Key Stage 3
2026-2027
Year 7

Blessed Robert Sutton
Catholic Voluntary Academy

Curriculum Check Point 1
Advent Term



Assessment and Independent Study
Support Guide

'Academic excellence, spiritual development and social awareness through Christ.'

St Ralph Sherwin
Catholic Multi Academy Trust

Progress = Knowing & Remembering more

Introduction



November 2026

Dear Parent/Carer,
We hope this message finds you and your family well.

As part of our school's vision to ensure that all pupils benefit from a knowledge-rich curriculum, pupils in Key Stage 3 will be taking part in their termly *Curriculum Check Point* assessments.

These assessments are designed to support pupils in consolidating their learning, strengthening long-term memory, and demonstrating the progress they are making by knowing and remembering more.

Research into learning shows that without regular review, knowledge can be forgotten over time (the "forgetting curve"). Curriculum Check Points therefore play a vital role in ensuring pupils revisit, practise, and retain key knowledge so that it becomes secure and readily available for future study.

This booklet has been created to help pupils prepare for their assessments and will outline the following:

- The topics covered in the upcoming Curriculum Check Point
- Which areas of their revision materials, knowledge organisers and classwork to focus on
- How to use their books and resources most effectively
- Additional strategies for practice and recall at home

Please encourage your child to use this booklet alongside their knowledge organisers, lesson notes and online resources to prepare thoroughly. Keeping materials safe and revisiting them regularly will not only support success in the upcoming Curriculum Check Point but also build the strong foundation of knowledge needed for the future.

We want these assessments to be a positive experience for all pupils, helping them develop confidence, resilience, and the ability to demonstrate what they know and can remember. Where gaps in knowledge are identified, pupils will be given guidance and opportunities to address them so that progress continues.
Thank you for your continued support in helping your child make the most of these valuable learning opportunities.

SGray

Mr Gray
Headteacher

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Progress = Knowing & Remembering more

How is progress assessed at KS3?

Progress is assessed across four levels to reflect each learner's engagement with the Curriculum.

KS3 Descriptor	Description
Strong	**Successfully learning the Curriculum.**
Good	**Successfully learning most of the Curriculum.**
Developing	**Successfully starting to learn some of the Curriculum.**
Emerging	**Not yet successfully learning the Curriculum.**

Attitude to learning is also assessed using the following criteria:

Grade	Academic (Subject Teacher)	
	READY to learn and remains focused in lessons	**Engages with home learning**
1 (Always)	Pupil is always READY to learn and remains focused in every lesson. They actively participate, follow the Sutton Way, and consistently contribute positively to the learning environment.	Pupil always completes home learning on time and to a high standard. They show pride in their work, follow routines, and use homework to consolidate understanding.
2 (Most of the time)	Pupil is usually READY to learn and remains focused in most lessons. They engage with the lesson and follow the Sutton Way, needing only occasional reminders to maintain focus.	Pupil usually completes home learning to a good standard. They generally follow routines and take care with presentation, making steady progress in consolidating understanding.
3 (Occasionally)	Pupil sometimes struggles to remain focused in lessons and is not always READY to learn. To improve, they should actively participate in the lesson and continue to follow the Sutton Way.	Pupil occasionally completes home learning, but the quality and consistency could be improved. Setting a clear homework routine and taking pride in presentation will help consolidate understanding.
4 (Seldom/Never)	Pupil rarely remains focused in lessons and is not READY to learn. To improve, they should ensure that they are consistently following the Sutton Way.	Pupil seldom engages with home learning, which is limiting progress. To improve, they should take ownership of this responsibility, stay organised with deadlines, and ask for support when needed.

READY to Learn

Respect



Show respect to everyone by valuing others' contributions, having good manners and following directions.

Engage



Stay mentally and physically engaged: sitting up, eyes on speaker, tracking the reading, asking relevant questions.

Actively Listen



Focus fully on the speaker, avoid distractions and give feedback through appropriate body language.

Do Your Best



Put all your effort into tasks, show persistence and take pride in your work.

Your Responsibility



Take ownership of your learning and actions. Come prepared, stay organised and be accountable.

I will behave in a way that demonstrates Spiritual excellence by:

- Respecting other peoples views.
- Participating respectfully in Masses and Religious events.
- Taking an active role in Masses and Acts of Worship.
- Supporting charity.
- Showing Random Acts of Kindness.
- Exercising forgiveness.
- Helping others in need.
- Being a role model to others.

I will ensure social excellence by:

- Attending each day and arriving on time for school and lessons.
- Speaking and acting politely and respectfully to all members of the School community.
- Making it easy for other people to achieve and being pleased when they do.
- Showing **resilience** and communicating a positive image of myself.
- Moving around the school safely and sensibly.
- Not allowing bullying to take place.
- Playing an active part in helping improve the school and the local community.
- Being a role model to others

The Sutton Way

The school expects pupils to follow The Sutton Way

I will ensure my own academic excellence by:

- Being organised for learning every day in the correct uniform and with the correct equipment
- Listening to instructions carefully and following them without question.
- Making it easy for everyone to learn and for the teachers to teach.
- Doing my best and taking pride in all class and homework.
- Show initiative and be an independent learner - accept advice through feedback from teachers. I will ensure I know how well I am doing and what I need to do to make progress.
- Being a role model to others.

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Assessment Timetable

Highlight when you are completing each assessment:

P	Monday A 16/11/26	Tuesday A 17/11/26	Wednesday A 18/11/26	Thursday A 19/11/26	Friday A 20/11/26
P1	7Y/Ee1 7Y/Ee3		7D/Hi 7B/Gg	7Y/Fr 7Y/Es	7C/Gg
P2		7A/Re	7A/Hi 7B/Hi		7A/Cs
P3		7D/Gg	7C/Hi		
P4	7X/Ee2	7Y/Ee2 7E/Re 7A/Ge	7X/Ee1 7B/Re		
P5		7C/Re 7D/Re			
P	**Monday B 23/11/26**	**Tuesday B**	**Wednesday B**	**Thursday B**	**Friday B**
P1					
P2		7X/Fr 7X/Es	7C/Sc		
P3	7C/Cs 7D/Sc	7B/Cs	7A/Sc 7B/Sc		
P4	7X/Ma1 7X/Ma2 7Y/Ma1 7YMa2 7Y/Ma3				
P5	7D/Cs				

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KS3 Curriculum Check Point
RE

Class	Date	Period
7A/Re	Tuesday 17th November	2
7B/Re	Wednesday 18th November	4
7C/Re	Tuesday 17th November	5
7D/Re	Tuesday 17th November	5
7E/Re	Tuesday 17th November	4

How will I be assessed?

Assessment	Format	Length	Feedback
Knowledge from Advent term 1	In class assessment	40 minutes	Whole class feedback with actionable targets

During the <u>Advent</u> Term I will be assessed on the following knowledge and skills…

- Fundamental teachings of the Catholic Church
- The 7 sacraments of the Catholic Church
- Catholic Social Teaching Principles
- Revelation and Bible interpretations
- The importance of prayer and worship for Catholics
- Analysis of Genesis 1 and 2; teachings about God and humans
- Scientific theories of creation
- Evaluation of religious and scientific accounts of creation
- The demands of Catholic stewardship
- Analysis of a range of sources of authority that support stewardship

What should I do to revise and prepare for this Curriculum Check Point?

- Use your revision booklet to revisit key knowledge. Practice the knowledge questions and extended responses.
- Use your knowledge organisers to revisit important key terms, key knowledge and supporting sources of authority
- Complete revision activities such as concept maps, revision mind maps, flash cards and revision posters
- Complete all revision homework quizzes on Seneca

KS3 Curriculum Check Point
English

Class	Date	Period
7Y1, 7Y3	Monday 16th November 2026	1
7X2	Monday 16th November 2026	4
7Y2	Tuesday 17th November 2026	4
7X1	Wednesday 18th November 2026	4

How will I be assessed?

Assessment	Format	Length	Feedback
Reading	Knowledge check Extended analytical writing	45 minutes	Teacher

During the Advent Term I will be assessed on the following knowledge and skills…

Knowledge	Skills
• The plot, characters and key themes of *Jessica's Ghost*, including friendship, grief, responsibility and belonging. • How writers create character, setting and atmosphere through language and structural choices. • Core literary terminology, including characterisation, imagery, metaphor, simile, personification, dialogue and narrative viewpoint. • The importance of accurate grammar, punctuation and ambitious vocabulary.	• Interleaved retrieval of knowledge from across the transition unit, including literary terminology and grammar. • Reading comprehension and retrieval. • Making supported inferences from a text. • Analysing how the writer presents a character, relationship or theme. • Selecting and embedding relevant textual evidence. • Writing a clear analytical paragraph using evidence and explanation.

What should I do to revise and prepare for this Curriculum Check Point?

- Revise the plot and key characters of Jessica's Ghost so far.
- Revisit key vocabulary you have been taught such as 'connotation', 'stereotype', 'prejudice', 'sympathy' and 'tension'.
- Practise selecting key words that are rich in meaning from quotations and explaining what they show, reveal and suggest to a redder.
- Practise how to structure PEET paragraphs.

KS3 Curriculum Check Point
Maths

Class	Date	Period
All groups	Monday 23rd November 2026	4

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Knowledge from Advent term 1	In class assessment	40 mins	Whole class feedback with actionable targets

During the Advent Term I will be assessed on the following knowledge and skills…

- Sequences
- Algebraic notation
- Equality and equivalence
- Solving equations
- Simplifying algebraic expressions by collecting like terms

What should I do to revise and prepare for this Curriculum Check Point?

- Revisit keywords from vocabulary check lists
- Use knowledge organisers provided at the start of each topic
- Dr Frost- independent work on the topics from Year 7 Autumn term

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KS3 Curriculum Check Point
Science

Class	Date	Period
7A/Sc	Weds 25th Nov	3
7B/Sc	Weds 25th Nov	3
7C/Sc	Weds 25th Nov	2
7D/Sc	Mon 23rd Nov	3

How will I be assessed?

Assessment	Format	Length	Feedback
Knowledge from Advent term 1	Biology, Chemistry and Physics as well as How Science Works	40 mins	Teacher Feedback

During the Advent Term I will be assessed on the following knowledge and skills…

How Science Works
- Variables, graphs, writing conclusions, selecting equipment, lab safety

Cells and the Skeleton
- The structure of the human skeleton, tendons, ligaments and muscles
- Plant and animal cells- parts and functions
- Specialised cells
- Microscope
- Unicellular organisms

Particle Model
- States of matter
- Changing states
- Diffusion
- Atoms and Elements
- Compounds

What should I do to revise and prepare for this Curriculum Check Point?

- Keywords from vocabulary
- Content Look, Cover, Write, Check, Flashcards, Revision clocks and mind maps
- Use knowledge organisers provided at the start of each topic
- Seneca- independent work on the topics, and redoing assignments already set

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KS3 Curriculum Check Point
Geography

Class	Date	Period
7A	Tuesday 17th November	4
7B	Wednesday 18th November	1
7C	Friday 20th November	1
7D	Monday 16th November	4

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Knowledge from Advent term 1	In class assessment	40 minutes	Whole class feedback with actionable targets

During the Advent Term I will be assessed on the following knowledge and skills…

- Understanding the difference between physical and human geography
- Ordinance Survey map symbols
- 4 and 6 figure grid references
- Measure relief / height on maps
- Understanding scale on maps
- Compass directions
- Measuring rivers

What should I do to revise and prepare for this Curriculum Check Point?

- Use your revision booklet to revisit key knowledge. Practice the knowledge questions and extended responses.
- Use your knowledge organisers to revisit important key terms, key knowledge and supporting sources of authority
- Complete revision activities such as concept maps, revision mind maps, flash cards and revision posters
- Complete all revision homework quizzes on Seneca

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KS3 Curriculum Check Point
History

Class	Date	Period
7A	18/11/26	P2
7B	18/11/26	P2
7C	18/11/26	P3
7D	18/11/26	P1

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Knowledge from Advent Term 1	In class assessment	40 mins	Whole class feedback with actionable targets

During the Advent Term I will be assessed on the following knowledge and skills…

- Understanding Anglo-Saxon England
- Recalling key facts about Edward the Confessor and the Godwins
- Recalling information about the claimants to the throne of England
- Evaluating and explaining who had the strongest claim and why

What should I do to revise and prepare for this Curriculum Check Point?

- Use your revision booklet to revisit key knowledge. Practice the knowledge questions and extended responses.
- Use your knowledge organisers to revisit important key terms, key knowledge and supporting sources of authority
- Complete revision activities such as concept maps, revision mind maps, flash cards and revision posters

KS3 Curriculum Check Point
French

Class	Date	Period
7X/Fr	Tuesday, 24th November 2026	2
7Y/Fr	Thursday, 19th November 2026	1

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Listening and Writing	Multiple Choice and Response to Bullet Points	40 minutes	Peer Assessment and Teacher Feedback

During the Advent Term I will be assessed on the following knowledge and skills…

- Basic greetings
- Family members
- Describing a classroom
- Cultural knowledge from European Day of Languages
- How to express opinions
- Describing common activities

What should I do to revise and prepare for this Curriculum Check Point?

- Resource booklets
- Keywords from vocabulary
- Vocabulary Look, Cover, Write, Check, Flashcards, Revision clocks and mind maps

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KS3 Curriculum Check Point
Spanish

Class	Date	Period
7X/Es	Tuesday, 24th November 2026	2
7Y/Es	Thursday, 19th November 2026	1

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Listening and Writing	Multiple Choice and Response to Bullet Points	40 minutes	Peer Assessment and Teacher Feedback

During the Advent Term I will be assessed on the following knowledge and skills…

- Basic greetings
- Classroom instructions
- Describing personality
- Cultural knowledge from European Day of Languages
- Talking about siblings
- Talking about birthdays and pets

What should I do to revise and prepare for this Curriculum Check Point?

- Resource booklets
- Keywords from vocabulary
- Vocabulary Look, Cover, Write, Check, Flashcards, Revision clocks and mind maps

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KS3 Curriculum Check Point
Computer Science

Class	Date	Period
7A/Cs	Friday 20th Nov	2
7B/Cs	Tuesday 24th Nov	3
7C/Cs	Monday 23rd Nov	3
7D/Cs	Monday 23rd Nov	5

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Online test	Multiple choice questions	30 Minutes	Teacher feedback

During the Advent Term I will be assessed on the following knowledge and skills…

Unit: Clear messaging in digital media

Knowledge

- Understand how digital tools are used to communicate a clear message to a specific audience

Skills

- Plan, create and evaluate digital products

What should I do to revise and prepare for this Curriculum Check Point?

Revise the key vocabulary, understand the purpose of digital media, and practise explaining how to design an effective poster or slide deck.

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KS3 Curriculum Check Point
Art

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Baseline assessment	Drawing	Spread across 3-4 lessons	Teacher Feedback

During the Textiles DT rotation I will be assessed on the following knowledge and skills…

Knowledge:
- Tone – understand the definition of tone and how it is used in pencil drawings.
- Composition – understand how to use a viewfinder to create an interesting composition from a larger image.
- Mark Making – recognise and name basic mark-making techniques such as hatching, cross-hatching and stippling.
- Colour Theory – name primary, secondary and tertiary colours and understand how primary colours mix to create secondary colours.
- Art History – analyse Andy Goldsworthy's work and create an artist research page.

Skills:
- Shape/Line – create an accurate drawing with white pencil on black paper.
- Pencil Drawing – create an observational skull drawing using pencil tone.
- Biro Drawing – use a range of mark-making techniques within a single poppy drawing.
- Colour Mixing & Painting – create a painted colour wheel showing primary, secondary and tertiary colours.
- Watercolour – create a controlled watercolour wash using earthy colours for an Andy Goldsworthy-inspired background.

What should I do to revise and prepare for this Curriculum Check Point?

- Practice skills we have covered in lesson at home
- Respond to targets in your book from WCF
- Focus on developing areas of 'emerging or developing' on your PLC by revisiting these skills and knowledge

KS3 Curriculum Check Point
DT- Food and Nutrition

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Knowledge and skills	Written and practical	Spread 2 Lessons plus a practical lesson	Teacher Feedback

During the Food & Nutrition DT rotation, I will be assessed on the following knowledge and skills…

Knowledge:
•Am able to describe the importance of personal hygiene and food hygiene and safety in the kitchen.
•Can explain the Eat well guide and the sources of food. Understand and can explain the importance of water in the diet.
•Can explain what the key nutrients, their functions and sources. (identify fat- and water-soluble vitamins and minerals)
•Understands what Fairtrade means, how it impacts on lives and what we can do to make a difference.
•Understand and explain dairy foods and their sources.

Skills:

- I am confident and work independently to complete the more difficult stages.
- I am able to set up for a practical lessons without prompts.
- I use the bridge and claw without being prompted and confidently.
- I can slice, dice and use the grill & hob with the minimum amount of help from my teacher.
- I can work efficiently and in a tidy manner.

- **apply hygiene and safety rules while cooking.**
- I have a basic understanding of cross contamination.
- I use the bridge and claw when cutting food safely.

What should I do to revise and prepare for this Curriculum Check Point?

- Practice skills we have covered in lesson at home
- Respond to targets in your book from WCF
- Focus on developing areas of 'emerging or developing' on your PLC by revisiting these skills and knowledge

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KS3 Curriculum Check Point
DT – Product Design

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Theory Questions & Freehand Sketch. Make – Keyring	Drawing Read and Respond	60 minutes	Teacher

During the Advent Term I will be assessed on the following knowledge and skills…

Knowledge
Name two hand tools
Describe the use of a coping saw
Identify finite vs non-finite materials
Name a form of energy generation
Analyse why sustainability is important in design

Skills
Cut and shape wood using a coping saw
Design and apply a painted surface on wood
Use sandpaper to smooth edges
Bend, fold and score paper to create packaging
Create graphics using colour theory on Canva

What should I do to revise and prepare for this Curriculum Check Point?

- Practice skills we have covered in lesson at home
- Respond to targets in your book from WCF
- Focus on developing areas of 'emerging or developing' on your PLC by revisiting these skills and knowledge

KS3 Curriculum Check Point
DT – Textiles

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Final outcome design task – embroidery hoop	Drawing and annotation	60 minutes	Teacher

During the Advent Term I will be assessed on the following knowledge and skills…

Knowledge
- Name two basic embroidery stitches
- Describe the difference between running stitch and backstitch
- Accurately label the main parts of a sewing machine
- Use textiles keywords to describe the work of a textiles artist
- Explain the similarities and differences between the work of two textiles artists

Skills
- Create a consistent running stitch
- Create a consistent back stitch
- Use the basic functions of a sewing machine
- Use appliqué to create a fabric portrait

What should I do to revise and prepare for this Curriculum Check Point?

- Practice skills we have covered in lesson at home
- Respond to targets in your book from WCF
- Focus on developing areas of 'emerging or developing' on your PLC by revisiting these skills and knowledge

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KS3 Curriculum Check Point
Drama

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Group Pantomime performance	Staged and choreographed performance during lessons time	3-8 minute group performance	Self-review lesson post performance and in-lesson feedback from peers and teacher

During the Advent Term I will be assessed on the following knowledge and skills…

Knowledge

To understand and create 'blocking'

Participating in group activity with a script

Ability to communicate with an audience

To identify and implement farce and slapstick into a performance

Performing both mime and spoken actions with engaging body language for an audience

What should I do to revise and prepare for this Curriculum Check Point?

- Rehearse lines, blocking and body language for the assessed performance
- Engage with videos and performances outside of school to find inspiration for your own performances

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KS3 Curriculum Check Point
Music

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Baseline Assessment + Performing and Elements assessment	Multiple choice and written response to knowledge questions.	20 mins – elements exam. Performing – during class singing. 30 mins- baseline assessment	Written teacher feedback. Whole class singing feedback.

During the Advent Term I will be assessed on the following knowledge and skills…

Knowledge

Identify basic note value names and length of notes.
Explain the difference between canon, round and unison singing.
Define melody and give examples of melodies.
Correcting 4/4 time rhythms.
Identify and label dynamic key terms and their short form.
Explanation of tempo and accurate tempo markings.

Skills

Class singing (Melodies of Ancient music and folk song)

What should I do to revise and prepare for this Curriculum Check Point?

- Focus on developing areas of 'emerging or developing' on your PLC by revisiting these skills and knowledge
- Knowledge retrieval in subject knowledge space in planner
- Use online resources to revisit key concepts and to practice key terms

KS3 Curriculum Check Point
PE

Evidence used to determine your Curriculum Check Point will include multiple teacher observations across the term, performance in conditioned and competitive activities, application of feedback, and understanding of rules and tactics. This judgement is based on a range of evidence rather than a single performance.

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Practical Performance Assessment	Teacher observation of core skills during drills, conditioned practices and competitive situations	Ongoing throughout the term	Strengths and next steps linked to skill criteria
Application of Skills	Use of skills in game situations or performances	Ongoing throughout the term	Verbal feedback and WWW/EBI targets
Knowledge & Understanding	Questioning, peer discussion and demonstration of tactics, rules and techniques	Throughout lessons	Immediate verbal feedback
Attitude to Learning	Participation, effort, leadership, teamwork and resilience	Ongoing throughout the term	Behaviour and effort feedback

During the Advent Term I will be assessed on the following knowledge and skills…

Physical Skills
•Demonstrate the key techniques for the sport/activity being studied.
•Perform skills with control, accuracy and consistency.

Tactical Skills
•Apply appropriate tactics and strategies.
•Make effective decisions during games and performances.
•Adapt performance in response to opponents and changing situations.

Knowledge & Understanding
•Explain the rules and regulations of the activity.
•Identify strengths and areas for development.
•Understand how skills and tactics contribute to success.
•Evaluate performances using correct sporting terminology.

What should I do to revise and prepare for this Curriculum Check Point?

- Attend lessons regularly and participate fully.
- Practise key techniques outside of lesson time where possible.

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Revision Strategies



Ensure you get a <u>BALANCED DIET</u> of Revision.

Choose a mix of High, Moderate and Low revision strategies.

Technique	Effectiveness	What It Involves
Practice Testing	**High**	Test yourself using past exam questions or quizzes while learning.
Distributed Practice	**High**	Spread out your learning over time instead of cramming all at once.
Elaborative Interrogation	**Moderate**	Ask yourself "why" questions about the material to deepen understanding.
Self-Explanation	**Moderate**	Explain your answers or reasoning to yourself as you study.
Interleaved Practice	**Moderate**	Mix different topics or techniques during study sessions instead of focusing on one.
Summarisation	**Low**	Write brief summaries of what you've learned.
Highlighting	**Low**	Use highlighters or underline key points while reading.
Keyword Mnemonic	**Low**	Create key terms, acronyms, or simple images to help remember concepts.
Imagery	**Low**	Make mental pictures of the material you are learning.
Rereading	**Low**	Read the same text or notes again.

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