
Assessment and Core Vocabulary

Year 7

Summer



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'). |

English

Y7 Malala

Assessment Information:

This term Y7 are learning about a real life Hero, Malala

They will be assessed in two ways.

1. Short knowledge test to test their recall knowledge of technical vocabulary
2. An extended piece of writing which will test their reading analysis. The assessment question is: *How has Malala's home been presented in the Autobiography?*

The assessment is a reading piece of work which will be assessed formatively by teachers. Pupils will have to analyse how Malala's home has been presented throughout the novel. They will be expected to demonstrate an understanding of context, theme, character, language and structural devices. Students can prepare for this assessment by practising the skills of language analysis. This can be carried out by using small sections of a book or newspaper article. Pupils can also revise the keywords below which they can use in their extended writing and in preparation for their test.

YEAR 7

TOPIC: Malala

| KEYWORD | DEFINITION |
|------------|---|
| Genre | A category of literature, music, or art characterized by specific styles, themes, or forms (e.g., horror, romance, sci-fi). |
| Plot | The sequence of events in a story, including the conflict, climax, and resolution. |
| Intention | A purpose or goal behind an action, decision, or piece of work. |
| Activist | A person who actively promotes, campaigns, or fights for a cause or social change. |
| Oppression | Unfair or cruel treatment of people, often by an authority or society, limiting their rights and freedoms. |
| Narrator | The person or voice that tells the story in a book, play, or movie. |
| Atmosphere | The overall mood or tone of a place, situation, or literary work; also refers to the layer of gases around a planet. |
| Character | A person, animal, or being in a story, play, or film, often playing a role in the plot. |
| Protest | A public expression of disapproval or opposition, often in the form of demonstrations, speeches, or petitions. |

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 longer style assessment assessing the students' understanding of extracts and the language used within them.

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 7

TOPIC: Literary Shorts

| KEYWORD | DEFINITION |
|------------------|---|
| Pensive buzzards | Birds that appear to be deep in thought. |
| Ball | A big, fancy dance party. |
| Tranquil | Very calm and quiet. |
| Drill | A tool for making holes. |
| Revolver | A type of gun. |
| Repay | To pay back. |
| Regret | To wish you hadn't done something. |
| Intoxicated | Drunk or very excited. |
| Foliage | Leaves of plants or trees, |
| Wove | To interlace or twist things together |
| Polishing | Making something smooth and shiny by rubbing it. |
| Operated | Worked or controlled something, often a machine or a system. |
| Poverty | the state of being extremely poor, lacking basic necessities. |
| Desire | A strong feeling of wanting something. |
| Chant | A repeated rhythmic phrase, often sung or spoken, usually in a group. |

Performing Arts

Assessment Information:

This term Y7 are learning about: **Charlie and the Chocolate Factory**

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 other's 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 – Charlie and the Chocolate Factory

| KEY WORD | DEFINITION |
|-------------------------|---|
| Metallophones | A metallophone is any musical instrument in which the sound-producing body is a piece of metal |
| Notes /melody | Melody is one of the most fundamental components of music, consisting of a sequence of pitches arranged in a particular order to form a distinctive tune or theme. The character of a melody is shaped by the intervals between its notes and the manner in which these notes are combined. |
| Rudiments | Playing basic melodic ideas to practice technical and aural skills. |
| Characterisation | The act of changing voice, body language, movement, gesture etc. when in role is called characterisation. |
| Physical Theatre | Physical theatre is a genre of theatrical performance that encompasses storytelling primarily through physical movement. |
| Hot-seating | A character is questioned by the group about his or her background, behaviour and motivation. The method may be used for developing a role in the drama lesson or rehearsals. |

Mathematics SU01

Assessment Information:

This term Year 7 are learning about Lines and Angles

They will be assessed on constructing and measuring angles followed by geometric reasoning.

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 SU01

| KEY WORD | DEFINITION |
|-----------------------|---|
| Polygon: | A 2D shape made with straight lines |
| Scalene triangle | A triangle with all different sides and angles |
| Isosceles triangle: | A triangle with two angles the same size and two angles the same size |
| Right-angled triangle | A triangle with a right angle |
| Frequency: | The number of times a data value occurs |
| Sector | Part of a circle made by two radii touching the centre |
| Rotation | Turn in a given direction |
| Vertically Opposite | Angles formed when two or more straight lines cross at a point |
| Interior Angles | Angles inside the shape |
| Sum | Total, add all the interior angles together |

KS3 Science – Biology

Assessment Information:

This term, Year 8 pupils are learning about Plants and the environment.

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 8 TOPIC 3 : Plants and the environment

| KEY WORD | DEFINITION |
|------------------------|---|
| Root hair cells | A plant cell that takes in water and minerals from the soil |
| Osmosis | The movement of water particles from an area of high water concentration to an area of low water concentration |
| Photosynthesis | The process plants use to make their own food, glucose. In photosynthesis, carbon dioxide and water react together to make glucose and oxygen |
| Chlorophyll | Green pigment that absorbs light for use in photosynthesis |
| Xylem | Responsible for the transport of water and minerals in plants. |
| Phloem | The tissue in plants that transports the glucose produced by photosynthesis around the plant |
| Stomata | Pores in the bottom of a leaf which open and close to let gases in and out. |
| Guard Cells | A pair of curved cells that surround the stomata. |
| Biodiversity | Variety of species found in an ecosystem. |
| Ecosystem | The living things in a given area and their non-living environment. |

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

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

KS3 Science – Physics

Assessment Information:

This term, Year 7 pupils are learning about Magnetism and space.

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 3 : Magnetism and space

| KEY WORD | DEFINITION |
|-----------------------|---|
| Magnetism | A non-contact force that arises due to interacting magnetic fields. |
| Magnetic field | The region around a magnetic material. |
| Attract | Two magnets with opposite poles facing each other will attract one another. |
| Repel | Two magnets with the same poles facing each other will repel one another. |
| Electromagnet | An magnet where the magnetic field is created by the flow of current. |
| Mass | The particles that make up all matter/objects. |
| Weight | The force acting upon an object when gravity acts upon an object with mass. |
| Gravity | The gravitational field strength of large objects such as the sun, moon and planets. |
| Orbit | The time taken for Earth to orbit the sun. |
| Seasons | Seasonal change due to the movement of the Earth around the Sun and the tilt of the Earth's axis. |

Geography

Assessment Information:

This term Year 7s will learn and understand how sustainable development improves quality of life through balancing environmental, social and economic considerations. Pupils can prepare for their assessment by independent home study to consolidate learning and completing any set homework.

| TOPIC: Sustainable development | |
|--------------------------------|--|
| KEYWORD | DEFINITION |
| Economic | A branch of human geography that deals with all matters around money |
| Environmental | The natural environment and contains all the components of nature |
| Social | Focuses on people and how they interact with each other and the spaces they live in |
| Sustainable | Using natural resources responsibly so that they can support both present and future generations |
| Political | The aspect of society that relates to the government |

History

Assessment Information:

This term Y7 are learning about the English Civil War

They will be assessed on the causes and events of the English Civil War

The assessment is in the form of a knowledge check.

Students can prepare for their assessments by completing their homework when it is set on SAM learning.

| TOPIC: English Civil War (Summer 1) | |
|-------------------------------------|---|
| KEYWORD | DEFINITION |
| Civil War | Two sides of the same country or group fighting |
| Roundheads | The name given to those who supported Parliament in the Civil War |
| Cavaliers | The name given to those who supported the King in the Civil War |
| Parliament | An assembly or representatives, usually of an entire nation, that makes laws. |
| Monarchy | A country that has a King/ Queen at the head. |
| | |

Religious Education

Assessment Information:

- This term Y7 are learning about the life of Muhammad ﷺ and his influence and significance for Muslims today.
- They will be assessed on the following statement: 'It is easy to follow Muhammad's teachings 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: Following Muhammad

| KEYWORD | DEFINITION |
|---------------------------|---|
| Prophet Muhammad | The final Prophet in Islam and a role model for Muslims. |
| The Night of Power | The night the Quran is believed to have been revealed. |
| Pilgrimage | A pilgrimage is a journey that has religious or spiritual significance. |
| The 5 Pillars | The Five Pillars of Islam are five duties that Muslims must follow. |
| Revelation | Guidance sent by God through his Prophets. |

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.

YEAR 7 3D DESIGN – GLOBAL EVENTS

| KEY WORD | DEFINITION |
|----------------------|--|
| 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 ' <i>germs</i> '. |
| 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

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.

Algorithms and flowcharts:

Flowcharts are powerful tools that help visualize processes, making complex tasks easier to understand and follow. By using simple shapes and clear steps, flowcharts break down problems and solutions into manageable parts, ensuring logical and organized thinking. This scheme will introduce students to the key elements of flowcharts, such as inputs, processes, decisions, and outputs, while guiding them to create their own to solve problems effectively. The focus will be on developing both technical skills and critical thinking in a fun and engaging way. The topic is assessed through a multiple-choice quiz.

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 |
| | |

TOPIC: Algorithms and flowcharts

| KEYWORD | DEFINITION |
|------------|---|
| Algorithm | a set of clear, step-by-step instructions to solve a problem or complete a task. |
| Flowchart | a simple diagram that shows the steps to solve a problem or complete a task, using shapes and arrows. |
| Input | information that goes into a process, shown in a flowchart with a shape like a parallelogram |
| Process | an action or step in solving a problem, using a rectangle shape in a flowchart |
| Decision | a point where a choice is made, shown as a diamond shape in a flowchart |
| Output | the result or information that comes out of a process, shown as a parallelogram in a flowchart |
| Terminator | A start or start shape |
| | |
| | |

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.

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

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.

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

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.

| TOPIC: Basketball | |
|-------------------|--|
| KEYWORD | DEFINITION |
| Passing | An intentional movement of the ball from one player to another on the same team. |
| Shooting | Aiming the basketball towards the hoop in an attempt to score. |
| Dribbling | Using one hand to continuously bounce the ball whilst travelling around the court. |
| Lay up | A type of shot made from under the basket by bouncing the ball off the backboard. |
| 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. |
| Triple Threat | A position where players have three options, dribble, pass or shoot. |
| Possession | Having physical control of the ball as an individual or team |
| | |

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 in 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.

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

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.

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

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-School | |
|---------------------|----------------------|
| KEY WORD | DEFINITION |
| Le collège | Secondary school |
| Les matières | Subjects |
| Ma matière préférée | My favourite subject |
| Les cours | Lessons |
| L'anglais | English |
| Le français | French |
| L'histoire | History |
| Le dessin | Art |
| Le/la professeur | The teacher |
| Sévère | Strict |