**Year 7 English**

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| Flightpath 1 | * **Style/Text -** Communication is mostly successful in the majority of their ideas * **Paragraphs-** Material is structured clearly, with sentences organised into logical paragraphs * **Sentence structure-** There is a conscious attempt to vary the length, subject and structure of sentences * **Vocabulary/SPaG**- Your child utilises a reasonably wide vocabulary, where words are sometimes chosen for effect |
| Flightpath 2 | * **Style/Text-** Communication is mostly relevant in a selection of ideas * **Paragraphs-** Material is mostly structured clearly, with clear attempts to link sequences * **Sentence structure-** There is a variety the length, subject and structure of sentences * **Vocabulary/SPaG**- Your child is beginning to utilise a reasonable vocabulary |
| Flightpath 3 | * **Style/Text-** Your child can successfully communicate simple ideas * **Paragraphs-** There is evidence that simple structural features are being used * **Sentence structure**- Your child is beginning to embed a variety of simple sentence structures correctly * **Vocabulary/SPaG**- Your child if beginning to select some words for effect |
| Flightpath 4 | * **Style/Text-** Your child can sometimes communicate meaning in their writing * **Paragraphs-** There is a limited linking of ideas across their writing * **Sentence structure**- Your child mostly uses simple senses, with attempts to vary them * **Vocabulary/SPaG -** There is a correct spelling of simple words throughout their work |

**Year 7 Maths**

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| Flightpath 1 | * Use two-way tables * Interpret and draw dual bar charts and compound bar charts * Draw and interpret pie charts * Construct scatter graphs * Describe the correlation between two sets of data including line of best fit * Understand the difference between multiples, factors and primes * Find all the factor pairs of any whole number * Find the HCF and LCM of two numbers * Carry out calculations involving squares, cubes, square roots and cube roots |
| Flightpath 2 | * Use two-way tables * Interpret and draw dual bar charts and compound bar charts * Draw and interpret pie charts * Construct scatter graphs * Describe the correlation between two sets of data including line of best fit * Understand the difference between multiples, factors and primes * Find all the factor pairs of any whole number * Find the HCF and LCM of two numbers * Carry out calculations involving squares, cubes, square roots and cube roots |
| Flightpath 3 | * Find the mode median and range of a set of data * Read and construct grouped bar charts for discrete and continuous data * Find the modal class from a bar chart or frequency table * Read and draw a line and bar graph * Know and use the priority of operations and laws of arithmetic * Multiply and divide by 10, 100, 1000 * Order positive and negative numbers * Add, subtract and multiply positive and negative numbers * Identifying and understanding factors, multiples and prime numbers |
| Flightpath 4 | * Find information and display data from bar and bar-line charts * Organise data using a tally chart * Understand and use frequency tables * Understand and draw a grouped bar chart * Find the mean, median, mode and range of a set of data * Round to the nearest 10 * Multiply and divide one number by another * Recognise multiples * Recognise multiples and square numbers * Use simple negative numbers * Multiply and divide by 10, 100 and 1000 |

**Year 7 Science**

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| Flightpath 1 | * Use the particle theory to explain the properties of the three states of matter * Use the particle theory to explain why diffusion is faster in some materials than in others * Explain the cause of gas pressure using particle theory * WS: Explain how evidence is used to support or not support theories (give examples) |
| Flightpath 2 | * Use the particle theory to describe the properties of the three states of matter * Use the particle theory to explain how diffusion occurs in liquids and gases * Describe how gases can exert pressure on a container * WS: Explain how evidence is used to support or not support theories (give examples) |
| Flightpath 3 | * Draw, recognise, and describe the three states of matter * Explain what diffusion is in terms of particles * Describe what gas pressure is * WS: Explain how evidence is used to support or not support theories (give examples) |
| Flightpath 4 | * Describe and draw the three states of matter * Define diffusion and list some examples * Describe what air pressure is * WS: Explain how evidence is used to support or not support theories (give examples) |

**Year 7 RE**

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| Flightpath 1 | * Understand and retain a variety of knowledge of religious teachings * Identify a variety of specialist language specialist language and use it appropriately * Apply a variety of sources of authority when answering a question * Support your own point of view with evidence and explanation AND can state and support an alternative view to your own with evidence and explanation when evaluating a statement AND formulate a judgement |
| Flightpath 2 | * Understand and retain a range of knowledge of religious teachings * Identify a range of specialist language specialist language and use it appropriately * Apply a range of sources of authority when answering a question * Support your own point of view with evidence and explanation AND can state and support an alternative view to your own with evidence and explanation when evaluating a statement |
| Flightpath 3 | * Understand and retain some knowledge of religious teachings * Identify some specialist language specialist language and use it appropriately * Apply some sources of authority when answering a question * Support your own point of view with evidence and explanation when evaluating a statement |
| Flightpath 4 | * Retain limited knowledge of religious teachings * Identify limited specialist language and use it appropriately * Apply limited sources of authority when answering a question * State your own point of view when evaluating a statement and support it with evidence |

**Year 7 Art**

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| Flightpath 1 | * Show a well-developed ability to be able to mix and use colour with knowledge, understanding of primary, secondary and tertiary, warm, cool and complimentary colours and to select brushes and tools for painting to create surface effects with paint and expressive marks that will extend their practical skills by using their sketchbook, and other means to develop personal ideas and playfully explore creative approaches to colour * Show a well-developed ability to recognise and mix different tones of one colour using only the primary colours wide variety of art materials that extend their control of the artistic elements by adding further techniques, modifying scale, developing detail, the quality of finish or presentation |
| Flightpath 2 | * Show a confident ability to be able to mix and use colour with knowledge, understanding of primary, secondary and tertiary, warm, cool and complimentary colours and to select brushes and tools for painting to create surface effects with paint and expressive marks that will extend their practical skills by using their sketchbook, and other means to develop personal ideas and playfully explore creative approaches to colour * Show a confident ability to recognise and mix different tones of one colour using only the primary colours wide variety of art materials that extend their control of the artistic elements by adding further techniques, modifying scale, developing detail, the quality of finish or presentation |
| Flightpath 3 | * Show a moderate ability to be able to mix and use colour with knowledge, understanding of primary, secondary and tertiary, warm, cool and complimentary colours and to select brushes and tools for painting to create surface effects with paint and expressive marks that will extend their practical skills by using their sketchbook, and other means to develop personal ideas and playfully explore creative approaches to colour * Show a moderate ability to recognise and mix different tones of one colour using only the primary colours wide variety of art materials that extend their control of the artistic elements by adding further techniques, modifying scale, developing detail, the quality of finish or presentation |
| Flightpath 4 | * Show some ability to be able to mix and use colour with knowledge, understanding of primary, secondary and tertiary, warm, cool and complimentary colours and to select brushes and tools for painting to create surface effects with paint and expressive marks that will extend their practical skills by using their sketchbook, and other means to develop personal ideas and playfully explore creative approaches to colour * Show some ability to recognise and mix different tones of one colour using only the primary colours and a wide variety of art materials that extend their control of the artistic elements by adding further techniques, modifying scale, and developing detail, the quality of finish or presentation |

**Year 7 DT**

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| Flightpath 1 | * Selects the appropriate materials, tools equipment and use accurately * Can use instructions to plan for next stages * Can quality control others work * Can operate a range of machine tools independently |
| Flightpath 2 | * Selects the appropriate materials, tools and equipment * Can use instructions to identify the next steps for manufacture * Can highlight improvements in others work and suggest processes * Understands the processes machine tools perform and operate with support |
| Flightpath 3 | * Can use the appropriate tools/equipment and select materials based on properties * Can follow simple instructions for making * Can suggest basic improvements to their own and others work * Can select the correct machine tool for a particular process |
| Flightpath 4 | * Can use tools/equipment safely and name key materials * Can follow most instructions * Can suggest basic improvements to their own work * Can identify different machine tools and their uses |

**Year 7 Food**

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| Flightpath 1 | * To apply an excellent understanding of hygiene and safe working practices in the kitchen * To demonstrate excellent levels of ability in the preparation and production of food * To have an excellent understanding of the different food groups and their nutritional value within the diet |
| Flightpath 2 | * To apply a good understanding of hygiene and safe working practices in the kitchen * To demonstrate good levels of ability in the preparation and production of food * To have a good understanding of the different food groups and their nutritional value within the diet |
| Flightpath 3 | * To apply a moderate understanding of hygiene and safe working practices in the kitchen * To demonstrate moderate levels of ability in the preparation and production of food * To have a moderate understanding of the different food groups and their nutritional value within the diet |
| Flightpath 4 | * To apply a basic understanding of hygiene and safe working practices in the kitchen * To demonstrate basic levels of ability in the preparation and production of food * To have a basic understanding of the different food groups and their nutritional value within the diet |

**Year 7 Geography**

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| Flightpath 1 | * Describe the specific pattern of global biomes * Plot and interpret a climate graph accurately (tropical rainforest) * Explain how specific plants and animals are adapted to the climate of the tropical rainforest |
| Flightpath 2 | * Describe the pattern of global biomes * Plot and describe a climate graph accurately (tropical rainforest) * Explain how animals are adapted to the climate of the tropical rainforest |
| Flightpath 3 | * Describe simply the pattern of global biomes * Plot and describe a climate graph (tropical rainforest) * Explain simply how animals adapt to the climate of the tropical rainforest |
| Flightpath 4 | * Identify the pattern of global biomes * Plot a climate graph (tropical rainforest) * Describe how animals are adapted to the climate of the tropical rainforest |

**Year 7 History**

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| Flightpath 1 | * Detailed description events/people/features of Roman Britain * Detailed description of a few aspects of change and continuity within and across time periods eg. How the Romans changed Britain * Good use of information as evidence to explain the legacy of the Romans in Britain * Thoroughly evaluate sources to show what Roman entertainment was like |
| Flightpath 2 | * Describe events/people/features of Roman Britain * Identify and describe a few aspects of change and continuity within and across time periods eg. How the Romans changed Britain * Uses information as evidence to explain the legacy of the Romans in Britain * Evaluate sources to show what Roman entertainment was like |
| Flightpath 3 | * Simply describe events/people/features of Roman Britain * Identify and simply describe a few aspects of change and continuity across time periods eg. How the Romans changed Britain * Briefly uses information as evidence to explain the legacy of the Romans in Britain * Briefly evaluate sources to show what Roman entertainment was like |
| Flightpath 4 | * Begins to describe events/people/features of Roman Britain * Identify and begins to describe a few aspects of change and continuity across time periods eg. How the Romans changed Britain * Attempts to use information as evidence to explain the legacy of the Romans in Britain * Attempts to evaluate sources to show what Roman entertainment was like |

**Year 7 ICT**

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| Flightpath 1 | * Explain a range of ways files can be backed up * Explain the dangers of using social media * Explain how to create safe passwords * Discuss how to know if information online is reliable and valid |
| Flightpath 2 | * Explain a range of ways files can be backed up * Explain some dangers of using social media * Explain how to create safe passwords * Discuss how to know if information online is reliable and valid | |
| Flightpath 3 | * Explain 2 ways files can be backed up * Explain some dangers of using social media * Explain how to create safe passwords * Describe how you know if information online is reliable and valid | |
| Flightpath 4 | * Describe 2 ways files can be backed up * Identify some dangers of using social media * Identify the features of safe passwords | |

**Year 7 Music**

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| --- | --- |
| Flightpath 1 | * Be able to use and explain the effect of different textures and dynamics in a performance * Notate rhythms including complex patterns * Communicate non-verbally to follow a structure in a performance |
| Flightpath 2 | * Be able to use and describe the effect of different textures and dynamics in a performance * Notate rhythmic patterns * Communicate non-verbally to create dynamic contrast in a performance | |
| Flightpath 3 | * Identify and use texture and dynamics in a performance * Notate simple rhythmic patterns * Maintain an individual part in a performance | |
| Flightpath 4 | * Identify and use dynamics in a performance * Repeat a rhythm accurately * Keep a steady beat in performance | |

**Year 7 Spanish**

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| --- | --- |
| Flightpath 1 | * Demonstrate an understanding of a range of passages related to the topic of my life which includes detail in the form of adjectives, connectives, negatives and intensifiers with reference to the present tense * Show awareness of sound patterns by speaking with increasing confidence and near to accurate pronunciation and intonation * Take part in a short conversation by giving and asking for information about the topic with detail including varied adjectives, connectives, negatives and intensifiers with reference to the present tense in the present tense * Demonstrate an understanding of the main points and some detail in short texts using familiar vocabulary and grammar in the present tense * Translate detailed sentences and longer paragraphs from Spanish into English * Complete written sentences/paragraphs giving information about my life which includes detail in the form of varied adjectives, connectives, negatives and intensifiers with reference to the present tense in a variety of verb forms * Translate longer and more detailed sentences/paragraphs related to the topic of my life into Spanish |
| Flightpath 2 | * Demonstrate an understanding of a range of passages related to the topic of my life which includes detail in the form of adjectives, connectives, negatives and intensifiers with reference to the present tense * Show awareness of sound patterns by speaking with increasing confidence and near to accurate pronunciation and intonation * Take part in a short conversation by giving and asking for information about the topic with detail including varied adjectives, connectives, negatives and intensifiers with reference to the present tense in the present tense * Demonstrate an understanding of the main points and some detail in short texts using familiar vocabulary and grammar in the present tense * Translate detailed sentences and longer paragraphs from Spanish into English * Complete written sentences/paragraphs giving information about my life which includes detail in the form of varied adjectives, connectives, negatives and intensifiers with reference to the present tense in a variety of verb forms * Translate longer and more detailed sentences/paragraphs related to the topic of my life into Spanish |
| Flightpath 3 | * Demonstrate an understanding of a range of passages related to the topic of my life which includes detail in the form of adjectives, connectives, negatives and intensifiers with reference to the present tense * Show awareness of sound patterns by speaking clearly with increasing confidence and increasingly accurate pronunciation and intonation * Take part in a short conversation about the topic with detail including varied adjectives, connectives, negatives and intensifiers with reference to the present tense in the present tense * Demonstrate an understanding of the overall message in short texts which use familiar vocabulary and grammar in the present tense * Translate detailed sentences and some short paragraphs into English * Complete written sentences/short paragraphs giving information about my life which includes detail in the form of varied adjectives, connectives, negatives and intensifiers with reference to the present tense * Translate detailed sentences and shorter paragraphs related to the topic of my life into Spanish |
| Flightpath 4 | * Demonstrate an understanding of a range of passages related to the topic of my life which includes detail in the form of adjectives, connectives, negatives and intensifiers with reference to the present tense * Show awareness of sound patterns by speaking with increasing confidence and accuracy of pronunciation * Take part in a short conversation about the topic with detail including adjectives, connectives, negatives and intensifiers with reference to the present tense in the present tense * Demonstrate an understanding of the main points in short texts which use familiar vocabulary and grammar in the present tense * Translate sentences from Spanish into English * Complete written sentences giving information about my life which includes detail in the form of varied adjectives, connectives, negatives and intensifiers with reference to the present tense * Translate sentences related to the topic of my life from English into Spanish |

**Year 7 PE Boys**

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| Flightpath 1 | * To be able to perform the skills of passing and receiving using the inside and outside of their strongest foot in a small sided game * To be able to perform the skill of dribbling using the inside and outside of their strongest foot in a small sided game situation * To understand the technique of shooting using the strongest foot with improved power and accuracy in a small sided game situation * To attempt to use running with the ball / dribbling to outwit an opponent in a small sided game situation * To be able to perform developed defensive skills (tackling) and implement basic team tactics in a small sided game situation * To be able to perform a developed warm up / cool down including heart raising and stretching routines without teacher supervision |
| Flightpath 2 | * To be able to perform the skills of passing and receiving using the inside and outside of their strongest foot in a static practice * To be able to perform the skill of dribbling using the inside and outside of their strongest foot in a static practice * To understand the technique of shooting using the strongest foot with improved power and accuracy in a modified practice * To attempt to use running with the ball / dribbling to outwit an opponent in a modified games situation * To be able to perform developing defensive skills (tackling) in a small sided game situation * To be able to perform a developed warm up / cool down including heart raising and stretching routines without teacher supervision |
| Flightpath 3 | * To be able to perform the basic skill of passing using the strongest foot over a short distance in an isolated practice * To be able to perform the basic skill of dribbling using the strongest foot in an isolated practice situation * To understand and use the basic technique of shooting using the strongest foot in an isolated practice situation * To attempt to use running with the ball / dribbling to outwit an opponent in a skills practice * To be able to perform basic defensive skills (tackling) in a small sided game situation * To be able to perform a basic warm up / cool down without teacher supervision |

**Year 7 PE Girls**

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| --- | --- |
| Flightpath 1 | * Can perform an underarm pass into the shooters with technical accuracy * Can catch and control the ball with one hand (both hands) both with two feet on the ground and when jumping straight up to receive the ball * Can perform a 1 foot landing with technical accuracy and control, not braking the footwork rule * Can perform all basic dodges with technical accuracy, showing the ready position and appropriate direction and drive * Shoots using the one handed technique but lacks technical accuracy * Uses basic dodges effectively in full game situations * Can intercept a pass by timing their movement * Understands the foot on the line rule and marking across your opponent |
| Flightpath 2 | * Understands when to use each of the three passes in an opposed situation * Can catch and control the ball with one hand (dominant hand) when static * Show controlled 2 foot landing in an isolated practice / modified game situation * Can perform 1 foot landing when driving out left and right but does not always land on the correct foot in isolated practice * Can perform a fake and a double dodge but does not always show the ready position so is not always successful * Can shoot with the two handed technique with good technical accuracy and high success * Understands the role of the attacking players and attempts to move down court to assist in feeding the circle * Understands the role of a defender and attempts to play as such * Understands the 3 second, off side, replaying and over a third rule |
| Flightpath 3 | * Know three types of pass, chest, bounce and shoulder * Can catch the ball using two hands when jumping to receive the pass * Show controlled 2 foot landing in an isolated / static practice situation * Can Pivot to pass the ball in the opposite direction * Can perform a sprint dodge with appropriate directional drive and speed * Attempt to shoot with the two handed technique but lacks technical accuracy * Knows an attacking position but has little impact in a game situation * Know a defensive position but has little impact in a game situation * Understands the footwork, contact and obstruction rule |