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| SUBJECT | How this CLP grade has been determined? | What topics has my child has been studying? | Which topics will the students be studying moving forward. |
| Art | Student assessments are based on all of their project work to date, produced as part of their ‘About Me’ and ‘Elements’ Projects. | Students have learned about about colour theory and painting skills using watercolour. They have recently researched Artist Joe Tilson, focusing on perspective and observational drawing of architecture. This has culminated in a mixed media painting/drawing of a close up section of Winchester Cathedral. | After completing their final outcome, combining their Cathedral painting and patterns created using isometric paper, students will start their Cubist Faces Project by learning how to draw facial features from observation before learning about the Portraits of Picasso and other more contemporary artists. |
| Drama | Students are assessed on the three performance skills: vocal, physical and spatial, as well as communication and understanding of Mime, Tableau and ThoughtTracking in Term 1 and character and context developed through improvisation work on ‘The Cave’ in Term 2 | Beginning the academic year with Mime, Tableau and Thought Tracking using key stock characters in theatre. Students moved on to improvisation in Term 2, developing characterisation and dialogue as well as having an introduction to basic physical theatre.  | This term the students are exploring the traditional Theatre genre Melodrama: learning about extended stock characters, performance style, using asides to break the fourth wall and bringing text to life on stage. Students will continue to refine their Melodramatic style script work and present it to an audience. |
| English | Students have been assessed on a KS3 Language Paper, which assesses skills of comprehension, evaluation, analysis of language and non-fiction writing – students were asked to write a speech. | At the start of Year 7, students were introduced to Marcus Rashford ‘You are a Champion’, before working through a unit of work on Gothic fiction. They have studied inspirational speeches and a novel called ‘Iqbal’, whilst re-visiting GCSE style English language questions throughout the year. | Students will move forward with a unit on Poetry, before moving on to a module which introduces students Shakespearean villains (from different plays) in the Summer term.  |
| History | Students have been assessed on their knowledge of the murder of Thomas Becket in 1170, and the Black Death 1348-50 through the Historical skills of cause and consequence.  | Students have studied Licoricia of Winchester. Students have also studied the Black Death and the Peasants Revolt.  | Students will be going on to study the British Empire and it’s impact on the World alongside the Transatlantic Slave route. Students will be ending the year on a thematic scheme of work on Immigration in Britain.  |
| geography | Students have been assessed on their knowledge of Ecosystems, map skills and describing locations.  | Students have studied Ecosystems including coral reefs and rainforests. We have considered climate, location and value and threats.  | Students will be going on to study the Geography of the United Kingdom.  |
| I.c.t. | Students Completed Multiple Choice questions with some short answer questions on the topics they have studied so far this year. E-Safety, Programming with Kodu and Scratch, Spreadsheets and Formulas. | Students have studied Spreadsheets using simple formulas, CountIF statements and collecting Data.  | Students will be using the skills they have learnt this year to progress onto programming in a simple text-based language Small basic.  |
| Mathematics | Students have been assessed on two short GCSE style papers, covering a broad range of topics. | So far this year, students have looked at a range of Number topics, as per our curriculum map.  | Students will continue to follow the curriculum map, moving on to proportional reasoning, algebra, geometry and handling data.  |
| MFL: French, German, Spanish Languages | This assessment paper tests the skills of vocabulary retention, translation, listening (including dictation), writing and grammar. They will also sit a short speaking assessment based on pronunciation. Assessments are primarily based on recent learning, however there will be aspects that cover everything that has been learned this year. | French: Sport, Freetime activities and the Media.German: Festivals, Opinions, Physical Description and Pets.Spanish: Personal ID, School Subjects (opinions), The Present Tense. | French: Media, House, Home & Where you Live.German: Family, Personality, The Present Tense and Where you Live.Spanish: Comparisons of School Subjects, The Near Future Tense. |
| Music | Practical assessment of Swing Jazz arrangement **or** Blues Composition. Written assessment of linked key vocabulary. | Swing Jazz: musical concepts of chords, improvisation, call & response, and using these in their own arrangement. Blues: theory of rhythmic notation, musical concepts of performance conventions, walking bass line, improvisation, chords and applying these to their own composition. | Students will swap over to the other scheme of work (either Blues or Swing Jazz).They will also re-visit key musical elements (tempo, pitch, dynamics, rhythm) in preparation for Year 8. |
| PE | Students are assessed in a number of sports/activities that are completed on a rotational basis. The practical element has been determined by the level of skills, tactics & strategies in a variety of sports. Students are also assessed in a theory element.This has been the the skeletal system, muscular system and components of health.  | Students have taken part in rotation of sport/activities to develop a range of skills and tactics. | Students will continue to complete a rotation of sport/activities to develop a range of skills and tactics. The theory element next will be the Health and Diet. |
| RE | Students have been assessed on their knowledge of Hinduism through the skills of description and explanation.  | Students alongside Hinduism have also studied Christianity following the Life of Jesus. | Students will go on to study a topic looking at Religion and Art and end the year on an Human Rights topic.  |
| Science | Students have completed 5 topic tests so far this year. Each topic test is marked out of 41, and involves 5 marks from a previous topic. This monitors long-term memory as these key content ideas are revisited regularly during the 5-year learning journey in Science.  | Last term students have already studied Energy, cells and digestion, forces and Particles and theri properties.  | Please refer to the 5 Year learning journey glued into your childs class book to see the topics they are visiting during the rest of year 7.  |
| Technology | Students are assessed through design and make tasks and a progress test in their rotation of Food and Design & Technology. Their grade is an average of their work in the different subject areas. | Design and make tasks and learning about materials and processes in Food and Design & Technology. | Students will continue to complete both designing and making and theory tasks in their rotation of Food and Design & Technology. |