

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	<p>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.</p>	<p>Students studied a range of topics this year including; Of Mice and Men, Discursive Writing and Much Ado About Nothing. 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.</p>	<p>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.</p>	<p>Students sat a full English Language Paper 1 and a full English Literature Paper 1 to help prepare them for Year 11. Students have been given targeted feedback about how they can improve their grade, including the specific areas that they need to work on.</p>
Mathematics	<p>Students studied a range of topics this year including; place value, negative numbers fractions, algebraic manipulation, coordinates, ratio and transformations. Students sat an end of year exam and have been given individual feedback about how they can improve, including the specific topics they need to work on.</p>	<p>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.</p>	<p><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 topics they need to work on to improve their grade.</p>	<p><u>Year 10 Higher: set 1 and 2</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 provided with further practice questions on each of these topics.</p>

			<p><u>Year 9 Foundation: sets 2 and 3</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.</p>	<p><u>Year 10 Foundation: sets 3 and 4</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.</p>
<p>Science</p>	<p>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.</p>	<p>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.</p>	<p><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.</p>	<p><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 provided with further practice questions on each of these topics through Seneca and in class.</p>
			<p><u>Year 9 Foundation:</u> This year students have studied: Microscopes, The Heart, Atomic Structure, Periodic Tables, Different</p>	

			<p>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><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> <p><u>Year 10 Triple Science</u> This year students have studied: Diseases and Vaccines, Nervous System, Exothermic and Endothermic reactions, Rates of Reactions, Chemical calculations, Organic Chemistry, Radioactivity, Space 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>
<p>Computer Studies</p>	<p>This year students have been introduced to the South Dartmoor Computer System, Office 365 and</p>	<p>Students have worked on several different forms of computer science encryption and decryption</p>	<p>Students have been working in different style of coding.</p>	<p>Students have been working on the OCR GCSE Computer Science course covering computer systems and</p>

	<p>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 online safety. Students were assessed at the end of each topic.</p> <p>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.</p>	<p>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>This will be extended in Year 9 to cover hexadecimal numbering and a higher computer science programming language.</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 coding knowledge and use Python to create aviators and make them draw.</p>	<p>computational thinking, algorithms, and programming. It includes understanding hardware, software, and data representation (binary, hexadecimal), learning about network types, protocols, and cyber security, and exploring the legal, ethical, and environmental impacts of technology. Students design and refine algorithms using flowcharts and pseudocode, develop programming skills in languages like Python, covering variables, control structures, and functions, and are introduced to data structures like arrays and lists. This course builds a solid foundation in computer science principles and practical programming skills</p>
<p>Geography</p>	<p>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 and Africa. They have studied using facts and data to support their understanding and opinion.</p> <p>Individual feedback has been given to them regarding next steps to become better at describing, explaining, analysing and linking their geographical knowledge together to demonstrate their understanding of the topics we study.</p>	<p>Students have been assessed on their ability to write knowledgeably about topics on Weather and Climate, Rivers and Glaciation, Tectonic Hazards and Globalisation and Asia. They have studied using facts and data to support their understanding and opinion.</p> <p>Individual feedback has been given to them regarding next steps to become better at describing, explaining, analysing and linking their geographical knowledge together to demonstrate their understanding of the topics we study.</p>	<p>Students have been assessed on their ability to write knowledgeably about Oceans and Coasts, Climate Change, the Middle East and Russia finishing with Ecosystems They have studied using facts and data to support their understanding and opinion. Individual feedback has been given to them regarding next steps to become better at describing, explaining, analysing and linking their geographical knowledge together to demonstrate their understanding of the topics we study.</p>	<p>This year students have covered topics of Living World, Resources management and Natural Hazards culminating in a mock exam.</p> <p>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.</p>

<p style="text-align: center;">History</p>	<p>At the end of enquiries, we have assessed pieces of extended writing focusing on core knowledge, as well as students' use of sources and historical interpretations. The end of year assessment drew on a variety of knowledge from across year 7, and was scored out of 50. We also regularly assessed students in class through verbal discussion of enquiry questions. Students were set targets to work on such as focusing on the question set, having a clear argument, including specific historical examples from sources and contextual knowledge to support points, and carefully linking ideas back to the question set.</p>	<p>At the end of enquiries, we have assessed pieces of extended writing focusing on core knowledge, as well as students' use of sources and historical interpretations. The end of year assessment drew on knowledge from throughout year 8, and was scored out of 50. We also regularly assessed students in class through verbal discussion of enquiry questions. Students were set targets to work on such as having a clear argument, including a range of specific historical examples from sources and contextual knowledge to support points, weighing up arguments and counter-arguments, and carefully linking ideas back to the question set.</p>	<p>At the end of enquiries, we have assessed pieces of extended writing focusing on core knowledge, as well as students' use of sources and historical interpretations. The end of year assessment drew on knowledge from throughout year 9, and was scored out of 50. We also regularly assessed students in class through verbal discussion of enquiry questions. Students were set targets to work on such as having a clear argument, including a range of specific historical examples from sources and contextual knowledge to support points, weighing up arguments and counter-arguments, and carefully linking ideas back to the question set.</p>	<p><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 3: Germany 1918-45. 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. <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</p>
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				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' knowledge of vocabulary and grammar was assessed in an online end of year assessment. The assessment was multiple-choice and was based on core knowledge students have learnt since September. Students have received feedback in follow-up lessons, created to address misconceptions.	Students' knowledge of vocabulary and grammar was assessed in an online end of year assessment. The assessment was multiple-choice and was based on core knowledge students have been learning since Year 7. Students have received feedback in follow-up lessons, created to address misconceptions.	Students' knowledge of vocabulary and grammar was assessed in an online end of year assessment. The assessment was multiple-choice and was based on core knowledge students have been learning since Year 7. Students have received feedback in follow-up lessons, created to address misconceptions.	Students were assessed in the skills of Listening, Speaking, Reading and Writing. The listening and reading examinations were full GCSE past papers and in-class. The speaking and writing examinations were adapted past papers in exam conditions. Adaptations were made given 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 as well as vocabulary they need to re-visit.
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 completed two projects based on the themes of still life and surrealism. The students have developed their knowledge and used their skills to create personal responses. Sketchbooks and outcomes throughout the year have been assessed.	Students have completed two projects based on the themes of issues and visual music. The students have developed their knowledge and used their skills to create personal responses. Sketchbooks and outcomes throughout the year have been assessed.	<p><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.</p> <p><u>Fine Art</u> Students have explored a range of materials including painting, drawing and print making based on natural forms. Students have started their major thematic project. This contributes to their coursework</p>

				<p>portfolio worth 60% of their GCSE. Students are given ongoing individual feedback about how they can improve their projects.</p> <p><u>Graphics</u></p> <p>Students have explored a range of material and design techniques, including learning how to use Adobe Illustrator and Photoshop software. They have explored a range of illustration and typographic styles through looking at the work of other artists and designers. They have responded to a brief and developed their own personal response within the theme of Ecology and Environment. This contributes to their coursework portfolio worth 60% of their GCSE. Students are given ongoing individual feedback about how they can improve their projects.</p>
Dance	<p>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</p>	<p>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</p>	<p>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.</p>	<p>Students have been developing independent NEA coursework with a focus of working in a trio. Students have been choreographing based on 5 different actions, solo work, stillness, levels and directions, speed, connection to other dancers, contrast, motif in formations. The grades are based on work across the year as well as current NEA coursework development which will be concluded next term.</p>

	enable them to make links across a multitude of other curriculum subjects.	inspiration for movement creation and performance, making links between stimulus, choreographic intentions and the impact we want Dance to have on an audience.		
Drama	Students have explored Greek Theatre and have been assessed on their ability to work creatively with peers to perform to their class from an agreed brief. They have also been assessed on their ability to apply the knowledge gained through the unit. Students have been given clear, targeted feedback.	Students have focused on Shakespeare's Macbeth. They have explored language, character and theme and have developed creative ways to modernise the text. Students have been assessed on their ability to create and perform their work to their peers and apply their practical knowledge gained from this unit.	Students have focused on scenes from the play 'Refugee Boy'. They have explored various themes linked to displaced people and have been assessed on their ability to show empathy and status within performance. They have also been assessed on their ability to contextualise the themes based on current world issues.	Students have responded to a brief set by the exam board and have designed or performed a devised response to this brief; applying techniques and devices attributed to theatre practitioner, Bertolt Brecht. Students have also created a portfolio of reflective evidence to track their progress through the unit. Students have been assessed on their application of performance or design skills and their ability to justify their creative decisions within their portfolios.
Music	Students have composed and performed assessment work which contributes to their practical portfolio of work completed during the academic year. Students have been given individual feedback about how they can improve their work.	Students have composed and performed assessment work which contributes to their practical portfolio of work completed during the academic year. Students have been given individual feedback about how they can improve their work.	Students have composed and performed assessment work which contributes to their practical portfolio of work completed during the academic year. Students have been given individual feedback about how they can improve their work.	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 further their performance work so that they can produce a high standard of NEA Coursework in Year 11. Students have been completing a free composition in readiness for the set brief composition which is set in September. 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.
Physical Education	Through the Year 7 theme of ‘Exploring Physical Literacy’ , students have developed their core knowledge of concepts that contribute to this yearly theme through a broad range of practical units. Within each unit, concepts are connected to a variety of physical activities at the same time as developing physical skills, tactics, strategy and analysis. The student’s ability to connect and apply core knowledge to the physical activity is assessed each lesson. A student’s end of year assessment grade is a combination of both practical and knowledge assessment grades (70% practical / 30% knowledge)	Through the Year 8 theme of ‘Personal Development’ , students have developed their core knowledge of concepts that contribute to this yearly theme through a broad range of practical units. Within each unit, concepts are connected to a variety of physical activities at the same time as developing physical skills, tactics, strategy and analysis. The student’s ability to connect and apply core knowledge to the physical activity is assessed each lesson. A student’s end of year assessment grade is a combination of both practical and knowledge assessment grades (70% practical / 30% knowledge)	Through the Year 9 theme of ‘Character Development’ , students have developed their core knowledge of concepts that contribute to this yearly theme through a broad range of practical units. Within each unit, concepts are connected to a variety of physical activities at the same time as developing physical skills, tactics, strategy and analysis. The student’s ability to connect and apply core knowledge to the physical activity is assessed each lesson. A student’s end of year assessment grade is a combination of both practical and knowledge assessment grades (70% practical / 30% knowledge)	<u>Core PE</u> Key Stage 4 PE moves towards a concept-based curriculum. Although knowledge and understanding of these concepts are taught through sport and physical activity, they have been picked because they can have a positive impact on student’s broader academic performance as well as preparing them their post-16 chapter. Examples include, teamwork, communication, collaboration and problem solving . Students have been given individual and group feedback on how they can develop their understanding of these concepts, as well as their physical competency and understanding of the sport specific knowledge such as rules, strategy and skill development.

				<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: Physical Training, Movement Analysis and Anatomy and physiology (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 verbally or through live-marking in their GCSE PE workbooks</p>
<p>Religious Studies</p>	<p>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 an evaluate a position. Extended writing style questions allow for students to express their point of view and be creative.</p>			<p>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</p>

				obtained in Year 10 will not contribute to the overall grade.
Technology (KS3)	Students have worked around a rotation of Food and D&T. 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 and D&T. 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 and D&T. In Food, students have been building on their practical skills and have been assessed through the unit on practical and theory work	
Catering				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.
Design Technology				Students have worked on several mini projects this year to develop their knowledge and skill within the subject. We have recently started a mock of their GCSE coursework so they are fully prepared to start the real thing by then end of year 10 which will be worth 50% of their overall 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 work. Students have also sat a mock exam to assess their knowledge so far.

<p>Business Studies</p>				<p>During Year 10 students have covered theme 1 (Business Activity, marketing and people), this unit introduces students to fundamental business concepts. It covers the purpose and nature of business activities, various types of business ownership, and the role of entrepreneurship. It also delves into marketing, including market research, segmentation, and the marketing mix (product, price, place, promotion). Additionally, the unit addresses the management of people within businesses, covering organisational structures, recruitment, motivation, training, and employment law. This comprehensive overview equips students with essential knowledge and skills to understand and analyse how businesses operate and achieve success. Students sat a Theme 1 mock paper, this term, preparing them for the same style exam in Year 11.</p>
<p>Child Care</p>				<p>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</p>

				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.