

ART

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
- I can finish a collection of still life artworks to a good standard and with thought and care

Working at greater depth

- I can create accurate, detailed drawings from observation to a good standard and use tone effectively
- I can recognise the work of Michael Craig martin and Tracey Fletcher King, and confidently compare and contrast them
- I can talk about the key features of their artwork and I can write sentences describing it using keywords
- I can paint with watercolours effectively with precision and detail
- I can use oil pastels to a high level to create effective monochrome tone and form
- I can present my work to a high level and take care with presentation and layout
- I can finish a collection of still life artworks to a high standard with thought, care and precision

Computing

Learning Objective	<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"> • Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. • 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. • Understand simple Boolean logic (such as AND, OR and NOT), and some of its uses in circuits and programming. 	
	Theory	Practical
Working at greater depth	<ul style="list-style-type: none"> • Use the broadcast function in Scratch effectively • Use a range of 'event handlers' effectively to create a complex project • Effectively design, implement and refine their own algorithms • Compare the effectiveness of their algorithms with those of peers • Critically analyse the limitations of their projects • Able to trace and identify areas of error • Effective and correct use of conditional statements / loops 	Using Scratch to build a complete Game incorporating all learnt skills in Theory
Working at the expected standard	<ul style="list-style-type: none"> • Write their own instructions to create and use a simple list (inventory) • Use the broadcast function in Scratch at a simple level • -Make good use of operators • Incorporate a range of sprites which can be controlled in different ways • Improve their project based on peer feedback • Mostly effective and correct use of conditional statements / loops 	Using Scratch to build an almost complete Game incorporating most learnt skills in Theory
Working towards the expected standard	<ul style="list-style-type: none"> • Understand the term Algorithm • Be able to describe Sequence, Selection & Iteration • Understand what a variable is • Know what an object is and can manipulate it to do various actions • Understand simple boolean logic: AND, OR & NOT 	Using Scratch to build part of a Game incorporating some learnt skills in Theory

Programming with Scratch

Design and Technology - 3D Design

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

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

Design and Technology - 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 (Expert Chef)</p>	<p>Show a highly developed ability to meet the listed requirements. A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> I can create my own recipe sheets with a high level of detail, plus sensory analysis and evaluate my dishes (with 13 points of reference). <p>A02: Improvement over time</p> <ul style="list-style-type: none"> I can clearly show use of knowledge and skills to a high level as noticeably improved from the start to end of the rotation(75% or higher in the end of rotation test) <p>A03: Safety</p> <ul style="list-style-type: none"> I can be trusted to work independently and safely in the food room to a high standard, demonstrating 6 different practical skills. <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> I can demonstrate a wide variety of hand skills and techniques in food preparation and nutrition, plus evaluating my own dishes. Produce 4 excellent practical dishes). 	<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 (Sous-chef)</p>	<p>Show a consistent ability to meet the listed requirements. A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> I can create my own recipe sheets with a good level of detail, plus sensory analysis and evaluate my dishes (10 or more points of reference). <p>A02: Improvement over time</p> <ul style="list-style-type: none"> I can clearly show use of knowledge and skills to a good level and improve from the start to end of the rotation (55% or higher in the end of rotation test). <p>A03: Safety</p> <ul style="list-style-type: none"> I can be trusted to work independently and safely in the food room to a very good standard, demonstrating 5 different safety skills. <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> I can demonstrate a good variety of cooking skills and techniques in food preparation and nutrition, plus evaluating my own dishes. Produce 3 excellent practical dishes. 	<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 (Novice Chef)</p>	<p>Show some ability to meet the listed requirements. A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> I can create my own recipe sheets with some detail, plus sensory analysis and evaluate my dishes (with 8 or more points of reference). <p>A02: Improvement over time</p> <ul style="list-style-type: none"> I can clearly show use of knowledge and skills and make some improvement from the start to end of the rotation. Gaining 40% or higher in the end of rotation assessment. <p>A03: Safety</p> <ul style="list-style-type: none"> I can be trusted to work safely in the food room possibly with supervision, demonstrating 3 or more different safety skills. <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> I can demonstrate a variety of cooking skills and techniques in food preparation and nutrition, plus evaluating my own dishes. Produce 2 or more excellent practical dishes). 	<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.

Design and Technology - Textiles

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

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

Drama

Spring 1



TOPIC: GREEK THEATER

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

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. 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

English

Spring 1 and 2 – Non-Fiction writing

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




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

- I occasionally show a sense of audience through my language choices
 - I attempt to make my level of formality fit my piece of writing
- Technical Accuracy:
- I can mostly use full stops and capital letters accurately, with some errors
 - I can use simple and compound sentences
 - I can write in Standard English with some errors
 - My spelling of basic vocabulary is accurate although there are errors in high frequency words and homophones eg: there/their/they're
 - I can use simple vocabulary to make my writing clear




- Broadsheet
- Tabloid

French

Year 8 French Learning Journey - Spring Term 1 Assessment criteria

	<p>Communication (Content / Key message / Spontaneity) </p>	<p>Quality (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures) </p>
	<p>- I can confidently understand and talk about my area, where we go</p>	<p>- I can use positive and negative structures to describe my</p>

Year 7 French Learning Journey – Spring Term 2 Assessment criteria

	Communication (Content / Key message / Spontaneity) 	Quality (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures) 
My Free Time To be able to describe	(G) WORKING AT GREATER DEPTH 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	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

History

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">-Archaeology-Pictures	<p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <p>-BBC bitesize page with summary of medieval life and clip on everyday life for peasants</p>	<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">-describe what the different types of evidence tell you about peasants

<p>-written records</p> <p>Background knowledge on the daily life of a peasant would also be useful.</p>	<p>-History Hit clip with lots of background on medieval peasants</p> <p>-clip from BBC on Medieval Daily Life</p> <p>-TV Timelines clip on Medieval Peasants</p> <p>-BBC report on what can be learned from a Medieval skeleton discovered in London.</p> <p>-short clip on the Luttrell Psalter (Medieval Illustrated Book about peasants)</p>	<p>-explain the pros and cons of the different evidence</p> <p>-sum up the main reasons it is hard to find out about peasants</p> <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> <p>-<i>Working towards expected standard</i></p> <p>-<i>working at expected standard</i></p> <p>-<i>greater depth.</i></p>
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Year Seven History Spring 1 GAT (1066)

<p>Topic: Making of the United Kingdom</p>	<p>Learning Objective: analyse and evaluate reasons for a historical event; demonstrate precise historical knowledge; recall accurate knowledge</p>
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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>
<p>Greater depth</p>	<p>-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)</p>	<p>-<i>your answer gives a broad and accurate range of well-chosen and precise examples on all 3 types of evidence.</i></p> <p>-<i>you give a focused and clear analysis of the main problems of finding out about peasants</i></p> <p>-<i>you give a clear and well explained summary of the key problems.</i></p>

	-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)	
Working at expected standard	-Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. (AO1) -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]	-you give a broader range of clear and specific examples and refer to all 3 types of evidence. -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. -you have a clearer focus on the question and can sum up some key problems in finding out about medieval peasants
Working towards expected standard	-some limited but accurate information is included, showing some knowledge and understanding of the period. [AO1] - An explanation is given showing limited analysis and some development of material, but may be generalised in places and may lack organisation [AO2]	-you show general knowledge of what the sources show e.g. jobs/clothes with limited specific examples. -you may only discuss 1 or 2 types of evidence. -you might lack a clear focus on the question. -Some limited analysis shown of some pros and cons of the evidence.

Year 7 Assessment Spring 2: 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
<u>The Murder of Thomas Becket</u> <ul style="list-style-type: none"> Henry and Thomas Becket as friends how they fell out 	The best place to start your revision is with your exercise book. You might also find the following websites of use: -TV timelines clip on the Murder of Becket	You will write a narrative account of the events leading to the Murder of Thomas Becket and will be assessed on your ability to: -produce a narrative account that is correct chronologically

<ul style="list-style-type: none"> • the role of the knights • the murder of Becket 	<p>-this short film from Homeschool history summarises the key events clearly</p> <p>-challenge yourself: this clip from BBC teach is aimed at KS4 level but has good detail on how the argument between Becket and Henry developed</p> <p>-detailed BBC Bitesize learner guide on the story of Henry and Becket and events leading to the murder</p>	<p>-show precise and accurate knowledge of the events</p> <p>-show how events in the sequence are linked.</p> <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"> -Working towards expected standard -working at expected standard -greater depth.
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Year 7 Assessment Spring 2 GAT (murder of Becket narrative account)

Topic: Medieval Realms	Learning Objective: produce a narrative account; demonstrate precise historical knowledge; describe linked sequence of events.
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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>)
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<p>Greater depth</p>	<p>- The narrative is given, showing good organisation of material into a sequence of events leading to an outcome.</p> <p>-The account shows some analysis of the links between events, but some passages may lack coherence/organisation.</p> <p>-Accurate and relevant information is included, showing precise and accurate knowledge and understanding of the key features or characteristics of the events.</p> <p>-the account goes beyond the 2 suggested stimulus points</p>	<p>The narrative is a clear sequence: Henry and Becket fall out - Becket returns to England - Henry flies into a rage - the knights - Becket's murder</p> <p>Shows some links: Becket' changes to the church courts caused an argument with Henry</p> <p>Precise knowledge: e.g. 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>Working at expected standard</p>	<p>-A narrative is given, showing some organisation of material into a sequence of events leading to an outcome.</p> <p>-some accurate and relevant information is added, showing some knowledge and understanding of the events.</p> <p>-the account goes beyond the 2 suggested stimulus points</p>	<p>Some organisation into a sequence: e.g. Henry and Becket are friends - they fall out - Becket is killed</p> <p>Some relevant knowledge: Becket and Henry fell out over the issue of church courts and punishing the priests</p> <p>Goes beyond stimulus points: mentions other key events such as the role of the church courts/Becket's return to England</p>
<p>Working towards expected standard</p>	<p>-simple or generalised narrative is provided</p> <p>-the account shows limited analysis and organisation of the events</p> <p>-Some limited knowledge and understanding of the events is shown but does not go beyond the stimulus points.</p>	<p>Generalised narrative with limited analysis and knowledge:</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

Spring Term

	Working at greater depth	Working at the expected standard	Working towards the expected standard
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Addition and subtraction	<p>can:</p> <ul style="list-style-type: none"> · Add and subtract numbers in standard form 	<p>can:</p> <ul style="list-style-type: none"> · Find the perimeter of 2D shapes · Solve financial maths problems · Use tables and timetables · Solve problems with bar charts and line graphs · Solve problems with frequency trees 	<p>can:</p> <ul style="list-style-type: none"> · Use formal methods of addition and subtraction · Use mental methods for addition and subtraction
Multiplication and division	<p>can:</p> <ul style="list-style-type: none"> · Multiply and divide by decimals · Find the area of trapeziums · Multiply and divide algebraic expressions 	<p>can:</p> <ul style="list-style-type: none"> · Convert metric units · Find and use factors and multiples · Find the area of rectangles, parallelograms and triangles · Find the mean 	<p>can:</p> <ul style="list-style-type: none"> · Use formal methods to multiply and divide integers · Multiply and divide by powers of 10 · Use the order of operations
Fractions and percentages of amounts	<p>can:</p> <ul style="list-style-type: none"> · Solve problems with fractions greater than 1 · Solve problems involving percentages greater than 100% 	<p>can:</p> <ul style="list-style-type: none"> · Find the whole amount when given a fraction · Find percentages of amounts using a calculator 	<p>can:</p> <ul style="list-style-type: none"> · Find fractions of amounts · Find percentages of amounts

Directed number	can: <ul style="list-style-type: none"> · Evaluate algebraic expressions with negative numbers · Solve 2-step equations · Find cube roots · Evaluate indices 	can: <ul style="list-style-type: none"> · Multiply and divide negative numbers · Use a calculator for calculations with negative numbers · Find the square root 	can: <ul style="list-style-type: none"> · Order negative numbers · Compare negative numbers · Add and subtract negative numbers · Use the order of operations with negative numbers
Fractional thinking	can: <ul style="list-style-type: none"> · Add and subtract mixed numbers · Use fractions in algebraic context · Add and subtract simple algebraic fractions 	can: <ul style="list-style-type: none"> · Convert between fractions and mixed numbers · Understand equivalent fractions · Add and subtract fractions with any denominator 	can: <ul style="list-style-type: none"> · Represent fractions on a diagram · Add and subtract with the same denominator

Music

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.

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
- I can work with my partner to create a Chinese fusion piece that follows the given structure

Working at greater depth

- I can compare and contrast the layout of a Chinese orchestra compared to a Western one and how instruments sit in sections
- I can recognise and describe the sonorities of different Chinese instruments and how these compare to Western orchestral instruments.
- I can play and improvise freely with the pentatonic scale over a backing track with an excellent sense of rhythm and pulse
- 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.

Physical Education

	Athletics	Gymnastics	Dance	Team / Invasion Games	Net / Striking	Health & Fitness	Outdoor & Adventurous Activities
Grade +	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>All techniques for a variety of roles and positions are produced to a perfect standard with high levels of precision. Influence within the game situation is high consistently and can respond to adaptations. Will outwit opponents with ease and regularity Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness.</p>	<p>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..</p>	<p>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.</p>	<p>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</p>
Grade	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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</p>
Grade -	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>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</p>

W o r k i n g A t +	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 helps with health and fitness and can suggest ways of warming up and cooling down.	Can work at maximum level for the duration of MOST fitness activities .Good levels of knowledge when planning an action plan, using key concepts and some key words consistently and correctly. Can analyse fitness test results and create an action plan for improvement. Can perform in activities showing above average levels of fitness. Plan a relevant warm up and cool down programme including exercises for specific muscle groups used in that activity. Can make good links between their fitness levels and other sports	Replicate techniques in a wide range of events whilst demonstrating a good understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance.
W o r k i n g A t	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 o r k i n g a t -	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 o r k i n g t o w a r d 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 agility 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.

Philosophy, Religion, Ethics

Philosophy, Religion, Ethics

Spring Term : Christianity (Nature of God)

KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
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<p><u>Christianity (Nature of God)</u></p> <ul style="list-style-type: none"> ● Keywords used in lessons ● Nature of God ● Nature of beliefs ● Role of Jesus ● Strengths and weaknesses of each argument 	<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"> ● Your Google Classroom website (your lessons along with any resources will be uploaded here before assessments) ● The BBC bitesize has a section for KS3 students on Christianity: https://www.bbc.co.uk/bitesize/topics/zc63cdm 	<p>You will complete multiple choice questions, as well as explaining in detail features of the belief in God and Jesus, and an evaluative essay, which will ask you to compare arguments for and against a statement, weighing up the evidence for a conclusion.</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> <p><i>-Working towards expected standard</i></p> <p><i>-working at expected standard</i></p> <p><i>-greater depth.</i></p>
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Year Seven Philosophy, Religion, Ethics Spring Term 2 GAT (Christianity Nature of God Assessment)

<p>Topic: Christianity (Nature of God)</p>	<p>Learning Objective: 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</p>
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Questions 1-2 Assessing student knowledge and understanding of key ideas and abstract concepts

Question 3 Assessing student understanding and ability to explain abstract arguments

Question 4 Assessing student understanding and ability to compare arguments and evaluate their merits to reach a justified conclusion

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

Science

	Physics	
Spring Term Electromagnets 1 Potential Difference, Current,	Working at g reater depth	<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>

and Resistance	Working at the expected standard	<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>

	Year 7 Science - Physics	
Spring Energy 3.1 and 3.2	Working at greater depth	<p>All of 'working at', plus:</p> <p>I can calculate energy requirements for various situations.</p> <p>I can suggest different foods needed in unusual situations e.g training for the olympics.</p> <p>I can explain why an athlete needs more energy from food using data.</p> <p>I can compare renewable and non-renewable resources.</p> <p>I can explain how a range of energy resources generate electricity.</p> <p>I can justify the choice of secondary information.</p> <p>I can suggest actions a government or communities could take in response to rising energy demand.</p>

		<p>I can compare the power consumption of different appliances.</p> <p>I can calculate and compare energy costs in different scenarios.</p> <p>I can predict the effect on energy bills of changing the power of equipment.</p> <p>I can apply ideas about stores and transfers to a range of unfamiliar situations.</p> <p>I can compare energy transfers to energy conservation.</p> <p>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.</p> <p>I can account for all energy transfers in a range of situations.</p> <p>I can calculate energy efficiency.</p> <p>I can evaluate methods of reducing energy dissipation.</p>
	<p>Working at the expected standard</p>	<p>All of 'working towards', plus:</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.⁷</p> <p>I can describe how dissipated energy can be reduced.</p>

	Working towards the expected standard	<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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Year 7 Science - Chemistry		
Spring Reactions 6.1 Acids and Alkalis	Working at g reater depth	<p>All of 'working at', plus:</p> <p>I can evaluate the accuracy of pH values chosen through experimental observations.</p> <p>I can explain the differences between acid strength and concentration.</p> <p>I can deduce the hazards of a substance based on its pH and concentration.</p> <p>I can interpret a graph of pH changes during a neutralisation reaction.</p> <p>I can justify the method for investigating the 'best' indigestion remedy.</p> <p>I can explain how salts are formed in terms of displacement.</p> <p>I can write word equations to represent the formation of salts.</p> <p>I can estimate the pH of an acid based on information about its reactions.</p>




Working at the expected standard		<p>All of 'working towards', plus:</p> <p>I can explain what a chemical reaction is, using examples.</p> <p>I can deduce whether a reaction is chemical or physical.</p> <p>I can record detailed observations from practical work.</p> <p>I can compare acids and alkalis.</p> <p>I can describe the differences between concentrated/dilute and strong/weak acids and compare their pH.</p> <p>I can describe appropriate safety precautions based on hazard symbols.</p> <p>I can describe how indicators and the pH scale are used to measure acidity and alkalinity.</p> <p>I can identify the best indicator to use, using data.</p> <p>I can describe a method for making a neutral solution and explain how neutralisation reactions are used.</p> <p>I can describe what a salt is and choose the correct name from a list of possible salts.</p>
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>

<p>Autumn Term</p> <p>Cells</p>	<p>Working at greater depth</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 expected standard</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 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>

Working towards the expected standard		<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>
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Spanish

Year 7 Spanish Learning Journey – Spring Term 1 Assessment criteria

	Communication (Content / Key message / Spontaneity) 	Quality (Range / Accuracy / Pronunciation / Intonation / Grammatical know and structures) 
My town To be able to describe my town and say what you can do there. To describe my plans for the weekend in my town. To order food at a café.	(G) WORKING AT GREATER DEPTH I can give a range of information about what is in my town. I can say where I go in my town and give an opinion. I can take part in a detailed conversation to order food and drink in a café. I can write a longer sentence to say what I am going to do in my town next weekend. I can write a range of sentences about other people using the near future tense.	I can use the verb 'ir' in the first person (I, We) and third person (he, she, they) to say where I go/where others go in my town. I can ask or answer questions to order food and drink in a café. I can recognise a range of vocabulary relating to places in town, food and drink in a detailed listening or reading text. I can write a sentence in the near future tense using the first person (I, We) to say what I am going to do next weekend and the 3rd person (He/she/they) to say what someone else is going to do next weekend.
	(A) WORKING I can give a range of information about what is in my town. I can say where I go in my town and give an opinion. I can take part in a longer conversation to order food and drink in a café.	I can use the verb 'ir' in the first person singular (I) to say where I go in my town. I can ask or answer questions to order food and drink in a café.

Year 7 Languages Learning Journey – Spring 2 Term Assessment criteria



Communication

(Content / Key message / Spontaneity)



Quality

(Range / Accuracy / Pronunciation / Intonation / Grammatical know and structures)



My Free Time

To be able to describe what I do and do not like to do in my free time.

Assessed pieces:

Speaking

Assessment:

Conversation in

pairs – students to

(G)
WORKING
AT
GREATER
DEPTH

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 take part in a longer conversation about my free time including what I do during different weather conditions.

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 recognise vocabulary relating to free time activities and opinions in detailed listening or reading texts.

(A)
WORKING
AT THE
EXPECTED

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 take part in a short conversation about my free time including what I do during different weather conditions.

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 recognise vocabulary relating to free time activities and