Key Stage 3
2026-2027
Year 8

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

St Ralph Sherwin
Catholic Multi Academy Trust

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.

St Ralph Sherwin
Catholic Multi Academy Trust

Assessment Timetable

Highlight when you are completing each assessment:

P	Monday A 16/11/26	Tuesday A Drop Down Day 17/11/26	Wednesday A 18/11/26	Thursday A 19/11/26	Friday A 20/11/26
P1					8A/Hi 8C/Cs
P2				8D/Cs 8C/Gg 8B/Hi	
P3			8A/Re 8B/Re 8C/Re 8D/Re 8E/Re	8Y/Fr 8Y/Es	8A/Cs 8D/Hi
P4					
P5	8X/Ee1 8X/Ee2 8Y/Ee1 8Y/Ee2 8Y/Ee3				8B/Cs 8D/Gg 8C/Hi

P	Monday B 23/11/26	Tuesday B	Wednesday B	Thursday B	Friday B
P1	8A/Sc 8B/Gg 8C/Sc 8D/Sc				
P2		8A/Gg	8Y/Ma1 8Y/Ma2 8Y/Ma3		
P3		8X/Fr 8X/Es			
P4	8B/Sc				
P5		8X/Ma1 8X/Ma2			

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
RE

Class	Date	Period
All	Wednesday 18th November	3

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Knowledge from Advent term 1&2,	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…

- The story of the Fall from Genesis 3 and how it accounts for original sin
- The importance of the 10 commandments and their relevance for Christians today
- An evaluation of the necessity of rules in society
- Additional sources of moral authority, such as conscience
- The sacrament of baptism and its importance for Catholics
- An evaluation of infant and believers baptism
- Artistic interpretations of Moses
- An evaluation of conscientious objectors from the 20th Century

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
8X1, 8X2, 8Y1, 8Y2, 8Y3	Monday 16th November 2026	5

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
• Features of fiction and non-fiction texts. • Challenges of displacement, detention, identity and belonging. • How literature can raise awareness of social and political issues • How writers use characterisation, symbolism, language, structure and narrative perspective to communicate ideas.	• Retrieval of prior knowledge and subject terminology. • Reading comprehension and inference. • Analysis of how a writer presents a character, theme or idea. • Selection and embedding of relevant textual evidence. • Analysis of language and structural methods using appropriate terminology. • Construction of analytical paragraphs using the PEETC structure.

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

- Revise the plot and key characters of The Bone Sparrow so far.
- Key vocabulary such as 'refugee', 'immigrant', 'detention centre', 'perspective' and 'motif'.
- Practise selecting key quotations from the text and explaining what they reveal to a reader.
- Revise word classes and language techniques.
- Review the human rights and explain how these are met or breached in The Bone Sparrow.

KS3 Curriculum Check Point
Maths

Class	Date	Period
8X1/8X2	Tuesday 24th November	5
8Y1/8Y2/ 8Y3	Wednesday 25th November	2

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Knowledge from Advent term 1and Year 7	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…

- Negative numbers
- Operations with fractions
- Angles in polygons
- Sets and probability
- Prime numbers and proofs
- Ratio and scales
- Direct proportion

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 Year 8 (Autumn Term)

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
Science

Class	Date	Period
8A/Sc	Monday 23rd Nov	1
8B/Sc	Monday 23rd Nov	4
8D/Sc	Monday 23rd Nov	1
8E/Sc	Monday 23rd Nov	1

How will I be assessed?

Assessment	Format	Length	Feedback
Knowledge from Advent term 1and Year 7	Biology, Chemistry and Physics as well as How Science Works	40 mins	Teacher feedback

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

- Forces and Motion (Y8)
- Breathing and Respiration (Y8)
- Particle Model and Separating Mixtures
- Circuits and Static
- Movement and cells
- Energy
- Reproduction- human and Plant
- Types of forces and weight
- Ecosystems

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

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
Geography

Class	Date	Period
8A	Wednesday 18th November	5
8B	Tuesday 17th November	2
8C	Wednesday 18th November	2
8D	Friday 20th November	5

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 what causes the weather
- Air masses affecting the UK
- High and low pressure
- Types of rainfall
- Extreme weather (flooding, drought / heatwaves, snow)
- Global atmospheric circulation
- Hurricanes, their formation and impact

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
History

Class	Date	Period
8A 8B 8C 8D	20/11/26 19/11/26 20/11/26 20/11/26	P1 P2 P5 P3

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 the Slave System of the 17th and 18th Century
- Recalling key facts about the Middle Passage and the plantations
- Recounting resistance by enslaved people
- Recalling and evaluating the factors of the Abolition Movement

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
8X/Fr	Tuesday, 24th November 2026	3
8Y/Fr	Thursday, 19th November 2026	3

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Reading 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…

- Content relating to holidays
- Content relating to Year 7 – specifically local area
- The Perfect past tense
- Cultural knowledge from European Day of Languages
- Expression of more complex opinions and justifications

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

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
Spanish

Class	Date	Period
8X/Es	Tuesday, 24th November 2026	3
8Y/Es	Thursday, 19th November 2026	3

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Reading 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…

- Content relating to holidays
- Using the Preterite tense (past) to talk about past holidays
- Recounting activities during different days of the holidays
- Describing opinions about the holidays in the past
- Describing how a holiday was

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

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
Computer Science

Class	Date	Period
8A/Cs	Friday 20th Nov	3
8B/Cs	Friday 20th Nov	5
8C/Cs	Friday 20th Nov	1
8D/Cs	Thursday19th Nov	2

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: Media – Vector Graphics

Knowledge

- Explain what a vector graphic is and how it is created using shapes, lines and paths.
- Understand that bitmap images are made up of pixels.
- Explain the differences between vector and bitmap images and identify suitable uses for each.

Skills

- Know how to create and edit vector graphics using software such as Inkscape.

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

Revise the key vocabulary, learn the differences between vector and bitmap graphics, and practise explaining how vector graphics are created and edited using software such as Inkscape.

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
Art

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Baseline assessment	Drawing	Spread across 2 lessons	Teacher Feedback

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

Knowledge:
- Define tone and explain its use in creating realistic drawings.
- Define macro photography and identify macro features in photographs.
- Identify different watercolour techniques.
- Describe Joel Penkman's artistic process and how she creates her work.
- Analyse and evaluate the work of Georgina Luck.
- Identify and annotate cardboard construction and decorative techniques.

Skills:
- Create an observational drawing from direct observation
- Apply a range of watercolour techniques to create food-themed artwork.
- Create an artist research page on Joel Penkman.
- Select and use a preferred media to create an outcome in the style of Georgina Luck.
- Design a 3D biscuit sculpture, applying knowledge of cardboard construction and decoration.

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 food hygiene and safety with reference to the 4 C's.ü
•Can identify and describe where some foods come from the processing involved from farm to fork.
•Can explain what seasonality is and how it effects the price of products.
•Understand what protein foods are what they are made up of and vegetarian alternatives.
• Can describe the process of making bread including the science behind the process.

•Skills:

- I am confident and work independently to complete the more difficult stages e.g. pastry making
- 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, simmer, use the hob and oven 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

KS3 Curriculum Check Point
DT- Product Design

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Theory Questions and Perspective Drawing Skills. Make – Seed Box	Drawing Read and Respond	60 Minutes	Teacher

During the Product Design DT rotation, I will be assessed on the following knowledge and skills…

Knowledge

Know the difference between hardwoods and softwoods
Understand how timbers can be altered
Describe evaluate as part of the iterative process
Compare designer aesthetics
Describe the advantages of using CAD/CAM

Skills

Draw a product using two-point perspective
Use CAD to create, save and send a Laser cut file
Construct a seed box using a manufacture plan
Use graphic design to create a seed packet
Use TINKERCAD to make a digital prototype

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

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
DT - Textiles

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

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

Knowledge
- Identify different properties of fabric
- Name and describe the characteristics of natural fibres
- Name and describe the characteristics of synthetic fibres
- Understand the use of a paper pattern and read the symbols used
- Label and explain the functions of the parts of a sewing machine
- Identify different types of fastening

Skills
- Use a sewing machine and paper pattern to create a simple fabric pouch
- Sew on a button
- Design a textiles product based on a brief (pencil case)
- Create a paper pattern for a personal design, including a seam allowance
- Accurately cut out fabric pieces for a pencil case
- Insert a zip

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

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
Drama

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
'Play Goes Wrong' and 'Apocalypse' Performances	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…
Ability to communicate slapstick and farse in a student-lead context Implementation of learned technqiues into a performance Ability to self-review a performance referencing performance techniques and decisions Demonstration of skills in being an active ensemble participant

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

St Ralph Sherwin
Catholic Multi Academy Trust

KS3 Curriculum Check Point
Music

How will I be assessed?			
Assessment	**Format**	**Length**	**Feedback**
Performance and musical elements assessment (Folk Music)	Multiple choice and written response to knowledge questions. Whole class singing and keyboard assessment.	20-minute written exam Whole class singing 5 minutes in lesson. Performance 2 minutes.	Peer assessment pre-performance assessment. Post assessment teacher feedback.

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

Knowledge

Explain what is meant by 'folk music' and give examples
Understanding what is meant by Oral tradition
Explain key characteristics of folk music
Identify a pentatonic scale
Explain the term 'call and response'
Define what is meant by a musical 'accent'
How folk music has influenced music today

Skills

Performing 'Amazing Grace' on a keyboard to a level of musicianship
Performing in whole class singing (Folk melodies and songs)

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

St Ralph Sherwin
Catholic Multi Academy Trust

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.

St Ralph Sherwin
Catholic Multi Academy Trust

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.

St Ralph Sherwin
Catholic Multi Academy Trust