**Year 7 English**

|  |  |
| --- | --- |
| 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**

|  |  |
| --- | --- |
| 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**

|  |  |
| --- | --- |
| 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**

|  |  |
| --- | --- |
| 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**

|  |  |
| --- | --- |
| 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 in a wide variety of art media
* Experimental exploration and creative approaches to colour
* Show a well-developed ability to control 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 in a wide variety of art media
* A confident ability to show experimental exploration and creative approaches to colour
* Show a confident to control 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 in a wide variety of art media
* Experimental exploration and creative approaches to colour
* Show a moderate ability to control artistic elements by adding further techniques, modifying scale, developing detail, the quality of finish or presentation
 |
| Flightpath 4 | * Show a some ability to be able to mix and use colour with knowledge, understanding of primary, secondary and tertiary, warm, cool and complimentary colours in a wide variety of art media
* Experimental exploration and creative approaches to colour
* Show a some ability to control artistic elements by adding further techniques, modifying scale, developing detail, the quality of finish or presentation
 |

**Year 7 DT**

|  |  |
| --- | --- |
| Flightpath 1 | * Can use a wide range of research sources and justify design decisions from these
* Can skilfully develop creative ideas and explore possible materials and techniques used in manufacture
* Can present work to a high standard and uses high quality rendering techniques with a range of tone and shade
 |
| Flightpath 2 | * Can write conclusions from research sources and explain how it will help my project
* Can generate detailed and creative designs using research and justify advantages, disadvantages and improvements
* Can present work well and include a wide range of colour with some good tone work
 |
| Flightpath 3 | * Can gather and use research from different sources and evaluate my results
* Can link design ideas to research and explain the good and bad points of each design
* Can include good presentation and use of colour with a basic range of tone
 |
| Flightpath 4 | * Can gather and use research to help me design
* Can generate some simple ideas and describe information to explain likes and dislikes about each design
* Can include simple use of colour
 |

**Year 7 Food**

|  |  |
| --- | --- |
| 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**

|  |  |
| --- | --- |
| Flightpath 1 | * Describe in detail the physical landscape of the UK (relief, geology and rivers)
* Explain the climate of the UK
* Explain the urban geography of the UK
* Assess reasons for London’s significance
 |
| Flightpath 2 | * Describe the physical landscape of the UK (relief, geology and rivers)
* Explain simply the climate of the UK
* Explain the urban geography of the UK
* Explain reasons for London’s significance
 |
| Flightpath 3 | * Describe the physical landscape of the UK (relief and geology)
* Describe the climate of the UK
* Describe the urban geography of the UK
* Explain simple reasons for London’s significance
 |
| Flightpath 4 | * Identify the physical landscape of the UK (relief and geology)
* Describe simply the climate of the UK
* Describe simply the urban geography of the UK
* Identify reasons for London’s significance
 |

**Year 7 History**

|  |  |
| --- | --- |
| 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**

|  |  |
| --- | --- |
| 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**

|  |  |
| --- | --- |
| Flightpath 1 | * Perform with technical control, expression and interpretation
* Compose and develop ideas with technical control and coherence
* Demonstrate and apply musical knowledge
* Use appraising skills to evaluate and make critical judgments about music
 |
| Flightpath 2 | * Perform with technical control and expression
* Compose and develop ideas with technical control
* Demonstrate and apply musical knowledge
* Use appraising skills to evaluate music
 |
| Flightpath 3 | * Perform with technical control with dynamics
* Compose and develop ideas
* Demonstrate and apply musical knowledge
* Use appraising skills to evaluate and make critical judgments about music
 |
| Flightpath 4 | * Perform with technical control
* Compose ideas within a given style
* Demonstrate and apply musical knowledge
* Demonstrate an understanding of how a piece of music has been created and performed
 |

**Year 7 Spanish**

|  |  |
| --- | --- |
| Flightpath 1 | * Deduce meaning by identifying and responding to the overall message from a wide variety of spoken texts
* Demonstrate creative and effective verbal communication and interaction by expressing and developing thoughts and ideas with spontaneity and fluency
* Apply knowledge and skills to understand and respond to a variety of authentic written material
* Demonstrate written communication using of a wide variety of vocabulary and grammatical structures, including the use of creative and complex language to express thoughts and ideas
* Apply a wide variety of knowledge of topic based vocabulary and grammatical structures in context with reference to tenses where appropriate
 |
| Flightpath 2 | * Deduce meaning by identifying and responding to key points from a variety of spoken texts
* Demonstrate effective verbal communication and interaction by expressing and developing thoughts and ideas with spontaneity and fluency
* Apply knowledge and skills to understand and respond to a range of authentic written material
* Demonstrate written communication using of a variety of vocabulary and grammatical structures, including the use of some creative language to express thought and ideas
* Apply a variety of knowledge of topic based vocabulary and grammatical structures in context with reference to tenses where appropriate
 |
| Flightpath 3 | * Deduce meaning by identifying and responding to key points from a range of spoken texts
* Demonstrate effective verbal communication and interaction by expressing and developing thoughts and ideas with some spontaneity
* Apply knowledge and skills to understand and respond to authentic written material
* Demonstrate written communication using vocabulary and grammatical structures to express thoughts and ideas
* Apply knowledge of topic based vocabulary and grammatical structures in context with reference to tenses where appropriate
 |

**Year 7 PE Boys**

|  |  |
| --- | --- |
| 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**

|  |  |
| --- | --- |
| 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
 |