different objects. Also covered in the half term is electromagnets and different types of energy.	APP – this is a marked piece of practical work based on making different types of circuits. Topic test- this will be a written test taken in the last week of the half term and will take one lesson to complete. This is based on the knowledge they have gained throughout this half term.
7 2a	This half term looks at some basic chemistry and will involve looking at the three different states of matter and how they can change between each other.	APP – this is a marked piece of practical work based around soggy salts Topic test- this will be a written test taken in the last week of the half term and will take one lesson to complete. This is based on the knowledge they have gained throughout this half term.
7 2b	This half term carries on with chemistry and looks at different chemical reactions that take place between different acids and alkalis.	APP – this is a practical piece of marked work based around making their own salts by reacting an acid and alkali. Topic test- this will be a written test taken in the last week of the half term and will take one lesson to complete. This is based on the knowledge they have gained throughout this half term.
7 3a	This half term considers the physics topics of space, earth and the rock cycle.	APP – this is a practical piece of marked work based around the solar system Topic test- this will be a written test taken in the last week of the half term and will take one lesson to complete. This is based on the knowledge they have gained throughout this half term.
7 3b	This half term goes back to biology and considers different organisms, ecosystems and genes.	APP- this is a practical piece of written work which looks at hunting and considers advantages and disadvantages of hunting. End of year test- this is a written exam that covers all topics covered throughout the whole of the year. This will be a slightly longer exam than test at the end of each half term.

8 1a	This half term looks at forces and circuits and how forces can be measured and what forces act on different objects	APP – this is an assessed piece of practical work based on Hooke’s law Topic test- this will be a written test taken in the last week of the half term and will take one lesson to complete. This is based on the knowledge they have gained throughout this half term.
8 1b	This half term looks at a variety of chemistry topics including, the periodic table, metals, and chemical reactions and tests	APP- this is a marked piece of practical work based on the neutralisation of different things Topic test- this will be a written test taken in the last week of the half term and will take one lesson to complete. This is based on the knowledge they have gained throughout this half term.
8 2a	This half term looks at the physics topics, energy stores and transfers and explains how energy gets transferred in everyday items so that we can use them.	APP – this is a marked piece of practical work looking at how dissipated energy can be reduced Topic test- this will be a written test taken in the last week of the half term and will take one lesson to complete. This is based on the knowledge they have gained throughout this half term.
8 2b	This half term looks at physics and focusses on different types of waves. This looks at how we hear noises and see different colours.	APP- this is a practical piece of assessed work based on cochlear implants which looks at reasons for and against having them put in. Topic test- this will be a written test taken in the last week of the half term and will take one lesson to complete. This is based on the knowledge they have gained throughout this half term.
8 3a	This half term looks at biology topics photosynthesis in plants and reproduction. This focusses on different parts of the leaf and what each part does.	APP – this is an assessed piece of practical work based on predicting the rate of photosynthesis with different intensities of light Topic test- this will be a written test taken in the last week of the half term and will take one lesson to complete. This is based on the knowledge they have gained throughout this half term.
8 3b	This half term looks at human biology and focusses on nutrition, digestion, excretion, health and disease.	End of year test- this is a written exam that covers all topics covered throughout the whole of the year. This will be a slightly longer exam than test at the end of each half term. GL assessment- students will complete a computer based test based on science topics covered over the KS3 period and will check for progress from their first GL assessment in year 7.