# Year 7 Autumn Term
# GAT Information
2022-2023

Dear parents,

Please find enclosed the GAT assessment criteria for the Autumn term for Year 7.

From this academic year, students will be assessed using a primary school model. This will be reported to parents 3 times per year.

Students will receive one of three grades for their subjects:

- Greater Depth
- Working at
- Working towards

Within each level, there are 3 sublevels. These are:

- +
- =
- -

They will also receive a grade for their homework and attitude within lessons. These will be graded:

- VG
- G
- F
- I

Within this pdf, you will find the GAT document for each department. This explains the levels for each subject and how they will be assessed. We hope this makes it easy for parents and students to understand why they receive a certain grade.

This document will also be available on the school website by the end of next week. This will be found in the Academic dropdown menu. Please click on Curriculum and then go to the Assessment/GATs link.

If you have any queries about the information in this document, please do not hesitate to contact me directly.

Kind regards

**Mr Winpenny**

Deputy Headteacher

# Contents

**Year 7: Autumn 1**

# Art

# TOPIC: Colour

In this unit students explore colour as a starting point and develop a basic understanding of colour theory. They create images that reflect their observations, memory and imagination. They experiment and develop skills and knowledge using a range of media and processes. Students learn about ideas, methods and approaches used by other artists and they make connections between their work and the work of others.

## Standard of work

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|---|---|
| **Working towards the expected standard** | • I can recognise the work of Hundertwasser, Kandinsky and Van Gogh<br>• I can talk about some of the key features of their artwork and I can write simple sentences describing it<br>• I can paint with watercolours to a limited standard but need to work on my technique<br>• I can use colour in my work and I can mix the primary colour to make secondary colours<br>• I can draw to a limited standard<br>• I can present my work to a limited but need to work on taking more care with my presentation<br>• I can finish a large painting to the best of my ability |
| **Working at the expected standard** | • I can recognise the work of Hundertwasser, Kandinsky and Van Gogh and tell them apart<br>• I can talk about the key features of their artwork and I can write sentences describing it using key words<br>• I can paint with watercolours to a good level<br>• I can use colour in my work and I can mix the primary colour to make secondary colours and tertiary colours<br>• I can draw to a good standard<br>• I can present my work to a good standard and take care with presentation<br>• I can finish a large painting to a good standard with thought and care |
| **Working at greater depth** | • I can recognise the work of Hundertwasser, Kandinsky and Van Gogh and confidently compare and contrast them<br>• I can talk about the key features of their artwork and I can write sentences describing it using key words<br>• I can paint with watercolours effectively with precision and detail |

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| | • I can use colour to enhance my work and I can mix a variety of different shades and tones.<br>• I can draw confidently with detail and accuracy<br>• I can present my work to a high level and take care with presentation and layout<br>• I can finish a large painting to a high standard with thought, care and precision |

# Computing - Digital Literacy - Y7

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| **Learning Objective** | The digital literacy unit covers the introduction of basic computing particularly the use of the computer system for storing files and logging on. This includes basic e-safety concepts as well as the safe usage of computers within the school according to school policy. This knowledge allows the students to then make use of the systems for future work in all subjects. Computational thinking looks at the core concepts of computing which are sequence, selection and iteration within algorithms. This is then used throughout the remainder of the year when introducing programming concepts. This is then transferred into Year 8 and 9.<br>***NC Strands***<br>• Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.<br>• are responsible, competent, confident and creative users of information and communication technology<br>• undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users<br>• create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability | |
| | **Theory** | **Practical** |
| **Working at greater depth** | • Use the broadcast function in Scratch effectively<br>• Use a range of 'event handlers' effectively to create a complex project<br>• Effectively design, implement and refine their own algorithms<br>• Compare the effectiveness of their algorithms with those of peers<br>• Critically analyse the limitations of their projects<br>• Able to trace and identify areas of error<br>• Effective and correct use of conditional statements / loops | Using Scratch to build a complete Game incorporating all learnt skills in Theory |
| **Working at the expected standard** | • Write their own instructions to create and use a simple list (inventory)<br>• Use the broadcast function in Scratch at a simple level<br>• ·Make good use of operators<br>• Incorporate a range of sprites which can be controlled in different ways<br>• Improve their project based on peer feedback<br>• Mostly effective and correct use of conditional statements / loops | Using Scratch to build an almost complete Game incorporating most learnt skills in Theory |
| **Working towards the expected standard** | • Understand the term Algorithm<br>• Be able to describe Sequence, Selection & Iteration<br>• Understand what a variable is<br>• Know what an object is and can manipulate it to do various actions<br>• Understand simple boolean logic: AND, OR & NOT | Using Scratch to build part of a Game incorporating some learnt skills in Theory |

# Computing - Computational Thinking - Y7

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| **Learning Objective** | The unit is subdivided into six learning hours that can be spread across six or more lessons in order to fit with most school timetables and the needs of different groups of students. A final assessment is given which may need a further lesson in order to undertake. This unit introduces students to the world of computational thinking and logic. With the help of many unplugged activities, students get to understand the power of problem solving and the different methods that Computer Scientists use to tackle problems. All activities that can be carried out by computer have a paper alternative.<br><br>This unit includes many novel activities to introduce key topics. For example, logical deductions and logical puzzles are used to show logical thinking, water pipes are used to introduce logic gates, network topology is used to show how mazes can be solved and phone messaging is used to demonstrate decomposition.<br><br>One lesson contains a practical activity in Scratch. This can be carried out in an online version if the software is not installed. Students are not expected to have prior Scratch experience to complete the task. A paper alternative is given. Other problems can be solved through online software or paper solutions.<br><br>**Assessment is by means of multi-choice questions.**<br><br>***NC Strands***<br>● Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.<br>● Use two or more programming languages, one of which is textual, to solve a variety of computational problems; make appropriate use of data structures such as lists, tables or arrays; design and develop modular programs that use procedures or functions.<br>● Understand simple Boolean logic (such as AND, OR and NOT), and some of its uses in circuits and programming. | |
| | **Theory** | **Practical** |
| **Working at greater depth** | ● Understand how nested loops can be used to improve solutions further<br>● Be able to use an algorithm to communicate data<br>● Use a binary tree to further improve the algorithm<br>● Understand network (graph) theory terms including:<br>● Nodes<br>● Edges<br>● Be able to break down a large Computing problem into its parts and understand:<br>○ how data is broken up into packets<br>○ how data is sent through a network | N/A |
| **Working at the** | ● Understand how Boolean operators can be represented in written expressions | N/A |

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| **expected standard** | and Venn diagrams<br>● Understand how logic is used in different situations<br>● Be able to complete truth tables for logic gates and circuits with up to three inputs<br>● Understand how loops can be used to reduce the amount of code required for a solution<br>● Be able to refine algorithms to reduce the number of instructions required<br>● Understand the difference between lossy and lossless compression<br>● Be able to use an algorithm to communicate data<br>● Understand how the algorithm can be improved<br>● Use a binary tree to further improve the algorithm<br>● Understand why compression is needed for video transmission and photo storage<br>● Understand how abstractions are used in everyday life<br>● Be able to create abstractions for different purposes<br>● Understand how networks are used to make an abstraction of a maze<br>● Understand how decomposition can be used to break down problems into more manageable components<br>● Be able to break down a large Computing problem into its parts and understand:<br>○ how images are converted to binary using pixels<br>○ how text is converted to binary using ASCII | |
| **Working towards the expected standard** | ● Be able to ask logical questions to solve problems<br>● Know the common Boolean operators:<br>○ AND<br>○ OR<br>○ NOT<br>● Know different logic gates including:<br>○ AND gates<br>○ OR gates<br>○ NOT gates<br>● Understand what an algorithm is<br>● Create a sequence of instructions to achieve a goal | N/A |

# Year 7 Design and Technology Assessment criteria.

| **Knowledge and Understanding: 3D Design Focus** – Store It Wooden Container. | | **Literacy** |
|---|---|---|
| Working at a greater Depth | Show a **highly developed** ability to meet the listed requirements.<br>A01: Research and Developing ideas.<br>● I can investigate the small storage theme and produce **three or more** purposeful pieces of research e.g. a mood board.<br>● I can explain my choice of research and give my opinions on the research, both positive and negative.<br>● I can use my research to clearly develop small storage design ideas.<br>A02: Improving and refining my work, experimenting with skills and techniques.<br>● I can create a variety of **clearly different small** storage design ideas.<br>● I can review my small storage designs, explaining my choices in detail.<br>● I can further refine my chosen small storage design several times to improve it.<br>A03: Recording my ideas and explaining them as I make decisions.<br>● I can present my work to a high level. Including, colour, shading and annotation where required.<br>● I can reflect on my decisions and articulate them clearly using appropriate vocabulary.<br>A04: Present a finished practical piece.<br>● Finish the small storage practical to a high standard .<br>● Demonstrate a wide variety of skills and techniques using the laser cutter and various hand and machine tools.<br>● Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary. | I have expressed myself effectively, giving clear, well-reasoned explanations.<br><br>I have used subject specific vocabulary throughout my work.<br><br>I have written clear and succinct definitions of techniques.<br><br>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct. |
| Working at the expected standard | Show a **consistent** ability to meet the listed requirements.<br>A01: Research and Developing ideas.<br>● I can investigate the small storage theme and produce at least two pieces of purposeful research e.g. a mood board.<br>● I can explain my choice of small storage research.<br>● I can use my research to develop small storage design ideas.<br>A02: Improving and refining my work, experimenting with skills and techniques.<br>● I can create several different small storage design ideas.<br>● I can review my small storage designs, explaining my choices.<br>● I can further refine my chosen small storage design to improve it.<br>A03: Recording my ideas and explaining them as I make decisions.<br>● I can present my work to a good level. Including, colour and annotation where required.<br>● I can reflect on my decisions and explain them using appropriate vocabulary.<br>A04: Present a finished practical piece.<br>● Finish the small storage practical to a good standard with a painted finish.<br>● Demonstrate a variety of skills and techniques using hand and machine tools.<br>● Explain and evaluate the outcome in sentences and using appropriate vocabulary. | I have expressed myself well, giving reasoned explanations.<br><br>I have used subject specific vocabulary.<br><br>I have written definitions of techniques.<br><br>I have structured my work and I spell and punctuate accurately with some errors. |

# Year 7 Assessment criteria continued…..

| **Knowledge and Understanding: 3D Design Focus** – Store It Wooden Container. | | **Literacy** |
|---|---|---|
| Working towards the expected standard | Show **some** ability to meet the listed requirements.<br>A01: Research and Developing ideas.<br>● I can produce a piece of research linked to my small storage theme e.g. a mood board.<br>● I can explain my research.<br>● I can use my research to produce small storage design ideas.<br>A02: Improving and refining my work, experimenting with skills and techniques.<br>● I can create several small storage design ideas.<br>● I can label my small storage ideas.<br>● I can choose a final small storage design.<br>A03: Recording my ideas and explaining them as I make decisions.<br>● I can present my work neatly and use colour and some annotation.<br>● I can briefly explain my ideas.<br>A04: Present a finished practical piece.<br>● Finish the small storage practical using a painted finish.<br>● Demonstrate some techniques using hand tools.<br>● Explain if you have met the requirements for your small storage design. | I have given some reasoned explanations.<br><br>I have used some subject specific vocabulary.<br><br>I spell and punctuate but with some errors. |
| **Assessment** | Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year. | |

Year 7: Autumn 1


# Drama - Topic: Life Is Diverse

## Assessment Focus: Creating

**This unit is a creative introduction to drama.**

One of our contemporary buzzwords is 'diversity' and we are indeed an increasingly diverse nation. People with different gender identities, ethnicity, faith, politics, ability/disabilities all share the same spaces.
This is perhaps more true in cities than in more rural areas, but the fact is that people, while sharing common characteristics, are very different from each other, even within families. Children develop at different rates, people hold opposing views, all have to tolerate others and learn to work and live with each other or we have no society.

Your assessment will be based on the process of creating and rehearsal in class and by the end of the unit you will have:

- Developed skills and understanding in devising dramas
- Explored a range of performance styles and genres
- Created characters through drama techniques
- Experimented with making drama from ideas and concepts
- Worked collaboratively to improve drama skills.

## Standard of work

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| **Working towards the expected standard** | • I can work with other people to devise a piece of drama<br>• I can listen to the ideas of others and develop an idea for performance<br>• I can begin to explain ideas and intentions<br>• I can develop a role in rehearsal |
| **Working at the expected standard** | • I can work confidently with other people<br>• I can share ideas for performance<br>• I can help to develop ideas from stimulus to performance<br>• I can explain ideas and intentions, showing that I understand some dramatic conventions<br>• I can perform devised and scripted dramas |
| **Working at greater depth** | • I can share and develop a range of ideas for performance to convey meaning<br>• I can explore issues and relationships<br>• I can offer more detailed explanations of creative intentions for performance<br>• I am engaged throughout the process of collaboration, rehearsal and refinement |

**English - Year 7 Autumn 1 – Storytelling Assessment Title**: Write a twisted fairytale

This unit is all about **creative writing**! We will be producing a piece of narrative writing, using popular fairy tales our starting point. You will decide which fairy tale you want to work on, and then you will be rewriting it so that it is darker, and more Gothic. We will be reading an example of a twisted fairy tale to help with this.

Your assessment will involve taking one section of your fairy tale, and writing this out in detail, focusing on your use of vocabulary, punctuation, grammar, and structure. These are the features you will be marked on.

Wider reading - if you like these stories, you might enjoy:

- Flame in the Mist - Renee Ahdieh
- The Magic Circle - Donna Jo Napoli
- Beast - Brie Spangler
- Sometime After Midnight - L Philips
- Charm - Sarah Pinborough

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| Greater Depth | **Content and Organisation:**<br>● I can use linguistic devices such as similes and metaphors accurately<br>● I can use more complex linguistic devices such as personification<br>● My ideas are linked<br>● I can produce paragraphs, with some discourse markers to show how they link<br>● I show awareness of matching tone, style and register to purpose and audience more than once (eg: using 'once upon a time' to start a fairy tale and 'happily ever after' to end it)<br><br>**Technical Accuracy:**<br>● I can use full stops, commas and capital letters accurately at all times<br>● I can use some higher-level punctuation such as colons and semi-colons, with some accuracy<br>● All of my high frequency words are spelled accurately<br>● I can write in Standard English accurately<br>● I can use simple, complex and compound sentences<br>● I can use fragmented and minor sentences, although they are not always effective<br>● I can vary some of my adjective choices to be more interesting (eg: using 'awful' instead of 'bad')<br>● I can select appropriate verbs (eg: saying 'marching' instead of 'walking angrily') | **Terminology I can use correctly:**<br>● Feminist<br>● Retelling<br>● Exposition<br>● Pathetic Fallacy |
| Working At | **Content and Organisation:**<br>● I can use some linguistic devices such as similes or metaphors, although these might not always be accurate or interesting<br>● My ideas are partially linked<br>● I can produce paragraphs, although their structure might not always be accurate<br>● I can use some structural features<br>● I show some awareness of matching tone, style and register to purpose and audience at least once (eg: using 'once upon a time' to start a fairytale)<br><br>**Technical Accuracy:**<br>● I can use full stops and capital letters accurately at all times<br>● I can use commas, with some accuracy<br>● All of my high frequency words are spelled accurately<br>● I can write in Standard English mostly accurately | **Terminology I can use correctly:**<br>● Metaphor<br>● Simile<br>● Personification<br>● Climax<br>● Conventions<br>● Sensory |

| | | |
|---|---|---|
| | ● I can use simple and compound sentences, and am starting to use complex sentences<br>● I can use adverbs to make my writing more interesting (eg: by describing someone as 'quickly hiding') | |
| Working Towards | **Content and Organisation:**<br>● I can make some occasional sense of matching tone, style and register to purpose and audience<br>● Some of my vocabulary choices might be specific/effective<br>● I can provide one or two ideas, although they might not be linked<br>● I can produce an extended piece of writing, but not in paragraphs<br><br>**Technical Accuracy:**<br>● I can mostly use full stops and capital letters accurately, with some errors<br>● I can use simple and compound sentences<br>● I can write in Standard English with some errors<br>● My spelling of basic vocabulary is accurate although there are errors in high frequency words and homophones eg: there/their/they're<br>● I can use simple vocabulary to make my writing clear | **Terminology I can use correctly:**<br>● Protagonist<br>● Nouns<br>● Verbs<br>● Adjectives<br>● Adverbs |

# English - Year 7 Autumn 2 – Greek Myths

**Assessment Title**: How does the writer use language to describe the setting?

This unit will introduce you to one of the key skills in English: **analysis.** We will be analysing using a range of Greek Myths. You might already know some of these, but don't worry if you don't. We need to know these Greek myths because much of literature is inspired by these myths, as they are some of our oldest examples of literature.
Your assessment will involve you focusing on a section from one of our myths, and looking carefully at the words chosen by the writer. You will comment on why these words have been chosen, and what they might suggest. This is called **connotation analysis**.

Wider reading - if you like these stories, you might enjoy:

- Great Goddesses - Nikita Gill
- The Song of Achilles - Madelline Miller
- The Silence of the Girls - Pat Barker
- Fifteen Dogs - Andre Alexis
- Shadow of the Minotaur - Alan Gibbons
- The Percy Jackson Series - Rick Riordan

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| Greater Depth | **Analysis:**<br>● My answer is fully focused on the question<br>● I can identify accurate methods used by the writer with correct terminology<br>● I can make relevant points in my paragraphs<br>● I can identify some deliberate choices being made by the writer<br>● I can use a quotation and embed it within my sentences<br>● I can make some inferences (read between the lines) and deductions based on the writer's choice of words or phrases.<br>● I have some understanding of the effect on the reader and can offer some explanation. | **Terminology I can use correctly:**<br>● Allusion<br>● Malevolent<br>● Genealogy<br>● Etymology<br>● Allegory<br>● Patriarchy |
| Working At | **Analysis:**<br>● My answer is mostly focused on the question<br>● I can identify the writer's methods eg: simile, metaphor, noun<br>● I can choose and use an accurate quotation from the text that fits the question<br>● I can explain what the quotation means literally<br>● I attempt to make some inference (read between the lines) based on the writer's choices<br>● I can identify the overall effect the writer's choices might have on the reader<br>● I can use simple subject terminology, (eg: writer, evidence, audience) accurately | **Terminology I can use correctly:**<br>● Morality<br>● Heroic<br>● Philosophy<br>● Symbolism<br>● Archetype |
| Working Towards | **Analysis:**<br>● My answer is sometimes focused on the question<br>● I can find and use a quotation from the text that fits the question- sometimes these are quite long<br>● I can briefly explain what the quotation means literally<br>● I can summarise the main parts of the story and write these out clearly<br>● I can identify at least one the writer's methods eg: simile, metaphor, noun<br>● I can make a limited comment about the context<br>● I can use some simple subject terminology, (eg: writer, evidence, audience) but not always accurately | **Terminology I can use correctly:**<br>● Mythology<br>● Creation<br>● Fantasy<br>● Ancient<br>● Representation |

# Year 7 Design and Technology Assessment criteria - Food.

| Year 7 Knowledge and Understanding: | Food Focus: Safety / equipment / basic skills and nutrition | Literacy Below are for Student and Teacher |
|---|---|---|
| Working at a greater Depth<br><br>(Expert Chef) | Show a **highly developed** ability to meet the listed requirements.<br>A01: Analysis and evaluation dishes and organisational skills.<br>• I can create my own recipe sheets with a **high level of detail**, plus sensory analysis and evaluate my dishes (with 13 points of reference).<br>A02: Improvement over time<br>• I can clearly show use of knowledge and **skills to a high level** as noticeably improved from the start to end of the rotation(75% or higher in the end of rotation test)<br>A03: Safety<br>• I can be trusted to **work independently and safely in the food room to a high standard, demonstrating 6 different practical skills.**<br>A04: Present a finished practical food dishes to a high standard<br>• I can demonstrate **a wide variety of hand skills and techniques in food preparation** and nutrition, plus evaluating my own dishes. Produce 4 excellent practical dishes). | I have expressed myself effectively, giving clear, well-reasoned explanations.<br><br>I have used subject specific vocabulary throughout my work.<br><br>I have written clear and succinct definitions of techniques.<br><br>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.<br>Completed analysis and evaluation on most homework set |
| Working at the expected standard<br><br>(Sous-chef) | Show a **consistent** ability to meet the listed requirements.<br>A01: Analysis and evaluation dishes and organisational skills.<br>• I can create my own recipe sheets with a **good level of detail**, plus sensory analysis and evaluate my dishes (10 or more points of reference).<br>A02: Improvement over time<br>• I can clearly show use of knowledge and **skills to a good level** and improve from the start to end of the rotation (55% or higher in the end of rotation test).<br>A03: Safety<br>• I can be trusted to **work independently and safely in the food room to a very good standard, demonstrating 5 different safety skills.**<br>A04: Present a finished practical food dishes to a high standard<br>• I can demonstrate a **good variety of cooking skills** and techniques in food preparation and nutrition, plus evaluating my own dishes. Produce 3 excellent practical dishes. | I have expressed myself well, giving reasoned explanations.<br><br>I have used subject specific vocabulary.<br><br>I have written definitions of required vocabulary<br><br>I have structured my work and I spell and punctuate accurately with some errors.<br>Completed analysis and evaluation on most homework set |
| Working towards the expected standard<br><br>(Novice Chef) | Show **some** ability to meet the listed requirements.<br>A01: Analysis and evaluation dishes and organisational skills.<br>• I can create my own recipe sheets with **some** detail, plus sensory analysis and evaluate my dishes (with 8 or more points of reference).<br>A02: Improvement over time<br>• I can clearly show use of knowledge and skills and **make some improvement** from the start to end of the rotation. Gaining 40% or higher in the end of rotation assessment.<br>A03: Safety<br>• I can be trusted to **work safely in the food room possibly with supervision, demonstrating 3 or more different safety skills.**<br>A04: Present a finished practical food dishes to a high standard<br>• I can demonstrate a **variety of cooking skills** and techniques in food preparation and nutrition, plus evaluating my own dishes. Produce 2 or more excellent practical dishes). | I have given some reasoned explanations.<br><br>I have used some subject specific vocabulary.<br><br>I spell and punctuate but with some errors.<br><br>Completed some evaluation on some homework set |

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.

# Year 7 Geography Autumn Term -Assessment Criteria - What is Geography?

| | Knowledge and Understanding | Geographical Skills (Literacy & Numeracy) |
|---|---|---|
| **Working at Greater Depth** | • You can give the detailed sequence needed to undertake a geographical enquiry<br>• You know how to for bias in our sources to ensure we use the correct information.<br>• You are able to explain a place using figures and graphs. (bar graphs)<br>• You understand how to sketch a scene and describe a place in detail<br>• You have an excellent understanding of what questions to ask to find out about a place<br>• You can give a detailed description of a place using a wide range of geographical vocabulary<br>• You can describe the human and physical geography of your place in detail<br>• You often go above and beyond with classwork or homework | • Evidence of the use of appropriate secondary sources gained from independent learning.<br>• Use of a wide range of specialised terms to enhance explanations.<br>• Clear understanding shown through the application of chosen sustainable options.<br>• Ideas expressed clearly, logically and fluently with accurate use of SPaG.<br>• Location skills and terminology are precise.<br>• Use of an atlas is accurate |
| **Working at the Expected standard** | • You can explain the sequence needed to undertake a geographical enquiry<br>• You can identify bias in our sources to ensure we use the correct information.<br>• You are able to describe a place using figures and graphs. (bar graphs)<br>• You understand how to sketch a scene and describe a place in detail<br>• You have a good understanding of what questions to ask to find out about a place<br>• You can locate a place on a map and can describe it using accurate vocabulary .<br>• You describe the human and/or physical geography of a place<br>• You usually complete your work to a good standard | • Evidence of independent learning to research and discuss a location.<br>• Appropriate specialised terms have been used correctly.<br>• Ideas expressed clearly, logically and fluently with a good use of SPaG .<br>• Location skills and descriptions are useful.<br>• Use of an atlas is good |
| **Working towards the expected standard** | • You can describe the sequence needed to undertake a geographical enquiry<br>• You can begin to look for bias in our sources<br>• You are able starting to describe a place using figures and/or graphs<br>• You understand how to do a basic sketch of a scene and describe a place<br>• You have a basic understanding of what questions to ask to find out about a place<br>• You can describe simply the location of a place.<br>• You can give a brief description of what a place is like.<br>• Your work is often incomplete . | • Some researching of the task to find information about a location using independent learning.<br>• Application of Information is correct about the place.<br>• Simplistic geographical terminology is used to describe a place .<br>• Some accuracy in the use of spelling, punctuation and grammar but there are many errors.<br>• Use of an atlas is basic |

| What to revise? | Where to find resources/extra research | How will you be assessed? |
|---|---|---|
| **All content covered in your first unit: What is Geography, specifically:**<br>● The difference between physical and human geography<br>● How to describe geographical locations<br>● Geographical questions<br>● Fieldwork sketching<br>● Describing graphs<br>● Detecting bias<br>● Different parts of a geographical enquiry | The best place to start your revision is with your exercise book. You might also find the following websites of use:<br>● Powerpoints on Google Classroom<br>● What is Geography? https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/z6hb3j6<br>● Human and Physical Geography https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/z6hb3j6#zpd3bqt2<br>● Environmental Geography https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/z6hb3j6#zrtwjsg7<br>● The three types of Geography https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/z6hb3j6#zqbhp4j8<br>● Fieldwork in Geography https://www.bbc.co.uk/bitesize/guides/zqk7nbk/revision/2<br>● Using graphs in Geography https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/zpscr2p | You will sit an assessment which is GCSE-style - it will have some shorter questions ranging to one longer extended writing-style response.<br>The GAT (below) shows you what you need to do and show for the different assessment levels:<br>*-Working towards expected standard*<br>*-working at expected standard*<br>*-greater depth.* |

# HISTORY

**Year 7 assessment Autumn Term 1: Medieval outlaws**

**KEY ADVICE AND GUIDANCE**

| What to revise | Where to find resources/extra research | How you will be assessed |
|---|---|---|
| Medieval Outlaws<br>● What medieval outlaws did<br>● How they were punished/treated<br>● Medieval gangs: the myth and reality. Examples such as the Folville gang and Robin hood | The best place to start your revision is with your exercise book. You might also find the following websites of use:<br>Article on 'The Real Robin Hoods - 5 Medieval Outlaw gangs'.<br>BBC news article about the myth of Robin Hood<br>Short clip about the Folville Gang<br>**Further research:**<br>National Archives website on Crime and Punishment - click on the section before 1450 and the section on Crime.<br>History Extra article '7 myths about Robin Hood'. | You will be evaluating 3 sources about medieval outlaws. Use the advice from the preparation lesson you did with your history teacher – you can look at the PowerPoint again at home which has all the key guidance and examples.<br>The GAT (below) shows you what you need to do and show for the different assessment levels:<br>-*Working towards expected standard*<br>-*working at expected standard*<br>-*greater depth.* |

**Year Seven History Autumn term 1 GAT (Medieval Outlaws Assessment)**

| | |
|---|---|
| **Topic:** Crime and Punishment Through time | **Learning Objective:** to evaluate historical sources; make inferences; make a judgement on usefulness of sources; use relevant historical evidence to support inferences and judgements. |

**Question 1** What does Source A suggest about medieval outlaws**?** *(making and supporting inference)*

**Question 2:** What does Source A suggest about medieval outlaws? *(making and supporting inference)*

**Question 3**: How useful is Source C in finding out about outlaws? *(evaluation of utility)*

**Challenge Q**: Which source did you find most useful in finding out about outlaws and why? *(evaluation/comparison of utility; making a judgement)*

| | **Key skills and assessment criteria** | **Suggested content/examples** (*other relevant content will be credited*) |
|---|---|---|
| **Greater depth** | -makes valid and more developed inferences, which are well supported using details from the sources.<br>- makes clear judgments on usefulness of sources, which are supported by more fully developed comments on how the origin affects the usefulness of the source<br>- judgements on the relative utility are supported by relevant contextual knowledge, which is more fully developed and linked to the source. | **Developed, supported inferences '**Source C suggests outlaws were beyond the law as they were pardoned for serious crimes e.g…'<br>**Supported comments on content/origin** ''source A is from a Disney film whose audience is children, so its aim is to be funny and entertaining and not portray the events in a scary way - this means it might gloss over the violence'.<br>-**relevant own knowledge linked to the source '** The violence shown in Source B is valid - the Folville gang committed murders and violent assaults on ordinary people'. |
| **Working at expected standard** | -describes what sources are and makes valid inferences which are backed up with appropriate details from the source<br>-gives a valid judgement on usefulness which is supported with undeveloped comments about content of source and/or simple comments on origin e.g. name of author, time it was written, type of source<br>-may provide some relevant contextual knowledge to evaluate utility of sources but this will not be fully developed/precise. | **Valid inferences which are backed up** e.g. 'Source A makes outlaws look carefree because they are all smiling'<br>**Simple comments on content/origin**' Source 3 is from a textbook after the events/Source 2 is from the time'<br>**Some own undeveloped knowledge** 'the story of Robin Hood is just a myth' or 'I know the Folville gang were violent.' |
| **Working towards expected standard** | -identifies/recognises simple detail from the source<br>-describes sources in simple terms e.g. paraphrasing/describing sections<br>-can make simple inferences, but these are generally unsupported or have very limited support<br>-gives a simple judgement on usefulness, which is unsupported, or supported with a very simple comment. | **Describes simple details** e.g. 'Source 1 shows Robin Hood and the outlaws'.<br>**May make simple inferences** e.g. they are being violent in Source 2.<br>**Simple judgments on usefulness** e.g. 'It is useful because we have a picture of what outlaws looked like' or 'there is much more information on what the gangs did in Source C'. |

# Maths - Year 7 - GAT

| | Working at greater depth | Working at the expected standard | Working towards the expected standard |
|---|---|---|---|
| Sequences | I can:<br>• Explain the term-to-term rule of numerical sequences in words.<br>• Find missing numbers within sequences. | I can:<br>• Represent sequences in tabular or graphical forms.<br>• Recognise the differences between linear and non-linear sequences.<br>• Continue numerical linear and non-linear sequences. | I can:<br>• Describe and continue a sequence given diagrammatically.<br>• Predict and check the next term(s) of a sequence |
| Understand and use algebraic notation | I can:<br>• Can substitute values into two-step expressions<br>• Generate sequences given an algebraic rule | I can:<br>• Use diagrams and letters to generalise number operations as well as use diagram and letters with single function machines.<br>• Find the function machine given a simple expression.<br>• Find numerical inputs and outputs for a series of two function machines.<br>• Find the function machines given a two-step expression | I can:<br>• Find the output of a single function machine given a numerical input.<br>• Use inverse operations to find the input given the output |
| Equality and Equivalence | I can:<br>• Simplify algebraic expressions by collecting like terms, | I can:<br>• Solve one-step linear equations +/- using inverse operations as well as using multiply/divide.<br>• Understand the meaning of like and unlike terms and equivalence | I can:<br>• Understand the meaning of equality<br>• Use fact families, numerically and algebraically |

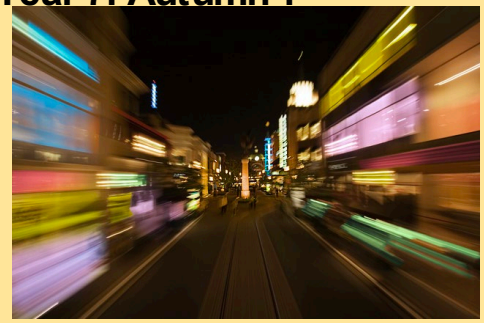
| | | | |
|---|---|---|---|
| | using the ≡ symbol | | |
| **October Halfterm** | | | |
| Place Value and ordering integers and decimals | I can:<br><br>• Write positive integers in the form A x $10^n$<br>• Investigate negative powers of 10<br>• Write decimals in the form A x $10^n$ | I can:<br><br>• Compare two numbers using =, ≠, >, <<br>• Order a list of integers as well as finding the range of a set of numbers<br>• Find the median of a set of numbers.<br>• Understand place value for decimals, able to position decimals on a number line.<br>• Also compare and order any number up to a billion.<br>• Round a number to one significant figure<br>• Write 10, 100, 1000 etc. as powers of 10 | I can:<br><br>• Recognise and write the place value of any number up to a billion in words and figures<br>• Work out intervals on a number line;<br>• Position integers on a number line<br>• Round integers to nearest power of ten |

| | | | |
|---|---|---|---|
| Fraction, Decimals and Percentages Equivalence | I can:<br><br>● Convert fluently between Fractions, Decimals and Percentages | I can:<br><br>● Convert between fractions and decimals – fifths, eighths and thousandths<br>● Convert fluently between simple fractions, decimals and percentages.<br>● Use and interpret pie charts.<br>● Represent any fractions as a diagram<br>● Represent fractions on a number line<br>● Identify and use equivalent fractions<br>● Understand fractions as division | I can:<br><br>● Represent tenths and hundreds as diagrams, on number lines<br>● Interchange between fractional and decimal number lines<br>● Convert between fractions and decimals – tenths and hundredths<br>● Understand the meaning of percentage using a hundred square |
| **December break** | | | |

# Year 7 Languages Learning Journey - Autumn Term Assessment criteria

|  | **Communication**<br>(Content / Key message / Spontaneity)  | | **Quality**<br>(Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures)  |
|---|---|---|---|
| **ALL ABOUT ME**<br><br>To be able to introduce yourself (saying your name, your birthday, personality and physical description, what you like)<br><br>**Assessed piece:**<br>Listening, Reading & Writing Assessment<br><br>  | **(G)**<br>**WORKING AT GREATER DEPTH** | - I can give a complete introduction of myself and understand a complex introduction from someone else<br>- I can ask questions and answer them to introduce myself | - I can use the introduction verbs confidently<br>- I can confidently adapt sentences to describe myself<br>- I can use my sentence builder or my vocabulary list to create longer phrases independently<br>- I can produce longer sentences from English to French correctly using these structures |
| | **(A)**<br>**WORKING AT THE EXPECTED STANDARD** | - I can give an introduction of myself and understand an introduction from someone<br>- I can answer questions to introduce myself | - I can use the introduction verbs correctly<br>- I can adapt some sentences to describe myself<br>- I can use my sentence builder or my vocabulary list to create my own description<br>- I can produce fairly simple sentences from English to French correctly using these structures |
| | **(T)**<br>WORKING **TOWARDS** THE EXPECTED STANDARD | - I can give a simple introduction of myself and understand a simple introduction from someone else | - I use the introduction verbs with little success<br>- I can adapt simple sentences to describe myself<br>- I can use my sentence builder or my vocabulary list to create my own simple description of myself<br>- I can successfully copy simple words and simple phrases from my sentence builder |
| **Assessment** | | | |

Year 7: Autumn 1



# Music

# TOPIC: MACHINES

**This unit is a creative introduction to composing and performing music!**

In this unit you will be singing, performing and composing your own music using your voice and instruments. You will learn about the '**Key Elements**' of music (**Dynamics, Rhythm, Melody, Instruments, Texture & Tempo**) and how to create your own piece of music with **ostinati** patterns so it sounds like a machine. You will learn how to find notes on the keyboard to help you plan and create your machine composition and you will listen and watch Steve Reich's '*Short Ride in a Fast Machine' to inspire you.*

Your assessment will be based on your machine composition at the end of the topic. You will have worked on this with your partner and you'll both perform it and have this recorded. You will also complete the Year 7 Baseline test <u>in class</u> to give your teacher a good understanding of your current level.

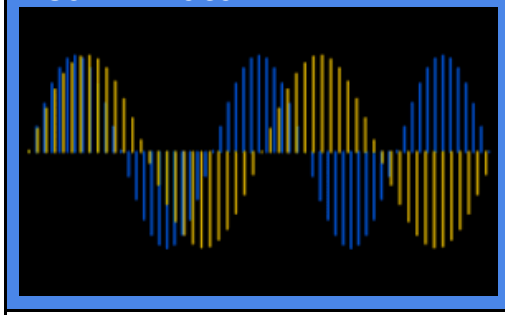
Key vocabulary for this topic is in **bold** above.

## Standard of work

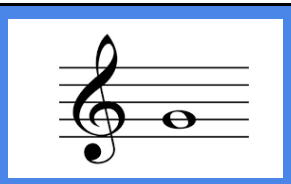
| | |
|---|---|
| **Working towards the expected standard** | • I can find a middle 'C' on the keyboard<br>• I can sing songs with the rest of the class<br>• I understand that a ostinato is a repeated pattern<br>• I can remember 'DRMITT' to help me remember my Key Elements<br>• I can compose a simple ostinato and fit it with my partners ostinato pattern |
| **Working at the expected standard** | • I can find middle 'C' and the other whote notes on the keyboard<br>• I can sing in time with the rest of the class with an awareness of pitch and rhythm<br>• I can compose different ostinati patterns that fit together to represent a machine and build these into a composition |

| | |
|---|---|
| | • I can define the Key Elements and understand what they mean and how to perform them |
| **Working at greater depth** | • I can find the note on the keyboard with confidence (this will include black and whote notes)<br>• I can sing songs with confidence with good awareness of pitch and rhythm and will also be able to sing solo lines or support other students when singing different parts in groups<br>• I can remember all my Key Elements, how to define them and use them to create contrast in my machine composition<br>• I can compose multiple ostinati patterns that develop and fit with my partner to create an effective machine composition |

Year 7: Autumn 2



# Music:
# Topic: Rhythms & Pitch



**This unit is all about the Key Elements pitch & rhythm and you'll learn how to read music and start being able to perform all your favourite tunes!**

In this unit you'll learn how to read and write **rhythms** through composing and performing (including making your own 'food rhythm' composition). You'll learn how to read **treble clef** notes from the **stave** and put these together with your knowledge of rhythm to start performing keyboard pieces of different levels of difficulty.

Your assessment will be based on a performance of a keyboard tune that tests your ability to read and perform different **rhythms and pitches.** You will have worked on this with your partner to help you but you will perform separately.

You may be someone that has already had piano/keyboard lessons before starting Hollyfield. Don't worry, you will be given performance work that suits your ability level and we'd love to hear you perform one of your pieces to the rest of the class!

Key vocabulary for this topic is in **bold** above.

## Standard of work

| | |
|---|---|
| **Working towards the expected standard** | • I understand that rhythms are different length notes and can name some (crotchet and quaver)<br>• I can write down some rhythms learnt in class<br>• I can use songs to remember where the treble clef notes are<br>• I can play a tune on the keyboard with notes labelled |
| **Working at the expected standard** | • I can name some rhythms and how long they are<br>• I can write down different combinations of four beat rhythms<br>• I can read treble clef notes from the stave line using the learnt mnemonics |

| | |
|---|---|
| | • I can play different keyboard tunes using my knowledge of rhythm and pitch<br>• I can perform a learnt keyboard tune to the rest of the class |
| **Working at greater depth** | • I can write and perform different rhythms with confidence<br>• I can read and write notes from the stave line with confidence (I have knowledge of notes above and below the stave line and perhaps of another clef)<br>• I perform a range of different keyboard tunes reading notes from the stave<br>• I can perform a piece that I have learnt at home to the rest of the class |

| | Athletics | Gymnastics | Dance | Team / Invasion Games | Net / Striking | Health & Fitness | Outdoor & Adventurous Activities |
|---|---|---|---|---|---|---|---|
| Greater depth + | Their techniques are refined and remain accurately replicated on each attempt. Scores are maximised through correct application and high levels of physical fitness. Their skills are imaginatively applied across a range of activities. They evaluate their own work and that of others consistently and accurately and refine skills based on their own analysis of performance. They support others and will take a lead in group and team performances. | Each discipline is executed with high levels of precision and with perfect techniques on each attempt. Skills are appropriately and accurately applied to maximise their performance. Movements flow together and are at the right pace demonstrating control and precision in all activities. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make informed suggestions on how to develop further and provide feedback. | Multiple styles can be replicated and produced with high levels of precision and with perfect technique. Can perform to a faultlessly in all performances standard in group and individuals elements of the dance routine with accuracy, style and emotion .Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life. | All techniques for a variety of roles and positions are produced to a perfect standard with high levels of precision. Influence within the game situation is high consistently and can respond to adaptations. Will outwit opponents with ease and regularity<br>Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. | All strokes and techniques are highly accurate and performed with perfect technique and application of fitness. High level game play showing precise control and accuracy throughout winning games with ease.<br>Has the ability to be an influence within a game and can respond to change effectively.<br>Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness.. | Full range of components of fitness are displayed with maximum efficiency throughout tasks and tests. Scores are "EXCELLENT in comparison to the National Average for Ks3 scores. Faultless knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can work within and explain the 'target HR zone' when aerobic training and can describe the differences between aerobic and anaerobic activities. Understand and explain what is needed within a fitness programme to improve their performance and that of others. | Can complete all tasks with ease using high levels of skill, communication and teamwork regardless of challenge or time pressure. Mastered techniques in all events whilst demonstrating a secure understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand and know ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance |
| Greater depth | They perform with confidence and style.<br>Their techniques are refined and remain consistent under pressure. Their skills are imaginatively applied across a range of activities. Decision-making is constantly changing situations. They evaluate their own work and that of others consistently and accurately and refine skills based on their own analysis of performance. They support others and will take a lead in group and team performances. | Able to select and combine a range of techniques, skills and apply them appropriately and accurately. Movements flow together and are at the right pace demonstrating control and precision in all activities. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make informed suggestions on how to develop further and provide feedback. | Mastered a range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a very high standard in group and individuals elements of the dance routine with accuracy, style and emotion .Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life. | Can perform and replicate skills to a high level showing flair and originality.<br>Has the ability to be an influence within the game situation and can respond to change effectively. Will outwit opponents with ease.<br>Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness.<br>Able to create plans to improve performance and create fitness programmes for themselves and others. | Can perform and replicate strokes to a high level showing control and accuracy throughout.<br>Has the ability to be an influence within a game and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others. | Can work and maintain maximum level for of duration of ALL fitness activities Very high levels of knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can work within and explain the 'target HR zone' when aerobic training and can describe the differences between aerobic and anaerobic activities. Understand and explain what is needed within a fitness programme to improve their performance and that of others. Can analyse the relationship between their own fitness and performance levels in other sports | Mastered techniques in all events whilst demonstrating a secure understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand and know ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance |
| Greater depth - | Able to replicate techniques to a high level and confidently compete in a wide range of events Show a sound knowledge of the relationship between fitness, technique and strategy.<br>Can work independently on own training programme and monitor own performance. Can adapt and modify technique through analysis of their own and others performance. | Able to select and combine a range of techniques, skills and apply them appropriately with a good degree of accuracy.<br>Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further. | Able to perform an outstanding range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a high standard in group and individuals elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life. | An advanced level of skill and technique is evident most of the time even under pressure. Can select an excellent range of skills to outwit an opponent. Is able to demonstrate a very good level of tactical awareness and can apply these to suit both defensive and attacking situations. .Can analyse their opponent's play using sound technical knowledge, and plan ways to improve team/ individual performance.<br>Can plan their own exercise and activity programme to suit their specific needs and carry it out. | Can use and replicate an excellent range of shots to outwit an opponent. An advanced level of skills/shot selection and consistent technique even under pressure. Is able to demonstrate a very good level of tactical awareness and can adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out | Can work at maximum level for the most of the duration of ALL fitness activities High levels of knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can apply the principles of training to an action plan. Can perform in activities showing high levels of fitness and determination. Plan and carry out warm up and cool down activities with support. Can explain in detail the relationship between their own fitness and performance levels in other sports | Confidently replicate techniques in a wide range of events whilst demonstrating a solid understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance |
| Expected progress + | Replicate techniques in a wide range of events They demonstrate a good understanding of the principles of effective athletic performance.<br>Can focus on aspects of their technique to improve and understand ways to perform in an event.<br>Can provide others with effective feedback to help them improve.<br>Can explain how warming up and cooling down help performance | Able to select and combine a range of techniques, skills and apply them appropriately. Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further. | Able to perform a wide range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a good standard in group and individuals elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life. | Good skill level and shows accurate replication within game situations.<br>Becoming more influential in the game and successfully outwits opponents.<br>Can change strategies and tactics to exploit opponents' weaknesses.<br>Can analyse and explain how skills etc have been used and suggest ways to improve further.<br>Will understand how different types of exercise help with health and fitness and can suggest ways of warming up and cooling down. | Good shot selection and shows very accurate replication within game situations. Is influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further.<br>Will understand how different types of exercise helps with health and fitness and can suggest ways of warming up and cooling down. | Can work at maximum level for the duration of MOST fitness activities .Good levels of knowledge when planning an action plan, using key concepts and some key words consistently and correctly. Can analyse fitness test results and create an action plan for improvement. Can perform in activities showing above average levels of fitness. Plan a relevant warm up and cool down programme including exercises for specific muscle groups used in that activity. Can make good links between their fitness levels and other sports | Replicate techniques in a wide range of events whilst demonstrating a good understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance. |
| Expected progress | Demonstrates clear replication of techniques in all events and can explain the different demands of various events.<br>Can adapt and change technique and identify ways to improve including tactics and strategies.<br>Can identify good performances.<br>Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.<br>Can suggest and undertake an appropriate training programme for specific events. | Able to perform all of the basic techniques, agility's and balances with little help. Style and control are present but sometimes variable, however sequences do show fluency.<br>Able to experiment and plan own sequences and help others with their work. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life. | Able to perform an excellent range of choreographed movements smoothly and accurately with a good knowledge of rhythm and timing with little or no help. Able to experiment and plan group sequences and help others with their work. Can perform in a group or in individual elements of the dance routine with some levels of accuracy, style or emotion. Can identify good performances and suggest ways to improve dance routines. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life. | Control is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent.<br>Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life. | Can select and accurately replicate a good range of skills to outwit an opponent. Control of the shots are consistent and performed fairly quickly in response to opposition pressure. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their stroke selection. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life. | Can work at maximum level for the duration of SOME fitness activities Basic levels of knowledge when planning an action plan, using key concepts and some key words correctly. Undertake fitness tests and explain which component is being assessed. Can make basic links between components of fitness, their fitness levels and other sports.Can show responsibility for personal warm up programme | Demonstrates clear replication of all techniques and can explain the different demands of various skills. Can identify, adapt and refine team tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life. |
| Expected progress - | Good replication of skills across throws, jumps and runs and applies a reasonable knowledge of the principles related to athletics.<br>Can describe parts of their performances which are effective and explain what they can improve with practice.<br>Can describe the effects of athletic exercise on their body. Applies basic safety principles.<br>Can explain how athletics improves overall fitness levels. | Able to perform most of the basic agility movements and developed some advanced routines. Sometimes requires support, showing increased precision and control and fluency. Able to link movements together with reasonable precision. Demonstrates creativity with partner sequences and balances. Can see the difference between their performances and others and use this knowledge to improve. Applies basic safety principles. Can explain how gymnastics improves overall fitness level. | Able to perform dance movements with good timing and has choreographed some movements to the set music. Sometimes requires support, showing increased fluency of movement and rhythm and able to link 6 to 7 various movements together with reasonable precision. Demonstrates creativity within their group often leading others. Can see the difference between their performances and others and use this knowledge to improve. Can explain how dance improves overall fitness levels. | Can use skills and techniques together with accuracy to outwit an opponent.<br>Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking.<br>Maintain skills and techniques in conditioned/ modified games. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. | Can use skills and techniques together with accuracy to outwit an opponent and maintains a controlled rally. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance to badminton | Can work at maximum level for part of the duration of SOME fitness activities .Can explain key terms linked to components of fitness consistently and accurately .Can explain why it is important to lead a balanced activity healthy lifestyle. Able to link different components of fitness to a variety of sports/athletes. Demonstrate activities for specific aspects of warm up – stretching, joint mobility, raising heart and breathing rates. | Good replication of skills and applies a reasonable knowledge of the underpinning principles related to outdoor education. Display improving teamwork and leadership skills. Can describe the effects of exercise on their body. Applies basic safety principles. Can explain how OAA can improve individual interpersonal skills. |
| Towards progress + | Can accurately replicate techniques for running, jumping and throwing activities but some mistakes as challenge increases<br>Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance. | Can accurately replicate techniques for running, jumping and throwing activities but some mistakes as challenge increases. Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance. | Able to perform a number of movements with reasonable control and timing within a group sequence. Requires support, showing some fluency of movement and rhythm and able to link a 4 to 5 various movements together with some precision. Tries to improve own performance after seeing others and can suggest ways they may improve. Often follows others lead offering little creativity. Can suggest why it is important to warm up before dance and understands the importance of making health lifestyle options. | Can use basic techniques in a small sided game and can replicate skills with good accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent.<br>Uses basic game strategy effectively.<br>Is able to try tactics and think of ways to improve performance.<br>Understand why activity is good for health. | Can use basic techniques in a small sided game and can replicate shots with reasonable accuracy and can maintain a rally with few mistakes.<br>Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health. | Can work at moderate level the duration of SOME fitness activities. Can describe key terms linked to components of fitness with some support needed. Can briefly explain why taking part in exercise is good for you .Able to make a basic link to different components of fitness to a variety of sports/athletes. Demonstrate all round safe practice, including handling of equipment, safety of self and others. Can describe changes in body temperature, HR and breathing. | Can accurately replicate map reading techniques. Can identify some of the basic principles of techniques showing some teamwork skills. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance. |

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|---|---|---|---|---|---|---|---|
| Towards progress | Can replicate basic techniques of for running, jumping and throwing with occasional success<br>Demonstrate some relevant knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language.<br>Interpret a range of information about performance to draw simple conclusions.<br>Safely apply basic techniques, strategies and/or compositional ideas demonstrating some control in their performance. | Able to perform a number of agility rolls and balances with reasonable control and can use these to make up a simple sequence. Can hold basic balances and some low level partner balances. Tries to improve own performance after seeing others and can suggest ways they may improve. Can suggest why it is important to warm up before gymnastics. Understands need to warm up and the importance of making health lifestyle options. | Able to perform a number of movements with some control and timing within a sequence. Requires frequent support, showing moderate fluency of movement and rhythm and able to link 2 or 3 movements together with moderate precision. Tries to improve own performance after seeing others and needs help to recognise good technique. Can suggest why it is important to warm up before dance and understands the importance of making health lifestyle options. | Can use basic techniques in a small sided game and can pass and shoot with some accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent.<br>Can verbally explain rules and concepts of the game. Can see the differences between their performances and others.<br>Understands need to warm up and the importance of making health lifestyle options. | Can use basic techniques in a small sided games and can replicate shots with some accuracy but makes mistakes with more complicated shots.<br>Can demonstrate techniques usually applied with some co-ordination and control to gain an advance over an opponent.<br>Can verbally explain basic tactics and rules<br>Uses basic game strategy occasionally.<br>Understand why activity is good for health. | Can work at moderate level the duration of a FEW fitness activities. Can describe basic key terms linked to components of fitness with support needed. Can briefly describe why taking part in exercise is good for you. Can link a component of fitness to a single example of an athlete/ sport/ performer. Demonstrate safe practice, including handling of equipment, safety of self and others<br>Recognise changes in body temperature, HR and breathing. | Can map read with some degree of accuracy. Can identify some of the basic principles of techniques showing some teamwork skills. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance. |
| Towards progress - | Can occasionally replicate basic techniques of for running, jumping and throwing with limited success. Demonstrate some knowledge and understanding of some factors affecting performance using everyday language.<br>Interpret a simple range of information about performance to draw some conclusions on event<br>Safely apply basic techniques, strategies and/or compositional ideas demonstrating limited control in their performance. | Able to perform a few basic number of agilities rolls and balances with limited control and requiring support, and can use these to make up a simple sequence. Balances need support to complete them Tries to improve own performance after feedback and can suggest basic ways others may improve. Can suggest how to warm up before gymnastics. Understands the basic need to warm up and the importance of making health lifestyle options. | Able to perform a number of movements with some control and timing within a sequence. Requires frequent support, showing limited fluency of movement and rhythm and able to link 1 or 2 movements together with limited precision. Limited attempt to improve own performance after seeing others and needs lots of help to recognise good technique .Can suggest how to warm up before dance and understands the importance of making health lifestyle options. | Can use basic techniques in a small sided game and can pass and shoot with little accuracy. Can demonstrate a few techniques usually applied with limited co-ordination and control to use against an opponent.<br>Can verbally explain basic rules and concepts of the game. Can see the differences between their performances and correct technique.<br>Understands the basic need to warm up and the importance of making health lifestyle options. | Can use some basic techniques in a small sided games and can replicate shots with limited accuracy and makes mistakes with some basic shots. Can demonstrate limited techniques usually applied with moderate co-ordination and control to hit the shuttle.<br>Can verbally state basic tactics and rules<br>Uses basic game strategy rarely.<br>Can state in basic terms why activity is good for health. | Can work at low level for the duration of a FEW fitness activities. Can state basic key terms linked to components of fitness with support needed. Can state why taking part in exercise is good for you..<br>Can link a component of fitness to a single example of an athlete/ sport/ performer with support<br>Demonstrate safe practice, including handling of equipment, safety of self and others | Can map read with limited degree of accuracy. Can identify some of the basic principles of techniques showing some teamwork skills with support and guidance. Can warm up safely with guidance. Can comment on some of the basic factors which make an effective performance. |

# Philosophy, Religion, Ethics

**Year 7 assessment Autumn Term 1: Philosophical Arguments for God**

**KEY ADVICE AND GUIDANCE**

| What to revise | Where to find resources/extra research | How you will be assessed |
|---|---|---|
| <u>Arguments for God</u><br><br>● Keywords used in lessons<br>● Different philosophers and their arguments, in as much detail as possible<br>● Strengths and weaknesses of each argument | <u>The best place to start your revision is with your exercise book. You might also find the following websites of use:</u><br><br>● Your Google Classroom website (your lessons along with any resources will be uploaded here before assessments)<br>● The BBC bitesize has a section for KS3 students on the philosophy of religion: https://www.bbc.co.uk/bitesize/topics/zbbdnrd | You will complete 10 multiple choice questions (MCQs), as well as explaining in detail one argument for the existence of God, as well as an evaluative essay on whether an argument successfully argues for God's existence<br><br>Use the advice from the revision lesson you have with your PRE teacher – you can look at the PowerPoint again at home which has all the key guidance and examples, as well as the lessons we have covered.<br><br>The GAT (below) shows you what you need to do and show for the different assessment levels:<br><br>*-Working towards expected standard*<br><br>*-working at expected standard*<br><br>*-greater depth.* |

**Year Seven Philosophy, Religion, Ethics Autumn term 1 GAT (Arguments for God Assessment)**

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| **Topic:** Philosophical Arguments for God | **Learning Objective:** to explain abstract philosophical arguments for God; to compare arguments on their merits; to identify and evaluate strengths and weaknesses; to accurately explain philosophical arguments; to precisely use keywords |

**Questions 1-10** Assessing student knowledge and understanding of key ideas and abstract concepts

**Question 11** Assessing student understanding and ability to explain abstract arguments

**Question 12** Assessing student understanding and ability to compare arguments and evaluate their merits to reach a justified conclusion

| | **Key skills and assessment criteria** | **Suggested content/examples** *(other relevant content is credited)* |
|---|---|---|
| **Greater depth** | -Makes a sound judgement on whether an argument is successful with justified reasoning<br>-Evaluates the strengths and weaknesses of arguments<br>-Makes comparisons between other arguments for the existence of God confidently and accurately<br>-Confidently and accurately explains the argument in question and how it reaches its conclusion<br>-Uses keywords where possible and accurately | **Developed reasoning leading to justified conclusions** *When looking at the arguments, we can see that because of…*<br><br>**Considered evaluation of strengths and weaknesses and comparisons** *Argument X has a strong argument because… However the criticism of Y challenges this because…*<br><br>**Accurate and detailed explanations of arguments** *The Philosopher X was trying to show that… They use the argument of… For example, one step of the argument is…*<br><br>**Relevant interpretations and inferences** *Personally, I think that X is convincing because…* |
| **Working at expected standard** | -Attempts a conclusive judgement on whether an argument is successful with some reasoning, although not always justified<br>-Identifies some strengths and/or weaknesses, but doesn't critically evaluate these themself<br>-May reference another idea or argument, but does not fully integrate or compare.<br>-May describe a general idea of the argument without making specific arguments, premises or conclusions<br>-Attempts to use keywords with some precision | **Some justified reasoning leading to a conclusion** *Because of my argument, I think that…*<br><br>**Descriptions of strengths and weaknesses** *This argument isn't the best because of X… which is…*<br><br>**Attempted descriptions of arguments** *Some people think that…*<br><br>**Some use of interpretation** *This is a good/bad argument because…* |
| **Working towards expected standard** | -May give their opinion on the essay question, but does not utilise sound judgement, evaluation or relevant arguments from lessons<br>-May list some strengths or weakness but provides no further detail or reasoning<br>-Describes some general ideas behind the argument without explaining the reasoning<br>-Attempts to use keywords, although not always accurate | **May make simple descriptions of arguments made in lessons** *The argument basically says that…*<br><br>**Simple and unjustified conclusions and inferences** *I think…* |

| | Year 7 Science - Introduction to Science | |
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| **Autumn Term**<br><br>**Introduction to Science** | Working at **g**reater depth | I can demonstrate all of 'working at', plus:<br>I can choose and draw appropriate graphs for different data<br>I can interpret data (tables and graphs) to draw conclusions<br>I can identify hazards in a science laboratory and complete a risk assessment for simple investigations<br>I can explain the reasons for the safety rules needed for a laboratory<br>I can suggest ways to improve a practical investigation |
| | Working **a**t the expected standard | I can describe how different hazards can cause problems in the laboratory<br>I can choose appropriate equipment to use in a laboratory investigation<br>I can identify independent, dependent and controlled variables in an investigation<br>I can calculate a mean from repeat measurements<br>I can draw an appropriate table to display results of an investigation<br>I can find a pattern in data using a graph or table<br>I can describe the stages in evaluating data |
| | Working **t**owards the expected standard | I can state the safety rules needed for a laboratory<br>I can draw common laboratory equipment, including a Bunsen burner<br>I can safely light and use a Bunsen Burner<br>I can state that a hypothesis is a question<br>I can state what the different variables mean (independent, dependent, controlled)<br>I can make and accurately record observations and measurements |

| | Year 7 Science - Biology | |
|---|---|---|
| **Autumn Term**<br><br>**Cells** | Working at **g**reater depth | I can demonstrate all of 'working at', plus:<br>I can explain what all living organisms are made of and explain what each part of the microscope does and how it is used.<br>I can explain the similarities and differences between plant and animal cells and explain the functions of the components of a cell by linking them to life processes<br>I can explain the similarities and differences between plant and animal cells and explain the functions of the components of a cell by linking them to life processes.<br>I can describe examples of specialised animal cells, linking structure to function and describe examples of specialised plant cells, linking structure to function.<br>I can compare and contrast structural adaptations of plant and animal cells.<br>I can explain which substances move into and out of cells and explain the process of diffusion.<br>I can choose and justify data collection methods for investigating the diffusion of coloured gel that minimise error, and produce precise and reliable data.<br>I can explain what a uni-cellular organism is and give detailed examples.<br>I can describe the structure and function of an amoeba and a euglena.<br>I can use a microscope to observe a prepared slide, calculating a range of magnifications. |
| | Working **a**t the expected standard | I can describe what a cell is and explain how to use a microscope to observe a cell<br>I can describe the similarities and differences between plant and animal cells and describe the functions of the components of a cell.<br>I can describe examples of specialised animal cells and examples of specialised plant cells. I can also describe structural adaptations of plant and animal cells.<br>I can name some substances that move into and out of cells and describe the process of |

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| | | diffusion.<br>I can collect data for diffusion of coloured gel, choosing appropriate ranges, numbers, and values for measurements and observation.<br>I can describe what a uni-cellular organism is, describe the structure of an amoeba and a euglena.<br>I can prepare and observe cells on a microscope slide safely. |
| | Working **t**owards the expected standard | I can state what a cell is and describe how to use a microscope to observe a cell.<br>I can identify one similarity and one difference between a plant and an animal cell and can match some components of a cell to their functions.<br>I can name some specialised animal cells and name some specialised plant cells. I can also state structural adaptations of plant and animal cells.<br>I can identify substances that move into or out of cells and state what diffusion is.<br>I can make sets of observations or measurements for diffusion of coloured gel, identifying the ranges and intervals used.<br>I can name an example of a uni-cellular organism, identify some structures in an amoeba and in a euglena.<br>With support, I can prepare and observe a microscope slide safely. |

| | Year 7 Science - Chemistry | |
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| **Autumn Term**<br><br>**Matter 5.1** | Working at **g**reater depth | **All of 'working at', plus:**<br>I can evaluate particle models that explain the properties of substances.<br>I can use data about particles to predict and explain differences in properties such as density.<br>I can explain why there is a period of constant temperature during melting, freezing and boiling based on the arrangement and movement of particles, and energy transfers.<br>I can justify the procedure and evaluate the results in an evaporation investigation.<br>I can predict the relative speed of diffusion when the value of a given independent variable is changed. |
| | Working **a**t the expected standard | I can explain, in terms of particles, why difference substances have different properties<br>I can explain properties, such as density, based on the arrangement and mass of particles.<br>I can compare and explain the properties of solids, liquids, and gases based on the arrangement and movement of their particles.<br>I can use observations to decide if a substance is in its solid, liquid, or gas state.<br>I can use words and diagrams to explain observations about boiling, evaporating, melting, condensing, freezing and subliming.<br>I can explain melting and freezing in terms of changes to the energy of particles.<br>I can use cooling data to identify the melting point of stearic acid.<br>I can explain why different substances boil at different temperatures in terms of changes to the energy of particles.<br>I can explain why it is important to control variables to provide evidence for a conclusion in an investigation.<br>I can describe the evidence for diffusion.<br>I can draw diagrams of particles and use words to explain diffusion. |

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| | | I can draw annotated particle diagrams, and use words, to explain gas pressure.<br>I can explain unfamiliar observations about gas pressure in terms of particles.<br>I can collect, analyse, and draw a conclusion from data providing evidence for gas pressure.<br>I can use diagrams to represent atoms and molecules of elements and compounds |
| | Working towards the expected standard | I can state that materials are made up of particles.<br>I can describe the properties of a substance, and the arrangement and movement of particles in its three states.<br>I can make the relevant observations needed to decide if a substance is in its solid, liquid, or gas state.<br>I can describe how the properties of a substance change as it melts and boils<br>I can recognise an energy transfer during a change of state<br>I can describe the changes in state of matter as stearic acid cools.<br>I can draw straightforward conclusions from boiling point data presented in tables and graphs.<br>I can describe one difference between evaporation and boiling.<br>I can write a fair test enquiry question and plan the method and how to control the variables.<br>I can describe examples of diffusion.<br>I can state that observations about diffusion can be explained in terms of particles in motion.<br>I can describe examples of gas pressure.<br>I can use words to explain gas pressure simply.<br>I can collect and interpret simple data to provide evidence for gas pressure.<br>I can state definitions of atoms, elements, molecules, and compounds, and give examples of each. |

| | Year 7 Science - Chemistry | |
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| **Autumn Term**<br><br>**Matter 5.2** | Working at **g**reater depth | **All of 'working at', plus:**<br>I can explain the relationship between solutes, solvents, and solutions.<br>I can suggest a reason for the effect of temperature on solubility for a given solute.<br>I can compare evaporation and distillation.<br>I can justify whether evaporation or distillation would be suitable for obtaining given substances from solution.<br>I can suggest some possible issues to consider when using chromatography to identify unknown substances.<br>I can consider how chromatography can be used to monitor the progress of reactions. |
| | Working **a**t the expected standard | I can use the particle model to explain what a mixture is.<br>I can explain how to use melting temperatures to distinguish mixtures from pure substances.<br>I can come up with suitable techniques to separate mixtures, based on their properties.<br>I can explain how substances dissolve using the particle model with the use of diagrams.<br>I can explain how substances dissolve using the particle model.<br>I can explain why it is important to control variables in order to provide evidence for a conclusion in a solubility investigation.<br>I can identify a physical property that must be different in order for a given separation technique to work.<br>I can explain how filtration and distillation works using words and diagrams.<br>I can explain how chromatography separates mixtures.<br>I can use evidence from chromatography to explain how to identify unknown substances in mixtures, and to identify the pen or plant a sample is from. |

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| | Working towards the expected standard | I can state what a mixture is and give examples of mixtures.<br>I can state that a mixture can be separated due to the different physical properties such as solubility and boiling points.<br>With help, I can choose a simple technique to separate the substances in a mixture<br>I can describe solutions when provided with the key words.<br>I can describe observations when a substance dissolves.<br>I can use observations or data to draw a conclusion about whether something is a solution or a pure liquid.<br>I can interpret a bar chart of solubility data.<br>I can write a fair test enquiry question on solubility, and plan the method and how to control the variables.<br>I can describe how to filter a mixture, with support.<br>I can label distillation apparatus and describe what happens in distillation.<br>I can describe what happens to a mixture when it undergoes chromatography.<br>I can draw a chromatogram and use evidence to identify unknown substances using one. |

| | Year 7 Science - Physics | |
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| **Autumn Term**<br><br>**Forces 1**<br><br>**Speed and Gravity** | Working at **g**reater depth | I can explain the link between non-contact forces, contact forces, and interaction pairs.<br>I can make predictions about pairs of forces acting in unfamiliar situations.<br>I can identify interaction pairs in complex situations.<br>I can explain the difference between balanced and unbalanced forces.<br>I can describe a range of situations that are in equilibrium.<br>I can describe the link between the resultant force and the motion of an object.<br>I can use force arrows to explain why the speed or direction of motion of objects can change.<br>I can predict and present changes in observations for unfamiliar situations.<br>I can use the speed equation to explain unfamiliar situations.<br>I can describe and explain how a moving object appears to a stationary observer and to a moving observer.<br>I can choose equipment to obtain data for speed calculations and justify my choices based on their accuracy and precision.<br>I can draw distance–time graphs for a range of journeys.<br>I can analyse journeys using distance–time graphs.<br>I can manipulate data to present on a distance–time graph.<br>I can explain how the effect of gravity changes when moving away from Earth, and in keeping objects in orbit.<br>I can present results in a table and ensure they are reliable.<br>I can analyse data about orbits in terms of the variation of gravity with mass and distance.<br>I can compare and contrast gravity with other forces. |

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| | Working **a**t the expected standard | I can categorise everyday forces as being ‘contact’ or ‘non-contact’ forces.<br>I can make predictions about forces in familiar situations.<br>I can identify interaction pairs in simple situations.<br>I can describe what the term ‘interaction pair’ means.<br>I can describe the difference between balanced and unbalanced forces.<br>I can describe situations that are in equilibrium.<br>I can calculate resultant forces.<br>I can explain why the speed or direction of motion of an object can change.<br>I can present my observations in a table, including force arrow drawings.<br>I can calculate speed using the speed equation.<br>I can describe relative motion.<br>I can choose equipment to make appropriate measurements of time and distance in order to calculate speed.<br>I can interpret distance–time graphs.<br>I can calculate speed from a distance–time graph.<br>I can plot data on a distance– time graph accurately.<br>I can describe the effect of a field using force diagrams.<br>I can present my results in a simple table.<br>I can describe the effect of gravitational forces on Earth and on objects in orbit.<br>I can calculate weight using the equation ‘weight = mass × gravitational field strength’. |

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| | Working towards the expected standard | I can describe what forces do.<br>I can define what is meant by ‘contact force’, ‘non-contact force’, and ‘newton’.<br>I can use a newtonmeter to make predictions about sizes of forces.<br>I can identify familiar situations involving balanced and unbalanced forces.<br>I can define the term ‘equilibrium’.<br>I can define the term ‘resultant force’.<br>I can identify when the speed or direction of motion of an object changes.<br>I can present my observations in a table, with help.<br>I can state the equation for speed.<br>I can define what is meant by relative motion.<br>I can use appropriate techniques and equipment to measure time and distance in practical experiments.<br>I can describe what a distance– time graph shows.<br>I can use a distance–time graph to describe a journey qualitatively (without making calculations).<br>I can present data given on a distance–time graph with support.<br>I can identify that gravity is a force that acts at a distance.<br>I can state how gravity changes with distance.<br>I can draw a table and present results, with help.<br>I can define the term ‘gravitational field strength’. |

# Year 7 Design and Technology Assessment criteria.

| **Knowledge and Understanding:**<br>**Textiles Focus** - Drawstring Bag. | | **Literacy** |
|---|---|---|
| Working at **g**reater Depth- | Show a **highly developed** ability to meet the listed requirements.<br>A01: Research and Developing ideas.<br>● I can investigate a theme and produce three or more purposeful pieces of research e.g. a mood board.<br>● I can explain my choice of research and give my opinions on the research, both positive and negative.<br>● I can use my research to clearly develop design ideas.<br>A02: Improving and refining my work, experimenting with skills and techniques.<br>● I can create four different design ideas.<br>● I can review my designs, explaining my choices in detail.<br>● I can further refine my chosen design several times to improve it.<br>A03: Recording my ideas and explaining them as I make decisions.<br>● I can present my work to a high level. Including, colour, shading and annotation where required.<br>● I can reflect on my decisions and articulate them clearly using appropriate vocabulary.<br>A04: Present a finished practical piece.<br>● Finish the practical work to a high standard.<br>● Demonstrate a wide variety of skills and techniques.<br>● Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary. | I have expressed myself effectively, giving clear, well-reasoned explanations.<br><br>I have used subject specific vocabulary throughout my work.<br><br>I have written clear and succinct definitions of techniques.<br><br>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct. |
| Working **at** the expected standard | Show a **consistent** ability to meet the listed requirements.<br>A01: Research and Developing ideas.<br>● I can investigate a theme and produce at least two pieces of purposeful research e.g. a mood board.<br>● I can explain my choice of research.<br>● I can use my research to develop design ideas.<br>A02: Improving and refining my work, experimenting with skills and techniques.<br>● I can create three different design ideas.<br>● I can review my designs, explaining my choices.<br>● I can further refine my chosen design to improve it.<br>A03: Recording my ideas and explaining them as I make decisions.<br>● I can present my work to a good level. Including, colour and annotation where required.<br>● I can reflect on my decisions and explain them using appropriate vocabulary.<br>A04: Present a finished practical piece.<br>● Finish the practical work to a good standard.<br>● Demonstrate a variety of skills and techniques.<br>● Explain and evaluate the outcome in sentences and using appropriate vocabulary. | I have expressed myself well, giving reasoned explanations.<br><br>I have used subject specific vocabulary.<br><br>I have written definitions of techniques.<br><br>I have structured my work and I spell and punctuate accurately with some errors. |

# Year 7 Assessment criteria continued…..

| Knowledge and Understanding: | | Literacy |
|---|---|---|
| Working towards the expected standard | Show **some** ability to meet the listed requirements.<br>A01: Research and Developing ideas.<br>● I can produce a piece of research linked to a theme e.g. a mood board.<br>● I can explain my research.<br>● I can use my research to produce design ideas.<br>A02: Improving and refining my work, experimenting with skills and techniques.<br>● I can create two design ideas.<br>● I can label my ideas.<br>● I can choose a final design.<br>A03: Recording my ideas and explaining them as I make decisions.<br>● I can present my work neatly and use colour and some annotation.<br>● I can briefly explain my ideas.<br>A04: Present a finished practical piece.<br>● Finish the practical work.<br>● Demonstrate some techniques.<br>● Explain if you have met the requirements for your design. | I have given some reasoned explanations.<br><br>I have used some subject specific vocabulary.<br><br>I spell and punctuate but with some errors. |

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.