**Year 7 English**

|  |  |
| --- | --- |
| Higher  | * **Style-** detailed explanation of effect on reader with reference to the text for support
* **Structure-**  detailed explanation about how the writer controls the overall structure of the text
* **Language-** detailed explanation, including the use of some terminology and quotation, about the impact of language on overall meaning
* **SPaG-** detailed explanation, including quotation, about the impact of SPaG on overall meaning
 |
| Intermediate | * **Style-** clearly identify purpose of the text with some limited explanation of the writer at work
* **Structure-** some explanation about organisation of the text
* **Language-** features of language identified with some explanation
* **SPaG-** some explanation on how SPaG contributes to meaning
 |
| Foundation | * **Style**- aware of the writer at work, make simple comments on the effect on the reader
* **Structure-** simple comment onbasic features of organisation
* **Language-** simple comment on writer’s choice of words, including some inference
* **SPaG-** simple comment on how SPaG contribute to meaning
 |

**Year 7 Maths**

|  |  |
| --- | --- |
| Higher | * Simplify expressions by collecting like terms
* Expand expressions involving brackets
* Substitute into expressions involving powers
* Work with equivalent fractions, decimals and percentages
* Use division to write a fraction as a decimal
* Work out fractions of amounts
* Add and subtract mixed numbers
* Multiply and divide fractions including mixed number
 |
| Intermediate | * Simplify simple algebraic expressions by collecting like terms
* Substitute positive integers into simple formulae
* Measure and draw lines to the nearest millimetre
* Write decimals in order of size
* Round decimals to the nearest whole number and to one decimal place
* Add and subtract decimals
* Multiply and divide decimals by single-digit whole numbers
* Find areas by counting squares
* Calculate the areas of squares, rectangles and compound shapes
* Solve problems involving area
 |
| Foundation | * Find outputs of simple functions
* Describe simple functions using words or symbols
* Simplify expressions
* Write expressions given a description in words
* Substitute positive integers into simple formulae written in words
* Substitute integers into simple formulae written in letter symbols
* Read information from real-life graphs
* Write and plot the coordinates of points on a grid
* Plot and read values from graphs of simple functions
 |

**Year 7 Biology**

|  |  |
| --- | --- |
| Higher | * Be able to describe and explain tropic levels within feeding relationships
* Explain how decomposers play a vital role in ecosystems and how materials are recycled in these systems (Include waste management)
* Calculate the efficiency of biomass transfers between trophic levels and explain how this effects the numbers of organisms at each level
* Identify appropriate sampling techniques for a given situation
* Measuring the size of populations using appropriate techniques
 |
| Intermediate | * Describe mass and number pyramids
* Identify appropriate sampling techniques for a given situation
* Recognise the flow of energy in feeding relationships and where this can be lost at each level
* Describe the classification of organisms into specific groups
* Measuring the size of populations using appropriate techniques
 |
| Foundation | * Be able to interpret food chains and webs
* Recall sampling techniques
* Recall energy is passed up the food chain
* Use classification keys for different organisms
* Interpret information from charts, graphs and tables
* Measuring the size of populations using appropriate techniques
 |

**Year 7 Chemistry**

|  |  |
| --- | --- |
| Higher | * Use keywords to describe how the following separating techniques are used in a lab and some everyday applications - chromatography, filtration, evaporation, and distillation
* Describe and explain how dissolving happens using ideas about conservation of mass and particle model
* Complete KS4 required practical 8 purifying and analysing water samples
 |
| Intermediate | * Use keywords to describe how the following separating techniques are used in a lab chromatography, filtration, evaporation, and distillation
* Describe and explain how dissolving happens using ideas about conservation of mass and arrangements of s,l,g particle model
* Complete KS4 required practical 8 purifying and analysing water samples
 |
| Foundation | * Use keywords to describe how the following separating techniques are used in a lab - chromatography, filtration, evaporation, and distillation
* Recognise that when a solid dissolves the atoms do not 'disappear'
* Complete KS4 required practical 8 purifying and analysing water samples
 |

**Year 7 Physics**

|  |  |
| --- | --- |
| Higher | * Use the equation for energy efficiency and be able to explain how this relates to the transfer of energy between stores and how to reduce 'wasted' energy
* Required practical 1: Compare how effective different materials are as thermal insulators
* Describe and explain advantages and disadvantages of various energy resources and how their use differs around the world
 |
| Intermediate | * Use the definition for energy efficiency and be able to explain how this relates to the transfer of energy between stores and how to reduce 'wasted' energy
* Required practical 1: Compare how effective different materials are as thermal insulators
* Describe advantages and disadvantages of various energy resources and how their use differs around the world
 |
| Foundation | * Describe how we reduce the amount of wasted energy in different situations
* Required practical 1: Compare how effective different materials are as thermal insulators
* Describe the different ways of producing electricity from renewable and non-renewable resources
 |

**Year 7 RE**

|  |  |
| --- | --- |
| Higher | * Understand and retain basic knowledge on the historical facts of Jesus
* Can identify key elements in the question, ‘What does Jesus mean to Christians today?’
* Apply religious knowledge to the question ‘What is meant by Messiah/Christ?’
* Support my own point of view with clarity to the question, ‘Who is Jesus?’
 |
| Intermediate | * Understand and retain some basic knowledge on the historical facts of Jesus
* Can identify some key elements in the question, ‘What does Jesus mean to Christians today?’
* Apply some religious knowledge to the question ‘What is meant by Messiah/Christ?’
* Support my own point of view with some clarity to the question, ‘Who is Jesus?’
 |
| Foundation | * Retain basic knowledge on the historical facts of Jesus
* Can identify some elements in the question, ‘What does Jesus mean to Christians today?’
* Apply one piece of religious knowledge to the question ‘What is meant by Messiah/Christ?’
* State my own point of view to the question, ‘Who is Jesus?’
 |

**Year 7 Art**

|  |  |
| --- | --- |
| Higher | * Show a confident ability to investigate an artist or art movement and present their findings in a creative way and show ways in which signs and symbols are designed or used by artists in their work to convey messages
* Show a confident ability to develop original ideas linked to the artist or art movement investigated and record ideas in different ways for example, through sketches, written annotations and personal investigations
* Show a confident ability to experiment with collage skills and apply their experience of painting and constructed processes/techniques, selecting suitable tools to enable them to design and make art works
 |
| Intermediate | * Show a moderate ability to investigate an artist or art movement and present their findings in a creative way
* Show a moderate ability to develop original ideas linked to the artist or art movement investigated and record ideas in different ways for example, through sketches, written annotations and personal investigations
* Show a moderate ability to experiment with collage skills and know how to look at and analyse works of art, craft and design to inform their own designs
 |
| Foundation | * Show some ability to investigate an artist or art movement and present their findings in a creative way
* Show some ability to develop original ideas linked to the artist or art movement investigated and record ideas in different ways for example, through sketches, written annotations and personal investigations
* Show some ability to experiment with collage skills and know how to look at and analyse works of art, craft and design to inform their own designs
 |

**Year 7 DT**

|  |  |
| --- | --- |
| Higher | * Investigative work is relevant and analysed well, using appropriate technical language with confidence
* Sound investigative work leads to a range of well communicated, imaginative and innovative ideas. Sustainable design ideas and social issues are carefully considered
* Experimentation, modelling, testing and refinement leads to development of a demanding viable, creative solution
* A high level of skill and accuracy is evident when modelling, making and finishing. It is clear how accuracy has been achieved
 |
| Intermediate | * Investigative work is evident with limited analysis. Independent use of technical language is developing
* A range of creative design ideas are communicated with some clarity. Some key features of sustainability and social issues are considered
* Modelling, testing and evaluation leads to adequate development of a creative viable design solution
* A good level of skill and accuracy is evident when modelling, making and finishing
 |
| Foundation | * Limited research, investigation and analysis are evident. Technical language is emerging through simplistic annotation
* Design ideas show some variation in approach and are communicated at a simplistic level. Little consideration of sustainable design or social issues evident
* Basic modelling leads to the development of a creative design solution
* A basic level of skill is evident when modelling, making and finishing. Accuracy is improving. Some aspects of making require intervention or supervision
 |

**Year 7 Food**

|  |  |
| --- | --- |
| Higher | * 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 ​
 |
| Intermediate | * 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
 |
| Foundation | * 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**

|  |  |
| --- | --- |
| Higher | * Describe the specific pattern of global population density
* Interpret a population pyramid accurately
* Explain the push and pull factors affecting migration
* Evaluate the success of population management strategies
 |
| Intermediate | * Describe the pattern of global population density
* Interpret a population pyramid
* Explain the push and pull factors affecting migration
* Explain how some counties try to manage their populations
 |
| Foundation | * Describe simply the pattern of global population density
* Plot a population pyramid
* Describe the push and pull factors affecting migration
* Describe ways that that some counties use to try to manage their populations
 |

**Year 7 History**

|  |  |
| --- | --- |
| Higher | * Identify causes and consequences of main events
* Describe events/people/features of the past in context
* Suggest relationships between causes and consequences of events
* Evaluate sources to show what happened
 |
| Intermediate | * Describe events/people/features of the past in context
* Identify some causes and consequences of main events
* Begin to use information as evidence to explain ideas
 |
| Foundation | * Describe events/people/features of the past
* Identify a few causes and consequences of main events
* May use information as evidence to explain ideas
 |

**Year 7 ICT**

|  |  |
| --- | --- |
| Higher | * Discuss what is meant by binary data and justify why it is used by computing devices
* To explain in detail how computers have changed over the decades in terms of looks, function and purpose giving specific examples
* Independently identify the main component parts of a computer and describe the role of each showing a range of research
* Explain how computers process information and can switch between tasks considering factors that impact speed
 |
| Intermediate | * Describe what is meant by binary data, and describe why a computer uses binary data
* To recognise and describe how computers have changed over the decades in terms of looks, function and purpose
* Identify the main component parts of a computer and describe the role of each
* Describe simply how computers process information and can switch between tasks
 |
| Foundation | * Identify binary data
* Identify how computers have changed over the decades in looks, function and purpose
* Identify the main component parts of a computer
 |

**Year 7 Music**

|  |  |
| --- | --- |
| Higher | * Identify orchestral instruments from aural examples
* Identify and explain the use of melodic devices
* Perform melodies up to one octave accurately, reading from notation
* Compose and notate a short, structured piece with contrast between sections
 |
| Intermediate | * Identify the use of different instruments
* Perform melodies up to one fifth accurately, reading from notation
* Recognise the use of simple devices
* Compose and notate a piece using appropriate some devices
 |
| Foundation | * Recognise different orchestral families
* Perform a up to one fifth from named notes
* Compose a short melody using only notes of chords
* Notate composition (in any form)
 |

**Year 7 PE Boys**

|  |  |
| --- | --- |
| Higher | * To be able to perform the skills of passing and catching using both hands successfully in a full game situation
* To be able to perform the skill of side stepping both to the left and right of an opponent in a full game situation
* To be able to perform the different techniques of kicking (grubber / conversion) using the strongest foot with power and accuracy in a small sided game situation
* I have a good understanding of at least two playing positions and can play them effectively
* To be able to perform as part of a scrum in a small sided game
* To be able to perform developed defensive and attacking skills (tackling and phases of play) and implement basic team tactics in a full game situation
* To be able to perform a developed warm up / cool down including heart raising and stretching routines without teacher supervision
 |
| Intermediate | * To be able to perform the skills of passing and catching whilst on the move in an unopposed practice
* To be able to perform the basic skill of passing a rugby ball using both hands whilst on the move in an unopposed practice
* To be able to perform a good, safe tackle from the side and front whilst in a small sided game situation
* To attempt to use running with the ball / side stepping to outwit an opponent in a modified games situation
* To be able to perform developing defensive skills (defensive line tackling) in a small sided game situation
* I have a basic understanding of at least one playing positions and can play that position with some success
* To be able to perform the different techniques of kicking (grubber / conversion) using the strongest foot with power and accuracy in an unopposed practice
* To be able to perform a developed warm up / cool down including heart raising and stretching routines without teacher supervision
 |
| Foundation | * To be able to perform the basic skill of receiving / catching a rugby ball in an unopposed static practice
* To be able to perform the basic skill of passing a rugby ball using the strongest hand in an isolated practice situation
* To understand and use the basic technique of tackling (1v1) in an isolated practice situation
* To develop understanding of where to tackle on the body and the rules round tackling
* To be able to perform a ‘play the ball’ in an unopposed practice situation
* To be able to perform a basic warm up / cool down without teacher supervision
 |

**Year 7 PE Girls**

|  |  |
| --- | --- |
| Higher | * Know and adhere to the safety rules when on and off the Trampoline
* Can bounce in the centre of the bed with good body tension and control showing straight legs and pointed toes
* Can ‘kill the bounce’ in order to stop
* Can perform all Foundation and Intermediate moves with good control and body tension
* Can perform a Front landing position
* Can perform a Back landing position
* Can perform a ½ turn to Front / Front ½ turn
* Can perform a ½ turn to Back / Back ½ turn
* Can link movements to perform a 10 move routine
 |
| Intermediate | * Know and adhere to the safety rules when on and off the Trampoline
* Can bounce in the centre of the bed with some body tension and control
* Can ‘kill the bounce’ in order to stop
* Can perform all Foundation level skills with good control
* Can perform a ½ turn to seat drop / seat drop ½ turn
* Can perform Swivel Hips
* Can link movements to perform an 8 move routine
 |
| Foundation | * Know and adhere to the safety rules when on and off the Trampoline
* Can bounce on the trampoline but does not always maintain their position in the centre of the bed and with little body tension or control
* Can ‘kill the bounce’ in order to stop with some control
* Can perform a Tuck Jump
* Can perform a Pike jump
* Can perform a Straddle jump
* Can perform a half turn
* Can perform a full turn
* Can perform a seat drop
* Can link movements to perform a 6 move routine
 |

**Year 7 Spanish**

|  |  |
| --- | --- |
| Higher | * Demonstrate an understanding of a range of passages related to the topic of free time which includes detail in the form of justified opinions, adjectives, connectives, negatives, time expressions and intensifiers with reference to the present tense
* Show awareness of sound patterns by speaking clearly and confidently with near to accurate pronunciation and intonation
* Take part in dialogue conversations by giving and asking for information about free time with detail including justified opinions, varied adjectives and connectives, negatives, time expressions and intensifiers with reference to the present tense in a variety of verb forms
* Demonstrate an understanding of overall message in short texts using familiar vocabulary and grammar in the present tense
* Translate detailed sentences and longer paragraphs from Spanish into English
* Complete written detailed sentences and paragraphs giving information about my free time which includes detail in the form of simple justified opinions, varied adjectives, connectives, negatives, intensifiers and time expressions with reference to the present tense in a variety of verb forms
* Translate longer and more detailed sentences/paragraphs related to the topic of free time into Spanish
 |
| Intermediate | * Demonstrate an understanding of a range of passages related to the topic of free time which includes detail in the form of simple justified opinions, adjectives, connectives, negatives, time expressions 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 short conversations by giving and asking for information about free time with detail including simple justified opinions, varied adjectives and connectives, negatives, time expressions and intensifiers with reference to the present tense
* Demonstrate an understanding of overall message in short texts using 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 free time which includes detail in the form of simple justified opinions, varied adjectives, connectives, negatives, intensifiers and time expressions with reference to the present tense
* Translate longer sentences and short paragraphs related to the topic of my free time into Spanish
 |
| Foundation | * Demonstrate an understanding of a range of passages related to the topic of free time which includes detail in the form of simple opinions with adjectives, connectives, negatives, time expressions 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 short conversations about free time with detail including simple opinions, adjectives, connectives, negatives, time expressions and intensifiers with reference to the present tense
* Demonstrate an understanding of main points in short texts using familiar vocabulary and grammar in the present tense
* Translate sentences from Spanish into English
* Complete written sentences giving information about my free time which includes detail in the form of simple justified opinions, varied adjectives, connectives, negatives, intensifiers and time expressions with reference to the present tense
* Translate longer sentences related to the topic of my free time from English into Spanish
 |