

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Year 7 Overview 2024-25 – PE

Date	Wk	Week	Units Studied & Learning Outcomes				Key Concepts & Assessment												
8 weeks (16 Lessons) (38Days)																			
			7A MT 7P MT	7B ST/IB 7R ST	7L JT 7S IB	7M HM 7T HM	•												
Tues 2-Sep	A	1	Skills Dev	Skills Dev	Skills Dev	Skills Dev	<p>Unit Learning Outcome: Netball</p> <p>GW-To understand how to perform the basic skills for netball</p> <p>BI- To demonstrate the basic skills in skills</p> <p>EW- To apply the basic skills, for netball, in a small sided game</p> <ol style="list-style-type: none"> Different types of passes to the indicating hand and landing correctly Dodge correctly (straight and square, dodge, double) Technique to shoot How to defend and the difference between penalty and free pass Positions for 5 a side or half court Positions for 7 a side full court. <table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <tr> <td>High 5 netball</td> <td>Knowledge on how to shoot, getting free, pass, defend in skills and small sided games.</td> <td>Can apply their knowledge on how to shoot, getting free, pass, defend in full sided games.</td> </tr> </tbody> </table> <p>Unit Learning Outcome: Table tennis</p> <p>GW-To understand how to perform the basic shots for table tennis</p> <p>BI- To demonstrate the basic shots in skills</p> <p>EW- To apply the basic shots, for table tennis, in a small sided game</p> <ol style="list-style-type: none"> To develop good racket and ball skills. To play an effective forehand Push shot. To be able to outwit opponents effectively. To play an effective backhand push shot. To be able to use the serve in the game of table tennis. Assessment <table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <tr> <td>Introduction to basic shots within racquet games.</td> <td>Effective footwork to play, technique development, rules of the game (singles).</td> <td>Advanced techniques including; Footwork under pressure. Creating spin. Rules of the game (Doubles)</td> </tr> </tbody> </table> <p>• Equality Diversity and Inclusion (EDI) links? <i>Parent and Carers month/Black History month</i> <i>3/9 World afro day</i></p>	Prior (Y6)	Current (Y7)	Next (Y8)	High 5 netball	Knowledge on how to shoot, getting free, pass, defend in skills and small sided games.	Can apply their knowledge on how to shoot, getting free, pass, defend in full sided games.	Prior (Y6)	Current (Y7)	Next (Y8)	Introduction to basic shots within racquet games.	Effective footwork to play, technique development, rules of the game (singles).	Advanced techniques including; Footwork under pressure. Creating spin. Rules of the game (Doubles)
Prior (Y6)	Current (Y7)	Next (Y8)																	
High 5 netball	Knowledge on how to shoot, getting free, pass, defend in skills and small sided games.	Can apply their knowledge on how to shoot, getting free, pass, defend in full sided games.																	
Prior (Y6)	Current (Y7)	Next (Y8)																	
Introduction to basic shots within racquet games.	Effective footwork to play, technique development, rules of the game (singles).	Advanced techniques including; Footwork under pressure. Creating spin. Rules of the game (Doubles)																	
9-Sep	B	2	Rugby	TT	Netball	Fitness components													
16-Sep*	A	3	Rugby	TT	Netball	Fitness components													
23-Sep	B	4	Rugby	TT	Netball	Fitness components													
30-Sep	A	5	XC cont. training	XC cont. training	XC cont. training	XC cont. training													
7-Oct	B	6	TT	Netball	Fitness components	Rugby													
14-Oct	A	7	TT	Netball	Fitness components	Rugby													
21-Oct	B	8	TT	Netball	Fitness components	Rugby													

23/9 International day of sign languages
 10/10 world mental health day
 5/10 world teachers day
 6/10 World cerebral palsy day

- All students will be given the same opportunity to partake in all sports through a mixed gender and ability curriculum.
- Promotion of sporting stars that are having a positive effect in Sport at present e.g Raheem Stirling (anti racism campaigns). Nicola Adams (OBE) within boxing, Gareth Thomas (Wales Rugby Union, British lions Rugby Union) and Elinor Snowsill (Wales Rugby Union) who are all strong advocates of LGBT+ community in sport.
- Promotion of sporting stars that are having a positive effect in promoting LGBT+ in Table tennis at present e.g **Kelly Sibley** (born 21 May 1988) is a former professional table tennis player and current coach from England. Sibley won the singles, girls doubles and mixed doubles at the UK Junior Championships and has represented England at senior level at the Commonwealth Games, European Championships and World Championships. Sibley married her wife Laura in April 2017.
- Miley Cyrus may be in a happy relationship with Hollywood star Liam Hemsworth, but the Malibu singer is a proud and outspoken member of the LGBTQ+ community.
- All students will be given the same opportunity to partake in all sports through a mixed gender and ability curriculum. Students will be encouraged to work at their own fitness level and intensity and learn how this is essential in order that you can train effectively and safely.

Careers links

- All sports can be linked to careers as performers, officials or volunteers.
- The PE corridor has a board linking PE to specific carers in sport and students are signposted here.
- Careers day in school and careers evening.

Assessment (Quiz/Tests/application tasks/ ST: Including foundational concepts, wider disciplinary knowledge, key content.)

Students will be assessed on an ongoing basis throughout the 6 lessons. Assessment will focus on both skill development and application of skills within match situations. Students will also complete a self-assessment that will include knowledge assessment and identification of strengths (www) and areas for development (ebi). This will then be reviewed the following years by students to check on progress.

Half-Term							7 weeks (14 lessons) (35 Days)							
4-Nov	A	9	Netball	Fitness components	Rugby	TT	Unit Learning Outcome: Rugby GW-To understand how to perform the basic skills for rugby BI- To demonstrate the basic skills in skills EW- To apply the basic skills, for rugby, in a small sided game 1. To show effective passing technique. 2. To pass and catch effectively in the game. 3. To develop the ability to tackle effectively in a game. 4. To understand how to use the maul in a game. 5. To understand the use of the ruck in the game. 6. Application of skills in competitive situations							
11-Nov	B	10	Netball	Fitness components	Rugby	TT								
18-Nov	A	11	Netball	Fitness components	Rugby	TT								
25-Nov	B	ST1	Fitness components	Rugby	TT	Netball								
2-Dec	A	ST1	Fitness components	Rugby	TT	Netball								
9-Dec	B	14	Fitness components	Rugby	TT	Netball								
16-Dec	A	15	Skills assessment	Skills assessment	Skills assessment	Skills assessment								
			<table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <tr> <td>Develop basic ball skills of throwing and catching.</td> <td>Core skills development including passing, tackling, rucking and evasion. Mini games for understanding.</td> <td>Advanced skills developed. For example spin pass. Small sided games for understand</td> </tr> </tbody> </table>			Prior (Y6)	Current (Y7)	Next (Y8)	Develop basic ball skills of throwing and catching.	Core skills development including passing, tackling, rucking and evasion. Mini games for understanding.	Advanced skills developed. For example spin pass. Small sided games for understand			
Prior (Y6)	Current (Y7)	Next (Y8)												
Develop basic ball skills of throwing and catching.	Core skills development including passing, tackling, rucking and evasion. Mini games for understanding.	Advanced skills developed. For example spin pass. Small sided games for understand												

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Unit Learning Outcome: Fitness

GW- To know the definition for 4 components of fitness and explain how to carry out the test to measure them.

BI- To know the definition for 6 components of fitness and explain how to carry out the test to measure them.

EW- To know the definition of all 10 components of fitness and explain how to carry out the test to measure them.

- Sit and reach-flexibility
- Multi stage fitness test-cardiovascular endurance
- Ruler drop test- reaction time
- Hand toss test-co-ordination
- Vertical jump-power
- Illinois agility test-agility
- The stork test-balance
- Sit up bleep test- muscular endurance
- One rep max-strength
- 30 metre sprint-speed
- Handgrip dynamometer test-strength

*these might be combined together as they are quick tests to compete. Weather will affect the order of lessons.

Prior (Y6)	Current (Y7)	Next (Y8)
Golden mile How to stay fit and healthy	To identify and explain how to carry out the different fitness tests. Know the definitions of the components of fitness.	To identify and explain the different methods of training for each component of fitness.

- **Equality Diversity and Inclusion (EDI) links?**
Mens health awareness month/disability confident month
1/11 Diwali
12/11 Remembrance Sunday
13/11-19/11 Transgender awareness week
14/11 World Diabetes Day
1/12 World AIDS day
25/12 Christmas Day

Foundational Concepts

- Technique rehearsal, mental wellbeing, health and safety, reflective analysis, leadership, competitive opportunities
- Creating body awareness and knowledge of how the body can be used to enable effective technique. The start of the process of students self-analysing their performance and also that of others within their class to establish effective understanding.
- Students are aware of the importance of using multiple body parts to execute shots and the importance of using effective foot patterns to be in the correct position to execute shots effectively. Students will learn how varying the position of the bat affects the direction and result of contact on the ball.
- Technique rehearsal, mental wellbeing, health and safety, reflective analysis, leadership, competitive opportunities

- Students will need to be in control of their body. Learning how to move smoothly, using the music to help them express their ideas within the project.
- Technique rehearsal, mental wellbeing, health and safety, reflective analysis, leadership, competitive opportunities
- Students will need to be in control of their body. Learning how to move smoothly, using a variety of stimuli to help them express their ideas within the unit. This will build on the work carried out whilst at primary School.
- Throwing and catching skills developed through the K1/2 SSCO program will be built upon. Also students will have experienced some elements of striking within Primary school and these skills will be developed.
- Technique development, mental and physical wellbeing, health and safety, reflective analysis, leadership.

Tier 2/3 Vocabulary

- Spatial awareness, exploit, target, and follow through, defence, attack, balance, coordination, space.
- Trajectory, flat, open, closed, follow through, coordination, body stance, ready position, footwork.
- Posture, control, timing, rhythm, cannon, unison.
- Balance, transition, control, fluidity, movement, extension.
- Follow through, long barrier, contact, etiquette, release
- Competitive, trajectory, acceleration, technique, changeover, pacing, timing, reaction time, coordination, speed, muscular endurance, cardiovascular endurance.
- Pulse raiser, dynamic stretching, skill related practice, mental preparation, Agility, Balance, Coordination, Reaction time, Speed, Power, Muscular endurance, Cardiovascular endurance, Flexibility, Specific, measurable, agreed, realistic, time bound.

How will it link to history, culture, authentic artefacts, music, art, literature?

- Football (or soccer as the game is called in some parts of the world) has a long history. Football in its current form arose in England in the middle of the 19th century. But alternative versions of the game existed much earlier and are a part of the football history.
- Rugby - The Reverend William Webb Ellis (24 November 1806 – 24 January 1872) was an English Anglican clergyman and the supposed inventor of rugby football while a pupil at Rugby School. According to legend, Webb Ellis picked up the ball and ran with it during a school football match in 1823, thus creating the "rugby" style of play.
- Table Tennis - The game was invented in England in the early days of the 20th century and was originally called Ping-Pong, a trade name. The name **table tennis** was adopted in 1921–22 when the old Ping-Pong Association formed in 1902 was revived. The origins of the game can be traced to a 12th–13th-century French handball game called jeu de paume ("game of the palm"), from which was derived a complex indoor racket-and-ball game: real **tennis**.
- **Dance** is a series of support skills and fitness options that enhance every other activity a person will do. For example, spatial awareness and movement development are necessary in every sport an "elite athlete" will participate in. First archaeological proof of **dance** comes from the 9 thousand year old cave paintings in India. One of the earliest uses of structured **dance** was introduced in religious ceremonies that told the stories of ancient myths and gods. Egyptian priests used this kind of visual storytelling in their rituals.
- **Gymnastics** is thought to have began in ancient Greece about 2500 years ago where it was used in training to keep fit for sporting activities. In the Greek city of Athens, **gymnastic** tournaments were held, including tumbling, rope climbing, and other similar activities. The gymnasium was the hub of cultural activity.
- The sport of cricket has a known history beginning in the late 16th century. Having originated in south-east England, it became the country's national sport in the 18th century and has developed globally in the 19th and 20th centuries. International matches have been played since 1844 and Test cricket began, retrospectively recognised, in 1877. Cricket is the world's second most popular spectator sport after association football (soccer). Governance is by the International Cricket Council (ICC) which has over one hundred countries and territories in membership although only twelve currently play Test cricket
- Athletics contests in running, walking, jumping and throwing are among the oldest of all sports and their roots are prehistoric. Athletics events were depicted in the Ancient Egyptian tombs in Saqqara, with illustrations of running at the Heb Sed festival and high jumping appearing in tombs from as early as of 2250 BC.
- Gymnasium derives from the Ancient Greek word gymnos, which means naked and that's previously how athletes would train and compete in these open-air venues. This was not only for aesthetic reasons, to show off the athletic male form, but it's also thought to have been a tribute to the gods. Note that only men were permitted to train, a stance that would be upheld by many civilisations to come. Gymnasiums were not simply used as places to train. People would also come for communal bathing, socialising and to engage in intellectual and philosophical pursuits. Plato and his student Aristotle were just two philosophical greats would frequent these places. The rationale behind combining these pursuits is that it produced a sound body and mind. The Greeks used the word arete to describe

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

this, which is often translated as 'virtue' or 'excellence'. Essentially, it's the process of becoming the best you can be and fulfilling your potential. For Greek men, the two pillars of physical exercise and education were critical to this. While structured exercise and physical training continued to develop, particularly in the field of gymnastics, the advancement of the gym (or gymnasium) as a dedicated place to exercise did not. The downfall of the Greek and then Roman empires saw an appreciation for art, music, philosophy and the finely-tuned physical form subverted. Christianity's ascension in the West and Islam, Hinduism and Buddhism's prevalence in the East, turned the physical form into not something to be admired but rejected. Aesthetics was aggressively replaced by asceticism. By the Middle Ages, exercise was simply a by-product of manual labour or military service, not something one pursued to achieve a greater purpose.

Christmas Holiday							6 weeks (12 lessons) (30 Days)											
6-Jan	B	16	Gymnastics	Football	Dance	Handball	Unit Learning Outcome: Football GW-To understand how to perform the basic skills for football BI- To demonstrate the basic skills in skills EW- To apply the basic skills, for football, in a small sided game 1. Develop understanding of a variety of methods of passing 2. Develop the ability to beat an opponent through dribbling 3. Demonstrate the ability to utilise space to keep possession 4. Know and understand how to create space in order to outwit an opponent 5. To understand and know the benefits of types of shot on goal 6. Small sided games applying skills and knowledge											
13-Jan	A	17	Gymnastics	Football	Dance	Handball												
20-Jan	B	18	Gymnastics	Football	Dance	Handball												
27-Jan	A	19	Handball	Gymnastics	Football	Dance												
3-Feb	B	20	Handball	Gymnastics	Football	Dance												
10-Feb	A	21	Handball	Gymnastics	Football	Dance												
							<table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <tr> <td>Basic skills development including passing controlling the ball.</td> <td>Development of core skills including passing, dribbling, shooting, tackling. Small-sided games for understanding.</td> <td>Advanced skills development including control and turn, outwitting an opponent, and developing an attack. Small-sided games for understanding.</td> </tr> </tbody> </table>						Prior (Y6)	Current (Y7)	Next (Y8)	Basic skills development including passing controlling the ball.	Development of core skills including passing, dribbling, shooting, tackling. Small-sided games for understanding.	Advanced skills development including control and turn, outwitting an opponent, and developing an attack. Small-sided games for understanding.
Prior (Y6)	Current (Y7)	Next (Y8)																
Basic skills development including passing controlling the ball.	Development of core skills including passing, dribbling, shooting, tackling. Small-sided games for understanding.	Advanced skills development including control and turn, outwitting an opponent, and developing an attack. Small-sided games for understanding.																
							Unit Learning Outcome: Handball GW-To understand how to perform the basic skills for handball BI- To demonstrate the basic skills in skills EW- To apply the basic skills, for handball, in a small sided game 1. Range of passing 2. Footwork in attack 3. Evasion one v one 4. Stationery shooting 5. Basic defensive shape 6. Application of skills in competitive situations											
							<table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <tr> <td>Develop basic ball skills of throwing and catching.</td> <td>Core skills development focusing on ball control, passing,</td> <td>Advanced skills developed for example lofted pass. Small sided games for understanding.</td> </tr> </tbody> </table>						Prior (Y6)	Current (Y7)	Next (Y8)	Develop basic ball skills of throwing and catching.	Core skills development focusing on ball control, passing,	Advanced skills developed for example lofted pass. Small sided games for understanding.
Prior (Y6)	Current (Y7)	Next (Y8)																
Develop basic ball skills of throwing and catching.	Core skills development focusing on ball control, passing,	Advanced skills developed for example lofted pass. Small sided games for understanding.																

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

			Top set	Boys bottom set	Top set	Girls bottom set							
22-Apr	B	28	Athletics	Tennis	Athletics	Athletics	<ul style="list-style-type: none"> Easter Monday 21st Early May bank hol 6/5 <p>Unit Learning Outcome: Athletics</p> <p>GW- Learn basic technique and perform each event safely</p> <p>BI- Performs technique to a good standard and knows a little about measuring</p> <p>EW – Performs technique to a high standard, and understands how to measure</p> <ul style="list-style-type: none"> 100m 200m 800m 1500m LJ HJ technique HJ competition Discus Javelin Shot Hurdles Relay <p>*The order of these events will alter due to a number of groups on athletics and the weather.</p> <table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <tr> <td>Sportshall athletics</td> <td>Knowledge and understanding of the basic concepts for each event and perform each one.</td> <td>Develop technique on each event and improve PB's</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <p><i>Good Friday 18/4</i> <i>Easter Sunday 20/4</i> <i>Autism and stress awareness month.</i> <i>25/4 World Malaria Day</i> <i>26/4 Lesbian visibility day</i> <i>UK national walking month.</i> <i>1/5-7/5 Deaf awareness week</i> <i>23/05 Vesak</i></p>	Prior (Y6)	Current (Y7)	Next (Y8)	Sportshall athletics	Knowledge and understanding of the basic concepts for each event and perform each one.	Develop technique on each event and improve PB's
Prior (Y6)	Current (Y7)	Next (Y8)											
Sportshall athletics	Knowledge and understanding of the basic concepts for each event and perform each one.	Develop technique on each event and improve PB's											
28-Apr	A	29	Athletics	Tennis	Athletics	Athletics							
5-May	B	30	Athletics	Tennis	Athletics	Athletics							
12-May	A	ST2	Athletics	Athletics	Athletics	Tennis							
19-May			Athletics	Athletics	Athletics	Tennis							
Half-Term			7 weeks (14 lessons) (34 Days)										
2-Jun	A	33	Athletics	Athletics	Athletics	Tennis	<p>SJBF INSET 4/7</p> <p>Unit Learning Outcome: Tennis</p> <p>GW-To understand how to perform the basic shots for tennis</p>						
9-Jun	B	34	Tennis	Athletics	Striking & Fielding	Athletics							

16-Jun	A	35	National Sports week TBC				BI- To demonstrate the basic shots in skills												
23-Jun	B	36	Tennis	Athletic s	Strikin g & Fieldin g	Athleti cs	EW- To apply the basic shots, for tennis, in a small sided game												
30-Jun	A	37	Striking & Fieldin g	Striking & Fielding	Tennis	Striking & Fieldin g	<ol style="list-style-type: none"> To develop good racket and ball skills. To play an effective forehand stroke. To be able to outwit opponents effectively. To play an effective backhand stroke. To be able to use the serve in the game of tennis. Half-court singles games applying skills and knowledge. 												
7-Jul	B	38	Striking & Fieldin g	Striking & Fielding	Tennis	Striking & Fieldin g													
14-Jul	A	39	Striking & Fieldin g	Striking & Fielding	Tennis	Striking & Fieldin g	<table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <tr> <td>Mini tennis including ball familiarisation games.</td> <td>Basic strokes including forehand, backhand, and basic serves. Half court singles for skill application.</td> <td>Developing basic skills. Introducing advanced skills including backhand slice and volley.</td> </tr> </tbody> </table> <p>Unit Learning Outcome: Striking and Fielding</p> <p>GW- to know how to bat, filed and bowl</p> <p>BI- to demonstrate understanding in skills</p> <p>EW- to apply knowledge and understanding to games.</p> <ol style="list-style-type: none"> How to throw and catch correctly How to bowl correctly How to bat correctly How to field correctly Apply knowledge and skill to games to understand rules to score Apply knowledge and skill to games to understand rules to field <table border="1"> <thead> <tr> <th>Prior (Y6)</th> <th>Current (Y7)</th> <th>Next (Y8)</th> </tr> </thead> <tbody> <tr> <td>Balling and fielding skills Some basic knowledge of the rules</td> <td>Understand the correct rules and technique to bat, bowl and field.</td> <td>To apply skills to games situations.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Equality Diversity and Inclusion (EDI) links? <i>LGBTQ+ pride month.</i> <i>Gypsy, Roma and Traveller history month.</i> <i>12/6 world day against child labour</i> <i>18/6 autistic pride day</i> <i>20/6 World refugee day</i> 	Prior (Y6)	Current (Y7)	Next (Y8)	Mini tennis including ball familiarisation games.	Basic strokes including forehand, backhand, and basic serves. Half court singles for skill application.	Developing basic skills. Introducing advanced skills including backhand slice and volley.	Prior (Y6)	Current (Y7)	Next (Y8)	Balling and fielding skills Some basic knowledge of the rules	Understand the correct rules and technique to bat, bowl and field.	To apply skills to games situations.
Prior (Y6)	Current (Y7)	Next (Y8)																	
Mini tennis including ball familiarisation games.	Basic strokes including forehand, backhand, and basic serves. Half court singles for skill application.	Developing basic skills. Introducing advanced skills including backhand slice and volley.																	
Prior (Y6)	Current (Y7)	Next (Y8)																	
Balling and fielding skills Some basic knowledge of the rules	Understand the correct rules and technique to bat, bowl and field.	To apply skills to games situations.																	

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Prompt Questions

Now that the revised curriculum has been taught, please consider the Implementation and Impact of the curriculum you taught. What changes might need to be made to the Curriculum Intent (See Curriculum Map and Overviews) in light of this year's experiences?

Please revisit the prompts from last year:

- What are the Key concepts for this unit?
- How will it link to wider disciplinary knowledge/cultural capital: history, culture, authentic artefacts, music, art, literature?
- How does it build on prior knowledge and link to other units, concepts, years, GCSE?
- What is it intended students will have learned?
- For each Unit? By the end of the Year?
 - GW: ; BI: ; EW
- Is it worth summarising in a knowledge organiser?
- **Assessment: how do you know they have learned the foundational concepts, curriculum and wider disciplinary knowledge? Does assessment look like GCSE light? Should it?**
- Skills used/learned
- Tier 2/3 vocabulary ((Etymology e.g. of Greek/Latin)