

**Year 7 Spring Term**  
**GAT Information**  
2022-2023

Dear parents,

Please find enclosed the GAT assessment criteria for the Spring 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:

1. VG
2. G
3. F
4. 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:

1. Art
2. Computer Science
3. Design and Technology - 3d design
4. Drama - Spring 1
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6. English - Spring 1
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8. Food Technology
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11. History - Spring 1
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22. Textiles

Year 7: Spring



# TOPIC: OBJECTS AND VIEWPOINTS

In this unit, pupils explore familiar objects and record them using a variety of materials as a starting point for their work. They develop their observational skills and learn about different approaches to representing their experiences of objects onto a flat surface. They develop their understanding of the visual elements. 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

### Working towards the expected standard

- I can create basic drawings from observation and sometimes use tone correctly
- I can recognise the work of Michael Craig Martin and Tracey Fletcher King
- I can talk about some of the key features of their artwork and I can write simple sentences describing it
- I can paint with watercolours to a limited standard but need to work on my technique
- I can use oil pastels to a limited standard but need to work on my technique to create form
- I can draw in pen using cross-hatching to a limited standard
- I can present my work to a limited standard but need to work on taking more care with my presentation
- I can finish a collection of still life artworks to the best of my ability

### Working at the expected standard

- I can create drawings from observation to a good standard and use tone correctly
- I can recognise the work of Michael Craig Martin and Tracey Fletcher King and tell them apart
- I can talk about some of the key features of their artwork and I can write sentences describing it using keywords
- I can paint with watercolours to a good standard
- I can use oil pastels to a good standard to create monochrome tone and form
- I can draw in pen using cross-hatching to a good standard
- I can present my work to a good standard

	<ul style="list-style-type: none"><li>● I can finish a collection of still life artworks to a good standard and with thought and care</li></ul>
<b>Working at greater depth</b>	<ul style="list-style-type: none"><li>● I can create accurate, detailed drawings from observation to a good standard and use tone effectively</li><li>● I can recognise the work of Michael Craig martin and Tracey Fletcher King, and confidently compare and contrast them</li><li>● I can talk about the key features of their artwork and I can write sentences describing it using keywords</li><li>● I can paint with watercolours effectively with precision and detail</li><li>● I can use oil pastels to a high level to create effective monochrome tone and form</li><li>● I can present my work to a high level and take care with presentation and layout</li><li>● I can finish a collection of still life artworks to a high standard with thought, care and precision</li></ul>

# Programming with Scratch - Y7

<b>Learning Objective</b>	<p>In this unit pupils will be introduced to the Scratch programming environment and begin by reverse-engineering some existing games. They will then progress to planning and developing their own games, learning to incorporate variables, procedures (using the Broadcast function), lists and operators. They should be able to create a fully working game with lives, scoring and some randomisation of objects. Finally they will learn to test and debug their programs.</p> <p><i>NC Strands</i></p> <ul style="list-style-type: none"> <li>• Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.</li> <li>• 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.</li> <li>• Understand simple Boolean logic (such as AND, OR and NOT), and some of its uses in circuits and programming.</li> </ul>	
	<b>Theory</b>	<b>Practical</b>
<b>Working at greater depth</b>	<ul style="list-style-type: none"> <li>• Use the broadcast function in Scratch effectively</li> <li>• Use a range of 'event handlers' effectively to create a complex project</li> <li>• Effectively design, implement and refine their own algorithms</li> <li>• Compare the effectiveness of their algorithms with those of peers</li> <li>• Critically analyse the limitations of their projects</li> <li>• Able to trace and identify areas of error</li> <li>• Effective and correct use of conditional statements / loops</li> </ul>	Using Scratch to build a complete Game incorporating all learnt skills in Theory
<b>Working at the expected standard</b>	<ul style="list-style-type: none"> <li>• Write their own instructions to create and use a simple list (inventory)</li> <li>• Use the broadcast function in Scratch at a simple level</li> <li>• -Make good use of operators</li> <li>• Incorporate a range of sprites which can be controlled in different ways</li> <li>• Improve their project based on peer feedback</li> <li>• Mostly effective and correct use of conditional statements / loops</li> </ul>	Using Scratch to build an almost complete Game incorporating most learnt skills in Theory
<b>Working towards the expected standard</b>	<ul style="list-style-type: none"> <li>• Understand the term Algorithm</li> <li>• Be able to describe Sequence, Selection &amp; Iteration</li> <li>• Understand what a variable is</li> <li>• Know what an object is and can manipulate it to do various actions</li> <li>• Understand simple boolean logic: AND, OR &amp; NOT</li> </ul>	Using Scratch to build part of a Game incorporating some learnt skills in Theory

# Year 7 Design and Technology Assessment criteria.

Knowledge and Understanding: 3D Design Focus – Store It Wooden Container.	Literacy
<p>Working at a greater Depth</p> <p>Show a <b>highly developed</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can investigate the small storage theme and produce <b>three or more</b> purposeful pieces of research e.g. a mood board.</li> <li>• I can explain my choice of research and give my opinions on the research, both positive and negative.</li> <li>• I can use my research to clearly develop small storage design ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create a variety of <b>clearly different small</b> storage design ideas.</li> <li>• I can review my small storage designs, explaining my choices in detail.</li> <li>• I can further refine my chosen small storage design several times to improve it.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work to a high level. Including, colour, shading and annotation where required.</li> <li>• I can reflect on my decisions and articulate them clearly using appropriate vocabulary.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish the small storage practical to a high standard .</li> <li>• Demonstrate a wide variety of skills and techniques using the laser cutter and various hand and machine tools.</li> <li>• Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary.</li> </ul>	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p>
<p>Working at the expected standard</p> <p>Show a <b>consistent</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can investigate the small storage theme and produce at least two pieces of purposeful research e.g. a mood board.</li> <li>• I can explain my choice of small storage research.</li> <li>• I can use my research to develop small storage design ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create several different small storage design ideas.</li> <li>• I can review my small storage designs, explaining my choices.</li> <li>• I can further refine my chosen small storage design to improve it.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work to a good level. Including, colour and annotation where required.</li> <li>• I can reflect on my decisions and explain them using appropriate vocabulary.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish the small storage practical to a good standard with a painted finish.</li> <li>• Demonstrate a variety of skills and techniques using hand and machine tools.</li> <li>• Explain and evaluate the outcome in sentences and using appropriate vocabulary.</li> </ul>	<p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of techniques.</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p>

## Year 7 Assessment criteria continued.....

<b>Knowledge and Understanding: 3D Design Focus – Store It Wooden Container.</b>		<b>Literacy</b>
<p>Working towards the expected standard</p>	<p>Show <b>some</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can produce a piece of research linked to my small storage theme e.g. a mood board.</li> <li>• I can explain my research.</li> <li>• I can use my research to produce small storage design ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create several small storage design ideas.</li> <li>• I can label my small storage ideas.</li> <li>• I can choose a final small storage design.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work neatly and use colour and some annotation.</li> <li>• I can briefly explain my ideas.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish the small storage practical using a painted finish.</li> <li>• Demonstrate some techniques using hand tools.</li> <li>• Explain if you have met the requirements for your small storage design.</li> </ul>	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p>
<p><b><u>Assessment</u></b></p>	<p>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.</p>	



Year 7: Spring 1



# TOPIC: GREEK THEATRE

ASSESSMENT FOCUS: EVALUATING

**This unit is a creative introduction to evaluating your work and the work of others**

The aims of this topic are: to provide a brief introduction to the time period of Ancient Greece; to experiment with approaches to Chorus and character; to research and perform Greek myths; to understand the Greek gods; to develop vocal skills and physical skills; to develop written analytical skills and reflection in Drama.

Your assessment will be based on your ability to evaluate in class and in written work. By the end of the unit:

- All will have created and participated in performances demonstrating their understanding of Greek theatre techniques
- Most will have successfully generated and contributed ideas to their group work and will be able to imaginatively devise and perform using the techniques learnt
- Some will be able to use their bodies and voices with precision and flair and/or be able to thoughtfully evaluate their own and others' performances

## Standard of work

### Working towards the expected standard

- I can make positive comments on a piece of drama
- I understand how meaning can be shown in performance
- When prompted, I can use some drama terms when I write and talk about performances

### Working at the expected standard

- I can make comments on a performance using drama terms accurately
- When I write and talk about performances, I can comment on how certain effects have been achieved
- I can give constructive feedback that helps people to improve their work

### Working at greater depth

- I can make accurate, analytical comments on a piece of drama
- I can use appropriate dramatic terms confidently
- When I talk and write about drama, I show that I am aware of the intended effects and their impact on an audience

Year 7: Spring 2



# TOPIC: COMMEDIA DELL'ARTE

ASSESSMENT FOCUS: CREATING

**This unit is a creative exploration of styles of Drama.**

The aim of this scheme of work is to explore melodrama and commedia dell'arte; you can use a lot of what you learn in your work in a physical way in the future and it helps a lot with characterisation. The first 4 lessons focus on the art of melodrama; there are lots of examples of the characters online and a great resource we use is an episode of the original Sabrina, the Teenage Witch. The remaining 3 lessons focus on commedia dell'arte; again there are lots of resources that we use to demonstrate this style including Blackadder which captures the slapstick nature of this style of comedy.

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

- Understand the difference between melodrama and commedia dell'arte
- Develop an understanding of the stock characters from melodrama
- Develop an understanding of the stock characters from commedia dell'arte
- Devise an interesting piece of theatre using styles you have learnt.

## Standard of work

### Working towards the expected standard

- I can work with other people to devise a piece of drama
- I can listen to the ideas of others and develop an idea for performance
- I can begin to explain ideas and intentions
- I can develop a role in rehearsal

### Working at the expected standard

- I can work confidently with other people
- I can share ideas for performance
- I can help to develop ideas from stimulus to performance
- I can explain ideas and intentions, showing that I understand some dramatic conventions
- 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
- I can explore issues and relationships
- I can offer more detailed explanations of creative intentions for performance
- I am engaged throughout the process of collaboration, rehearsal and refinement

## Year 7 Spring 1 – Non-Fiction writing

**Assessment Title:** Write a piece in the style of a journalist, and a lawyer

This unit is another writing unit, but is now all about **non-fiction writing**! We will be learning how to write like a journalist, and write like a lawyer, as these jobs teach us about writing to argue, and writing to persuade. At the end of each section, you will assume the role of the lawyer or the journalist, and write a short piece about a topic of your choice, arguing or persuading your audience of your opinion. You will be assessed on how well you fit this purpose of writing, as well as your use of vocabulary, punctuation, grammar, and structure.

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

- Chasing the Truth: A Young Journalist’s Guide to Investigative Reporting - Jodi Kantor and Megan Twohey
- Enduring Freedom - Trent Reedy and Jawad Arash
- All These Bodies - Kendare Blake
- Just Mercy - Bryan Stevenson
- The Life of Stephen Lawrence - Verna Allette Wilkins
- Off the Record - Camryn Garrett

Greater Depth	<p><b>Content and Organisation:</b></p> <ul style="list-style-type: none"> <li>● I can use linguistic devices such as similes and metaphors accurately</li> <li>● I can use more complex linguistic devices such as personification</li> <li>● My ideas are linked</li> <li>● I can produce paragraphs, with some discourse markers such as ‘firstly’ and ‘secondly’ to show how they link</li> <li>● I show awareness of matching tone, style and register to purpose and audience more than once (eg: eg: using direct address ‘you’ and some imperative verbs)</li> <li>● I attempt to make my level of formality fit my piece of writing with some success</li> </ul> <p><b>Technical Accuracy:</b></p> <ul style="list-style-type: none"> <li>● I can use full stops, commas and capital letters accurately at all times</li> <li>● I can use some higher-level punctuation such as colons and semi-colons, with some accuracy</li> <li>● All of my high frequency words are spelled accurately</li> <li>● I can write in Standard English accurately</li> <li>● I can use simple, complex and compound sentences</li> <li>● I can use fragmented and minor sentences, although they are not effective</li> <li>● I can vary some of my adjective choices to be more interesting</li> <li>● I can select appropriate verbs (eg: saying ‘marching’ instead of ‘walking angrily’)</li> </ul>	<p><b>Terminology I can use correctly:</b></p> <ul style="list-style-type: none"> <li>● Ideology</li> <li>● Empathy</li> <li>● Pathos</li> <li>● Ethos</li> <li>● Logos</li> </ul>
Working At	<p><b>Content and Organisation:</b></p> <ul style="list-style-type: none"> <li>● I can use some linguistic devices such as similes or metaphors, although these might not always be accurate or interesting</li> <li>● My ideas are partially linked</li> <li>● I can produce paragraphs, although their structure might not always be accurate</li> <li>● I can use some structural features</li> <li>● I show some awareness of matching tone, style and register to purpose and audience at least once (eg: using direct address ‘you’ when writing to persuade)</li> <li>● I attempt to make formality fit my piece of writing with limited success</li> </ul> <p><b>Technical Accuracy:</b></p> <ul style="list-style-type: none"> <li>● I can use full stops and capital letters accurately at all times</li> <li>● I can use commas, with some accuracy</li> <li>● All of my high frequency words are spelled accurately</li> <li>● I can write in Standard English mostly accurately</li> <li>● I can use simple and compound sentences, and am starting to use complex sentences</li> <li>● I can use adverbs to make my writing more interesting</li> </ul>	<p><b>Terminology I can use correctly:</b></p> <ul style="list-style-type: none"> <li>● Bias</li> <li>● Rhetoric</li> <li>● Inverted Pyramid</li> <li>● Anecdote</li> <li>● Direct address</li> <li>● Persuasion</li> </ul>

<p>Working Towards</p>	<p><b>Content and Organisation:</b></p> <ul style="list-style-type: none"> <li>● I can make some occasional sense of matching tone, style and register to purpose and audience</li> <li>● Some of my vocabulary choices might be specific/effective</li> <li>● I can provide one or two ideas, although they might not be linked</li> <li>● I can produce an extended piece of writing, but not in paragraphs</li> <li>● I occasionally show a sense of audience through my language choices</li> <li>● I attempt to make my level of formality fit my piece of writing</li> </ul> <p><b>Technical Accuracy:</b></p> <ul style="list-style-type: none"> <li>● I can mostly use full stops and capital letters accurately, with some errors</li> <li>● I can use simple and compound sentences</li> <li>● I can write in Standard English with some errors</li> <li>● My spelling of basic vocabulary is accurate although there are errors in high frequency words and homophones eg: there/their/they're</li> <li>● I can use simple vocabulary to make my writing clear</li> </ul>	<p><b>Terminology I can use correctly:</b></p> <ul style="list-style-type: none"> <li>● Headline</li> <li>● Viewpoint</li> <li>● Responsibility</li> <li>● Broadsheet</li> <li>● Tabloid</li> </ul>
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## Year 7 Spring 2 – Analyse and Compare

**Assessment Title:** Compare the methods used by writers in two poems and two texts.

This unit takes the skills of analysis you learned whilst studying Greek Myths and introduces another element to it - **comparative analysis**. This is where we look at the language and structure used by writers and compare the effects these can have. We will do this for two different types of texts: detective stories, and activism poetry. You will produce two pieces of comparative analysis as part of this assessment, one on the detective stories, and one on the poems. You will comment on why these words have been chosen, and what they might suggest, and how this differs between the two texts.

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

- Murder Most Unladylike - Robin Stevens
- The Hawthorne Legacy- Jennifer Lynn Barnes
- The Lizzie and Belle Mysteries - J.T. Williams
- The Black Flamingo - Dean Atta
- The Henna Wars - Adiba Jaigirdar
- The Poet X - Elizabeth Acevedo
- Beauty is a Verb: The New Poetry of Disability - Sheila Black and Jennifer Bartlett

Greater Depth	<p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>● My answer is fully focused on the question</li> <li>● I can identify accurate methods used by the writer with correct terminology</li> <li>● I can make relevant points in my paragraphs</li> <li>● I can identify some deliberate choices being made by the writer</li> <li>● I can use a quotation and embed it within my sentences</li> <li>● I can make some inferences (read between the lines) and deductions based on the writer's choice of words or phrases.</li> <li>● I have some understanding of the effect on the reader and can offer some explanation.</li> <li>● I can make some comment about the context of the writing, and how this might affect the reader</li> <li>● I can identify connections between texts with accurate evidence</li> </ul>	<p><b>Terminology I can use correctly:</b></p> <ul style="list-style-type: none"> <li>● Protest</li> <li>● Identity</li> </ul>
Working At	<p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>● My answer is mostly focused on the question</li> <li>● I can identify the writer's methods eg: simile, metaphor, noun</li> <li>● I can choose and use an accurate quotation from the text that fits the question</li> <li>● I can explain what the quotation means literally</li> <li>● I attempt to make some inference (read between the lines) based on the writer's choices</li> <li>● I can identify the overall effect the writer's choices might have on the reader</li> <li>● I can use simple subject terminology, (eg: writer, evidence, audience) accurately</li> <li>● I can make some comment about the context of the writing - this might not always be clear or specific enough</li> <li>● I can identify some simple connections between texts with some evidence</li> </ul>	<p><b>Terminology I can use correctly:</b></p> <ul style="list-style-type: none"> <li>● Red herring</li> <li>● activism</li> <li>● Representation</li> <li>● juxtaposing</li> </ul>
Working Towards	<p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>● My answer is sometimes focused on the question</li> <li>● I can find and use a quotation from the text that fits the question- sometimes these are quite long</li> <li>● I can briefly explain what the quotation means literally</li> <li>● I can summarise the main parts of the story and write these out clearly</li> </ul>	<p><b>Terminology I can use correctly:</b></p> <ul style="list-style-type: none"> <li>● Compare</li> <li>● Similar</li> <li>● Different</li> </ul>

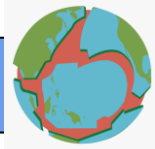
	<ul style="list-style-type: none"><li>● I can identify at least one the writer's methods eg: simile, metaphor, noun</li><li>● I can make a limited comment about the context</li><li>● I can use some simple subject terminology, (eg: writer, evidence, audience) but not always accurately</li><li>● I can identify some simple connection between texts, either saying how they might be similar or different</li></ul>	
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## 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
<p>Working at a greater Depth</p> <p>(Expert Chef)</p>	<p>Show a <b>highly developed</b> ability to meet the listed requirements.</p> <p>A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> <li>I can create my own recipe sheets with a <b>high level of detail</b>, plus sensory analysis and evaluate my dishes (with 13 points of reference).</li> </ul> <p>A02: Improvement over time</p> <ul style="list-style-type: none"> <li>I can clearly show use of knowledge and <b>skills to a high level</b> as noticeably improved from the start to end of the rotation(75% or higher in the end of rotation test)</li> </ul> <p>A03: Safety</p> <ul style="list-style-type: none"> <li>I can be trusted to <b>work independently and safely in the food room to a high standard, demonstrating 6 different practical skills.</b></li> </ul> <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> <li>I can demonstrate a <b>wide variety of hand skills and techniques in food preparation</b> and nutrition, plus evaluating my own dishes. Produce 4 excellent practical dishes).</li> </ul>	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct. Completed analysis and evaluation on most homework set</p>
<p>Working at the expected standard</p> <p>(Sous-chef)</p>	<p>Show a <b>consistent</b> ability to meet the listed requirements.</p> <p>A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> <li>I can create my own recipe sheets with a <b>good level of detail</b>, plus sensory analysis and evaluate my dishes (10 or more points of reference).</li> </ul> <p>A02: Improvement over time</p> <ul style="list-style-type: none"> <li>I can clearly show use of knowledge and <b>skills to a good level</b> and improve from the start to end of the rotation (55% or higher in the end of rotation test).</li> </ul> <p>A03: Safety</p> <ul style="list-style-type: none"> <li>I can be trusted to <b>work independently and safely in the food room to a very good standard, demonstrating 5 different safety skills.</b></li> </ul> <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> <li>I can demonstrate a <b>good variety of cooking skills</b> and techniques in food preparation and nutrition, plus evaluating my own dishes. Produce 3 excellent practical dishes.</li> </ul>	<p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of required vocabulary</p> <p>I have structured my work and I spell and punctuate accurately with some errors. Completed analysis and evaluation on most homework set</p>
<p>Working towards the expected standard</p> <p>(Novice Chef)</p>	<p>Show <b>some</b> ability to meet the listed requirements.</p> <p>A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> <li>I can create my own recipe sheets with <b>some detail</b>, plus sensory analysis and evaluate my dishes (with 8 or more points of reference).</li> </ul> <p>A02: Improvement over time</p> <ul style="list-style-type: none"> <li>I can clearly show use of knowledge and skills and <b>make some improvement</b> from the start to end of the rotation. Gaining 40% or higher in the end of rotation assessment.</li> </ul> <p>A03: Safety</p> <ul style="list-style-type: none"> <li>I can be trusted to <b>work safely in the food room possibly with supervision, demonstrating 3 or more different safety skills.</b></li> </ul> <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> <li>I can demonstrate a <b>variety of cooking skills</b> and techniques in food preparation and nutrition, plus evaluating my own dishes. Produce 2 or more excellent practical dishes).</li> </ul>	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p> <p>Completed some evaluation on some homework set</p>

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 SPRING TERM - ASSESSMENT CRITERIA - TROPICAL RAINFORESTS



## KNOWLEDGE AND UNDERSTANDING

## GEOGRAPHICAL SKILLS (LITERACY AND NUMERACY)

Working at Greater Depth

- You can describe the distribution of tropical rainforests, specifically naming tropical rainforests
- You can describe the climate of a tropical rainforest using a climate graph
- You can describe and explain, in detail, each layer of the rainforest
- You can explain several plant and animal adaptations in a tropical rainforest
- You can explain several causes of deforestation and what deforestation means
- You can identify which causes of deforestation are social, economic and environmental
- You explain why tropical rainforests need to be protected
- You can explain several strategies to reduce deforestation
- You can explain what ecotourism is and how it protects a tropical rainforest

- Evidence of the use of appropriate secondary sources gained from independent learning.
- Use of a wide range of specialised terms to enhance explanations.
- Clear understanding shown through the application of knowledge to unseen scenarios.
- Ideas expressed clearly, logically and fluently with accurate use of SPaG.
- Location skills and terminology are precise.
- Use of an atlas is accurate

Working at the Expected standard

- You can describe the distribution of tropical rainforests
- You can describe the climate of a tropical rainforest
- You can describe, in detail, each layer of the rainforest
- You can explain some plant and animal adaptations of a tropical rainforest
- You can explain some causes of deforestation and what deforestation means
- You can explain some reasons why a tropical rainforest needs to be protected
- You can explain some strategies to reduce deforestation
- You can describe what ecotourism is

- Evidence of independent learning to research and extend learning.
- Appropriate specialised terms have been used correctly.
- Ideas expressed clearly, logically and fluently with a good use of SPaG .
- Location skills and descriptions are useful.
- Use of an atlas is good

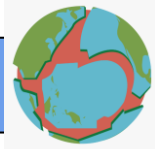
Working towards the expected standard

- You can identify where the Amazon Rainforest is
- You can identify the temperature and rainfall of a tropical rainforest
- You can identify the different layers of the rainforest
- You can identify one plant and animal adaptation for a tropical rainforest
- You can identify what deforestation is
- You can identify the resources that tropical rainforests have which are useful
- You can identify strategies to reduce deforestation
- You can identify what ecotourism is

- Some researching of the topic to find information using independent learning.
- Application of Information is correct.
- Simplistic geographical terminology is used to describe a place .
- Some accuracy in the use of spelling, punctuation and grammar but there are many errors.
- Use of an atlas is basic



# YEAR 7 GEOGRAPHY SPRING TERM - ASSESSMENT CRITERIA - WEATHER AND CLIMATE



## KNOWLEDGE AND UNDERSTANDING

## GEOGRAPHICAL SKILLS (LITERACY AND NUMERACY)

Working  
at  
Greater  
Depth

- You can describe the difference between weather and climate and can identify several types of weather and climate
- You can accurately describe and climate graph
- You can describe and explain the use of several different weather instruments
- You can explain what extreme weather is and the social, economic and environmental consequences of extreme weather
- You can explain strategies to reduce the consequences of extreme weather
- You can identify which causes of deforestation are social, economic and environmental
- You can describe the extreme weather that affects the UK and describe where in the UK is most affected by extreme weather
- You can explain why climate change means the UK may experience more extreme weather in the future

- Evidence of the use of appropriate secondary sources gained from independent learning.
- Use of a wide range of specialised terms to enhance explanations.
- Clear understanding shown through the application of knowledge to unseen scenarios.
- Ideas expressed clearly, logically and fluently with accurate use of SPaG.
- Location skills and terminology are precise.
- Use of an atlas is accurate

Working  
at the  
Expecte  
d  
standard

- You can describe the difference between weather and climate
- You can describe a climate graph, with limited detail
- You can describe the use of several different weather instruments
- You can explain what extreme weather is and know some of the consequences of extreme weather
- You can describe some of the strategies for reducing the consequences of extreme weather
- You describe the extreme weather that affects the UK
- You can identify several different ways weather in the UK may become more extreme due to climate change

- Evidence of independent learning to research and extend learning.
- Appropriate specialised terms have been used correctly.
- Ideas expressed clearly, logically and fluently with a good use of SPaG .
- Location skills and descriptions are useful.
- Use of an atlas is good

Working  
towards  
the  
expecte  
d  
standard

- You know the definitions for weather and climate
- You can describe a climate graph, but there may be some misconceptions You can identify the different layers of the rainforest
- You can identify different instruments for measuring weather
- You can identify what extreme weather is
- You can describe one strategy to reduce extreme weather
- You can identify what extreme weather effects the UK
- You can identify one way UK weather might become more extreme due to climate change

- Some researching of the topic to find information using independent learning.
- Application of Information is correct.
- Simplistic geographical terminology is used to describe a place .
- Some accuracy in the use of spelling, punctuation and grammar but there are many errors.
- Use of an atlas is basic

## Year 7 assessment Spring Term 1: Medieval Peasants

### KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>Medieval Peasants and evidence:</u></p> <p>What different sources tell us about peasants:</p> <ul style="list-style-type: none"> <li>-Archaeology</li> <li>-Pictures</li> <li>-written records</li> </ul> <p>Background knowledge on the daily life of a peasant would also be useful.</p>	<p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <ul style="list-style-type: none"> <li>-<a href="#">BBC bitesize page</a> with summary of medieval life and clip on everyday life for peasants</li> <li>-<a href="#">History Hit clip</a> with lots of background on medieval peasants</li> <li>-<a href="#">clip</a> from BBC on Medieval Daily Life</li> <li>-<a href="#">TV Timelines clip</a> on Medieval Peasants</li> <li>-<a href="#">BBC report</a> on what can be learned from a Medieval skeleton discovered in London.</li> <li>-short <a href="#">clip</a> on the Luttrell Psalter (Medieval Illustrated Book about peasants)</li> </ul>	<p>Your assessment will consist of 1 extended answer explaining why it is difficult to find out about peasants.</p> <p><u>To do well in the assessment you need to:</u></p> <ul style="list-style-type: none"> <li>-describe what the different types of evidence tell you about peasants</li> <li>-explain the pros and cons of the different evidence</li> <li>-sum up the main reasons it is hard to find out about peasants</li> </ul> <p>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.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none"> <li>-<i>Working towards expected standard</i></li> <li>-<i>working at expected standard</i></li> <li>-<i>greater depth.</i></li> </ul>

### Year Seven History Autumn term 2 GAT (1066)

<b>Topic:</b> Making of the United Kingdom	<b>Learning Objective:</b> analyse and evaluate reasons for a historical event; demonstrate precise historical knowledge; recall accurate knowledge
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**Question:** Explain why it is difficult to find out about the lives of Medieval Peasants

	Key skills and assessment criteria	Suggested content/examples <i>(other relevant content will be credited)</i>
<b>Greater depth</b>	<ul style="list-style-type: none"> <li>-Accurate and relevant information is included, showing very good knowledge and wide-ranging understanding of the required features or characteristics of the period studied. (AO1)</li> <li>-the explanation shows good analysis which is directed at the focus of the question. Most passages are coherent and well developed including a clear summary of the main problems of the evidence. (AO2)</li> </ul>	<ul style="list-style-type: none"> <li>-<i>your answer gives a broad and accurate range of well-chosen and precise examples on all 3 types of evidence.</i></li> <li>-<i>you give a focused and clear analysis of the main problems of finding out about peasants</i></li> <li>-<i>you give a clear and well explained summary of the key problems.</i></li> </ul>
<b>Working at expected standard</b>	<ul style="list-style-type: none"> <li>-Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. (AO1)</li> <li>-An explanation is given, showing some analysis, which is mainly directed at the focus of the question. It Some passages may lack coherence/full development [AO2]</li> </ul>	<ul style="list-style-type: none"> <li>-<i>you give a broader range of clear and specific examples and refer to all 3 types of evidence.</i></li> <li>-<i>your analysis of pros and cons of the evidence is more focused and well developed and you discuss at least 2 of the types of evidence.</i></li> <li>-<i>you have a clearer focus on the question and can sum up some key problems in finding out about medieval peasants</i></li> </ul>
<b>Working towards expected standard</b>	<ul style="list-style-type: none"> <li>-some limited but accurate information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>- An explanation is given showing limited analysis and some development of material, but may be generalised in places and may lack organisation [AO2]</li> </ul>	<ul style="list-style-type: none"> <li>-<i>you show general knowledge of what the sources show e.g. jobs/clothes with limited specific examples.</i></li> <li>-<i>you may only discuss 1 or 2 types of evidence.</i></li> <li>-<i>you might lack a clear focus on the question.</i></li> <li>-<i>Some limited analysis shown of some pros and cons of the evidence.</i></li> </ul>

Year 8 assessment Autumn Term 1: Henry VIII and the Break with Rome

KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>The Murder of Thomas Becket</u></p> <ul style="list-style-type: none"> <li>● Henry and Thomas Becket as friends</li> <li>● how they fell out</li> <li>● the role of the knights</li> <li>● the murder of Becket</li> </ul>	<p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <p>-<a href="#">TV timelines clip</a> on the Murder of Becket</p> <p>-this <a href="#">short film</a> from Homeschool history summarises the key events clearly</p> <p>-<u>challenge yourself</u>: this <a href="#">clip from BBC teach</a> is aimed at KS4 level but has good detail on how the argument between Becket and Henry developed</p> <p>-detailed <a href="#">BBC Bitesize learner guide</a> on the story of Henry and Becket and events leading to the murder</p>	<p>You will write a narrative account of the events leading to the Murder of Thomas Becket and will be assessed on your ability to:</p> <ul style="list-style-type: none"> <li>-produce a narrative account that is correct chronologically</li> <li>-show precise and accurate knowledge of the events</li> <li>-show how events in the sequence are linked.</li> </ul> <p>-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.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none"> <li>-<i>Working towards expected standard</i></li> <li>-<i>working at expected standard</i></li> <li>-<i>greater depth.</i></li> </ul>

Year Eight History Autumn term 1 GAT (murder of Becket narrative account)

<p><b>Topic:</b> Medieval Realms</p>	<p><b>Learning Objective:</b> produce a narrative account; demonstrate precise historical knowledge; describe linked sequence of events.</p>
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**Question:** Write a *narrative account* of the murder of Thomas Becket. You may use the following in your answer: -Thomas Becket and Henry fall out -The knights travel to Canterbury

You must also use information of your own.



	Key skills and assessment criteria	Suggested content/examples <i>(other relevant content will be credited)</i>
<p><b>Greater depth</b></p>	<ul style="list-style-type: none"> <li>- The narrative is given, showing <b>good organisation of material</b> into a <b>sequence of events</b> leading to an outcome.</li> <li>-The account shows <b>some analysis of the links between events</b>, but some passages <b>may lack coherence/organisation</b>.</li> <li>-Accurate and relevant information is included, <b>showing precise and accurate knowledge and understanding</b> of the key features or characteristics of the events.</li> <li>-the account goes <b>beyond the 2 suggested stimulus</b> points</li> </ul>	<p><b>The narrative is a clear sequence:</b> Henry and Becket fall out - Becket returns to England - Henry flies into a rage - the knights - Becket's murder</p> <p><b>Shows some links:</b> Becket' changes to the church courts caused an argument with Henry</p> <p><b>Precise knowledge: e.g.</b> The Knights travelled to Canterbury... When they saw Becket they said"where is Becket the traitor'? Becket did not resist, "This is a house of God, not a fortress"</p>
<p><b>Working at expected standard</b></p>	<ul style="list-style-type: none"> <li>-A narrative is given, showing <b>some organisation of material</b> into a <b>sequence of events</b> leading to an outcome.</li> <li>-some accurate and relevant information is added, showing <b>some knowledge and understanding</b> of the events.</li> <li>-the account goes <b>beyond the 2 suggested stimulus</b> points</li> </ul>	<p><b>Some organisation into a sequence:</b> e.g. Henry and Becket are friends - they fall out - Becket is killed</p> <p><b>Some relevant knowledge:</b> Becket and Henry fell out over the issue of church courts and punishing the priests</p> <p><b>Goes beyond stimulus points:</b> mentions other key events such as the role of the church courts/Becket's return to England</p>
<p><b>Working towards expected standard</b></p>	<ul style="list-style-type: none"> <li>-<b>simple or generalised narrative</b> is provided</li> <li>-the account shows <b>limited analysis and organisation</b> of the events</li> <li>-<b>Some limited knowledge and understanding</b> of the events is shown but does not go beyond the stimulus points.</li> </ul>	<p><b>Generalised narrative with limited analysis and knowledge:</b></p> <p>General account that Henry and Becket were friends, that they then fell out - Henry lost his temper and the knights went to kill Becket.</p>

Maths Y7 GATs - Spring Term

	<b>Working at greater depth</b>	<b>Working at the expected standard</b>	<b>Working towards the expected standard</b>
<b>Addition and subtraction</b>	<p>can:</p> <ul style="list-style-type: none"> <li>Add and subtract numbers in standard form</li> </ul>	<p>can:</p> <ul style="list-style-type: none"> <li>Find the perimeter of 2D shapes</li> <li>Solve financial maths problems</li> <li>Use tables and timetables</li> <li>Solve problems with bar charts and line graphs</li> <li>Solve problems with frequency trees</li> </ul>	<p>can:</p> <ul style="list-style-type: none"> <li>Use formal methods of addition and subtraction</li> <li>Use mental methods for addition and subtraction</li> </ul>
<b>Multiplication and division</b>	<p>can:</p> <ul style="list-style-type: none"> <li>Multiply and divide by decimals</li> <li>Find the area of trapeziums</li> <li>Multiply and divide algebraic expressions</li> </ul>	<p>can:</p> <ul style="list-style-type: none"> <li>Convert metric units</li> <li>Find and use factors and multiples</li> <li>Find the area of rectangles, parallelograms and triangles</li> <li>Find the mean</li> </ul>	<p>can:</p> <ul style="list-style-type: none"> <li>Use formal methods to multiply and divide integers</li> <li>Multiply and divide by powers of 10</li> <li>Use the order of operations</li> </ul>

<b>Fractions and percentages of amounts</b>	<p>can:</p> <ul style="list-style-type: none"> <li>· Solve problems with fractions greater than 1</li> <li>· Solve problems involving percentages greater than 100%</li> </ul>	<p>can:</p> <ul style="list-style-type: none"> <li>· Find the whole amount when given a fraction</li> <li>· Find percentages of amounts using a calculator</li> </ul>	<p>can:</p> <ul style="list-style-type: none"> <li>· Find fractions of amounts</li> <li>· Find percentages of amounts</li> </ul>
<b>Directed number</b>	<p>can:</p> <ul style="list-style-type: none"> <li>· Evaluate algebraic expressions with negative numbers</li> <li>· Solve 2-step equations</li> <li>· Find cube roots</li> <li>· Evaluate indices</li> </ul>	<p>can:</p> <ul style="list-style-type: none"> <li>· Multiply and divide negative numbers</li> <li>· Use a calculator for calculations with negative numbers</li> <li>· Find the square root</li> </ul>	<p>can:</p> <ul style="list-style-type: none"> <li>· Order negative numbers</li> <li>· Compare negative numbers</li> <li>· Add and subtract negative numbers</li> <li>· Use the order of operations with negative numbers</li> </ul>
<b>Fractional thinking</b>	<p>can:</p> <ul style="list-style-type: none"> <li>· Add and subtract mixed numbers</li> <li>· Use fractions in algebraic context</li> <li>· Add and subtract simple algebraic fractions</li> </ul>	<p>can:</p> <ul style="list-style-type: none"> <li>· Convert between fractions and mixed numbers</li> <li>· Understand equivalent fractions</li> <li>· Add and subtract fractions with any denominator</li> </ul>	<p>can:</p> <ul style="list-style-type: none"> <li>· Represent fractions on a diagram</li> <li>· Add and subtract with the same denominator</li> </ul>

# Year 7 Languages Learning Journey – Spring Term Assessment criteria

	<b>Communication</b> (Content / Key message / Spontaneity) 		<b>Quality</b> (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures) 
<p><b>My Free Time</b></p> <p>To be able to describe what I do and do not like to do in my free time.</p> <p><b>Assessed pieces:</b>                      Writing: Short paragraph about free time                      Speaking: role play making arrangements to go out                      Listening &amp; reading end of term assessment</p> 	<p><b>(G)</b>                      WORKING AT GREATER DEPTH</p>	<p>I can give detailed and justified opinions about a range of different sports and free time activities                      I can ask my friends what they like to do or don't like to do in their free time.                      I can talk about how I use different technologies in my free time and give my opinion of different technologies.                      I can take part in a longer conversation making arrangements to go out including making excuses and suggesting alternatives.</p>	<p>I can use verbs of opinion in the first and third person singular (I, He, She). I am beginning to use verbs in the first and third person plural (We, they)                      I can use my sentence builder to help me write longer sentences describing what I and others like to do / do not like to do in our free time.                      I can ask and answer a range of questions to make arrangements to go out.                      I can recognise vocabulary relating to free time activities and opinions in detailed listening or reading texts.</p>
	<p><b>(A)</b>                      WORKING AT THE EXPECTED STANDARD</p>	<p>I can give my opinion about a range of different sports and free time activities                      I can ask my friends what they like to do in their free time.                      I can talk about how I use different technologies in my free time.                      I can take part in a short conversation making arrangements to go out, including making excuses.</p>	<p>I can use verbs of opinion in the first and third person singular (I, He, She)                      I can use my sentence builder to help me write longer sentences describing what I and other like to do in our free time.                      I can ask and answer simple questions to make arrangements to go out.                      I can recognise vocabulary relating to free time activities and opinions in a longer listening or reading text</p>
	<p><b>(T)</b>                      WORKING TOWARDS THE EXPECTED STANDARD</p>	<p>I can give a simple opinion about sports or other free time activities                      I can ask my friends what they like to do in their free time.                      I can state which technologies I use in my free time.                      I can respond to some questions making arrangements to go out</p>	<p>I can use verbs of opinion in the first person singular (I) with some success.                      I can use my sentence builder to help me write short sentences describing what I like to do in my free time.                      I can answer simple questions to make arrangements to go out.                      I can recognise simple vocabulary relating to free time activities in a short listening or reading text.</p>





Year 7: Spring 1



# TOPIC: THE ORCHESTRA & ANIMALS

This unit looks at how different composers have used the orchestra and the elements of music to describe animals.

In this unit you'll learn how to use your **key elements** to describe music and how composers use different **key elements** to compose about different animals. You will develop your understanding of instrumentation by learning about the **orchestra** and start using *Focus on Sound* software.

You will pick your favourite animal to create an original composition using instruments and this will be performed and assessed at the end of the topic.

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

## Standard of work

### Working towards the expected standard

- I understand that the Key Elements include: Dynamics, Rhythm, Melody, Instruments, Tempo & Texture
- I can define some of the Key Elements and give an example
- I can work with my partner to come up with musical ideas to represent my chosen animal
- I can perform with my partner to the rest of the class

### Working at the expected standard

- I can use Key Elements to describe music that I hear
- I can link the Key Elements to music written about different animals
- I can plan and create ideas that represent my chosen animal that include a range of Key Elements
- I can perform collaboratively with my partner and with a sense of occasion

### **Working at greater depth**

- I can use a variety of Key Elements to describe and analyse music that I hear
- I understand why certain composers have used particular Key Element to describe certain animals
- I can use ideas from other composers to compose my own piece of music that effectively represents my chosen animal
- I can perform and direct my animal composition to the rest of the class.

Year 7: Spring 2



# TOPIC: CHINESE MUSIC & FUSION

In this unit you will learn the difference between a **Western Orchestra** and **traditional Chinese Orchestra** and instruments.

You will learn about the **pentatonic scale** and how to **improvise** with one.

This topic then progresses on to looking at musical **fusions** and you will compose your own **Chinese fusion** piece using GarageBand. This will then be performed and assessed at the end of this topic.

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

## Standard of work

### Working towards the expected standard

- I understand some similarities and differences between a traditional Chinese Orchestra and a Western Orchestra
- I can identify some traditional Chinese instruments
- I understand how to play the pentatonic scale and hope to find the notes on the keyboard
- I can work with my partner to create a Chinese fusion piece

### Working at the expected standard

- I can compare and contrast the layout of a Chinese orchestra compared to a Western one
- I can describe and recognise a range of traditional Chinese instruments.
- I can play and improvise with the pentatonic scale over a backing track with a good sense of rhythm and pulse

	<ul style="list-style-type: none"><li>● I can work with my partner to create a Chinese fusion piece that follows the given structure</li></ul>
<b>Working at greater depth</b>	<ul style="list-style-type: none"><li>● I can compare and contrast the layout of a Chinese orchestra compared to a Western one and how instruments sit in sections</li><li>● I can recognise and describe the sonorities of different Chinese instruments and how these compare to Western orchestral instruments.</li><li>● I can play and improvise freely with the pentatonic scale over a backing track with an excellent sense of rhythm and pulse</li><li>● I can work with my partner to create a Chinese fusion piece that follows the given structure and uses a range of loops and parts I have played in and quantized.</li></ul>

	Athletics	Gymnastics	Dance	Team / Invasion Games	Net / Striking	Health & Fitness	Outdoor & Adventurous Activities
Gr ea ter de pt h +	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 individual 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 regularly. 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. Has the ability to be an influence within a game and can respond to change effectively. 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
Gr ea ter de pt h	They perform with confidence and style. 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. Has the ability to be an influence within the game situation 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 perform and replicate strokes to a high level showing control and accuracy throughout. 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
Gr ea ter de pt h -	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. 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. 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. 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
W or kin g  At +	Replicate techniques in a wide range of events They demonstrate a good understanding of the principles of effective athletic performance. Can focus on aspects of their technique to improve and understand ways to perform in an event. Can provide others with effective feedback to help them improve. 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. Becoming more 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. 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. Will understand how different types of exercise help 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.
W or kin g  At	Demonstrates clear replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve including 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. 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. 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. 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.
W or kin g  at -	Good replication of skills across throws, jumps and runs and applies a reasonable knowledge of the principles related to athletics. Can describe parts of their performances which are effective and explain what they can improve with practice. Can describe the effects of athletic exercise on their body. Applies basic safety principles. 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. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. 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.
W or kin g  to wa rd s +	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.	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. 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 use basic techniques in a small sided game and can replicate shots with reasonable accuracy and can maintain a rally with few mistakes. 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.

W o r k i n g  t o w a r d s	Can replicate basic techniques of for running, jumping and throwing with occasional success Demonstrate some relevant knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language. Interpret a range of information about performance to draw simple conclusions. 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. Can verbally explain rules and concepts of the game. Can see the differences between their performances and others. 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. Can demonstrate techniques usually applied with some co-ordination and control to gain an advance over an opponent. Can verbally explain basic tactics and rules Uses basic game strategy occasionally. 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 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.
W o r k i n g  t o w a r d s -	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. Interpret a simple range of information about performance to draw some conclusions on event 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. Can verbally explain basic rules and concepts of the game. Can see the differences between their performances and correct technique. 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. Can verbally state basic tactics and rules Uses basic game strategy rarely. 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.. Can link a component of fitness to a single example of an athlete/ sport/ performer with support 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.

**Year 7 Science - Biology**

<p><b>Autumn Term</b></p> <p><b>Cells</b></p>	<p>Working at <b>greater depth</b></p>	<p>I can demonstrate all of 'working at', plus:</p> <p>I can explain what all living organisms are made of and explain what each part of the microscope does and how it is used.</p> <p>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</p> <p>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.</p> <p>I can describe examples of specialised animal cells, linking structure to function and describe examples of specialised plant cells, linking structure to function.</p> <p>I can compare and contrast structural adaptations of plant and animal cells.</p> <p>I can explain which substances move into and out of cells and explain the process of diffusion.</p> <p>I can choose and justify data collection methods for investigating the diffusion of coloured gel that minimise error, and produce precise and reliable data.</p> <p>I can explain what a uni-cellular organism is and give detailed examples.</p> <p>I can describe the structure and function of an amoeba and a euglena.</p> <p>I can use a microscope to observe a prepared slide, calculating a range of magnifications.</p>
	<p>Working at the <b>expected standard</b></p>	<p>I can describe what a cell is and explain how to use a microscope to observe a cell</p> <p>I can describe the similarities and differences between plant and animal cells and describe the functions of the components of a cell.</p> <p>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.</p> <p>I can name some substances that move into and out of cells and describe the process of</p>

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



Year 7 Science - Chemistry

<b>Spring</b> <b>Reactions</b> <b>6.1</b>  <b>Acids and</b> <b>Alkalis</b>	Working at <b>greater</b> depth	<b>All of 'working at', plus:</b> I can evaluate the accuracy of pH values chosen through experimental observations. I can explain the differences between acid strength and concentration. I can deduce the hazards of a substance based on its pH and concentration. I can interpret a graph of pH changes during a neutralisation reaction. I can justify the method for investigating the 'best' indigestion remedy. I can explain how salts are formed in terms of displacement. I can write word equations to represent the formation of salts. I can estimate the pH of an acid based on information about its reactions.
	Working at the expected standard	<b>All of 'working towards', plus:</b> I can explain what a chemical reaction is, using examples. I can deduce whether a reaction is chemical or physical. I can record detailed observations from practical work. I can compare acids and alkalis. I can describe the differences between concentrated/dilute and strong/weak acids and compare their pH. I can describe appropriate safety precautions based on hazard symbols. I can describe how indicators and the pH scale are used to measure acidity and alkalinity. I can identify the best indicator to use, using data. I can describe a method for making a neutral solution and explain how neutralisation reactions are used. I can describe what a salt is and choose the correct name from a list of possible salts.

	Working towards the expected standard	<p>I can describe some features of chemical reactions.</p> <p>I can give examples of chemical and physical reactions.</p> <p>I can record simple observations from practical work including identifying the pH of a solution.</p> <p>I can name some common properties and examples of acids and alkalis.</p> <p>I can define concentrated and dilute.</p> <p>I can label hazard symbols and describe the hazards relating to them.</p> <p>I can state the pH of acids, alkalis and neutral solutions and the colours they turn in indicators.</p> <p>I can define and give an example of a neutralisation reaction.</p> <p>I can state the products of neutralisation and match the salt to acid used.</p> <p>I can identify independent, dependent and control variables in an experiment.</p>
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## Year 7 Science - Physics

<p><b>Spring Term</b></p> <p><b>Electromagnets 1</b></p> <p>Potential Difference, Current, and Resistance</p>	<p>Working at <b>greater depth</b></p>	<p>I can explain why potential difference is measured in parallel.</p> <p>I can set up and measure potential difference across various components in a circuit.</p> <p>I can explain the causes of resistance and what factors affect levels of resistance.</p> <p>I can predict the effect of changing the resistance of a circuit component on the resistance of the circuit.</p> <p>I can explain why potential difference and current varies in series and parallel circuits.</p> <p>I can explain, in terms of electrons, why something becomes charged.</p> <p>I can suggest ways to reduce the risk of getting electrostatic shocks.</p>
	<p>Working at the <b>expected standard</b></p>	<p>I can describe what is meant by potential difference.</p> <p>I can set up a simple circuit and use appropriate equipment to measure potential difference.</p> <p>I can describe what is meant by resistance and know how to calculate it.</p> <p>I can describe the difference between conductors and insulators in terms of resistance.</p> <p>I can describe how potential difference and current varies in series and parallel circuits.</p> <p>I can set up a circuit including an ammeter to measure current.</p> <p>I can use a sketch to explain how objects can become charged.</p>

	Working towards the expected standard	<p>I can state the unit of potential difference and name the equipment used to measure it</p> <p>I can describe the effect of a larger potential difference.</p> <p>I can calculate the resistance from values of p.d. and current with support.</p> <p>I can list examples of conductors and insulators.</p> <p>I can state one difference between series and parallel circuits.</p> <p>I can state what current is and how to use an ammeter to measure it</p> <p>I can describe what happens when you bring similarly charged objects together, and when you bring differently charged objects together.</p>
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**Year 7 Science - Physics**

**Spring**

**Energy  
3.1 and  
3.2**

Working at  
**greater**  
depth

**All of 'working at', plus:**

I can calculate energy requirements for various situations.

I can suggest different foods needed in unusual situations e.g training for the olympics.

I can explain why an athlete needs more energy from food using data.

I can compare renewable and non-renewable resources.

I can explain how a range of energy resources generate electricity.

I can justify the choice of secondary information.

I can suggest actions a government or communities could take in response to rising energy demand.

I can compare the power consumption of different appliances.

I can calculate and compare energy costs in different scenarios.

I can predict the effect on energy bills of changing the power of equipment.

I can apply ideas about stores and transfers to a range of unfamiliar situations.

I can compare energy transfers to energy conservation.

I can present detailed observations of energy transfers in a table, explaining changes to the physical system and how that relates to the ways in which energy is stored.

I can account for all energy transfers in a range of situations.

I can calculate energy efficiency.

I can evaluate methods of reducing energy dissipation.

<p>Working at the expected standard</p>	<p><b>All of 'working towards', plus:</b></p> <p>I can compare energy values of food and fuels and with the energy needed for different activities.</p> <p>I can explain data on food intake and energy requirements for a range of activities.</p> <p>I can describe the difference between a renewable and non-renewable energy resource.</p> <p>I can describe how electricity is generated from a fossil fuel or non-renewable resource.</p> <p>I can choose an appropriate source of secondary information.</p> <p>I can explain the advantages and disadvantages of different energy resources.</p> <p>I can explain the difference between energy and power.</p> <p>I can describe the link between power, fuel used and cost of using appliances.</p> <p>I can predict the power requirements of different home divides and compare their energy use and how much they cost to run.</p> <p>I can describe energy stores before and after a change.</p> <p>I can explain what brings about transfers in energy</p> <p>I can present observations of energy transfers in a table.</p> <p>I can explain how energy is dissipated in a range of situations.</p> <p>I can calculate useful energy and wasted energy from input and output energies.<sup>7</sup></p> <p>I can describe how dissipated energy can be reduced.</p>
<p>Working towards the expected standard</p>	<p>I can identify energy values for food and fuels.</p> <p>I can describe energy requirements in different situations.</p> <p>I can interpret data on food intake for some activities</p> <p>I can name renewable and non-renewable energy resources</p> <p>I can state one advantage and one disadvantage of fossil fuels</p> <p>I can use one source of information.</p> <p>I can state that power, fuel used and cost are linked</p> <p>I can predict which equipment is more powerful from a selection.</p> <p>I can state the definition of the conservation of energy.</p>

		<p>I can state how energy is transferred.</p> <p>I can present simple observations of many transfers</p> <p>I can state what dissipation means</p> <p>I can do simple calculations of wasted energy from input and useful energies</p> <p>I can state what lubrication and streamlining mean.</p>
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# Philosophy, Religion, Ethics

## Year 7 Assessment Spring Term 2: Christianity (Nature of God)

### KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>Christianity (Nature of God)</u></p> <ul style="list-style-type: none"> <li>Keywords used in lessons</li> <li>Using as much supporting evidence for your answers, in as much detail as possible (e.g. reasons why God is or is not loving and powerful from the story of Job)</li> <li>Strengths and weaknesses of each argument</li> </ul>	<p><u>The best place to start your revision is with your exercise book. You might also find the following websites of use:</u></p> <ul style="list-style-type: none"> <li>Your Google Classroom website (your lessons along with any resources will be uploaded here before assessments)</li> <li>The BBC bitesize has a section for KS3 students on the philosophy of religion: <a href="https://www.bbc.co.uk/bitesize/topics/zbbdnrd">https://www.bbc.co.uk/bitesize/topics/zbbdnrd</a></li> </ul>	<p>You will complete 10 multiple choice questions (MCQs), as well as explaining in detail features of God, as well as an evaluative essay on whether the problem of evil proves God does not exist.</p> <p>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.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none"> <li><i>-Working towards expected standard</i></li> <li><i>-working at expected standard</i></li> <li><i>-greater depth.</i></li> </ul>



**Year Seven Philosophy, Religion, Ethics Spring Term 2 GAT (Christianity Nature of God Assessment)**

<b>Topic:</b> Christianity (Nature of God)	<b>Learning Objective:</b> to explore philosophical conceptions of nature of God; to compare arguments on their merits; to identify and evaluate strengths and weaknesses; to accurately explain philosophical arguments; to precisely use keywords
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**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

	<b>Key skills and assessment criteria</b>	<b>Suggested content/examples</b> <i>(other relevant content is credited)</i>
<b>Greater depth</b>	<ul style="list-style-type: none"> <li>-Makes a sound judgement on whether an argument is successful with justified reasoning</li> <li>-Evaluates the strengths and weaknesses of arguments</li> <li>-Makes comparisons between other conceptions of God's features confidently and accurately</li> <li>-Confidently and accurately explains the argument in question and how it reaches its conclusion</li> <li>-Uses keywords where possible and accurately</li> </ul>	<p><b>Developed reasoning leading to justified conclusions</b> <i>When looking at the arguments, we can see that because of...</i></p> <p><b>Considered evaluation of strengths and weaknesses and comparisons</b> <i>Argument X has a strong argument because... However the criticism of Y challenges this because...</i></p> <p><b>Accurate and detailed explanations of arguments</b> <i>The Philosopher X was trying to show that... They use the argument of... For example, one step of the argument is...</i></p> <p><b>Relevant interpretations and inferences</b> <i>Personally, I think that X is convincing because...</i></p>
<b>Working at expected standard</b>	<ul style="list-style-type: none"> <li>-Attempts a conclusive judgement on whether an argument is successful with some reasoning, although not always justified</li> <li>-Identifies some strengths and/or weaknesses, but doesn't critically evaluate these themselves</li> <li>-May reference another idea or argument, but do not fully integrate or compare.</li> <li>-May describe a general idea of the argument without making specific arguments, premises or conclusions</li> <li>-Attempts to use keywords with some precision</li> </ul>	<p><b>Some justified reasoning leading to a conclusion</b> <i>Because of my argument, I think that...</i></p> <p><b>Descriptions of strengths and weaknesses</b> <i>This argument isn't the best because of X... which is...</i></p> <p><b>Attempted descriptions of arguments</b> <i>Some people think that...</i></p> <p><b>Some use of interpretation</b> <i>This is a good/bad argument because...</i></p>
<b>Working towards expected standard</b>	<ul style="list-style-type: none"> <li>-May give their opinion on the essay question, but does not utilise sound judgement, evaluation or relevant arguments from lessons</li> <li>-May list some strengths or weakness but provides no further detail or reasoning</li> <li>-Describes some general ideas behind the argument without explaining the reasoning</li> <li>-Attempts to use keywords, although not always accurate</li> </ul>	<p><b>May make simple descriptions of arguments made in lessons</b> <i>The argument basically says that...</i></p> <p><b>Simple and unjustified conclusions and inferences</b> <i>I think...</i></p>

## Year 7 Design and Technology Assessment criteria.

Knowledge and Understanding: Textiles Focus - Drawstring Bag.		Literacy
<p>Working at greater Depth-</p>	<p>Show a <b>highly developed</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can investigate a theme and produce three or more purposeful pieces of research e.g. a mood board.</li> <li>• I can explain my choice of research and give my opinions on the research, both positive and negative.</li> <li>• I can use my research to clearly develop design ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create four different design ideas.</li> <li>• I can review my designs, explaining my choices in detail.</li> <li>• I can further refine my chosen design several times to improve it.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work to a high level. Including, colour, shading and annotation where required.</li> <li>• I can reflect on my decisions and articulate them clearly using appropriate vocabulary.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish the practical work to a high standard.</li> <li>• Demonstrate a wide variety of skills and techniques.</li> <li>• Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary.</li> </ul>	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p>
<p>Working at the expected standard</p>	<p>Show a <b>consistent</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can investigate a theme and produce at least two pieces of purposeful research e.g. a mood board.</li> <li>• I can explain my choice of research.</li> <li>• I can use my research to develop design ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create three different design ideas.</li> <li>• I can review my designs, explaining my choices.</li> <li>• I can further refine my chosen design to improve it.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work to a good level. Including, colour and annotation where required.</li> <li>• I can reflect on my decisions and explain them using appropriate vocabulary.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish the practical work to a good standard.</li> <li>• Demonstrate a variety of skills and techniques.</li> <li>• Explain and evaluate the outcome in sentences and using appropriate vocabulary.</li> </ul>	<p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of techniques.</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p>

## Year 7 Assessment criteria continued.....

Knowledge and Understanding:	Literacy
<p>Working towards the expected standard</p> <p>Show <b>some</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can produce a piece of research linked to a theme e.g. a mood board.</li> <li>• I can explain my research.</li> <li>• I can use my research to produce design ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create two design ideas.</li> <li>• I can label my ideas.</li> <li>• I can choose a final design.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work neatly and use colour and some annotation.</li> <li>• I can briefly explain my ideas.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish the practical work.</li> <li>• Demonstrate some techniques.</li> <li>• Explain if you have met the requirements for your design.</li> </ul>	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p>

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.