

18<sup>th</sup> May 2018

Dear Parent/Carer,

**Re: End of year assessments**

Further to my letter dated the 10<sup>th</sup> May, I would like to further clarify subject assessment dates and offer revision topic lists for each subject.

Date	Yr	Subject
Wednesday 6 <sup>th</sup> June	9	Maths
Thursday 7 <sup>th</sup> June	8	Maths
Wednesday 13 <sup>th</sup> June	7	Maths
Tuesday 5 <sup>th</sup> June or Wednesday 6 <sup>th</sup> depending on lesson day	7	English
Thursday 14 <sup>th</sup> June	9	English
Friday 15 <sup>th</sup> June	8	English

Date	Yr	Subject
Tuesday 5 <sup>th</sup> June	7	Science
Tuesday 5 <sup>th</sup> and Wednesday 6 <sup>th</sup> June	8	Science
Thursday 7 <sup>th</sup> June	9	Science
Wk beginning 4 <sup>th</sup> June (depending on lesson day)	7	MFL
Wk beginning 11 <sup>th</sup> June (depending on lesson day)	8	MFL
Wk beginning 18 <sup>th</sup> June (depending on lesson day)	9	MFL
Varied for each class due to the two - week timetable. The date for each individual class will be given by the class teacher.	7	History
	8	History
	9	History
Varied for each class due to the two - week timetable. The date for each individual class will be given by the class teacher.	7	Geography
	8	Geography
	9	Geography
Varied for each class due to the two - week timetable. The date for each individual class is available on students' Show My Homework.	7	RS
	8	RS
	9	RS

All revision resources and overviews are available on Show My Homework but there is also an overview for each year group on the attached pages below, along with the school statement regarding reasonable adjustments for assessments.

Yours faithfully



Mrs E. Mills  
 Deputy Headteacher

Year 9

English	Maths	Science	MFL	RS	Geography	History
<p><b>An Inspector Calls:</b> Context Writer's intentions Structural analysis Language analysis Themes and ideas Key quotes (Everything on Knowledge Organiser)</p>	<p>Number Properties; Fractions, Decimals and Percentages; Probability and Tree Diagrams; Rounding and Estimation; Index Laws; Standard Index Form; Algebraic Manipulation; Solving Linear Equations; Solving Quadratic Equations; Perimeter, Area and Circumference; Ratio and Proportion; Sequences; Calculating with Percentages; Averages and Range; Representing Data; Coordinates and Linear Graphs; Quadratic Graphs; Circle Theorems; Volume and; Surface Area; Inequalities; Real Life Graphs; Scatter Graphs and Correlation; Compound Measures; Transformations; Surds</p>	<p><b>Biology:</b> Cell types and cell structure; Microscopy Differentiation/ adaptations of cells Diffusion, osmosis and active transport; Adaptations of exchange surfaces; Cell division (the cell cycle and mitosis). <b>Chemistry:</b> Atomic structure; The history and structure of the periodic table; The development of the atom; Metals, properties of metals and metallic bonding; Properties of ionic compounds, making ions and ionic bonding; Reactions and reactivity in groups 0, 1 and 7. <b>Physics:</b> Energy transfers (EPE, GPE, KE, thermal); Work, energy transferred and power; Efficiency; Energy, voltage, current, charge and resistance calculations (<math>V=IR</math>, <math>E=VQ</math>, <math>Q=It</math>); Voltage, current and resistance in parallel and series circuits; Investigating and interpreting I-V characteristics for diodes, ohmic resistors, filament bulbs; Uses and properties of LDRs and thermistors.</p>	<p><b>Travel and Tourism</b> (weather, countries, transport, accommodation, past tense, opinions). <b>Free time and daily routine</b> (sport and non sporty hobbies, time phrases, daily routine phrases, getting up, going to bed, activities after school and opinions). <b>Shopping</b> (Clothes shopping, pocket money, different shops). <b>Life at School</b> (subjects and opinions, uniform and opinion, timetable). <b>Healthy Living and eating out</b> (diet and healthy living, making reservations).</p>	<p><b>Religion and the media</b> Freedom of speech Hate speech Terrorism Media Bias on religion Media and extremism <b>Peace and Protest</b> Introduction to Equality Stereotypes, prejudice and discrimination Martin Luther King Gandhi Violence <b>Persecution</b> The Holocaust Memorials Anti-Semitism and Islamophobia Holocaust Fiction Anne Frank Neo-Nazis Survivors <b>Ethics and Justice</b> Morality</p>	<p>Development and Development Indicators Climate Graphs Coasts (GCSE) – Processes and Landforms India and Mumbai Globalisation Fair Trade</p>	<p><b>World War One:</b> Causes; Trench warfare; Battle of the Somme; Propaganda and conscription; The Home Front (Women &amp; conscientious objectors); Reasons for the armistice; Treaty of Versailles <b>America in the 1920s:</b> Why was there an economic boom? Prohibition: why was it introduced? Why did it fail? 1920s entertainment and fashion <b>Weimar and Nazi Germany:</b> Reactions to the Treaty of Versailles Difficulties in the Weimar Republic Adolf Hitler and the creation of the Nazi Party Munich Putsch The Great Depression and impact on Germany How did Hitler gain power? (propaganda, Reichstag Fire) Aims and beliefs of the Nazi Party Life in Nazi Germany (children, women, Jews) <b>World War Two:</b> Causes (rearmament, Hitler's foreign Policy) Appeasement (strengths and weaknesses)</p>

Year 8

English	Maths	Science	MFL	RS	Geography	History
<p><b>Romeo and Juliet or the Merchant of Venice:</b> Context Writer's intentions Structural analysis Language analysis Themes and ideas Key quotes</p>	<p>Number Properties Fractions Algebraic Manipulation and Substitution Decimals and Percentages Angles and Bearings Converting Units Rounding and Estimating Area and Perimeter Averages and Range Equations and Formulae Inequalities Probability and Tree Diagrams Ratio and Proportion Collecting Data Representing Data Volume and Surface Area Indices and Standard Form Coordinates and Linear Graphs Pythagoras' Theorem Trigonometry</p>	<p>All term 2 topics</p>	<p><b>Introducing yourself</b> -How to give your name, age, birthday <b>Family and pets</b> Make sure you know how to describe your family and pets. <b>Free time activities</b> Make sure you can give lots of examples of free time activities and that you can give and justify your opinion. <b>School</b> Make sure you can list your school subjects, give your opinion and explain why you like and dislike certain things in school. <b>House and home</b> Make sure you can talk about where you live and describe your house, the rooms and your bedroom.</p>	<p><b>Creation</b> Scientific views on creation Christian views on creation The design argument Hindu views on creation Comparison of the above ideas <b>Life after death</b> Paranormal Humanist views on Life after death Funerals Christian views on life after death Hindu views on life after death <b>Good and Evil</b> Morality Moral and Natural evil Humanist views on evil and suffering Free will The fall of Man <b>Forgiveness</b> Key terms Case studies Christin views on Forgiveness Easter Judaism views on Forgiveness</p>	<p>Rainforests - location, characteristics, adaptations, deforestation Climate and Climate Graphs Climate Change/Global Warming Renewable/Non-Renewable energy Rivers - features and erosion</p>	<p><b>English Civil War</b> Causes of the war Roundheads and Cavaliers How did Cromwell win? Model Army Why was King Charles executed? Interpretations of Cromwell: hero or villain? <b>Industrial Revolution</b> Domestic system Causes of the industrial revolution Textile machine inventions Living conditions in cities Factory conditions Children during the Industrial Revolution <b>Victorian Crime and Punishment</b> How did the Industrial Revolution lead to a rise in crime? Identifying a Victorian criminal Jack the Ripper Crimes Development of the police Prisons <b>Empire</b> Why did Britain want an empire? Exploration First settlers in America American Independence What was India like before the empire? Why did Britain want an empire in India? Indian Mutiny 1857 Scramble for Africa Empire troops in WW1 and 2 <b>Slavery</b> Slave Triangle Reasons for slavery</p>

Year 7	English	Maths	Science	MFL	RS	Geography	History
	<p><b>The Tempest:</b> Context Writer's intentions Structural analysis Language analysis Themes and ideas Key quotes</p>	<p>Number Properties Fractions 2D Shapes and Angle Properties Algebraic Manipulation and Substitution Solving Equations Decimals and Percentages Angles and Bearings Converting Units Rounding and Estimating Area and Perimeter Circumference and Area Averages and Range Probability Ratio and Proportion Representing Data Volume and Surface Area Indices and Standard Form Coordinates and Linear Graphs</p>	<p>All term 2 topics.</p>	<p><b>Introducing yourself</b> Make sure you can understand and respond to personal information questions. <b>Family and pets</b> Make sure you know how to describe your family and say what pets you have. <b>Free time activities</b> Make sure you can give lots of examples of free time activities and that you can give and justify your opinion. <b>School</b> Make sure you can list your school subjects, give your opinion and explain why you like and dislike certain things in school. <b>House and home</b> Make sure you can talk about where you live and describe your house, the rooms and your bedroom.</p>	<p><b>Ultimate Questions</b> Ultimate questions The soul and Christian views The soul and reincarnation Truth <b>God</b> God's attributes and qualities: 'Omnis' Christianity and the Trinity Humanist views on God The problem of evil Muslims views on God Hindu views on God <b>Judaism</b> Key facts Shabbat Kosher Bar/Bat Mitzvah <b>Christianity</b> The 10 commandments Bible teachings Parables Jesus Baptism Churches</p>	<p>What is Geography? Types of Geography Map skills Coasts Active earth- Earthquakes</p>	<p><b>Who are the British?</b> The Romans The Celts Windrush (1948) <b>Battle of Hastings</b> Claimants to the throne Battle of Stamford Bridge Battle of Hastings Why did William win the Battle of Hastings? <b>Norman rule of England</b> Motte and Bailey Castles (strengths and weaknesses) Harrying of the North (events, causes and consequences) Feudal System – how did this help the Normans keep control? Domesday Book Magna Carta <b>Medieval Religion</b> Why was the church so powerful? What did Medieval people believe about heaven and hell? Jobs in the church (nuns, monks and priests) Thomas Becket's murder <b>Life in Medieval England</b> The Black Death (what did Medieval people believe caused the Black Death? Cures) Consequences of the Black Death Causes of the Peasants' Revolt What did the Peasants achieve from the Revolt?</p>

## **Reasonable adjustments for assessments based on evidence of need**

As outlined in the school's SEND policy, Lymm High School is committed to ensuring that all students have a right to high quality teaching that is differentiated and personalised to meet their individual needs. It recognises that some students need educational provision that is additional to this also. Assessment is an integral element of teaching and therefore teachers are required to ensure they provide all students with the reasonable adjustments that they may require, as stipulated in the Inclusion Register.

### **Key Stage 3, 4 and 5**

For any summative and formative assessments (including end of topic assessments/exams etc.) that take place within classroom practice, additional and identified support that is required for students will be catered for by the class teacher and any Teaching Assistants within the usual classroom context. This identified support will be indicated on the Inclusion Register. Assessment is a key part of everyday teaching, as is differentiation. Teachers will adapt and differentiate the assessment as necessary for the students in their lessons. Extra support from the LDD faculty will not be available for teachers to request. Suggestions of good practice are:

- If there is a TA in the classroom, then they can act as a reader if necessary.
- If there is a TA in the classroom, then they can act as a scribe if necessary.
- If the rest of the class are completing an assessment, the teacher can act as a reader if necessary.
- If the rest of the class are completing an assessment, the teacher can act as a scribe if necessary.
- If there is more than one student in a class than requires a reader, they can sit together and the teacher/TA can act as a reader for them as a group.
- Using coloured or enlarged text/paper as necessary.
- The teacher or TA prompting a student/s if necessary to keep focused on the assessment.
- Students that require a word processor or a reading pen can access one from the LDD faculty.

The extra support that teachers find students need, should then be recorded with the LDD faculty to help them build a picture of normal working practice for students over time. This will help the SENCO when assessing students to determine if Exam Access Arrangements are necessary for external examinations.

### **Key Stage 4 and 5**

In the instance of Mock Examinations or any externally assessed work, the Exams Team will cater for all access arrangements such as: sitting exams in a satellite venue; use of a word processor; access to a reading pen/reader/group reader; use of assistive technologies; enlarged exam papers; exams printed on coloured paper; use of a prompt; or any extra time requirements. This is the only time the LDD faculty will supply extra support for assessments.

In order to have Exam Access Arrangements, students will undergo an assessment with the SENCO (at the end of year 9) and evidence of normal working practice will have to be shown. All information is available to teachers through the Inclusion Register.

### **Exam Access Arrangements**

EAA are a provision or type of support given to a student in an **external national exam** where a particular need has been identified by an assessment, so that the student has appropriate access to the exam where they would be at a substantial disadvantage in comparison to someone who do not have that need. They allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the exam.

Assessments must demonstrate the evidence of need through both quantitative and qualitative measures. The pupil must meet the 'Joint Council for Qualifications' (JCQ) criteria for access arrangements set out in the JCQ 'Adjustments for candidates with disabilities and learning difficulties' booklet for the appropriate

year. In putting EAA in place, the school is required to comply with the Equality Act 2010 and JCQ regulations.

Students who have EAA at KS2 are screened for EAA again before KS4. Although they may have received EAA at KS2, it doesn't necessarily mean that they automatically receive it at KS4 because their needs may have changed. For example, a student who had a Reader for KS2 may not qualify for a Reader at KS4 because their reading has improved to the extent it does not meet the JCQ criteria. Students at KS3 do not require EAA as they do not have any **external national exams** in this Key Stage.

Students will be identified for EAA investigation through a number of ways:

- Teachers identifying through classwork and assessments that a student requires reasonable adjustments in order to access an assessment. If this is evidenced through KS3, then the student would be investigated for EAA at the end of year 9 ready for starting KS4.
- Parental request for investigation with evidence to suggest reasonable adjustments were required.
- If a student has received EAA at KS2, and there is evidence from throughout KS3 that their need has not improved, then they will be investigated for EAA.