



YEAR 7 ART		
Foundation	Intermediate	Higher
<p>Drawing To be able to show some level of accuracy in observational drawing. Showing some use of line, tone, texture and proportion</p>	<p>Drawing To be able to show a good level of accuracy in observational drawing. Showing good use of line, tone, texture and proportion</p>	<p>Drawing To be able to show a high level of accuracy in observational drawing. Showing accurate use of line, tone, texture and proportion</p>
<p>Painting To be able to show some accuracy in observational Painting. Show some colour mixing, blending and paint application.</p>	<p>Painting To be able to show a good level of accuracy in observational Painting. Show good colour mixing, blending and paint application.</p>	<p>Painting To be able to show a high level of accuracy in observational Painting. Show accurate colour mixing, blending and paint application.</p>
<p>Design and presentation To be able to show some creativity in design work. Work is presented with some care.</p>	<p>Design and presentation To be able to show a good level of creativity in design work. All work is presented with care.</p>	<p>Design and presentation To be able to show a high level of creativity in sustained design work. All work is presented with great care.</p>
<p>Model making To be able to manipulate plasticine to create a 3D model with some skill. Some use of modelling materials and techniques.</p>	<p>Model making To be able to manipulate plasticine to create a 3D model with a good level of skill. Good use of modelling materials and techniques.</p>	<p>Model making To be able to manipulate plasticine to create a 3D model with a high level of skill. Excellent use of modelling materials and techniques.</p>
<p>Research A given theme/artist and be able to analyse it in some detail including their own opinions.</p>	<p>Research A given theme/artist and be able to analyse it in reasonable detail including their own opinions/views.</p>	<p>Research A given theme/artist and be able to analyse it in detail including their own opinions/views.</p>
<p>Literacy To be able to explain some key terms and words. To be able to use grammar and punctuation with some accuracy.</p>	<p>Literacy To be able to explain in reasonable detail key terms and words. To be able to use grammar and punctuation with reasonable accuracy.</p>	<p>Literacy To be able to explain in detail key terms and words. To be able to use grammar and punctuation accurately.</p>
<p>Evaluation To be able to make some comments on your own work. To be able to suggest some improvements.</p>	<p>Evaluation To be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.</p>	<p>Evaluation To be able to critically evaluate your own work using the given mark scheme and be able to suggest detailed and informed improvements/further developments.</p>



YEAR 7 COMPUTER SCIENCE		
Foundation	Intermediate	Higher
<p>I am improving my confidence in my use of computer technology. I can usually use a range of ways to use technology safely, respectfully, responsibly and securely.</p> <p>I can usually choose the most appropriate software for a task, and can present information for a named audience.</p> <p>I can usually save my files on the network with appropriate file names.</p> <p>I can describe what a program is. I can use scaffolded help to use a block based programming language to solve some computational problems. With help I can locate and sometimes correct common syntax errors.</p>	<p>I am fairly confident in my use of computer technology. I can usually use a range of ways to use technology safely, respectfully, responsibly and securely.</p> <p>I am usually confident in my choice of the most appropriate software for a task, and can present information for a named audience.</p> <p>I save my files on the network with appropriate file names. I can critique digital content for credibility and apply techniques to identify whether or not a source is credible</p> <p>I can describe what algorithms and programs are and how they differ. I can use a block based programming language to solve some of computational problems. I can locate and sometimes correct common syntax errors.</p>	<p>I am confident in my use of computer technology. I understand a range of ways to use technology safely, respectfully, responsibly and securely.</p> <p>I can confidently choose the most appropriate software for a task, and present information for a named audience.</p> <p>I save my files on the network with appropriate file names. I can critique digital content for credibility and apply techniques to identify whether or not a source is credible.</p> <p>I can confidently describe what algorithms and programs are and how they differ. I can use a block based programming language to solve a variety of computational problems. I can locate and correct common syntax errors.</p>



YEAR 7 DRAMA		
Foundation	Intermediate	Higher
<p>Devising Some knowledge and understanding of key terminology. Some use of dramatic features to create meaning. Some awareness of structure.</p>	<p>Devising Relevant knowledge, understanding and use of key terminology. Accurate use of dramatic features to create meaning. A clear awareness of structure used accurately.</p>	<p>Devising Highly relevant knowledge, understanding and use of key terminology. Accurate use of dramatic features to create meaning. A clear awareness of complex structural features and accurate use to create meaning.</p>
<p>Performing Some level of understanding of characters' movements and gestures and how they can create meaning. An awareness of atmosphere through set, props and (in some cases) lighting. Clear delivery of lines.</p>	<p>Performing Relevant understanding of characters' movements and gestures and how they can create meaning. Aspects of awareness of atmosphere which is created through set, props and (in some cases) lighting. Clear and accurate delivery of lines with an awareness of tone and intonation.</p>	<p>Performing Perceptive understanding of characters' movements and gestures and how they can create meaning. Perceptive understanding of atmosphere which is created and sustained through set, props and (in some cases) lighting. Clear and accurate delivery of lines using tone and intonation thoughtfully.</p>
<p>Interpreting Using a stimulus to produce lines that are based loosely on the source material.</p>	<p>Interpreting Using a stimulus to produce lines that are relevant to the source material. Creating relevant and appropriate characters to the source material.</p>	<p>Interpreting Using a stimulus to produce lines that are accurate to the source material. Creating relevant, appropriate and thoughtful characters that consistently remain relevant to the source material.</p>



YEAR 7 ENGLISH		
Foundation	Intermediate	Higher
<p>Your READING answer will: Identify and describe a writer’s main idea or message Identify and describe a main point in a text Refer to a text when explaining ideas Identify methods used by a writer</p>	<p>Your READING answer will: Understand a writer’s main purpose and viewpoint, beginning to link to wider ideas ‘Read between the lines’ of a text to make inferences Select and include references from the text, including quotations, to support response to text Explain how a writer uses methods to present ideas</p>	<p>Your READING answer will: Discuss a writer’s intention and link to conceptual ideas Understand and explore how a writer creates different layers of meaning, both obvious and implicit Integrate a range of precisely chosen textual evidence, including fully embedded quotations, to support a response to text Analyse the effects of methods used by a writer</p>
<p>Your WRITING answer will: Produce some writing in response to purpose and audience Begin to be organised into paragraphs around a main topic Be in simple sentences Use full stops and capital letters correctly</p>	<p>Your WRITING answer will: Suit purpose and audience Order writing from beginning to end using clear paragraphs with topic sentences that are developed with further detail Write in a variety of sentence types Use full stops, capital letters, commas and apostrophes accurately</p>	<p>Your WRITING answer will: Produce sustained writing to suit purpose, audience and formality Structure writing so ideas are sequenced with links between paragraphs and within Use a variety of sentence types with control and for effect Use a full range of punctuation marks correctly and for effect</p>
<p>Your SPEAKING AND LISTENING will: Express some straightforward ideas when speaking Listen and respond in a straightforward manner</p>	<p>Your SPEAKING AND LISTENING will: Express some complex ideas in an organised way Listen and respond in some detail</p>	<p>Your SPEAKING AND LISTENING will: Express a range of complex ideas in an organised way whilst using strategies to engage the listener Listen and respond in detail and with perception</p>

End of Year 7 Objectives



YEAR 7 FOOD		
Foundation	Intermediate	Higher
Research: a given theme and be able to analyse it using exemplar work to help you.	Research: a given theme and be able to analyse it in detail including some of their own opinions/views.	Research: a given theme/product/artist/designer and be able to analyse it in detail including their own opinions/views.
Realising/Making: to produce a final dish safely using tools and ingredients.	Realising/Making: to produce a final dish safely using the appropriate tools and ingredients.	Realising/Making: to produce a final dish skilfully and safely using the appropriate tools and ingredients.
Evaluation: be able to evaluate your own work using the given mark scheme.	Evaluation: be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	Evaluation: be able to critically evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.
Knowledge of Nutrition: understand the basic principles of nutrition and health (Eatwell guide).	Knowledge of Nutrition: broadly understand and apply most of the principles of nutrition and health (Eatwell guide).	Knowledge of Nutrition: understand and apply the principles of nutrition and health (Eatwell guide).
Cook: with support, a repertoire of predominantly savoury dishes so that the students are able to feed themselves and others a healthy and varied diet.	Cook: with some support, a repertoire of predominantly savoury dishes so that the students are able to feed themselves and others a healthy and varied diet.	Cook: a repertoire of predominantly savoury dishes so that the students are able to feed themselves and others a healthy and varied diet.
Be able to use the following tools equipment hygienically and safely: Cooker, hob, kitchen knives, tin opener, vegetable peelers, graters	Be able to use the following tools equipment hygienically and safely: Cooker, hob, kitchen knives, tin opener, vegetable peelers, graters	Be able to use the following tools equipment hygienically and safely: Cooker, hob, kitchen knives, tin opener, vegetable peelers, graters



YEAR 7 FRENCH		
Foundation	Intermediate	Higher
<p>Unit 1 – Introduction to French <i>Listening</i> - Can understand 50% of spoken language. <i>Reading</i> - Can understand 50% of written language. <i>Speaking and Writing</i> - Can use some vocabulary from this topic to complete the task Can use the verb aimer in the 1st person Can use être in the 1st person Vocabulary - Consistently scoring 50% or above on the vocab challenges</p>	<p>Unit 1 – Introduction to French <i>Listening</i> - Can understand 70% of spoken language. <i>Reading</i> - Can understand 70% of written language. <i>Speaking and Writing</i> - Can use some variety of vocabulary from this topic to complete the task Can use the verb aimer in the 1st person Can use être in the 1st person Can use a negative Vocabulary - Consistently scoring 70% or above on the vocab challenges</p>	<p>Unit 1 – Introduction to French <i>Listening</i> - Can understand at least 80% of spoken language. <i>Reading</i> - Can understand at least 80% of written language. <i>Speaking and Writing</i> - Can use a wide variety of vocabulary from this topic to complete the task Can use the verb aimer in the 1st person Can use être in the 1st person Can use a negative accurately Can use the correct adjective agreements Vocabulary - Consistently scoring 80% or above on the vocab challenges</p>
<p>Unit 2 – French School <i>Listening</i> - Can understand 50% of spoken language. <i>Reading</i> - Can understand 50% of written language. <i>Speaking and Writing</i> - Can use some vocabulary from this topic to complete the task Can use il y a Can use il n'y a pas Vocabulary - Consistently scoring 50% or above on the vocab challenges</p>	<p>Unit 2 – French School <i>Listening</i> - Can understand 70% of spoken language. <i>Reading</i> - Can understand 70% of written language. <i>Speaking and Writing</i> - Can use some variety of vocabulary from this topic to complete the task Can use il y a and given an opinion Can use il n'y a pas and given an opinion Can give reasons for at least 1 opinion Can describe a typical day giving 2-3 details Vocabulary - Consistently scoring 70% or above on the vocab challenges</p>	<p>Unit 2 – French School <i>Listening</i> - Can understand at least 80% of spoken language. <i>Reading</i> - Can understand at least 80% of written language. <i>Speaking and Writing</i> - Can use a wide variety of vocabulary from this topic to complete the task Can use il y a and given an opinion and reason Can use il n'y a pas and given an opinion and reason Can use a variety of verbs in the 1st person to describe a typical day Can use a wide variety of connectives and time sequencers in my description of a day Vocabulary - Consistently scoring 80% or above on the vocab challenges</p>



YEAR 7 GEOGRAPHY		
Foundation	Intermediate	Higher
<p>Pupils will be able to locate and name some of the world's continents and oceans.</p> <p>Identify some countries in their own continent.</p> <p>OS Map skills Identify common OS map symbols for features such as churches, schools, and railway stations. Interpret basic maps, understanding key elements such as title, scale, and legend. Use four-figure grid references to locate specific features on a map. Recognise the importance of north and orient a map correctly using a compass.</p> <p>Describe basic human and physical features of familiar places.</p> <p>Know how to use simple map skills.</p> <p>Use introductory geographical terminology.</p> <p>Recognise simple examples of sustainable living.</p> <p>Use basic evidence to support answers.</p>	<p>Pupils will be able to describe the location of the world's continents and oceans, biomes and some countries using basic geographical language.</p> <p>OS Map Skills Recognise and use a wider range of OS map symbols, including those for contour lines, footpaths, and public buildings. Understand more complex map features such as relief and gradients. Accurately use six-figure grid references to pinpoint exact locations. Measure straight-line distances and approximate journey distances using the map scale. Use maps to plan simple routes and understand the geographic layout of an area.</p> <p>Describe human and physical features of different places in more detail.</p> <p>Identify and categorise basic geographic concepts.</p> <p>Analyse simple patterns in geography.</p> <p>Explain basic geographic concepts using 'because' and 'so'.</p> <p>Understand the term sustainability and give simple examples of sustainable living.</p>	<p>Also:</p> <p>Categorise geographic concepts into social and environmental.</p> <p>OS Map Skills Also: Analyse detailed physical and human geographical features and their relationships on a map. Calculate gradients and understand relief, using contour lines to determine the terrain.</p> <p>Explain the link between human and physical features of places.</p> <p>Evaluate basic geographic concepts using 'however' and 'although'.</p> <p>Use specific geographical detail and language to describe concepts.</p> <p>Apply the term 'sustainable' in various contexts.</p>



YEAR 7 GRAPHICS		
Foundation	Intermediate	Higher
Research: a given theme/product/artist/designer and be able to analyse it using exemplar work to help you.	Research: a given theme/product/artist/designer and be able to analyse it including some of their open opinions/views.	Research: a given theme/product/artist/designer and be able to analyse it in detail including their open opinions/views.
Ideas: generate some ideas for a given brief using colour and simple annotation.	Ideas: generate a range of ideas for a given brief using some different presentation techniques including use of colour and annotation.	Ideas: generate a range of ideas for a given brief using a range of presentation techniques (2D and 3D as appropriate) including use of colour and annotation which includes explanation not just labels.
Development of ideas: be able to develop ideas to make a final design.	Development of ideas: be able to develop and refine ideas to make a final design.	Development of ideas: be able to develop and refine ideas in 2D or using 3D models to make a final design.
Realising/Making: to produce a basic final prototype model safely using some appropriate tools and materials, with extra support.	Realising/Making: to produce a good final prototype model safely using some appropriate tools and materials.	Realising/Making: to produce a final prototype model skilfully and safely using the appropriate tools and materials.
Evaluation: be able to evaluate your own work using the given mark scheme.	Evaluation: be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	Evaluation: be able to critically evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.
Be able to use the following tools and equipment safely and accurately: Craft knife and paper scissors Adobe Photoshop (paint bucket, magic wand tool, lasso tool, gradient tool, text tool)	Be able to use the following tools and equipment safely and accurately: Craft knife and paper scissors Adobe Photoshop (paint bucket, magic wand tool, lasso tool, gradient tool, text tool)	Be able to use the following tools and equipment safely and accurately: Craft knife and paper scissors Adobe Photoshop (paint bucket, magic wand tool, lasso tool, gradient tool, text tool)



YEAR 7 HISTORY		
Foundation	Intermediate	Higher
<p>Structuring and organising knowledge Writes a narrative of events in the past which describes what happens Some supporting information, but may be lacking in detail and relevance</p>	<p>Structuring and organising knowledge Writes a descriptive narrative of events in the past which shows some organisation Some accurate knowledge, but some irrelevance</p>	<p>Structuring and organising knowledge Writes a well-organised narrative account with some analysis linked to the conceptual focus of the question Mostly relevant knowledge used</p>
<p>Chronological understanding Uses simple chronological words in their work Able to construct a simple timeline of periods studied</p>	<p>Chronological understanding Uses chronological knowledge to know where a new period or topic fits into the history already known Able to construct timelines which show an understanding of long and short periods of time</p>	<p>Chronological understanding Uses chronological knowledge to explain their knowledge of history Begins to understand that historians make generalisations about the past</p>
<p>Cause and consequence Identifies a number of causes and begins to categorise these into different types or groups of causes Understand simple consequences of events</p>	<p>Cause and consequence Links groups of causes together to begin to form an explanation about why something happened in history Explains simple consequences and links them to events</p>	<p>Cause and consequence Explains why an event happened and begins to think about the most significant cause Recognises that something may have more than one or more conflicting consequences</p>
<p>Change and continuity Describes changes which took place in the past and identifies broad historical trends and continuities</p>	<p>Change and continuity Begins to talk about the pace and extent of changes Recognises that some groups of people can see change as more or less significant than others</p>	<p>Change and continuity Describes the pace and extent of change Begins to explain why changes are significant or seen as significant depending on the timescale used or the person looking at the change</p>
<p>Use of sources Makes claims about the past using some selected evidence from sources Understands that some sources may not be as useful as others</p>	<p>Use of sources Uses source content to make simple inferences about the past Recognises that historians use sources in different ways by asking different questions Understands that some sources are more reliable than others</p>	<p>Use of sources Uses source content to make supported inferences Some reference to provenance (nature, origin, purpose) when commenting on the utility and reliability of a source Uses general contextual knowledge to support comments Understands that an unreliable source can be useful</p>
<p>Interpretations Able to select the key features of an interpretation and describe the overall impression it gives about an individual or event in history</p>	<p>Interpretations Explain why an interpretation was constructed with reference to purpose (eg. to entertain, to inform, to persuade)</p>	<p>Interpretations Explains why an interpretation was constructed with reference to source selection Begins to use own knowledge to think about the validity of an interpretation</p>



YEAR 7 MATHS		
Foundation	Intermediate	Higher
<p>Be able to write a number in figures given a number in words. Be able to write a number in words given a number in figures</p> <p>Be able to use a bar model</p> <p>Be able to find missing numbers in calculations</p> <p>Be able to find missing numbers on number line</p> <p>To be able to use negative numbers with temperatures</p> <p>To use 12-hour and 24-hour clock</p> <p>Be able to round numbers</p>	<p>Be able to order decimal numbers</p> <p>Be able to add and subtract decimal numbers</p> <p>Use decimal numbers in the context of money</p> <p>Be able to identify like terms</p> <p>Find perimeters of rectangles and compound shapes using rectangles</p> <p>To be able to use the charges model for negative numbers</p> <p>To solve real-life time problems</p>	<p>Be able to simplify expressions with 1 or 2 variables</p> <p>Be able to use algebra in the context of perimeter</p> <p>Apply knowledge of addition and subtraction of negative numbers in context</p>
<p>Multiplying and Dividing – Term 1</p> <p>Be able to use the link between inverse operations of multiplying and dividing</p> <p>Know the definition of a prime number, identify prime numbers and use them to solve prime number puzzles</p> <p>Be able to multiply and divide by powers of 10</p> <p>Be able to multiply with one or more decimal numbers</p> <p>Be able to divide by a single digit number</p> <p>Be able to calculate the area of a rectangle</p> <p>Be able to calculate the area of a parallelogram</p>	<p>Multiplying and Dividing – Term 1</p> <p>Understand the concept of multiplication and related multiplication statements</p> <p>Use knowledge of factors to solve multiplication puzzles</p> <p>Be able to multiply and divide with negative numbers</p> <p>Be able to multiply a two-digit number by another two-digit number (or greater) ie long multiplication</p> <p>Be able to make estimates to calculations</p> <p>Be able to divide a decimal number by an integer</p> <p>Be able to calculate the area of a triangle</p>	<p>Multiplying and Dividing – Term 1</p> <p>Be able to make estimations in real life (calculations and pictures)</p> <p>Be able to divide by a two-digit number</p> <p>Be able to divide by a decimal number</p> <p>Be able to calculate the area of compound shapes</p>
<p>Angles – Term 2</p> <p>Know and use compass directions</p> <p>Know names of different types of angles</p> <p>Order and estimate the size of angles</p> <p>Measure the size of angles</p> <p>Know angle facts relating to a straight line and around a point</p>	<p>Angles – Term 2</p> <p>Draw angles accurately</p> <p>Know angle facts relating to triangles</p> <p>Know angles facts relating to quadrilaterals</p> <p>Create tessellations and understand any related angle facts</p>	<p>Angles – Term 2</p> <p>Calculate and use interior angles in polygons</p> <p>Calculate and use exterior angles of a polygons</p> <p>Read and draw bearings</p>

End of Year 7 Objectives



Foundation	Intermediate	Higher
<p>Fractions – Term 2</p> <p>Be able to recognise and use fractions</p> <p>Be able to convert between improper fractions and mixed numbers</p> <p>Be able to find equivalent fractions</p> <p>Be able to add and subtract fractions with the same denominator</p> <p>Be able to multiply a fraction by a whole number</p> <p>Be able to find a fraction of an amount</p>	<p>Fractions – Term 2</p> <p>Be able to compare and order fractions</p> <p>Be able to represent fractions on a number line</p> <p>Be able to add and subtract fractions</p> <p>Be able to multiply fractions</p> <p>Be able to divide by a whole number</p> <p>Be able to divide with fractions</p>	<p>Fractions – Term 2</p> <p>Be able to add and subtract with mixed numbers</p> <p>Be solve real life fraction problems</p> <p>Be able to multiply mixed numbers</p> <p>Be able to divide mixed numbers</p>
<p>Ratio – Term 3</p> <p>To be able to use visual representations for ratio – bar models and double number lines</p> <p>Be able to recognise equivalent ratios</p> <p>Be able to simplify ratios</p> <p>To be able to use ratio tables to solve problems</p> <p>Be able to use ratio to solve recipe problems</p> <p>Be able to use the unitary method to solve problems</p>	<p>Ratio – Term 3</p> <p>Be able to convert between ratios and fractions</p> <p>Be able to compare ratios</p> <p>Be able to divide in a ratio</p> <p>Be able to solve problems when given one part of the ratio</p> <p>Be able to use ratio to solve best buy problems</p>	<p>Ratio – Term 3</p> <p>Be able to write ratios in the form 1:n and n:1</p> <p>Be able to use ratios to solve exchange rate problems</p> <p>Be able to convert between scale factors and ratio</p> <p>Be able to use ratio on maps to convert between measures on the map and in real life</p> <p>Be able to recognise which ratio method is needed to solve a problem in context</p>
<p>Sequences – Term 3</p> <p>To be able to recognise patterns in sequences</p> <p>To be able to describe patterns in sequences in words</p> <p>To be able to generate sequences given the rule</p> <p>To be able to recognise and continue the sequence of triangular numbers</p> <p>To be able to substitute positive numbers into simple algebraic expressions</p> <p>To be able to use the nth term of a sequence to generate a sequence</p>	<p>Sequences – Term 3</p> <p>To be able to recognise and continue sequences given as visual representations</p> <p>To be able to substitute negative numbers into simple algebraic expressions</p> <p>To be able to recognise and describe sequences containing fractions</p> <p>To be able to find the nth term of a sequence</p> <p>To be able to find and use the nth term of a sequence in spatial sequences</p> <p>To be able to investigate sequences using multi-link cubes and find the nth term</p> <p>To be able to draw 3d shapes on isometric paper</p>	<p>Sequences – Term 3</p> <p>To be able to recognise, describe and continue Fibonacci type sequences</p> <p>To be able to substitute positive and negative numbers into more complex algebraic expressions including those with indices</p> <p>o be able to use the nth term to find out if a number is in the sequence</p>



End of Year 7 Objectives

YEAR 7 MUSIC		
Foundation	Intermediate	Higher
<p>Performance Can sing/play basic melodies and/or chords not always in time or pitch.</p>	<p>Performance Can play/sing a melody and/or chords mostly in time and pitch.</p>	<p>Performance Can confidently play/sing a melody and/or chords with a strong sense of pitch and rhythm.</p>
<p>Composition Compose a basic melody and/or chord pattern with some evidence of pitch or rhythm.</p>	<p>Composition Compose a melody and/or chord pattern with a secure emphasis on pitch and rhythm.</p>	<p>Composition Can confidently compose music with a strong emphasis on pitch and rhythm as well as other elements of music.</p>
<p>Listening and Analysing Can identify some features of music not necessarily using musical language.</p>	<p>Listening and Analysing Can identify some features of music using terms such as pitch, rhythm and structure.</p>	<p>Listening and Analysing Can use musical language confidently when analysing music.</p>



YEAR 7 PHILOSOPHY AND ETHICS		
Foundation	Intermediate	Higher
<p>To be informed and have basic knowledge about religions, worldviews, philosophical theories and approaches to ethics. To be able to recall key beliefs, people and practices.</p> <p>Understanding of the role of religion and worldviews and how these can affect the lives and experiences of those who subscribe to such views. You can say how religion and worldviews helps people feel a 'connection'.</p> <p>Empathy to be able to view things from a perspective different to your own. This means you will be able to say how you think others feel and what they will be thinking about in specific situations.</p> <p>Justified to be able to give clear and relevant reasons to support your own personal judgements on the issues that we study in religion, philosophy and ethics. E.g. 'What is religion?', 'What does it mean to be British?', 'Why should we study beliefs we personally disagree with?', 'What is God?', 'What is Truth?', 'What makes a good leader?', 'Are the tangible and intangible equally important?', 'What is the relationship between religion and racism/sexism/homophobia?', 'Are self-driving cars ethically acceptable?', 'What makes me, me?'</p> <p>Mature and sensitive responses to the different views and issues that we study. You are able to listen to others and show respect. You recognise that it is ok to disagree with each other.</p>	<p>Specific knowledge (informed) of individual religions including Judaism, Christianity, Islam, Hinduism, Buddhism and Sikhism. Specific knowledge of non-religious worldviews including Humanism and Agnosticism.</p> <p>Understanding how key beliefs and practices link to ideas such as 'connection', hope, truth, justice, community and morality. Beginning to understand the reasons for diversity across religions and worldviews.</p> <p>Empathy to be able to view things from a perspective different to your own. Accurate knowledge will lead you to be able to make informed and sensitive judgements about what others may think/feel in certain situations.</p> <p>Justification of your own views giving detailed reasons and showing some thought about different interpretations/points of view.</p> <p>Maturity/sensitivity shown through your ability to have constructive discussions with those who you disagree with. You are careful not to misrepresent the views of others and you are able to disagree respectfully and using appropriate language.</p>	<p>More developed and specific knowledge of lesser known world-views e.g. Shinto, Zoroastrianism, Scientology, Neo-Paganism, Cartesian scepticism and existentialism</p> <p>Understanding of the similarities and difference between and within religions. A recognition of the 'fuzzy' boundaries/definitions of concepts such as God, Truth and religion.</p> <p>An ability to empathise with a variety of different perspectives whilst using accurate knowledge to make informed judgements about how people think/feel.</p> <p>You give detailed justifications for your own responses and are able to show careful evaluation based upon accurate knowledge and clear understanding.</p> <p>Mature responses based on clear knowledge and understanding (which allows for deeper and more informed discussion) of how important religions and worldviews are to those who subscribe to them. You are sensitive to the views of others while being careful to express your own views using appropriate language.</p>

End of Year 7 Objectives



YEAR 7 PHYSICAL EDUCATION		
Foundation	Intermediate	Higher
<p>Range of Skills Demonstrate basic core skills for the activity in isolation and under competitive pressure</p>	<p>Range of Skills Demonstrate a number of core skills for the activity in isolation and under competitive pressure</p>	<p>Range of Skills Demonstrate most core skills and some advanced skills for the activity in isolation and under competitive pressure</p>
<p>Quality of Skills Basic core skills are performed with some accuracy, control and fluency</p>	<p>Quality of Skills Core skills are performed with some consistency, accuracy, control and fluency</p>	<p>Quality of Skills Core skills are performed with consistency, accuracy, control and fluency</p>
<p>Physical Attributes Demonstrate basic physical fitness and psychological control during performance</p>	<p>Physical Attributes Demonstrate sufficient physical fitness and psychological control to perform with some effectiveness</p>	<p>Physical Attributes Demonstrate good physical fitness and psychological control to perform effectively</p>
<p>Decision Making Attempt to select and use basic skills appropriately. Attempt to apply basic team strategies/tactics/compositional ideas. Demonstrate basic awareness of the rules/regulations of the activity during performance. Demonstrate basic awareness for the safety of themselves and others.</p>	<p>Decision Making Attempt to select and use core skills appropriately. Apply basic team strategies, tactics and compositional ideas. Demonstrate awareness of the rules and regulations of the activity during performance. Demonstrate awareness for the safety of themselves and others. Use basic communication with other performers in team activities.</p>	<p>Decision Making Often successfully selects and uses appropriate skills. Apply appropriate team strategies/tactics/compositional ideas with some success, demonstrating a good understanding of the activity. Demonstrate an awareness of the rules/regulations of the activity during performance. Demonstrate good regard for the safety of themselves and others. Demonstrate an awareness of and attempts to respond to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities). Communicates with other performers in team activities.</p>



YEAR 7 PRODUCT DESIGN		
Foundation	Intermediate	Higher
Research: a given theme/product/artist/designer and be able to analyse it using exemplar work to help you.	Research: a given theme/product/artist/designer and be able to analyse it including some of their open opinions/views.	Research: a given theme/product/artist/designer and be able to analyse it in detail including their own opinions/views.
Ideas: generate some ideas for a given brief using colour and simple annotation.	Ideas: generate a range of ideas for a given brief using some different presentation techniques including use of colour and annotation.	Ideas: generate a wide range of ideas for a given brief using a range of presentation techniques (2D and 3D as appropriate) including use of colour and annotation which includes explanation not just labels.
Development of ideas: be able to develop ideas to make a final design.	Development of ideas: be able to develop and refine ideas to make a final design.	Development of ideas: be able to develop and refine ideas in 2D or using 3D models to make a final design.
Realising/Making: to produce a basic final prototype model safely using some appropriate tools and materials, with extra support.	Realising/Making: to produce a good final prototype model safely using some appropriate tools and materials.	Realising/Making: to produce a final prototype model skilfully and safely using the appropriate tools and materials.
Evaluation: be able to evaluate your own work using the given mark scheme.	Evaluation: be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	Evaluation: be able to critically evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.
Be able to select and use the following tools and equipment safely and accurately: Coping saw, tenon saw, fret saw, pillar drills, belt sander, abrasive papers, files, rasps 2D Design Tools (2D CAD) and Autodesk Inventor (3D CAD)	Be able to select and use the following tools and equipment safely and accurately: Coping saw, tenon saw, fret saw, pillar drills, belt sander, abrasive papers, files, rasps 2D Design Tools (2D CAD) and Autodesk Inventor (3D CAD)	Be able to select and use the following tools and equipment safely and accurately: Coping saw, tenon saw, fret saw, pillar drills, belt sander, abrasive papers, files, rasps 2D Design Tools (2D CAD) and Autodesk Inventor (3D CAD)
Be able to identify the following materials: MDF, Plywood, Acrylic and modelling materials such as Styrofoam and cardboard	Be able to identify the following materials: MDF, Plywood, Acrylic and modelling materials such as Styrofoam and cardboard	Be able to identify the following materials: MDF, Plywood, Acrylic and modelling materials such as Styrofoam and cardboard



YEAR 7 SCIENCE		
Foundation	Intermediate	Higher
<p>Biology – Cells and body systems Identify a microscope Describe how to use a microscope Recognise a cell Identify specialised cells Name specialised cells Describe the function of a flagellum Identify a unicellular cell Identify plant and animal cells Define diffusion Give the meaning of tissue, organ and organ system Name the parts of the gas exchange system State where the major organs of the gas exchange system are found Describe what happens to the ribcage and diaphragm during inhaling and exhaling Label the main bones in the human skeleton Describe the function of major muscle groups and the definition of antagonistic muscle</p>	<p>Biology – Cells and body systems Explain how to use a microscope Label the parts of animal and plant cells Describe how a cell is specialised Name some substances that move into and out of cells and describe diffusion Describe the structure of a unicellular cell Describe the structure of the gas exchange system and link it to function Describe the process of inhaling and exhaling Describe the functions of the skeletal system Describe the role of joints</p>	<p>Biology – Cells and body systems State the magnification of a microscope Calculate a range of magnifications Describe the function of each part of the cell Recognise parts of cell from a microscope image Explain how a cell is specialised to do its job Explain the process of diffusion Compare a unicellular cell with an animal or plant cell Explain how and why certain substances move in and out of cells Explain how antagonistic muscles cause movement Link structure to function of several organ systems and explain each one Explain how the actions of the ribcage and diaphragm lead to inhaling and exhaling</p>
<p>Biology – Reproduction Name the parts of the human reproductive systems. Define adolescence and puberty. Define gamete, fertilisation and implantation in humans and reproduction and pollination in plants. Name and identify parts of the reproductive system important in pregnancy. Define the menstrual cycle. Label the reproductive parts of a flower. Define pollination. Define germination Identify methods of seed dispersal.</p>	<p>Biology – Reproduction Describe the function of each part of the reproductive system. Describe changes to the body during puberty. Describe how some methods of contraception work. Describe fertilisation and implantation in humans. Describe how the developing baby obtains food and oxygen during pregnancy. Describe the main stages of the menstrual cycle. Describe the functions of the reproductive parts of a flower. Describe what happens in germination.</p>	<p>Biology – Reproduction Explain the role of the menstrual cycle in reproduction. Explain why plants need certain things for germination. Compare and contrast wind and insect pollinated plants. Explain why seed dispersal happens.</p>



Foundation	Intermediate	Higher
<p>Chemistry – Particles, elements, compounds and atoms Describe the properties of different states of matter Describe what happens to particles during melting, freezing, evaporating, condensing and subliming Describe how particles move during diffusion and how they cause gas pressure using examples State what an element is State what atoms are</p>	<p>Chemistry – Particles, elements, compounds and atoms Explain how particle movement changes during changes of state Explain how movement of particles causes diffusion and gas pressure Draw and label a diagram of an atom Record the properties of some elements Recall the chemical symbols of some elements Describe similarities and differences between the properties of elements and compounds Write the chemical names for simple chemical compounds</p>	<p>Chemistry – Particles, elements, compounds and atoms Use ideas about how fast particles are moving to justify the properties of a substance in its three states Use ideas about particles to justify the factors that affect the rate of diffusion Justify using diagrams changes to gas pressure as the temperature increases Write a balanced symbol equation for a chemical reaction Use particle diagrams to explain why a compound has different properties to its elements</p>
<p>Chemistry – Reactions and acids and alkalis Describe the colour of universal indicators for acids, alkalis and neutral solutions. State simply what happens in endothermic and exothermic changes. State what happens to the mass of the reactants and products in chemical reactions. State simply what a decomposition reaction is. State what a fuel is. Identify reactants and products for a given reaction. State some signs of a chemical reaction.</p>	<p>Chemistry – Reactions and acids and alkalis Use the pH scale to measure acidity and alkalinity. Give examples of how neutralisation reactions can be useful. Explain conservation of mass in chemical reactions. Use a pattern to predict products of decomposition reactions. Identify decomposition reactions from word equations. Predict products of combustion reactions. Compare chemical reactions to physical changes. Explain why chemical reactions are useful.</p>	<p>Chemistry – Reactions and acids and alkalis Explain why neutralisation reactions are useful and give specific examples. Describe acids as giving off H⁺ ions and alkalis OH⁻ Begin considering endothermic and exothermic changes in terms of energy transfers to and from the surroundings. Predict and explain whether the mass within a reaction vessel will stay the same from word and formula equations. Apply the conservation of mass in unfamiliar situations, giving a reasoned explanation. Write formula equations for decomposition reactions. Construct formula equation for some combustion reactions. Construct a formula equation for a reaction without the use of word equations.</p>

End of Year 7 Objectives



Foundation	Intermediate	Higher
<p>Physics – Forces and sound</p> <p>I can identify an interaction pair I know what causes drag forces and friction I know what equilibrium means I can identify balanced and unbalanced forces I can name some forces acting upon objects State some features of waves Name some materials that sound can travel through State the link between loudness and amplitude State the unit of frequency State the range of human hearing Name some parts of the ear State ways that hearing can be damaged Name some sources of sound</p>	<p>Physics – Forces and sound</p> <p>I can describe how forces deform objects I know the effects of drag forces and friction I can describe situations that are in equilibrium Describe the different types of waves and their features Describe how sound is produced and travels Describe the hearing range of humans compared to animals Describe how the ear works Describe how your hearing could be damaged</p>	<p>Physics – Forces and sound</p> <p>I can explain which pairs of forces act on objects I can make predictions about pairs of forces I can use forces to explain why drag forces and friction slow things down I can use force arrows to explain why speed or direction of objects can change I know what an interaction pair is I can explain why drag forces and friction arise I can describe the difference between balanced and unbalanced forces I can use force arrows on diagrams Compare the properties of waves and their features Describe the link between loudness and amplitude Describe the link between pitch and frequency Explain how sounds will differ in different situations Explain how hearing can be damaged</p>
<p>Physics – Light and space</p> <p>Identify examples of specular reflection and diffuse reflection Describe what happens when light is refracted Use ray diagrams to show the direction of light during reflection State the effect of coloured filters on light Describe how primary colours add to make secondary colours State the primary and secondary colours of light State what happens when light is reflected Define the terms luminous, opaque, transparent and translucent Name the planets in the Solar System</p>	<p>Physics – Light and space</p> <p>Explain how images are formed in a plane mirror Describe features of the image formed by a lens Describe the features of a mirror image Describe the objects you can see in the night sky Describe the effect of the Earth’s tilt on temperature and day length Describe the structure of the universe Draw valid conclusions that utilise more than one piece of supporting evidence Describe how objects in the Solar System are arranged Describe how planets in the Solar System are similar/different</p>	<p>Physics – Light and space</p> <p>Explain what happens when light travels through a lens Predict the colour of objects in lights of secondary colours, giving a reason Explain the difference between specular and diffuse reflection Describe and explain what happens when light is refracted Describe what happens when light travels through a lens Explain how filters and coloured materials subtract light</p>

End of Year 7 Objectives



Foundation	Intermediate	Higher
<p>Place some objects seen in the night sky in order of size</p> <p>Identify scientific evidence from secondary evidence</p> <p>Describe motion of the Sun, stars and Moon across the sky</p> <p>Describe the patterns in data linking day-length and month</p> <p>Name some objects seen in the night sky</p> <p>Name some objects in the Solar System</p> <p>Identify some patterns in the Solar System</p> <p>Describe differences between seasons</p>		<p>Predict the colour of objects in red light and the colour of light through different filters</p> <p>Explain how the properties and features of planets are linked to their place in the Solar System</p> <p>Compare features of different objects in the Solar System</p> <p>Use data to make predictions about features of planets</p> <p>Predict the effect of the Earth's tilt on temperature, day length</p> <p>Predict how seasons would be different if there was no tilt</p> <p>Identify patterns in the spacing and diameters of the planets</p> <p>Explain why seasonal changes happen</p> <p>Explain why total eclipses happen</p> <p>Describe the structure of the universe in detail, in order of size and of distance away from the Earth</p> <p>Assess the strength of evidence, deciding whether it is sufficient to support a conclusion</p>



YEAR 7 SPANISH		
Foundation	Intermediate	Higher
<p>Unit 1 – Introduction to Spanish <i>Listening</i> - Can understand 50% of spoken language. <i>Reading</i> - Can understand 50% of written language. <i>Speaking and Writing</i> - Can use some vocabulary from this topic to complete the task Can give my age Can use a/an (articles) but may not be accurate Vocabulary - Consistently scoring 50% or above on the vocab challenges</p>	<p>Unit 1 – Introduction to Spanish <i>Listening</i> - Can understand 70% of spoken language. <i>Reading</i> - Can understand 70% of written language. <i>Speaking and Writing</i> - Can use some variety of vocabulary from this topic to complete the task Can give my age accurately with correct verb Can sometimes use adjectives with the correct endings Can use a/an (articles) but often accurately Vocabulary - Consistently scoring 70% or above on the vocab challenges</p>	<p>Unit 1 – Introduction to Spanish <i>Listening</i> - Can understand at least 80% of spoken language. <i>Reading</i> - Can understand at least 80% of written language. <i>Speaking and Writing</i> - Can use a wide variety of vocabulary from this topic to complete the task Can give my age accurately using the correct verb Can use adjectives with usually correct endings Can use a/an (articles) usually accurately Vocabulary - Consistently scoring 80% or above on the vocab challenges</p>
<p>Unit 2 – My Free Time <i>Listening</i> - Can understand 50% of spoken language. <i>Reading</i> - Can understand 50% of written language. <i>Speaking and Writing</i> - Can use some vocabulary from this topic to complete the task Can recall Vocabulary from module 1 Vocabulary - Consistently scoring 50% or above on the vocab challenges</p>	<p>Unit 2 – My Free Time <i>Listening</i> - Can understand 70% of spoken language. <i>Reading</i> - Can understand 70% of written language. <i>Speaking and Writing</i> - Can use some variety of vocabulary from this topic and module 1 to complete the task Can give an opinion Can give reasons for at least 1 opinion Can describe free time giving 2-3 details Vocabulary - Consistently scoring 70% or above on the vocab challenges</p>	<p>Unit 2 – My Free Time <i>Listening</i> - Can understand at least 80% of spoken language. <i>Reading</i> - Can understand at least 80% of written language. <i>Speaking and Writing</i> - Can use a wide variety of vocabulary from this topic and module 1 to complete the task Can give several opinions with reasons Can use a variety of verbs in the 1st person to describe free time Can use a wide variety of connectives in a description of free time Vocabulary - Consistently scoring 80% or above on the vocab challenges</p>



YEAR 7 TEXTILES		
Foundation	Intermediate	Higher
Research: a given theme/product/artist/designer and be able to analyse it using exemplar work to help you.	Research: a given theme/product/artist/designer and be able to analyse it including some of their open opinions/views.	Research: a given theme/product/artist/designer and be able to analyse it in detail including their open opinions/views.
Ideas: generate some ideas for a given brief using colour and simple annotation.	Ideas: generate a range of ideas for a given brief using some different presentation techniques including use of colour and annotation.	Ideas: generate a range of ideas for a given brief using a range of presentation techniques (2D and 3D as appropriate) including use of colour and annotation which includes explanation not just labels.
Development of ideas: be able to develop ideas to make a final design.	Development of ideas: be able to develop and refine ideas to make a final design.	Development of ideas: be able to develop and refine ideas in 2D or using 3D models to make a final design.
Realising/Making: to produce a basic final prototype model safely using some appropriate tools and materials, with extra support.	Realising/Making: to produce a good final prototype model safely using some appropriate tools and materials.	Realising/Making: to produce a final prototype model skilfully and safely using the appropriate tools and materials.
Evaluation: be able to evaluate your own work using the given mark scheme.	Evaluation: be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	Evaluation: be able to critically evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.
Be able to use the following tools and equipment safely and accurately: Sewing machine (threading and sewing following a line), needle and thread, fabric scissors, quick unpick.	Be able to use the following tools and equipment safely and accurately: Sewing machine (threading and sewing following a line), needle and thread, fabric scissors, quick unpick.	Be able to use the following tools and equipment safely and accurately: Sewing machine (threading and sewing following a line), needle and thread, fabric scissors, quick unpick.
Be able to identify the following materials: Felt, cotton, thread, polyester	Be able to identify the following materials: Felt, cotton, thread, polyester	Be able to identify the following materials: Felt, cotton, thread, polyester