**Year 7 English**

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| Higher | * **Style-** convincing with some imaginative style choices to maintain the reader’s interest * **Text-** clear control that takes into account possible reader reaction * **Paragraphs-** topic sentences and links between paragraphs support purpose * **Sentence structure-** uses sentence types for effect – not always accurately * **Vocabulary**- a range of interesting vocabulary used for impact * **SPaG**- Mostly accurate use of a range of punctuation, spelling of most polysyllabic words is correct |
| Intermediate | * **Style-** clearly establishes appropriate style and engages the reader’s interest * **Text-** clear and consistently maintained with some adaption to purpose * **Paragraphs-** material is structured clearly into appropriate paragraphs * **Sentence structure-** attempts to use sentence types for effect * **Vocabulary**- Consistently use vocabulary for effect * **SPaG**- full stops mostly correct, occasional use of commas and other punctuation, spelling of monosyllabic and common polysyllabic words is generally correct |
| Foundation | * **Style-** straightforward but generally appropriate, not completely maintained * **Text-** main purpose of writing is clear with a beginning and end * **Paragraphs-** begin to organise information * **Sentence structure**- uses simple sentences accurately * **Vocabulary**- beginning to use adjectives and adverbs for effect * **SPaG**- occasional use of full stops correctly, spelling of common and monosyllabic words is generally correct |

**Year 7 Maths**

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| Higher | * Work out unknown angles involving parallel lines and crossing lines * Describe the line and rotational symmetry of triangles and quadrilaterals * Use the properties of isosceles and equilateral triangles to solve problems * Work out the interior and exterior angles of a polygon * Order and convert fractions, decimals and percentages * Add , subtract, multiply and divide decimals * Calculate percentage increases and decreases * Work backwards to solve a percentage problem |
| Intermediate | * Change an improper fraction to a mixed number * Identify equivalent fractions and simplify * Add and subtract simple fractions * Calculate simple fractions of quantities * Work with equivalent percentages, fractions and decimals * Understand the probability scale from 0 to 1 and using words * Calculate probability of A or B happening by counting outcomes * Calculate the probability of an event not happening * Estimate probability based on experimental data |
| Foundation | * Understand BIDMAS * Multiply and Divide 3-digit numbers by a single digit * Round numbers to the nearest 10, 100 and 1000 * Recognise and use multiples, factors and primes * Find common factors and common multiples * Draw lines to the nearest mm and measure lines to the nearest cm * Understand, compare, order and use decimals for tenths and hundredths, including in measures * Add and subtract decimal numbers * Round decimals to nearest whole number and nearest tenth |

**Year 7 Biology**

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| Higher | * Justify the classification of organisms into 5 specific groups * Extract and interoperate information from charts, graphs and tables and Plot and draw appropriate graphs selecting appropriate scales for the axis * Compare the Linnaeus and Woese model and recognise how these are developed |
| Intermediate | * Recognise the 2 classification systems and the evidence for each * Identify the structures of plants and describe their function and role * Describe asexual and sexual reproduction in plants and recognise some advantages and disadvantages of each |
| Foundation | * Use classification keys for different organisms * Interpret information from charts, graphs and tables * Plot and draw appropriate graphs |

**Year 7 Chemistry**

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| Higher | * To recall the name, symbol and characteristics of the first 20 elements of the periodic table and the order of arrangement and properties * To be able to recognise the two different forms of the element Carbon and suggest all differences in their properties |
| Intermediate | * To recall the name, symbol and characteristics of the first 20 elements of the periodic table and their order of arrangement and properties * To be able to name two different forms of the element Carbon and describe differences in their properties |
| Foundation | * Identify positions of metals and non-metals on the periodic table and state at least 3 differences between them |

**Year 7 Physics**

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| Higher | * Explain the difference between scalar and vector quantities and give examples of each * Use arrows to show the magnitude and direction of forces and solve resultant force problems in a straight line * Use the equation for work done and explain how work is done when energy is transferred from one form to another |
| Intermediate | * Give examples of scalar and vector quantities * Use arrows of different size to show size and direction of forces and solve resultant force problems in a straight line * Explain how work is done when one type of energy is transferred into another |
| Foundation | * Recall measurements and their units * Draw arrows to represent forces and describe how two forces acting in a straight line will affect an object's movement * Recall what changing one type of energy into another is called, doing work |

**Year 7 RE**

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| Higher | * Understand and retain basic knowledge about the Kingdom of God and its importance * Can identify key elements in the question, ‘What is the Kingdom of God?’ * Apply religious knowledge when discussing the church at the service of the kingdom of God * Support your own point of view with clarity to the question, ‘What is the Kingdom of God to me?’ |
| Intermediate | * Understand and retain some basic knowledge about the Kingdom of God and its importance * Can identify some key elements in the question, ‘What is the Kingdom of God?’ * Apply some religious knowledge when discussing the church at the service of the kingdom of God * Support your own point of view with some clarity to the question, ‘What is the Kingdom of God to me?’ |
| Foundation | * Retain basic knowledge about the Kingdom of God and its importance * Can identify some elements in the question, ‘What is the Kingdom of God?’ * Apply one piece of religious knowledge when discussing the church at the service of the kingdom of God * State your own point of view to the question, ‘What is the Kingdom of God to me?’ |

**Year 7 Art**

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| Higher | * Show a confident ability to knowledgeably develop their own practical skills through investigation and experimentation using a range of drawing materials and techniques with increasing control and purpose * Show a confident ability to use marks expressively and shading techniques to represent three-dimensions, form and space, with knowledge and understanding of perspective and draw accurately and expressively from observation to analyse and record, to communicate ideas for design purposes * Show a confident ability to recognise and draw shapes to plan and represent form when drawing from observation and apply these skills |
| Intermediate | * Show a moderate ability to knowledgeably develop their own practical skills through investigation and experimentation using a range of drawing materials and techniques with increasing control and purpose * Show a moderate ability to use marks expressively and shading techniques to represent three-dimensions, form and space, with knowledge and understanding of perspective and draw accurately and expressively from observation to analyse and record, to communicate ideas for design purposes * Show a moderate ability to recognise and draw shapes to plan and represent form when drawing from observation and apply these skills |
| Foundation | * Show some ability to experiment with a variety of drawing materials and use marks expressively and shading techniques to represent three-dimensions, form and space, with some knowledge of perspective * Show some ability to draw accurately and expressively from observation to analyse and record, to communicate ideas and for design purposes * Show some ability to recognise and draw basic shapes, represent form when drawing from observation and apply these skills |

**Year 7 DT**

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| Higher | * Can identify and skilfully use a wide range of tools and equipment * Can skilfully use a wide range of 2D CAD tools when developing complex designs for manufacture * Test and evaluate work throughout design and development, gaining the opinions of others and checking against Design Criteria. Suggest how to refine ideas * A high level of skill and accuracy is evident when modelling, making and finishing. It is clear how accuracy has been achieved |
| Intermediate | * Can name, select and use a range of tools accurately * Can use basic 2D CAD tools to develop designs for manufacturing with the laser cutter * Test and evaluate work throughout design and development * A good level of skill and accuracy is evident when modelling, making & finishing |
| Foundation | * Can name, select and use tools with some accuracy * Can create basic designs using CAD suitable for manufacturing on the laser with support * Test and evaluate work during design and development making limited suggestions for improvement * A basic level of skill is evident when modelling, making & finishing. Accuracy is improving. Some aspects of making require intervention or supervision |

**Year 7 Food**

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| Higher | * Apply an excellent understanding of the origins of the major food groups * Demonstrate excellent levels of ability in the preparation and production of food * Demonstrate an excellent knowledge of food safety in terms of what food poisoning is and its main indicators [symptoms] |
| Intermediate | * Apply a good understanding of hygiene and safe working practices in the kitchen * Demonstrate good levels of ability in the preparation and production of food * Demonstrate a good knowledge of food safety in terms of what food poisoning is and its main indicators [symptoms] |
| Foundation | * Apply a basic understanding of hygiene and safe working practices in the kitchen * Demonstrate basic levels of ability in the preparation and production of food * Demonstrate a basic knowledge of food safety in terms of what food poisoning is and its main indicators [symptoms] |

**Year 7 Geography**

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| Higher | * Explain in detail how convection causes plate movement * Explain in detail the characteristics of the three plate boundaries * Assess the primary and secondary impacts of a tectonic hazard on property and people in countries at different levels of development (Pakistan & New Zealand) |
| Intermediate | * Explain how convection causes plate movement * Explain the characteristics of the three plate boundaries * Explain the primary and secondary impacts of a tectonic hazard on property and people in countries at different levels of development (Pakistan & New Zealand) |
| Foundation | * Outline how convection causes plate movement * Describe the characteristics of the three plate boundaries * Describe the primary and secondary impacts of a tectonic hazard on property and people in countries at different levels of development (Pakistan & New Zealand) |

**Year 7 History**

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| Higher | * Describe events/people/features of the past such as the Black Death * Identify and describe different ways in which the past has been interpreted to show who the better king was – Richard or John * Begin to suggest different reasons for these interpretations of both kings |
| Intermediate | * Describe events/people/features of the past such as the Black Death * Identify and describe some change and continuity within and across the Middle Ages * Evaluate sources to show whether Robin Hood was fact or fiction * Identify different ways in which the past has been interpreted to show who the better king was – Richard or John |
| Foundation | * Describe events/people/features of the past e.g. the Black Death * Might investigate historical problems such as the Magna Carta * May begin to evaluate sources to show whether Robin Hood was fact or fiction * Identify different ways in which the past has been interpreted to show who the better king was – Richard or John |

**Year 7 ICT**

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| Higher | * Explain the term algorithm * Explain why algorithms are created and explain what one would need to consider during algorithm design * Write an algorithm based off a problem, justifying choices made throughout * Use sprite and allow it to move around on the screen, performing a specific task * Add multiple sprites that move in a variety of ways * Create variables of multiple types, as well as modifying values within variables at runtime * Explain why variables are used * Create a loop in Scratch * Explain what a loop is, and the potential uses for them |
| Intermediate | * Describe the term algorithm * State why algorithms are created * Write an algorithm based off a problem * Use sprite and allow it to move around on the screen in a structured pattern * Add and move a second sprite * Create variables of multiple types and explain why variables are used * Create a loop in Scratch * State what a loop is, and list potential uses for them | |
| Foundation | * Define the term algorithm * Write an algorithm based off a problem with assistance * Use sprite and allow it to move around on the screen * Create and state what a variable is * Create a loop in Scratch * State what a loop is | |

**Year 7 Music**

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| Higher | * Recognise and use chord symbols * Perform chord sequence accurately, including inversions * Describe major and minor chords * Compose and notate a melody over a chord sequence including passing notes |
| Intermediate | * Recognise and use chord names * Perform chord sequence accurately, using root position * Be able to form major and minor chords from white keys * Compose and notate a simple melody over a chord sequence using only the notes of chords | |
| Foundation | * Identify how to form a chord from a white key * Perform bass line accurately * Compose and notate a melody using notes from chords and simple rhythms | |

**Year 7 PE Boys - Basketball**

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| --- | --- |
| Higher | * To be able to perform the three types of pass (bounce, chest and overhead pass successfully in a full game situation * To be able to perform a set shot with the appropriate technique in a 2v2 small game situation * To understand and use developed technique to perform a lay-up shot with strongest hand in a full game situation * Have a good understanding of at least two offensive playing positions / strategies and be able play them effectively * Have a good understanding of at least two defensive playing positions / strategies and be able play them effectively * 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 three types of pass (bounce, chest and overhead pass whilst on the move in an unopposed practice * To be able to perform a set shot with the appropriate technique in an isolated practice situation * To understand and use basic technique to perform a lay-up shot with either hand in an unopposed practice situation * To be able to dribble the ball using both hands in an unopposed practice * To be able to perform developing defensive skills (defensive line tackling) in a small sided game situation * Have a basic understanding of at least one offensive position and be able play that position with some success * Have a basic understanding of at least one defensive position and be able play that position with some success * 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 three types of pass (bounce, chest and overhead pass in a static practice situation * To be able to perform a set shot but without the appropriate technique in an isolated practice situation * To understand and use basic technique to perform a lay-up shot with the strongest hand in an unopposed practice situation * To be able to dribble the ball using the strongest hand in an unopposed practice * To be able to play an offensive position in an unopposed practice * To be able to play a defensive position in an unopposed practice * To be able to perform a basic warm up / cool down without teacher supervision |

**Year 7 PE Girls - Gymnastics**

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| --- | --- |
| Higher | * Can lead a full warm up relevant to Gymnastics * Can perform weight bearing balance with a partner with good body tension and control * Can perform a group balance on the floor and on apparatus * Can perform forward and backward rolls with good technique, body tension and control * Can travel round, over and on raised apparatus showing balance and control * Can perform a sequence which contains travel, individual, paired and group balance on and over raised apparatus showing excellent control and body tension and an emphasis on high levels of presentation * Can perform a squat on and straddle vault on their own with good body tension and control * Can perform a squat through or straddle over vault with some teacher support when needed showing good body tension and control * Can perform the progression stages for a Long Arm vault with teacher support showing some body tension and control * Can evaluate their performance over the 6 weeks making specific reference to the areas they need to improve and suggest ways that these improvements can be achieved |
| Intermediate | * Can lead one aspect of a warm up relevant to Gymnastics * Understand the difference between a counter and contra balance * Can perform a paired counter and contra balance with some control and body tension * Can perform a teddy roll and side roll with good body tension and control * Can travel round, over and on benches showing balance and control * Can perform a sequence which contains travel and paired balance showing good control, body tension and an emphasis on presentation * Can jump onto and off a springboard showing a gymnastic shape in flight with good body tension and control and landing safely * Can perform a squat on or straddle on vault with teacher support * Can identify 3 areas of strength and 3 areas for development in their own performance over the 6 weeks compared to the flight path and describe what they have to do in order to improve their overall performance |
| Foundation | * Can follow a teacher led warm up * Understands the difference between a point and patch balance * Can perform a 1,2,3,4,5 point and patch balance with some success * Can perform a Log roll with some body tension and control * Can travel on and around a mat using a variety of travel techniques * Can perform a sequence which contains travel and individual balance showing good control and body tension and an emphasis on presentation * Can perform a jump on the ground taking off from one foot and landing correctly on two * Can jump off a low level piece of apparatus landing safely with some body tension and control * Can describe their performance over the 6 weeks, identifying the skills that they have learnt and how they feel they have performed |

**Year 7 Spanish**

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| Higher | * Demonstrate an understanding of a range of passages related to the topic of school 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 accurate pronunciation and intonation * Take part in longer conversations about school with detail including justified opinions, varied adjectives and connectives, negatives, time expressions, intensifiers and sequencers with reference to the present tense in a variety of verb forms * Demonstrate an understanding of the main points and some detail in texts about my school using familiar vocabulary and grammar in the present tense in a variety of verb forms * Translate texts of varying lengths related to the topic of school from Spanish into English * Complete longer written paragraphs giving information about school which includes detail in the form of justified opinions, varied adjectives and connectives, negatives, intensifiers and time expressions with reference to the present tense in a variety of verb forms * Translate texts of varying lengths related to the topic of my school from English into Spanish |
| Intermediate | * Demonstrate an understanding of a range of passages related to the topic of school 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 dialogue conversations by giving and asking for information about school with detail including simple justified opinions, adjectives and connectives, negatives, time expressions, intensifiers and sequencers with reference to the present tense * Demonstrate an understanding of the main points and some detail in texts using familiar vocabulary and grammar in the present tense * Translate texts of varying lengths related to the topic of school into English * Complete longer written sentences and paragraphs giving information about school which includes detail in the form of justified opinions, varied adjectives and connectives, negatives, intensifiers and time expressions with reference to the present tense in a variety of verb forms * Translate texts of varying lengths related to the topic of my school into Spanish |
| Foundation | * Demonstrate an understanding of a range of passages related to the topic of school which includes detail in the form of simple opinions, 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/intonation * Take part in short dialogue conversations about school with detail including simple justified opinions, adjectives, connectives, negatives, time expressions, intensifiers and sequencers with reference to the present tense * Demonstrate an understanding of the main points in texts about my school using familiar vocabulary and grammar in the present tense * Translate longer sentences and short paragraphs related to the topic of school from Spanish into English * Complete written sentences/short paragraphs giving information about school which includes detail in the form of simple justified opinions, adjectives and connectives, negatives, intensifiers and time expressions with reference to the present tense * Translate longer sentences/short paragraphs related to the topic of school from English into Spanish |