**Year 7 English**

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| --- | --- |
| Higher | * Detailed explanation of the effect on the reader with reference to the text for support * Detailed explanation about how the writer controls the overall structure of the text * Detailed explanation, including the use of some terminology and quotation, about the impact of language on overall meaning * Detailed, appropriate SPaG choices to aid the construction of their overall answer |
| Intermediate | * Clearly identify purpose of the text with some limited explanation of the writer at work * Some explanation about organisation of the text * Features of language identified with some explanation * **Confident SPaG choices to aid the construction of their overall answer** |
| Foundation | * Aware of the writer at work, make simple comments on the effect on the reader * Simple comment onbasic features of organisation * Simple comment on writer’s choice of words, including some inference * **Some appropriate SPaG choices to aid the construction of their overall answer** |

**Year 7 Maths**

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| --- | --- |
| Higher | * Write and solve simple equations * Solve problems using equations * Write and solve two-step equations * Write and solve equations that have brackets * Write and solve equations with letters on both sides * Solve equations that include x² and x3 * Use trial and improvement to find solutions to 1 decimal place |
| Intermediate | * Use direct proportion in simple contexts * Solve simple problems involving direct proportion * Use the unitary method to solve simple word problems involving direct proportion * Reduce a ratio to its simplest form * Divide a quantity into two parts in a given ratio * Solve word problems involving ratio * Use fractions and percentages to describe and compare proportions |
| Foundation | * Recognise parallel and perpendicular lines * Use compass points * Measure acute and obtuse angles * Label lines and angles * Recognise acute, obtuse and reflex angles * Estimate the size of angles * Draw acute and obtuse angles * Find missing angles on a straight line and round a point |

**Year 7 Biology**

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| --- | --- |
| Higher | * Recognise the structures of plants and explain their function and role * Describe asexual and sexual reproduction in plants and explain the advantages and disadvantages of each * Recognise how plants detect and fight disease * Explain the use of plant hormones **(HT)** * Recognise the movement of carbon, nitrogen and water in an ecosystem * Investigate the effect of light and gravity on newly developing shoots |
| Intermediate | * Identify the structures of plants and describe their function and role * Describe asexual and sexual reproduction in plants and explain the advantages and disadvantages of each * Understand how to improve food production to changing population needs * Identify parts of a leaf and their jobs * Investigate the effect of light and gravity on newly developing shoots |
| Foundation | * Label the structures of plants * Describe how plants can reproduce * Recognise how substances move in and out of a plant |

**Year 7 Chemistry**

|  |  |
| --- | --- |
| Higher | * Safely carry out a practical to make iron sulphide and be able to recognise the different atoms involved at each stage of the reaction * Be able to predict the names of simple covalent compounds given the names of the reactants in a word and symbol equation |
| Intermediate | * Safely carry out a practical to make iron sulphide and be able to recognise the different atoms involved at each stage of the reaction and write a word equation for this * Be able to predict the names of simple covalent compounds given the names of the reactants in a word equation |
| Foundation | * Safely carry out a practical to make iron sulphide and state at least two changes between the reactants and products * Use simple word equations to represent chemical change |

**Year 7 Physics**

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| --- | --- |
| Higher | * Required practical 2: Analyse the results of an experiment investigating the relationship between force and the extension of a spring using the equation F = k x e * Explain the difference between elastic and inelastic deformation using graphs * Calculate the moment of a force about a pivot to solve problems |
| Intermediate | * Required practical 2: Analyse the results of an experiment investigating the relationship between force and the extension of a spring using the equation F = k x e * Describe the difference between elastic and inelastic deformation using graphs * Calculate the moment of a force about a pivot to solve problems |
| Foundation | * Required practical 2: Analyse the results of an experiment investigating the relationship between force and the extension of a spring using the equation F = k x e * Describe elastic and inelastic extension * Describe how moments can be used in different situations (eg where to place a door handle) |

**Year 7 RE**

|  |  |
| --- | --- |
| Higher | * Understand and retain basic knowledge of the sacraments * Can identify key elements in the question, ‘What is sacramental imagination?’ * Apply religious knowledge to what baptism means to Christians * Support my own point of view with clarity to the question, ‘What are the signs of Catholic identity?’ |
| Intermediate | * Understand and retain some basic knowledge of the sacraments * Can identify some key elements in the question, ‘What is sacramental imagination?’ * Apply some religious knowledge to what baptism means to Christians * Support my own point of view with some clarity to the question, ‘What are the signs of Catholic identity?’ |
| Foundation | * Retain basic knowledge of the sacraments * Can identify some elements in the question, ‘What is sacramental imagination?’ * Apply one piece of religious knowledge to what baptism means to Christians * State my own point of view to the question, ‘What are the signs of Catholic identity?’ |

**Year 7 Art**

|  |  |
| --- | --- |
| Higher | * Show a confident ability to how they can respond in a direct and iterative way to any artists and designers studied, making thoughtful use of their sketchbooks to test ideas that inform their making such as printmakers Angie Lewin and Alan Birch * Show a confident ability to respond and create personal responses to the theme of natural form/seedpods using their own drawing as inspiration to develop a range of techniques relating to print making (Intaglio) (dry point) * Show a confident ability to evaluate and express an opinion about the visual images, artists’ and students’ work being investigated using descriptive and critical language when speaking and writing |
| Intermediate | * Show a moderate ability to how they can respond in a direct and iterative way to any artists and designers studied, making thoughtful use of their sketchbooks to test ideas that inform their making such as printmakers Angie Lewin and Alan Birch * Show a moderate ability to respond and create personal responses to the theme of natural form/seedpods using their own drawing as inspiration to develop a range of techniques relating to print making (Intaglio) (dry point) * Show a moderate ability to evaluate and express an opinion about the visual images, artists’ and students’ work being investigated using descriptive and critical language when speaking and writing |
| Foundation | * Show some ability to investigate the work of printmakers such as Angie Lewin and Alan Birch and use the style of these artist works to influence their own person responses and describe the different characteristics of art and design and evaluate their qualities * Show some ability to work purposefully in response to a visual or tactile stimulus incorporating ideas from their study of artists, designers and the products of other cultures * Show some ability to develop a range of techniques relating to print making (Intaglio) (dry point) |

**Year 7 DT**

|  |  |
| --- | --- |
| Higher | * Can select and analyse relevant existing products, detailed annotation, shows confidence in using ACCESS FM * Can relate plastics theory to the life cycle of a product and give specific examples. Good use of technical language is emerging * Can communicate a range of imaginative and innovative ideas through drawings CAD and modelling |
| Intermediate | * Can select and analyse relevant existing products, annotation shows evidence of developing good use of ACCESS FM * Can explain the difference between thermoplastics and thermosetting plastics * Can communicate a range of creative ideas with some evidence of CAD being used |
| Foundation | * Can find examples of a relevant existing products and label key features such as materials * Can provide key facts about plastics * Can communicate simplistic design ideas |

**Year 7 Food**

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| --- | --- |
| Higher | * **Apply an excellent understanding of hygiene and safe working practices in the kitchen** * **Demonstrate excellent levels of ability in the preparation and production of food** * **Have an excellent understanding of the different food groups and their nutritional value within the diet** |
| 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** * **Have a good understanding of the different food groups and their nutritional value within the diet** |
| 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** * **Have a basic understanding of the different food groups and their nutritional value within the diet** |

**Year 7 Geography**

|  |  |
| --- | --- |
| Higher | * Plot and interpret a line graph accurately * Explain the specific causes of urbanisation * Explain the specific challenges for people living in a megacity (Mumbai, India) |
| Intermediate | * Plot and describe a line graph accurately * Explain the causes of urbanisation * Explain the challenges for people living in a megacity (Mumbai, India) |
| Foundation | * Plot and describe a line graph * Describe the causes of urbanisation * Describe the challenges for people living in a megacity (Mumbai, India) |

**Year 7 History**

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| --- | --- |
| Higher | * Recognise why some people/events are more important than others * Describe events/people/features of the Peasant’s Revolt in 1381 * Identify causes and consequences of the Renaissance in England |
| Intermediate | * Describe and begin to explain why some people/events such as the Renaissance are more important than others * Describe events/people/features of the past in context such as the Peasant’s Revolt in 1381 * Begin to use information as evidence to explain the impact of the Renaissance on Britain * Evaluate sources to show what happened during the Peasant’s Revolt |
| Foundation | * Describe why some people/events are more important than others eg the Renaissance * Describe events/people/features of the Peasant’s Revolt in 1381 * May use information as evidence to explain the impact of the Renaissance * May begin to evaluate sources to show what happened during the Peasant’s Revolt |

**Year 7 ICT**

|  |  |
| --- | --- |
| Higher | * Produce detailed design ideas for a Scratch project, identify the user and list their needs * Explain what they hope to achieve in this project and consider potential difficulties they are to face * Write a clear decomposed list of instructions * Create a suitable flow chart for a Scratch project * Use logical operators in the context of a solution * Explain what logical operators are and where they would be used * Create a game in Scratch using a range of techniques and own research |
| Intermediate | * Produce design ideas for a Scratch project * Describe what they hope to achieve to complete this project * Write a decomposed list of instructions * Create a flow chart for a Scratch project * Use the logical operators in the context of a solution * State what logical operators are and where they would be used * Create a suitable game in Scratch using a range of 2/3 techniques | |
| Foundation | * Produce simple design ideas for a Scratch project * Write a simple list of instructions * Create a simple flow chart for a Scratch project * State what logical operators are * Create a simple game in Scratch | |

**Year 7 Music**

|  |  |
| --- | --- |
| Higher | * Compose a melody over a chord sequence including passing notes * Notate treble and bass parts using traditional notation |
| Intermediate | * Compose a simple melody over a chord sequence using only the notes of chords * Notate your melody in treble clef | |
| Foundation | * Compose a melody using notes from chords and simple rhythms * Notate your melody in treble clef | |

**Year 7 PE Boys – Gymnastics**

|  |  |
| --- | --- |
| Higher | * Can lead a full warm up relevant to Gymnastics * Can perform a 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 a forward and backward roll 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 and individual, paired and group balance on and over raised apparatus showing excellent control, body tension and an emphasis on high levels of presentation * Can perform a squat on and straddle on 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 and 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 PE Boys – Trampoline**

|  |  |
| --- | --- |
| 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 PE Girls – Health Related Exercise**

|  |  |
| --- | --- |
| Higher | * Can lead a full class warm up and cool down without teacher support (pulse raiser, Mobility and stretching) * Has an advanced ability to design and carry out a fitness training program * Has an advanced understanding of the importance of exercise linked to social and personal well being * Has an advanced understanding of how to monitor their current fitness level including the use of heart rate monitors * Has an advanced understanding of how to perform health related and skill related fitness tests * Can complete two different methods of training with success * Can lead one training method with some teacher support * Can analyse and evaluate their results and make targeted suggestions for improvement to an individual * Has an advanced understanding of Pulse rate and the significance of resting, working and recovery heart rate * Has an advanced understanding of health and safety when planning a training program * Has a sound understanding of muscles and a good understanding of joints and joint actions used during exercise |
| Intermediate | * Can lead elements of a warm up and cool down independently (pulse raiser and stretching) * Has a good ability to design and carry out a fitness training program * Has a good understanding of the importance of exercise linked to social and personal well being * Has a good understanding of how to monitor their current fitness level * Has a good understanding of how to perform health related and skill related fitness tests * Can complete two different methods of training with success * Can analyse their results and make sound suggestions for improvement * Has a good understanding of Pulse rate and the significance of resting, working and recovery heart rate * Has a good understanding of health and safety when planning a training program * Has a basic understanding of training thresholds (aerobic and anaerobic) * Has a good knowledge of muscles and movements |
| Foundation | * Can follow a teacher led warm up and cool down * Has a basic ability to design and carry out a fitness training program * Has a basic understanding of the importance of exercise linked to social and personal well being * Has a basic understanding of how to monitor their current fitness level * Has a basic understanding of how to perform health related and skill related fitness tests * Can complete two different methods of training with some success * Can evaluate their results and make basic suggestions for improvement * Has a basic understanding of Pulse rate and the significance of resting, working and recovery heart rate * Has a basic understanding of health and safety when planning a training program * Has a basic knowledge of muscles and movement |

**Year 7 Spanish**

|  |  |
| --- | --- |
| Higher | * Demonstrate an understanding of a range of passages related to the topic of family and friends which includes detail in the form of justified opinions, varied adjectives and connectives, negatives, time expressions and intensifiers with reference to the present tense * Speak clearly with increasing confidence and accurate pronunciation and intonation * Take part in longer and more spontaneous conversations about family and friends 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 detail in texts about family and friends using familiar and some less familiar vocabulary and grammar in the present tense in a variety of verb forms * Translate texts of varying lengths related to the topic of friends and family from Spanish into English * Complete written descriptive paragraphs giving information about family and friends which includes detail in the form of justified opinions, varied adjectives and connectives, comparatives and superlatives, negatives, intensifiers, time expressions and intensifiers with reference to the present tense in a variety of verb forms * Translate texts of varying lengths related to the topic of friends and family from English into Spanish |
| Intermediate | * Demonstrate an understanding of a range of passages related to the topic of family and friends which includes detail in the form of justified opinions, varied adjectives and connectives, comparatives, superlatives, negatives, time expressions and intensifiers with reference to the present tense * Speak clearly with increasing confidence and near to accurate pronunciation and intonation * Take part in dialogue conversations by giving and asking for information about family and friends with detail including justified opinions, varied 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 about family and friends using familiar vocabulary and grammar in the present tense * Translate texts of varying lengths related to the topic of friends and family from Spanish into English * Complete written detailed sentences and paragraphs giving information about family and friends which includes detail in the form of justified opinions, varied adjectives and connectives, comparatives and superlatives, negatives, intensifiers, time expressions and intensifiers with reference to the present tense in a variety of verb forms * Translate texts of varying lengths related to the topic of friends and family from English into Spanish |
| Foundation | * Demonstrate an understanding of a range of passages related to the topic of family and friends which includes detail in the form of justified opinions, adjectives, connectives, comparatives, superlatives, negatives, time expressions and intensifiers with reference to the present tense * Speak clearly with increasing confidence and near to accurate pronunciation and intonation * Take part in short dialogue conversations about family and friends using 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 family and friends using familiar vocabulary and grammar in the present tense * Translate longer sentences and short paragraphs related to the topic of friends and family from Spanish into English * Complete written sentences/short paragraphs about family and friends which includes detail in the form of simple justified opinions, adjectives and connectives, comparatives and superlatives, negatives, intensifiers, time expressions and intensifiers with reference to the present tense * Translate longer sentences/short paragraphs related to the topic of family and friends from English into Spanish |