

# Summative Assessment Planning Grid

Year 7 Science			
	Summative Assessment 1 (Data for Progress Point 1)	Summative Assessment 2 (Data for Progress Point 2)	Summative Assessment 3 (Data for Progress Point 3)
	PP1 Deadline: 28 <sup>th</sup> Nov	PP2 Deadline: 6 <sup>th</sup> March	PP3 Deadline: 26 <sup>th</sup> June
<b>Assessed Knowledge</b>  <i>What is the declarative (essential) knowledge that will be tested in this assessment?</i>	<b>Particle model of Matter</b> <ul style="list-style-type: none"> <li>The properties of solids, liquids and gases can be described in terms of particles in motion but with differences in the arrangement and movement of these particles.</li> <li>observations where substances change temperature, or state can be described in terms of particles gaining or losing energy.</li> </ul> <b>Cells</b> <ul style="list-style-type: none"> <li>multicellular organisms are composed of cells which are organised into tissues, organs, and organ systems to carry out life processes.</li> <li>specialised cells, each with a different structure or feature so it can do a specific job.</li> <li>plant and animal cells have a cell membrane, nucleus, cytoplasm, and mitochondria.</li> </ul>	<b>Reproduction</b> <ul style="list-style-type: none"> <li>reproduction in humans, including the structure and function of the male and female reproductive systems</li> <li>the developing foetus relies on the mother for oxygen and nutrients and to remove waste</li> <li>fertilisation, gestation, and birth, to include the effect of maternal lifestyle on the foetus through the placenta</li> <li>menstrual cycle (without details of hormones)</li> <li>reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal.</li> </ul> <b>Waves</b> <ul style="list-style-type: none"> <li>waves transfer energy from source to absorber</li> <li>light waves travelling through a vacuum; speed of light</li> <li>the transmission of light through materials: absorption, diffuse</li> </ul>	<b>Forces</b> <ul style="list-style-type: none"> <li>Speed</li> <li>Distance-time graphs</li> <li>Weight and mass</li> <li>Gravity</li> <li>Frictional forces</li> <li>Contact and non-contact forces</li> <li>Resultant force</li> </ul> <b>Acid Reactions</b> <ul style="list-style-type: none"> <li>Defining acids and alkalis in terms of neutralisation reactions</li> <li>The pH scale for measuring acidity/alkalinity; and indicators</li> <li>Reactions of acids with metals to produce a salt plus hydrogen</li> <li>Reactions of acids with alkalis to produce a salt plus water</li> <li>What catalysts do</li> </ul> <b>Evolution</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Vertebrates and invertebrates</li> <li>Mendel and Inheritance</li> <li>Darwin's theory of evolution</li> <li>The discovery of DNA</li> </ul>

	<ul style="list-style-type: none"> <li>plant cells also have a cell wall, chloroplasts and usually a permanent vacuole.</li> </ul>	<p>scattering, and specular reflection at a surface</p> <ul style="list-style-type: none"> <li>- use of ray model to explain imaging</li> <li>- colours and the different frequencies of light, (qualitative only); differential colour effects in absorption and diffuse reflection</li> </ul> <p><b>Chemical Reactions</b></p> <ul style="list-style-type: none"> <li>- Chemical reactions as the rearrangement of atoms</li> <li>- Representing chemical reactions using formulae and using equations</li> <li>- Combustion, thermal decomposition, oxidation and displacement reactions</li> </ul>	
<p><b>Assessed Skills</b></p> <p><i>What are the procedural skills that will be tested in this assessment?</i></p>	<p>Describe the importance of accuracy, precision, repeatability, and reproducibility when carrying out scientific investigations, and explain how they help make results more reliable and trustworthy.</p>	<p>Using models to represent the unobservable</p> <p>Identifying variables (what to change, measure, and keep the same)</p> <p>Choosing appropriate equipment (e.g., test tubes, Bunsen burner, measuring cylinder)</p> <p>Writing a simple method that can be followed safely and logically</p> <p>Predicting what might happen based on prior knowledge</p>	<p>Use a light microscope to observe cells.</p> <p>How seeds are spread (dispersed) in different ways, such as by wind, animals, water, or explosions. Analyse data on how far seeds can travel using different methods.</p> <p>Recognising signs of chemical reactions:</p> <ul style="list-style-type: none"> <li>• Effervescence (bubbles)</li> <li>• Temperature change</li> <li>• Formation of a salt solution</li> <li>• Disappearance of solid metal or carbonate</li> </ul> <p>Recording observations in tables or diagrams.</p>

			Using correct scientific vocabulary (reactants, products, neutralisation, hydrogen gas).
<b>Method of Assessment</b>	In-class assessment	In-class assessment	End of Year Exam.
<b>Dates of Assessment</b>	November 2025	February 2026	Monday 1 <sup>st</sup> June – Friday 5th June 2026

# Summative Assessment Planning Grid



Year 8 Science			
	Summative Assessment 1 (Data for Progress Point 1) PP1 Deadline: 28 <sup>th</sup> Nov	Summative Assessment 2 (Data for Progress Point 2) PP2 Deadline: 6 <sup>th</sup> March	Summative Assessment 3 (Data for Progress Point 3) PP3 Deadline: 26 <sup>th</sup> June
<b>Assessed Knowledge</b> <i>What is the declarative (essential) knowledge that will be tested in this assessment?</i>	<b>Biology</b> <b>Organisms</b> <ul style="list-style-type: none"> <li>Gas exchange in humans</li> <li>Breathing</li> <li>Impact of exercise, asthma and smoking on the human gas exchange system</li> <li>aerobic and anaerobic respiration in living organisms</li> <li>Components of a Healthy diet</li> <li>calculations of energy requirements in a healthy daily diet</li> <li>Unbalanced diet and consequences</li> <li>The human digestive system and the role of enzymes</li> <li>the effects of recreational drugs on behaviour, health and life processes</li> <li>Human skeleton</li> <li>biomechanics – the interaction between skeleton and muscles,</li> <li>Antagonistic muscles</li> </ul>	<b>Chemistry</b> <b>Particles</b> <ul style="list-style-type: none"> <li>The particle model</li> <li>Density</li> <li>Energy and changes of state</li> <li>Heating curves</li> <li>Diffusion</li> <li>Gas pressure</li> </ul> <b>Solubility</b> <ul style="list-style-type: none"> <li>Pure substances</li> <li>Mixtures and solutions</li> <li>Dissolving</li> <li>Saturation</li> <li>Solubility curves</li> <li>Crystallisation</li> </ul>	<b>Biology content from PP1</b> <b>Chemistry content from PP2</b> <b>Physics</b> <b>Energy</b> <ul style="list-style-type: none"> <li>Energy and temperature</li> <li>Conduction</li> <li>Convection</li> <li>Radiation</li> <li>Insulation</li> <li>Cooling curves</li> <li>Work</li> <li>Simple machines</li> </ul> <b>Forces</b> <ul style="list-style-type: none"> <li>Moments</li> <li>Stretching and Hooke's Law</li> <li>Pressure</li> <li>Pressure in fluids</li> <li>Sinking and floating</li> <li>Atmospheric pressure</li> </ul>
<b>Assessed Skills</b>	Measuring and Investigating Breathing	Properties of solids, liquids and gases can be described in terms of particles in motion	Identify variables in an investigation

<p><i>What are the procedural skills that will be tested in this assessment?</i></p>	<p>Using Models to Understand Gas Exchange Pupils explain patterns in their data (e.g., increased breathing rate with exercise) by linking findings to oxygen demand, aerobic respiration, and removal of carbon dioxide.</p>	<p>but with differences in the arrangement and movement of these same particles Observations where substances change temperature or state can be described in terms of particles gaining or losing energy. Using Scientific Representations Evaluating Methods Interpreting Results Making Observations</p>	<p>Draw line graphs Identify patterns and anomalies</p>
<p><b>Method of Assessment</b></p>	<p>In-class assessment</p>	<p>In-class assessment</p>	<p>End of Year Exam.</p>
<p><b>Dates of Assessment</b></p>	<p>November 2025</p>	<p>February 2026</p>	<p>Monday 8<sup>th</sup> – Friday 12<sup>th</sup> June 2026</p>

# Summative Assessment Planning Grid



Year 9 Science			
	Summative Assessment 1 (Data for Progress Point 1)	Summative Assessment 2 (Data for Progress Point 2)	Summative Assessment 3 (Data for Progress Point 3)
<b>Assessed Knowledge</b> <i>What is the declarative (essential) knowledge that will be tested in this assessment?</i>	<b>Biology</b> <b>Cells</b> <ul style="list-style-type: none"> <li>Plant and animal cells</li> <li>Eukaryotes and prokaryotes</li> <li>Specialised plant and animal cells</li> <li>Microscopes and magnification</li> <li>Practical – making slides</li> <li>Diffusion</li> <li>Osmosis</li> <li>Practical – Investigating osmosis in potatoes</li> <li>Active transport</li> </ul>	<b>Chemistry</b> <b>Atomic structure</b> <ul style="list-style-type: none"> <li>Word equations</li> <li>Conservation of mass</li> <li>Interpreting chemical formulae</li> <li>Balancing equations</li> <li>Atomic model</li> <li>Relative atomic mass</li> <li>Isotopes</li> <li>Electronic structure</li> </ul> <b>Acid reactions</b> <ul style="list-style-type: none"> <li>Reactions of metals and acids</li> <li>Testing for gases</li> <li>The pH scale and Neutralisation</li> <li>Salt production</li> <li>Soluble salts</li> </ul>	<b>Biology content from PP1</b> <b>Chemistry content from PP2</b> <b>Physics</b> <b>Models</b> <ul style="list-style-type: none"> <li>Energy stores</li> <li>Energy transfers</li> <li>Conservation of energy</li> <li>Atomic structure</li> </ul> <b>Electric circuits</b> <ul style="list-style-type: none"> <li>Circuit diagrams</li> <li>Current</li> <li>Potential difference</li> <li>Resistance</li> <li>Resistors in series practical</li> <li>Equivalent resistance in series</li> <li>Resistors in parallel</li> <li>More on circuits</li> </ul>
<b>Assessed Skills</b> <i>What are the procedural skills that will be tested in this assessment?</i>	Using a microscope Preparing a slide Calculating magnification Convert between mm, $\mu\text{m}$ and nm Investigating osmosis – identifying variables	Using Models to Represent Atoms and Particles Identifying Substances Using Particle Ideas Using Scientific Representations Evaluating Methods	As Progress Point 1&2 plus: Representing components with diagrams Calculating Resistance Graph drawing Evaluating methods

<b>Method of Assessment</b>	In-class assessment	In-class assessment	End of Year exam
<b>Dates of Assessment</b>	November 2025	February 2026	Monday 1 <sup>st</sup> June – Friday 5th June 2026