**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 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**

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| 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**

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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 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**

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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 | * 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**

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| 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**

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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 |