



# WOODBRIDGE HIGH SCHOOL

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## Key Stage 3 Assessment Framework

Year 7

2020-21

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*Kindness*

*Respect*

*Tolerance*

*Excellence*

# Information

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- This booklet provides you with details about the Key Stage 3 Assessment Framework for Year 7.
- The assessment framework outlines the expected standard for each subject.
- Students receive three progress reports each year. The first two reports will provide information about effort, behaviour, motivation and organization, but will not contain a progress grade. The final report will include a grade that summarises the progress made during the year.
- Parents' evening provides the opportunity to discuss students' progress compared with the assessment framework.

## Year 7 Assessment Framework: Art

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height  | (M) Mastering – Reaching the Skies   | (EX) Exceeding – Flying High   |
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| <p>I can draw from observation with a basic level of skill and application of the formal elements.</p> <p>I can mix secondary colours.</p> <p>I can apply my knowledge of colour mixing using basic painting skills.</p> <p>I can describe and compare artwork using basic subject specific language.</p> <p>I can identify the basic elements that characterise a particular artist, culture, genre or style of art.</p> <p>I can use source materials to help develop my own work.</p> <p>I can find out basic information when researching an artist.</p> <p>I can use different materials and techniques.</p> <p>I can produce a project outcome that reflects the topic I have been learning about.</p> | <p>I can draw from observation with a reasonable level of skill and application of the formal elements.</p> <p>I can mix secondary colours with variation in shades.</p> <p>I can apply my knowledge of colour mixing using reasonable painting skills.</p> <p>I can describe, compare and form an opinion about artwork using a good range of subject specific language.</p> <p>I can identify characteristics of artists, cultures, genres and styles of art and use them to influence my own work.</p> <p>I can select my own source materials and use them to develop my work.</p> <p>I can find out key information when researching an artist and put the information in my own words.</p> <p>I can use different materials and techniques with some success.</p> <p>I can produce project outcomes that reflect the topic and skills I have learnt.</p> | <p>I can draw from observation with a secure level of skill and application of the formal elements.</p> <p>I can mix a range of secondary colour shades and tints.</p> <p>I can apply my knowledge of colour mixing using good painting and blending skills.</p> <p>I can describe, compare, form an opinion and support it using a wide range of subject specific language.</p> <p>I can identify characteristics of artists, cultures, genres and styles of art and use them creatively to influence my own work.</p> <p>I can select a range of my own source materials and creatively use them to develop my own work.</p> <p>I can independently research key information about an artist using clear subject language and good presentation skills.</p> <p>I can use a range of different materials and techniques with success.</p> <p>I can produce project outcomes that reflect secure topic knowledge and skills I have learnt.</p> | <p>I can draw from observation with an established level of skill and application of the formal elements.</p> <p>I can mix a range of secondary colour shades and tints. I can create a broader range of colours using complimentary colour mixing.</p> <p>I can apply my knowledge of colour mixing using secure painting and blending skills.</p> <p>I can describe, compare, form an opinion and support it using a wide range of subject specific language. I can make insightful connections between my work and the work of artists.</p> <p>I can confidently identify characteristics of artists, cultures, genres and styles of art and use them creatively to influence my own work.</p> <p>I can select a wide range of my own source materials and use them innovatively to develop my own work.</p> <p>I can independently research key information about an artist and the wider context in which the work was made, using strong subject language and presentation skills.</p> <p>I can use a wide range of different materials and techniques with success and confidence.</p> <p>I can produce highly skilful and refined project outcomes that reflect strong topic knowledge and skills I have learnt.</p> |

# Year 7 Assessment Framework: Computing

| (E) Exploring – Taking Off  | (D) Developing – Gaining Height  | (M) Mastering – Reaching the Skies   | (EX) Exceeding – Flying High  |
|---|--|--|---|
| <p>I can identify what is meant by the term “personal data”. I can explain how people may be cyber bullied. I can identify one danger to computers such as a virus, worm or Trojan. I can perform some simple tasks as directed by others in your group to create a group presentation of what we have learnt. I can take part in a group discussion to identify the dangers of meeting with people I have only met online.</p> <p>Your website has a basic lay out. It is Text based with headings and clear paragraphing (breaks and horizontal rules). Your website has at least two pages linked together. For your website you have added a title and used paragraph tags to add suitable text.</p> <p>You have shown that you can sequence instructions with some independence. Shows some understanding of the concepts of inputs, outputs. Variables and but needs some help implementing them. Shows some understanding of the control structures of selection and iteration but requires some support when applying them in order to solve basic programming tasks.</p> <p>You have to basic understanding of the binary number system. You have shown that you can do basic conversions between binary and denary and do basic binary addition sums. You've also show understanding how images and sound are represented in binary.</p> <p>Shows some understanding of the concepts of inputs, outputs. Variables and but needs some help implementing them. Shows some understanding of the control structures of selection and iteration but requires some support when applying them in order to solve basic programming tasks.</p> | <p>I can explain the difference between cyber bullying and other forms of bullying and understand what to do if I am a victim of bullying or see other people being bullied. I have created a basic document to describe more than one danger and explain how to avoid catching them. I can perform suitable research and assist the group to give a presentation of our findings. I can identify good and not-so-good points in other groups' presentations.</p> <p>Your website has a more than basic lay out. It is Text based with headings and clear paragraphing (breaks and horizontal rules) but also include images. Your website has at least two pages linked together. For your website you have added some of the following Coloured text, Different font, Background colour.</p> <p>You can sequence instructions with independence. Shows understanding of the concepts of inputs, outputs, variables and simple functions and can implement them independently. Shows understanding of the control structures of selection and iteration and can implement them independently but requires more support when applying them in order to solve harder problems.</p> <p>You have to good understanding of the binary number system. You have shown that you can do conversions between binary and denary and complete binary addition sums. You've also show understood how images and sound are represented in binary.</p> <p>Shows understanding of the concepts of inputs, outputs, variables and simple functions and can implement them independently. Shows understanding of the control structures of selection and iteration and can implement them independently but requires more support when applying them in order to solve harder problems.</p> | <p>I have created a professional looking document to tell year 7 pupils about the dangers of cyber bullying and what to do if they are a victim of bullying. I have created a good document explaining several dangers to a computer, the damage that can be done, how these dangers can be caught and how to avoid catching them. I can help the group work towards a common objective and assist others to complete their tasks.</p> <p>Your website has a simple layout that you have design yourself. It is Text and Image based with headings and clear paragraphing. Your website has at least FOUR pages linked together. For your website you have all of the following Coloured text, Different font, Background colour.</p> <p>You can sequence instructions with independence. You have shown understanding of the concepts of inputs, outputs, variables and simple functions and can implement them independently. Shows understanding of the control structures of selection and iteration and can implement them independently but requires more support when applying them in order to solve harder problems. You can break down harder problems with little support in order to design suitable solutions.</p> <p>You have to good understanding of the binary number system. You have shown that you can do conversions between binary and denary and back again You have also shown that you understand how to complete, including overflows, binary addition sums. You've also understood how images and sound are represented in binary.</p> <p>You have shown understanding of the concepts of inputs, outputs, variables and simple functions and can implement them independently. Shows understanding of the control structures of selection and iteration and can implement them independently but requires more support when applying them in order to solve harder problems. You can break down harder problems with little support in order to design suitable solutions.</p> | <p>I have created a professional looking documents that all have the same theme that tell year 7 pupils about the dangers of cyber bullying and what to do if they are a victim of bullying. I have created a document explaining and describing in real life terms several dangers to a computer, the damage that can be done, how these dangers can be caught and how to avoid catching them. I can help the group work towards a common objective and assist others to complete their tasks while improving on my own work.</p> <p>Your website has a layout that you have design yourself. It is CSS based with headings and clear paragraphing. Your website has at least FOUR pages linked together. For your website you have all of the following Coloured text, Different font, Background colour but this is CSS based.</p> <p>You can sequence instructions with independence. You have shown understanding of the concepts of inputs, outputs, variables and some more advanced functions and can implement them independently. You have shown understanding of the control structures of selection and iteration and can implement them independently even when applying them in order to solve harder problems. You can break down harder problems with independence in order to design suitable solutions.</p> <p>You have to very good understanding of the binary number system. You have shown that you can do conversions between binary and denary with little to no help. You have also shown that you understand how to complete, including overflows, binary addition sums. You've also can explain how images and sound are represented in binary.</p> <p>You have shown understanding of the concepts of inputs, outputs, variables and some more advanced functions and can implement them independently. You have shown understanding of the control structures of selection and iteration and can implement them independently even when applying them in order to solve harder problems. You can break down harder problems with independence in order to design suitable solutions.</p> |

## Year 7 Assessment Framework: D & T – Food

| (E) Exploring – Taking Off  | (D) Developing – Gaining Height   | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High  |
|---|---|---|---|
| <p><b>Health &amp; Safety:</b><br/>Put into practice, health &amp; safety requirements for working in a kitchen. Able to follow basic tasks such as wearing an apron, tying back long hair and washing hands.</p> <p><b>Practical Skills:</b><br/>Can perform basic practical tasks, sometimes needing support from peers or staff. Skills should include, bridge &amp; claw (knife skills), using the hob and oven.</p> <p><b>Investigation:</b><br/>Able to demonstrate a basic understanding of raising agents. (Yeast Learning check and Practical work).</p> <p><b>Evaluation:</b><br/>Can explain whether a food product has been successful or not. Show the use of basic sensory words when evaluating.</p> | <p><b>Health and Safety:</b><br/>Can follow basic Hygiene and Food Safety expectations without instruction, such as washing hands, tying up long hair, apron on.</p> <p><b>Practical Skills</b><br/>Can perform most practical skills sufficiently, such as using the hob and knife skills. Sometimes able to support peers.</p> <p><b>Investigation:</b><br/>Able to identify some Raising agent terminology (Yeast) in theory and demonstrate understanding through a Learning check and Practical work.</p> <p><b>Evaluation</b><br/>Can explain whether a food product has been successful or not, explaining WWW/EBI. Demonstrates the use of basic sensory words when evaluating.</p> | <p><b>Health &amp; Safety</b><br/>Can independently follow basic Hygiene and Food Safety expectations. Washing hands, tying up long hair, apron on. Good organisation.</p> <p><b>Practical Skills</b><br/>Can perform a range of practical skills with accuracy and precision. Undertake all practical tasks logically and in an organised manner. E.g. Using the hob, knife skills &amp; combining ingredients. Organised manner.</p> <p><b>Investigation</b><br/>Able to analyse the use of raising agents (Yeast) and apply your understanding through a Learning check and practical work. Confident in using subject specific terminology.</p> <p><b>Evaluation</b><br/>Can thoroughly explain whether a food product has been successful or not, explaining WWW/EBI. Demonstrates the use of sensory words when evaluating.</p> | <p><b>Health &amp; Safety:</b><br/>Shows an excellent awareness of health, safety and hygiene procedures with preparing, cooking and storing food. Excellent organisation.</p> <p><b>Practical Skills:</b><br/>Can perform a range of practical skills with accuracy and precision. Undertake all practical tasks independently and logically and in an organised manner. E.g. combining ingredients, knife skills</p> <p><b>Investigation:</b><br/>Able to analyse and differentiate between different raising agents (yeast/baking powder) and apply your understanding through a Learning check and Practical work. Will evaluate how you have used raising agents, using the correct terminology.</p> <p><b>Evaluation:</b><br/>Thoroughly review the success of all food products. Suggest improvement <b>and</b> reflect on other people’s opinions in detail. Suggest suitable alternative ingredients with clear reasoning given.</p> |

## Year 7 Assessment Framework: D & T – Graphics

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height   | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High  |
|--|---|---|---|
| <p><b>Design 1:</b><br/>Sketches are displayed in 2D. Some simple colour is added to sketches. Basic labelling is provided.</p> <p><b>Make 1:</b><br/>An incomplete or simple keyring is made. Practical work is completed with some safety and independence shown.</p> <p><b>Design 2:</b><br/>Simple drawings of potential characters. The story line is planned some detail for key points for the comic strip.</p> <p><b>Make 2:</b><br/>A comic strip has been created with some flaws. The comic strip has simple characters and words and follows a basic story line.</p> | <p><b>Design 1:</b><br/>Sketches are displayed neatly in 2D. Neat and bold colour is added to sketches. Some detailed labelling is provided.</p> <p><b>Make 1:</b><br/>A complete and quality key ring is made. Practical work was completed safely with independence.</p> <p><b>Design 2:</b><br/>Detailed drawings of characters and backgrounds are presented. Clear details for the storyline are presented.</p> <p><b>Make 2:</b><br/>A comic strip has been created with some accuracy and style. The comic strip has been laid out and functions the story is easy to follow</p> | <p><b>Design 1:</b><br/>Sketches are displayed in 3D clearly. Neat colour is added effectively. Detailed labelling is shown using key words.</p> <p><b>Make 1:</b><br/>A high quality functioning keyring is made. Practical work was completed with safety and independence showing a range of making skills.</p> <p><b>Design 2:</b><br/>Designs for characters and backgrounds are of a high standard. The storyline is developed and action sequences are clearly planned.</p> <p><b>Make 2:</b><br/>A comic strip has been created with accuracy and quality graphics. The characters are well drawn/developed and the storyline shows some development.</p> | <p><b>Design 1:</b><br/>Sketches are displayed in 3D to a high standard. Neat and clear colour is added using tone. Key words are used to give thorough labelling.</p> <p><b>Make 1:</b><br/>An excellent quality and fully functioning keyring is made. Exemplary practical skills have been used and additional techniques have been added in.</p> <p><b>Design 2:</b><br/>Highly creative and detailed drawings for characters and background layouts have been produced. The storyline is well developed and exciting. Planning is clear and easy for others to follow.</p> <p><b>Make 2:</b><br/>A comic strip has been created with precision and accuracy to produce an high quality and complex piece of work. The storyline is well-developed.</p> |

## Year 7 Assessment Framework: D & T – Product

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height   | (M) Mastering – Reaching the Skies   | (EX) Exceeding – Flying High  |
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| <p><b>Design 1:</b><br/>Sketches are displayed in 2D. Some simple colour is added to sketches. Basic labelling is provided.</p> <p><b>Make 1:</b><br/>An incomplete or simple speaker is made. Practical work is completed with some safety and independence shown.</p> <p><b>Design 2:</b><br/>Simple CAD design is displayed with some detail. Labelling considers some simple points.</p> <p><b>Make 2:</b><br/>Lap joints have been cut with some flaws. A storage container has been made that functions.</p> | <p><b>Design 1:</b><br/>Sketches are displayed neatly in 2D. Neat and bold colour is added to sketches. Some detailed labelling is provided.</p> <p><b>Make 1:</b><br/>A complete and quality speaker is made. Practical work was completed safely with independence.</p> <p><b>Design 2:</b><br/>Detailed CAD design is displayed showing clear details. Labelling shows detail and explanations about the idea.</p> <p><b>Make 2:</b><br/>Lap joints have been cut accurately. A storage container has been made well and functions reliably.</p> | <p><b>Design 1:</b><br/>Sketches are displayed in 3D clearly. Neat colour is added effectively. Detailed labelling is shown using key words.</p> <p><b>Make 1:</b><br/>A high quality functioning speaker is made. Practical work was completed with safety and independence showing a range of making skills.</p> <p><b>Design 2:</b><br/>Thorough CAD design is displayed to a high standard. Labelling is thorough and key words have been considered.</p> <p><b>Make 2:</b><br/>Lap joints have been cut accurately to produce a fully functioning storage container. A well finished product has been made.</p> | <p><b>Design 1:</b><br/>Sketches are displayed in 3D to a high standard. Neat and clear colour is added using tone. Key words are used to give thorough labelling.</p> <p><b>Make 1:</b><br/>An excellent quality and fully functioning speaker is made. Exemplary practical skills have been used and additional techniques have been added in.</p> <p><b>Design 2:</b><br/>Exemplary CAD design is displayed showing the functions of the product. Labelling fully details key features about the design.</p> <p><b>Make 2:</b><br/>Lap joints have been cut with precision and accuracy to produce an exemplary storage container. A high-quality finish has been applied.</p> |

## Year 7 Assessment Framework: Drama

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height   | (M) Mastering – Reaching the Skies   | (EX) Exceeding – Flying High   |
|--|---|--|--|
| <p><b>Creativity</b><br/>I can acknowledge the ideas of others in response to a variety of stimuli which could include imagery, sound or events. I follow teachers’ instructions and can work within a group to develop my learning.<br/>I can acknowledge the ideas of others and work with these practically as well my own.</p> <p><b>Empowerment</b><br/>I can work cooperatively with others and am mostly focussed when working independently from the teacher in group work. I am striving to develop my oracy skills.</p> <p><b>Ownership</b><br/>I can present alongside my peers delivering outcomes based on a brief with drama skills and techniques. These could include facial expressions and narration.<br/>I attempt to reflect on my progress and work delivered by peers, acknowledging their strengths and weaknesses.</p> | <p><b>Creativity</b><br/>I can develop my own ideas in response to a variety of stimuli which could include imagery, sound or events and communicate this to my peers.<br/>I follow teachers’ instructions with enthusiasm and can work within a group to develop my learning.<br/>I can acknowledge the ideas of others and work with these practically as well my own.</p> <p><b>Empowerment</b><br/>I can work cooperatively with others and am focussed when working independently from the teacher in group work. I have good oracy skills.</p> <p><b>Ownership</b><br/>I can present and perform alongside my peers delivering outcomes with a robust structure based on a brief drama skills and techniques. These could include gestures and cross-cutting.<br/>I am able to reflect on my progress and work delivered by peers, discussing their strengths and weaknesses.</p> | <p><b>Creativity</b><br/>I can develop original ideas in response to a variety of stimuli which could include imagery, sound or events and communicate this to my peers.<br/>I follow teachers’ instructions with enthusiasm and can work within a group, both under instruction and giving instructions to develop my learning.<br/>I can utilise the ideas of others and work with these in conjunction of my own.</p> <p><b>Empowerment</b><br/>I can work cooperatively and in support of others ideas and am focussed when working independently on a performance/research/discussion task. I have excellent oracy skills.</p> <p><b>Ownership</b><br/>I can present and perform to my peers with animation delivering outcomes with a robust structure based on a brief. I can use skills and techniques in my work such as soundscaping and non-verbal communication.<br/>I am able to reflect on my progress and work delivered by peers, discussing their strengths and weaknesses as well as my own and implementing feedback.</p> | <p><b>Creativity</b><br/>I can think of imaginative and original ideas in response to a variety of stimuli and communicate this to my peers.<br/>I follow teachers’ instructions with enthusiasm and can work within a group as a leader and team member to develop my learning.<br/>I can collaborate my ideas with the ideas of others and work with these as well my own.</p> <p><b>Empowerment</b><br/>I am consistently working cooperatively with others and am focussed when working independently.<br/>I am proficient in dealing with conflict whilst working with peers and have the confidence to communicate effectively with a range of people.</p> <p><b>Ownership</b><br/>I take ownership and pride of my learning by producing consistently outstanding outcomes and reflecting on my progress. I can confidently use skills and techniques such as levels, mime and methods of creating tension.<br/>I am competent in reflecting on my progress and assessing performances delivered by peers.<br/>I consistently deliver high standards of home learning and have a keen interest in developing my own knowledge. I listen to feedback and implement it.</p> |

## Year 7 Assessment Framework: English

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height  | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High  |
|--|--|---|---|
| <p><b>Reading</b><br/>I am beginning to explore a range of texts by understanding the main ideas.</p> <p>I am beginning to explore how a writer creates meanings.</p> <p>I am beginning to choose some key quotes to support my views.</p> <p>I am beginning to explore how the time a text was written affects its meanings.</p> <p><b>Writing</b><br/>I am exploring my writing to show imagination and I am beginning to consider what the reader wants.</p> <p>I am beginning to explore words for variety and interest and style.</p> <p>My sentences are usually formed correctly and I am beginning to use paragraphs correctly.</p> <p>I can spell simple words correctly and I can use full stops, capital letters and question marks accurately. There may be some control of tenses.</p> <p><b>Speaking &amp; Listening</b><br/>I am beginning to listen well and explore the main points of a discussion by asking some questions or making some comments.</p> <p>I am beginning to explore how to change the way I speak in order to suit my listener and the situation.</p> <p>I am beginning to show I know when to take part in a discussion and I am beginning to take an increasingly active role.</p> <p>I am beginning to understand how changing my tone and gestures can affect my audience.</p> | <p><b>Reading</b><br/>I am developing my understanding of main ideas, themes and characters.</p> <p>I am developing how to sometimes infer and deduce meanings from the texts that I read.</p> <p>I am developing a range of references to texts to support my views. I am beginning to use subject terminology.</p> <p>I am developing an understanding of how texts reflect the time and culture in which they were written.</p> <p><b>Writing</b><br/>My writing is developing in a range of forms and can be lively and thoughtful.</p> <p>I am developing my vocabulary choices and I do occasionally use words for effect.</p> <p>I am developing my use of sentences including using complex sentences and I am breaking my work up into paragraphs.</p> <p>I am mostly able to spell simple words accurately and I am developing my range of punctuation including commas. Tenses are generally controlled and agree.</p> <p><b>Speaking &amp; Listening</b><br/>I am developing my ability to listen in a range of different situations, often asking good questions and making thoughtful comments.</p> <p>I am developing how I speak by thinking about my audience and making sure that what I'm saying is interesting and relevant.</p> <p>I am developing my role in speaking and listening activities through increasing confidence and taking an increasingly active role.</p> <p>I am developing how I use gestures and tone to suit my audience.</p> | <p><b>Reading</b><br/>I understand a range of texts and can select the essential points from them with confidence.</p> <p>I am able to deduce and infer information and meaning from a range of texts consistently and independently.</p> <p>I can independently select sentences, phrases and relevant information to support my views. I am confident with subject terminology.</p> <p>I understand that texts fit into historical and literary traditions.</p> <p><b>Writing</b><br/>My writing is both varied and interesting. I vary my writing so that it suits purpose and audience.</p> <p>I can use a more formal style where appropriate. I can use a range of imaginative vocabulary accurately.</p> <p>My sentences are varied and I show a knowledge of how and when to use paragraphs correctly.</p> <p>I am generally able to spell words with complicated spelling patterns correctly and use a range of punctuation including commas, question marks and colons. Tenses are controlled and agree.</p> <p><b>Speaking &amp; Listening</b><br/>I listen carefully in many different situations, including some formal situations. I ask a number of questions to develop ideas.</p> <p>I demonstrate a range of vocabulary and I think carefully about whom I am speaking to in order to make sure what I am saying is suitable.</p> <p>I take an active part in discussions and consider others carefully in group tasks.</p> <p>When I speak, I am able to consider gesture and tone in order to suit the audience and task.</p> | <p><b>Reading</b><br/>I can confidently read, understand and discuss a range of texts.</p> <p>I can confidently identify different layers of meaning and comment on their significance and effect in detail.</p> <p>I can confidently analyse aspects of language, structure and themes to justify my views. I use accurate subject terminology.</p> <p>I can confidently make connections between texts from different times and cultures; I can link these to my own experiences.</p> <p><b>Writing</b><br/>My writing is fluent, confident and it engages and sustains the reader's interest. I adapt my style of writing and language choices to suit different forms.</p> <p>I confidently use a range of very varied vocabulary in order to create effects and adjust my formality.</p> <p>I confidently organise my ideas in well-developed, linked paragraphs with sentences varied for effect on my reader.</p> <p>My spelling, even of irregular words, is generally accurate and I use a range of punctuation to clarify my meaning, for example, semi colons. Control of tenses is secure.</p> <p><b>Speaking &amp; Listening</b><br/>I am a confident listener who shows a sensitive understanding of others' ideas.</p> <p>My vocabulary and expression is varied when I speak. I confidently change the way I talk in a wide variety of different situations so that what I say is always highly appropriate and well-judged.</p> <p>I am a confident speaker who takes a leading part in discussions and can help develop others in group activities.</p> <p>I can confidently use a range of dramatic and presentation techniques to ensure my speaking is engaging.</p> |

## Year 7 Assessment Framework: Geography

| (E) Exploring – Taking Off  | (D) Developing – Gaining Height  | (M) Mastering – Reaching the Skies   | (EX) Exceeding – Flying High  |
|---|--|--|---|
| <p>I can use basic <b>knowledge</b> about the topic in my written/verbal responses.</p> <p>I can use a few <b>subject specific vocabularies</b> in my written/verbal responses.</p> <p>I can describe human and physical <b>processes</b> in my written/verbal responses.</p> <p>To identify the difference between different <b>scales</b>.</p> <p>I can describe how people aim to improve the <b>environment</b> in my written/verbal answers.</p> <p>To plot information on <b>graphs</b> when axes and scales are provided.</p> <p>To develop an understanding of <b>number</b>, area and scales.</p> <p>I can select, collect and recording data appropriate a chosen <b>geographical enquiry</b>.</p> <p>To attempt to apply knowledge to a <b>geographical issue</b>.</p> <p>I can demonstrate basic <b>spelling, punctuation</b> and <b>grammar</b>.</p> | <p>I can show good <b>knowledge</b> of the topic in my written/verbal responses</p> <p>I can frequently use <b>subject specific vocabulary</b> in my written/verbal responses</p> <p>I can explain human and physical <b>processes</b> in my written/verbal responses</p> <p>To categorise geography using <b>scale</b></p> <p>I can explain how people can both improve and damage the <b>environment</b> in my written/verbal answers</p> <p>To complete appropriate <b>graphs</b> to present data such as; bar charts, climate graphs</p> <p>To understand <b>number</b>, area and scales can apply knowledge to collect and interpret data reaching a conclusion on a <b>geographical enquiry</b></p> <p>To apply knowledge to a geographical issue.</p> <p>I can demonstrate good <b>spelling, punctuation</b> and <b>grammar</b></p> | <p>I can show excellent <b>knowledge</b> and <b>case studies</b> using <b>facts and figures</b>, in my written/verbal responses</p> <p>I always use <b>subject specific vocabulary</b> accurately in my written/verbal responses</p> <p>I can link human and physical <b>processes</b> and explain the interrelationships in my written/verbal responses</p> <p>To identify processes and places at a range of <b>scales</b></p> <p>I investigate how people try to manage <b>environments sustainably</b> and use my own views in my written/verbal answers.</p> <p>To complete a variety of appropriate <b>graphs</b> and maps to present data such as; bar charts, climate graphs and isoline maps, proportional circles.</p> <p>To demonstrate an understanding of <b>number</b>, area and scales.</p> <p>I can apply knowledge to collect, present, analyse and evaluate a <b>geographical enquiry</b>.</p> <p>To apply synoptic (across topics) knowledge to a <b>geographical issue</b>.</p> <p>I can demonstrate considerable accuracy in <b>spelling, punctuation</b> and <b>grammar</b>.</p> | <p>I can use a wide range of <b>case studies</b> and place examples in my written/verbal work, found through <b>independent research</b></p> <p>I can demonstrate sound <b>subject specific vocabulary</b> and link to SCEEPS/SPICES ST in my written/verbal responses</p> <p>I can link human and physical <b>processes</b> synoptically (across topics) and explain the interrelationships in my written/verbal responses</p> <p>To explain case study examples at a range of <b>scales</b></p> <p>I can examine the different demands on the <b>environment</b> and compare different approaches to manage it in my written/verbal answers.</p> <p>To complete a variety of appropriate <b>graphs</b> and maps to present data (bar charts, climate graphs and isoline maps, proportional circles) and extract information</p> <p>To demonstrate an understanding of <b>number</b>, area and scales, and calculate percentages.</p> <p>I can apply knowledge and understanding to interpret, analyse and evaluate information and issues related to <b>geographical enquiry</b>.</p> <p>To apply synoptic (across topics) knowledge and geographical skills to a <b>geographical issue</b>.</p> <p>I can demonstrate consistent accuracy in <b>spelling, punctuation</b> and <b>grammar</b>.</p> |

# Year 7 Assessment Framework: History

| (E) Exploring – Taking Off  | (D) Developing – Gaining Height   | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High  |
|---|---|---|---|
| <p><b>Subject Knowledge</b><br/>Basic recall of aspects of the Norman Conquest e.g. Names of contestants, battle detail etc. Can describe at least one of the ways William kept control in England after his victory.</p> <p>Basic recall of the reasons why Henry wanted to break with Rome.</p> <p>Have a basic understanding of the reasons why the Spanish Armada failed<br/>Basic recall of the causes of the English Civil War.</p> <p>Recognises many basic historical key terms (such as century, decade, BC and AD).</p> <p><b>Chronology</b><br/>Has a basic grasp of key dates and of key features of the time period being studied. A basic understanding of the time period and what links the events together.</p> <p><b>Change and Continuity</b><br/>Can identify periods of change and/or continuity.</p> <p><b>Cause and Consequence</b><br/>Can begin to recognise links between events to see how one led to another.</p> <p><b>Significance</b><br/>Can identify individuals and events as significant.</p> <p><b>Diversity</b><br/>Can identify those individuals of the past experienced events in different ways.</p> <p><b>Evidential thinking</b><br/>Is aware there are a wide variety of sources for historians to use.</p> | <p><b>Subject Knowledge</b><br/>Can recall the main narrative of the Norman Conquest. Can describe the ways in which the Normans kept control in England.</p> <p>Can describe the reasons why Henry wanted to break with Rome.</p> <p>Can identify and outline the reasons the Spanish Armada failed.</p> <p>Can recall the main narrative of the English Civil War.</p> <p>Understands and begins to use historical key terms in written and verbal work with some prompts.</p> <p><b>Chronology</b><br/>Can recall the key dates and key features of the time period being studied. Can recognise the more obvious links between time periods.</p> <p><b>Change and Continuity</b><br/>Can describe periods of change and continuity.</p> <p><b>Cause and Consequence</b><br/>Can recognise and describe how one event led to another with accurate contextual knowledge.</p> <p><b>Significance</b><br/>Can describe basic reasons for significance.</p> <p><b>Diversity</b><br/>Can describe the diverse experiences of people of the past.</p> <p><b>Evidential thinking</b><br/>Can use sources to answer questions about the past.</p> | <p><b>Subject Knowledge</b><br/>Good grasp of specific details of the Norman Conquest. Clear on dates, place and individuals and specifics of the Battle itself. Can explain the ways in which William was able to keep control in England.</p> <p>Strong grasp of the reasons why Henry wanted to break with Rome.</p> <p>Can explain, using specific detail, the reasons why the Spanish Armada failed.</p> <p>Good grasp of the specific details on the English Civil War; the growing divisions between the King and Parliament, the ways in which the English public chose sides and the specifics of the battle.</p> <p>Confidently uses key historical terms in written and verbal work.</p> <p><b>Chronology</b><br/>Uses specific dates and is able to establish a sequence of events using the context covered in lesson.</p> <p><b>Change and Continuity</b><br/>Can identify the extent of change and continuity.</p> <p><b>Cause and Consequence</b><br/>Can recognise and begin to explain how one event led to another with strong contextual knowledge.</p> <p><b>Significance</b><br/>Can explain why some individuals and events are more significant than others.</p> <p><b>Diversity</b><br/>Can explain why people experience the past in different ways.</p> <p><b>Evidential thinking</b><br/>Can make supported inferences.</p> | <p><b>Subject Knowledge</b><br/>As mastering but will be able to show wider research, specific details of life in Medieval Britain and wider context evident. Can confidently explain the ways in which William was able to keep control of England and discuss the impact these measures would have had on the people.</p> <p>As Mastering but is able to factor in the wider context such as the corruption of the Catholic Church and the growing popularity of the Protestant religion.</p> <p>As Mastering but is able to show wider research, specific details of the failures of the Spanish ad strengths of the English to explain the Spanish Armada's defeat.</p> <p>As Mastering but is able to explain the concept of Monarchical power Vs Parliamentary power.</p> <p>Confidently uses historical key terms in written and verbal work.</p> <p><b>Chronology</b><br/>Uses precise dates to establish sequences of events in an enquiry and is able to establish a sequence of events using the context covered in lesson and wider research.</p> <p><b>Change and Continuity</b><br/>Is able to use specific details in judgement of change and continuity.</p> <p><b>Cause and Consequence</b><br/>Can recognise and confidently explain how one event led to another with accurate contextual knowledge.</p> <p><b>Significance</b><br/>Beginning to use criteria to support a judgement on the significance of an individual or an event.</p> <p><b>Diversity</b><br/>Can apply their understanding of diversity in History to respond to a specific historical enquiry about the past.</p> <p><b>Evidential thinking</b><br/>As mastering but inferences will be more sophisticated.</p> |

# Year 7 Assessment Framework: Maths

| (E) Exploring – Taking Off  | (D) Developing – Gaining Height   | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High   |
|---|---|---|--|
| <p><b>Working with Whole Numbers</b><br/>Know the times tables by heart, read &amp; write integers, up to and including the millions.</p> <p>Use the column method for calculations, double and halve numbers mentally, round to the nearest ten, hundred or thousand.</p> <p><b>Fractions and Decimals</b><br/>Know the meaning of numerator and denominator when writing fractions, recognise the fraction of a shape is shade and work out a fraction of an amount.</p> <p>Know the names of the columns and the location of the decimal point, read and write decimal numbers (converting between fractions and decimals).</p> <p>Multiply and divide by 10,100 and 1000.</p> <p><b>Indices</b><br/>Know the square numbers and how to write them using indices.</p> <p><b>Algebra</b><br/>Read and interpret algebraic statements, collect like terms.</p> <p><b>Shape and Measures</b><br/>Estimate heights, lengths and distances using mm, cm, m and km, work out perimeters.</p> <p>Estimate, name and describe angles.</p> <p>Work out the area of shapes drawn on squared paper.</p> | <p><b>Working with Whole Numbers</b><br/>Add, subtract, multiply and divide with small.</p> <p>Negative numbers by considering the number line.</p> <p><b>Fractions and Decimals</b><br/>Recognise equivalent fractions, simplify fractions and convert between mixed and improper fractions.</p> <p>Order and compare decimals, round to a given number of decimal places, add and subtract decimal numbers.</p> <p>Multiply decimal numbers by an integer and use short division.</p> <p><b>Indices</b><br/>Know and use the laws of indices, recognise and use square and cube roots, use the order of operations correctly.</p> <p><b>Algebra</b><br/>Substitute positive and negative numbers into expressions, multiply expressions.</p> <p>Solve one step equations involving positives and negatives.</p> <p><b>Shape and Measures</b><br/>Convert between different metric units.</p> <p>Calculate angles around points and lines, in triangles and quadrilaterals.</p> <p>Work out the area of squares, rectangles, triangles and parallelograms.</p> | <p><b>Working with Whole Numbers</b><br/>Add, subtract, multiply and divide with large negative numbers.</p> <p><b>Fractions and Decimals</b><br/>Use inequality symbols to order and compare fractions and decimals, round to a given number of decimal places or significant figures.</p> <p>Add, subtract, multiply and divide with fractions and decimals, knowing the effect of decreasing the divisor or dividing by 0.</p> <p>Estimate with decimals; calculate a percentage of an amount.</p> <p><b>Indices</b><br/>Recognise and use positive, negative and zero indices.</p> <p>Use a calculator with fractions, decimals, negatives and indices.</p> <p><b>Algebra</b><br/>Add, subtract, multiply and divide with algebraic expressions.</p> <p>Solve multi-step equations.</p> <p><b>Shape and Measures</b><br/>Estimate with a range of metric measures, calculate upper and lower bounds.</p> <p>Identify angles created by parallel lines.</p> <p>Use Pythagoras Theorem.</p> | <p><b>Working with Whole Numbers</b><br/>Read and write numbers using different bases.</p> <p>Use advanced mental calculation strategies such as regrouping and factorising.</p> <p><b>Fractions and Decimals</b><br/>Recognise types of decimals, including recurring decimals and irrational numbers.</p> <p>Truncate numbers.</p> <p>Find the number half way between two decimals.</p> <p>Calculate with fractions, mixed numbers and negative fractions.</p> <p><b>Indices</b><br/>Recognise and use fractional indices.</p> <p><b>Algebra</b><br/>Work with algebraic fractions.</p> <p>Solve equations with unknowns on both sides.</p> <p>Draw graphs of linear, quadratic and cubic functions.</p> <p><b>Shape and Measures</b><br/>Calculate with bounds; write numbers in standard form, work out the interior and exterior angles of polygons.</p> <p>Solve problems involving algebra and angles. Work out the area and perimeter of circles &amp; sectors.</p> |
| Year 7 Support Curriculum   | Year 7 Core Curriculum  | Year 7 Extended Curriculum  |  |

Booklets are available in students' books and also online at [www.mathspad.co.uk](http://www.mathspad.co.uk) (username: woodhigh, password: flyhigh)

## Year 7 Assessment Framework: MFL – French

| (E) Exploring – Taking Off  | (D) Developing – Gaining Height   | (M) Mastering – Reaching the Skies   | (EX) Exceeding – Flying High  |
|---|---|--|---|
| <p>I often expand my answers to give extra, relevant detail.</p> <p>I give a range of detailed opinions <b>with opinion phrases</b> and explain them in some detail. <i>e.g À mon avis j’aime... car</i></p> <p>I can use and understand a wide range of common vocabulary with some instances of new vocab <i>found in dictionary</i></p> <p>I can respond to most questions spontaneously and interact naturally with some hesitation.</p> <p>I sometimes produce extended sentences with a range of connectives and adverbs of time <i>e.g. ‘et’, ‘mais’, néanmois, d’abord..</i></p> <p>I refer to a range of present, future <b>or</b> past events <b>with ‘je’</b> with frequently accurate structures.</p> <p>I use occasional examples of complex structures with variable accuracy. <i>E.g. irregular verbs; AVOIR, ÊTRE, ALLER, FAIRE, 3<sup>rd</sup> person sentences, negatives ne...pas.</i></p> | <p>I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I give detailed opinions with <b>1<sup>st</sup> and 3<sup>rd</sup></b> persons and explain those using reasons and intensifiers. <i>E.g. Mon copain aime ... parce que ....c’est très...</i></p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary from previous units in different contexts.</p> <p>I can respond to most questions spontaneously and interact naturally without hesitating much.</p> <p>I produce sentences which are consistently linked with a wide range of appropriate and varied connectives. –see <i>CROATIAN</i></p> <p>I refer to a wide range of present, future and past events <b>with ‘je’ and ‘il/elle’</b> with consistently accurate structures and a range of verbs and time phrases.</p> <p>I use a range of complex structures which are mostly accurate. – see Exploring, plus: <i>reflexive verbs with ‘je’, ‘depuis’, and more complex negatives.</i></p> | <p>I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I give detailed opinions with <b>1<sup>st</sup> and 3<sup>rd</sup></b> persons and explain them in detail using a range of language. <i>E.g. Mon copain aime ... parce que ....</i></p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary from previous units in different contexts.</p> <p>I can respond to most questions spontaneously and interact naturally without hesitating much.</p> <p>I produce sentences which are consistently linked with a wide range of appropriate and varied connectives. –see <i>CROATIAN</i></p> <p>I refer to a wide range of present, future and past events <b>with ‘je’ and ‘il/elle’</b> with consistently accurate structures and a range of verbs and time phrases.</p> <p>I use a wide range of complex structures which are mostly accurate – see Developing, plus: <i>‘je l’aime’, ‘il faut’, ‘on peut’, ‘... est plus...que...’.</i></p> | <p>I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I give detailed opinions with <b>1<sup>st</sup> and 3<sup>rd</sup></b> persons and explain them in detail using a range of language. <i>E.g. Mon copain aime ... parce que ....</i></p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary from previous units in different contexts.</p> <p>I can respond to most questions spontaneously and interact naturally without hesitating much.</p> <p>I produce sentences which are consistently linked with a wide range of appropriate and varied connectives. –see <i>CROATIAN</i></p> <p>I refer to a wide range of present, future and past events <b>with ‘je’ and ‘il/elle’</b> with consistently accurate structures and a range of verbs and time phrases.</p> <p>I use a wide range of complex structures with a high level of accuracy – see Mastering, plus <i>emphatic pronouns and sentences with ‘si’ and ‘quand’.</i></p> |

## Year 7 Assessment Framework: MFL – German

| (E) Exploring – Taking Off  | (D) Developing – Gaining Height   | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High   |
|---|---|---|--|
| <p><b>Communication</b><br/>I communicate basic, relevant information on topics covered.</p> <p>I give basic opinions but I don't justify them. E.g. <i>I like /don't like....</i></p> <p>I use and understand a range of basic vocabulary on the relevant topic.</p> <p>I can occasionally respond spontaneously.</p> <p>I can sometimes recognise and respond to key information in written and spoken texts.</p> <p><b>Language Complexity and Accuracy</b><br/>I use some basic connectives at times to link sentences e.g. <i>und, aber</i></p> <p>I refer to present events with 'ich' but make some errors e.g. <i>ich wohne</i>.</p> <p>I use basic grammatical structures. E.g. <i>present tense regular verbs</i>.with 'ich'.</p> | <p><b>Communication</b><br/>I can develop my answers to give some relevant, extra information.</p> <p>I give opinions and justify them. e.g. <i>Ich mag Deutsch, den es it toll.</i></p> <p>I use and understand a wide range of basic, standard vocabulary to express a range of ideas.</p> <p>I can respond spontaneously and interact naturally for parts of conversations.</p> <p>I can often recognise and respond to key information in written and spoken texts</p> <p><b>Language Complexity and Accuracy</b><br/>I produce extended sentences with a small range of connectives e.g. <i>aber, denn.</i></p> <p>I refer to present events with some accurate structures e.g. <i>Ich gehe ins Kino.</i></p> <p>I use occasional examples of complex structures with variable accuracy. E.g. <i>irregular verbs; FAHREN, LESEN, SEHEN, 3<sup>rd</sup> person sentences, negatives( no/not any/not).</i></p> | <p><b>Communication</b><br/>I often expand my answers to give extra, relevant detail.</p> <p>I often give opinions and justify them, using different connectives ('weil' - <i>because, 'da' - since</i>).</p> <p>I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary.</p> <p>I can respond to most questions spontaneously and interact naturally without hesitating much.</p> <p>I can consistently recognise and respond to key information in written and spoken texts and occasionally draw conclusions</p> <p><b>Language Complexity and Accuracy</b><br/>I produce frequent extended sentences with a wide range of connectives and adverbs of time e.g. <i>(denn, weil) ,manchmal, nie</i></p> <p>I refer to a range of present events with 'ich/du/er/sie/es' with frequently accurate structures.</p> <p>I use a range of complex structures which are mostly accurate. – See Developing and modal verbs and future tense e.g. <i>Ich kann, man darf , ich werde.</i></p> | <p><b>Communication</b><br/>I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I give detailed opinions with <b>1<sup>st</sup> and 3<sup>rd</sup></b> person and explain them in detail using a range of language (e.g. <i>Ich finde,/ Ich denke,...</i>).</p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary from previous units in different contexts.</p> <p>I can respond to most questions spontaneously and interact naturally with little hesitation.</p> <p>I can consistently recognise and respond to key information in written and spoken texts and frequently draw justified conclusions.</p> <p><b>Language Complexity and Accuracy</b><br/>I produce sentences which are consistently linked with a wide range of appropriate and varied connectives. –see CROATIAN</p> <p>I refer to a wide range of present <b>and</b> future events with <b>all subjects</b> with consistently accurate structures using a range of verbs.</p> <p>I use a wide range of complex structures with a high level of accuracy. – see Mastering, plus using <b>er, sie, es</b> with modal verbs.</p> |

## Year 7 Assessment Framework: MFL – Russian

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height   | (M) Mastering – Reaching the Skies   | (EX) Exceeding – Flying High   |
|--|---|--|--|
| <p>Recognise all the Russian letters. .</p> <p>I give basic opinions but I don't justify them.</p> <p>I use and understand some basic vocabulary on the relevant topic, such as name, likes/dislikes</p> <p>I can give some basic information occasionally and take part in a simple conversation by reading out notes</p> <p>I use some basic connectives at times to link sentences 'и' (and)</p> <p>Recognise that some structures (such as 'I have' and 'I am.. years old') are not directly translatable</p> <p>I use basic grammatical structures and verbs 'I like', 'I play'</p> | <p>Read familiar words aloud in Russian</p> <p>I give opinions and frequently justify them.</p> <p>I use and understand a range of basic, standard vocabulary on a number of topics</p> <p>I can develop my answers to give some relevant, extra information and take part in a simple conversation, partly from memory</p> <p>Use 'и' (and), 'но' (but), and 'потому что' (because) to link sentences</p> <p>Know that 'have' and 'am / is' work differently in Russian, and that there are no articles.</p> <p>I use a range of basic verbs and understand the concept of ending change</p> | <p>Read unfamiliar words aloud in Russian with correct pronunciation. Spell correctly from memory.</p> <p>I give a range of opinions and justify them.</p> <p>I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary</p> <p>I often expand my answers to give extra, relevant detail and can respond to most questions from memory</p> <p>Use a range of other connectives to link sentences (e.g. хотя, однако), 'также' (also)</p> <p>Know how to use structures such as 'I have' and 'I don't have'</p> <p>I use a range of verbs in the first, second and third person forms</p> | <p>Read fluently, understanding the relationship between sound and spelling. Spell words when hearing them.</p> <p>I give a range of different opinions and justify them using a range of adjectives.</p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary in different contexts.</p> <p>I consistently expand my answers with a range of extra, relevant details and can respond to most questions spontaneously</p> <p>I Use a wider range of connectives, including more complex ones and could use opinion phrases (я думаю, по-моему)</p> <p>Know how to use structures such as 'have' for other persons, such as for the 'he / she' form.</p> <p>I use a range of verbs in the first, second and third person forms, applying the rules independently to new verbs. I understand different conjugation patterns</p> |

## Year 7 Assessment Framework: MFL – Spanish

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height  | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High  |
|--|--|---|---|
| <p>I communicate basic, relevant information on topics covered.</p> <p>I give basic opinions but I don't justify them. e.g. <i>me gusta / no me gusta / me encanta</i></p> <p>I use and understand a range of basic vocabulary on the relevant topic.</p> <p>I can occasionally respond spontaneously.</p> <p>I use some basic connectives at times to link sentences e.g. 'y' and 'pero'</p> <p>I refer to present events <b>with 'yo'</b>, but make some errors.</p> <p>I use basic grammatical structures. e.g. <i>present tense regular verbs..with 'yo'</i> and negative with 'no' eg: no juego</p> | <p>I can develop my answers to give some relevant, extra information.</p> <p>I give opinions and frequently justify them. e.g. <i>me gusta el deporte porque es divertido</i> '</p> <p>I use and understand a wide range of basic, standard vocabulary to express a range of ideas.</p> <p>I can respond spontaneously and interact naturally for parts of conversations.</p> <p>I produce extended sentences with a small range of connectives. e.g. 'y', 'pero', 'tambien', 'sin embargo'</p> <p>I refer to present with some accurate structures. E.g 'Hoy + present tense '</p> <p>I use occasional examples of complex structures with variable accuracy. E.g. <i>Me gustan + los / las irregular verbs; TENER, SER, IR, HACER, 3<sup>rd</sup> person sentences, negatives with nada or nunca</i></p> | <p>I often expand my answers to give extra, relevant detail.</p> <p>I give a range of detailed opinions <b>with opinion phrases</b> and explain them in some detail. e.g <i>En mi opinion me gusta ..... porque pienso que es .....</i></p> <p>I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary e.g. <i>found in dictionary</i></p> <p>I can respond to common questions spontaneously and interact naturally without hesitating much.</p> <p>I produce frequent extended sentences with a wide range of connectives and adverbs of time e.g. ' <i>cuando hace + weather</i> ' ' <i>los sabados</i> ' ' <i>a veces</i> '</p> <p>I refer to a range of present verbs <b>with 'I'</b> with frequently accurate structures.</p> <p>I can use simple verbs in the future tense using <i>voy a + infinitive</i></p> <p>I use a range of complex structures which are mostly accurate. – see Developing and 'nous' + verb, asking questions</p> | <p>I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I give detailed opinions with <b>1<sup>st</sup> and 3<sup>rd</sup></b> person and explain them in detail using a range of language. E.g. <i>A mi amigo le gusta ... porque es .....</i></p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary from previous units in different contexts.</p> <p>I can respond to most questions spontaneously and interact naturally without hesitating much.</p> <p>I produce sentences which are consistently linked with a wide range of appropriate and varied connectives. –see <i>CROATIAN</i></p> <p>I refer to a wide range of present and future events <b>with 'yo'</b>, 'el/ ella ' with consistently accurate structures using a range of verbs</p> <p>I use a wide range of complex structures with a high level of accuracy. – see Mastering, plus 'ellos / ellas' +verb</p> |

## Year 7 Assessment Framework: Music

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height  | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High  |
|--|--|---|---|
| <p>I can mostly play the correct notes to 'Twinkle Twinkle Little Star'. I sometimes hesitate when I am performing. I can sometimes use FACE and Every Good Boy Deserves Football to identify notes.</p> <p>I can create two different timbres on my Djembe. I am sometimes in time with the rest of my group. Our composition has at least two different rhythms happening at the same time and at least one section. I can name my own instrument and know how it is played.</p> <p>I know the four instrument families. I can sometimes recognise different families by listening. I understand basic facts about each instrument.</p> <p>Our performance is in binary or ternary form, with a theme and one other section. We can play the theme with some accuracy. We are sometimes in time as a group.</p> <p>I can play two simple chord on my instrument correctly. I can play this in time with the rest of my group. We have completed the Chorus of our chosen song.</p> | <p>I can play the correct notes to my part in 'Twinkle Twinkle Little Star'. My rhythms are mostly correct. I can play mostly fluently and in time with my partner. I understand how to use FACE and Every Good Boy Deserves Football, and can usually identify notes correctly.</p> <p>I can create the three different timbres on my Djembe. I am always in time with the rest of my group. I can maintain an ostinato while there are other rhythms being played. Our composition has at least two different sections.</p> <p>I know the four instrument families. Most of the time I can recognise different instruments by listening. I can recall some facts about each of the instrument families.</p> <p>Our composition is in Rondo form. We have included two episodes which contrast with the theme. Our theme has mostly accurate notes and rhythms. We are always in time together.</p> <p>I can play two or more chords on my instrument correctly. I can move between these chords fluently. I can play these in time with my group. We have completed the Chorus and Verse of our chosen song.</p> | <p>I can play the correct notes and rhythms to my part in 'Twinkle Twinkle Little Star'. I can play my part fluently and I am always in time with my partner. I can identify the notes of the treble clef confidently, and can mostly draw them accurately.</p> <p>My group is always in time. I can take a leading role in our composition. Our composition has more than two sections including an introduction and call &amp; response. We have included syncopated rhythms in our performance.</p> <p>I can confidently recognise the more common instruments of the four families we have learnt about through listening. I can sometimes distinguish between similar instruments e.g. Violin and Viola. I can explain how these instruments work.</p> <p>Our composition is in Rondo form, and includes two imaginative, contrasting episodes. Our theme and episodes are played accurately, and we are always in time together. We have included some texture changes in our performance.</p> <p>I can play all the chords needed for my song on my instrument and can change between these chords fluently. I can play in time with the rest of my group. We can play our whole song.</p> | <p>I can play one of the extension parts to 'Twinkle Twinkle Little Star' fluently and always in time with my partner. I can read and write treble clef fluently, including notes above and below the stave and ledger line notes. Our performance is fluent and musical.</p> <p>I can take both a leading and supporting role in our composition. I have taken the lead in a solo section and can improvise a stylistic solo. We have used complicated rhythms and syncopated patterns. Our composition has a clear structure with three or more contrasting sections. Our performance is fluent and musical.</p> <p>I can aurally recognise all the instruments we have learnt, including instruments with similar timbres, and some doubling instruments. I can explain how each instrument works in detail.</p> <p>We have created an extended performance with three or more imaginative episodes. We have used the musical elements imaginatively and have varied the tempo, dynamics and texture. Our performance is always fluent and musical.</p> <p>I can play our chosen song fluently on my instrument. I can sing while playing. I can do more interesting rhythms or strumming patterns on my instrument. We can perform our whole song. Our performance is fluent and musical.</p> |

## Year 7 Assessment Framework: P.E

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height  | (M) Mastering – Reaching the Skies   | (EX) Exceeding – Flying High  |
|--|--|--|---|
| <p><b>Decision Making, Range &amp; Quality of Skills</b><br/>Is able to identify some of the key skills and tactics required in some of the year 7 sports &amp; activities covered.</p> <p><b>Physical Attributes</b><br/>Demonstrates an understanding of the appropriate level of fitness required in some of the Year 7 sports and activities required.</p> <p><b>Leadership</b><br/>Is able to shadow a peer leading a small group.</p> <p>Is able to identify the strongest performers in each activity.</p> <p><b>Theory</b><br/>Is able to identify key terminology across the range of topics.</p> | <p><b>Decision Making, Range &amp; Quality of Skills</b><br/>Is able to identify key skills and tactics and begin to show understanding of their use and effectiveness in a range of Year 7 sports and activities covered.</p> <p>Is able to apply them in some of the Year 7 sports and activities covered.</p> <p><b>Physical Attributes</b><br/>Demonstrates an appropriate level of fitness required in some of the Year 7 sports and activities required.</p> <p><b>Leadership</b><br/>Is able to lead a small a group alongside a peer.</p> <p>Is able to describe the attributes of a strong performer.</p> <p><b>Theory</b><br/>Is able to identify and describe key terminology across the range of topics.</p> | <p><b>Decision Making, Range &amp; Quality of Skills</b><br/>Is able to identify and explain the rationale behind key skills and tactics in a range of Year 7 sports and activities covered.</p> <p>Is able to apply them in a range of Year 7 sports and activities covered.</p> <p><b>Physical Attributes</b><br/>Demonstrates an appropriate level of fitness required in a range of the Year 7 sports and activities required.</p> <p><b>Leadership</b><br/>Is able to independently lead a small group.</p> <p>Is able to describe the strengths and weaknesses of a performer and select a small sided team.</p> <p><b>Theory</b><br/>Is able to explain key terminology across the range of topics.</p> | <p><b>Decision Making, Range &amp; Quality of Skills</b><br/>Is able to identify and explain the rationale behind key skills and tactics in most of the Year 7 sports and activities covered.</p> <p>Is able to apply them in most of the Year 7 sports and activities covered.</p> <p><b>Physical Attributes</b><br/>Demonstrates an appropriate level of fitness required in most of the Year 7 sports and activities required.</p> <p><b>Leadership</b><br/>Is able to independently lead the whole class.</p> <p>Is able to coach/captain a small group in improving individual and team performance.</p> <p><b>Theory</b><br/>Is able to explain key terminology across the range of topics giving practical examples.</p> |

## Year 7 Assessment Framework: RE

| (E) Exploring – Taking Off   | (D) Developing – Gaining Height  | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High  |
|--|--|---|---|
| <p>Able to name the major world religions.</p> <p>Able to correctly identify place of worship, founder and sacred text of at least of the six major religions.</p> <p>Able to give opinions on their own beliefs on a number of topics.</p> <p>Being able to give religious views on issues, such as responses to greed or views on equality.</p> <p>Able to identify the meaning of religious scripture from a number of options.</p> <p>Able to recognise similarities between religious practices</p> | <p>Able to name the world religions.</p> <p>Able to correctly identify place of worship, founder and sacred text of three world religions.</p> <p>To be able to give their own beliefs on a number of topics and a reason for holding this belief.</p> <p>Being able to describe why religious people hold certain views on issues, such as responses to greed or views on equality giving reasons why.</p> <p>Able to independently interpret the meaning of religious scripture.</p> <p>Able to recognise similarities between religious beliefs</p> | <p>Able to name the world religions know there is diversity within religions.</p> <p>Able to correctly identify place of worship, founder and sacred text of six major religions.</p> <p>To be able to give their own beliefs on a number of topics and a reason for holding this belief as a different point of view.</p> <p>Being able to describe why religious people hold certain views on issues, such as responses to greed or views on equality, and use religious teachings to support description.</p> <p>Able to apply religious scripture to explain a religious belief.</p> <p>Able to recognise religious beliefs and practices</p> | <p>Able to name the world religions, their geographical background and know there is diversity within religion.</p> <p>Able to correctly identify place of worship, founder, sacred text of all world religions.</p> <p>Being able to explain their own beliefs and the beliefs of others using examples.</p> <p>Being able to describe why religious people hold different views on issues within the same religion, such as responses to greed or views on equality and use religious teachings and/or scripture to support description.</p> <p>Able to apply religious scripture and explain how a religious person should act.</p> <p>Able to recognise religious beliefs and practices and explain the reasons for these similarities and differences.</p> |

## Year 7 Assessment Framework: Science

| (E) Exploring – Taking Off  | (D) Developing – Gaining Height  | (M) Mastering – Reaching the Skies  | (EX) Exceeding – Flying High  |
|---|--|---|---|
| <p>Be able to observe and identify cells under a microscope.</p> <p>Be able to label diagrams of the male and female reproductive systems.</p> <p>Be able to identify that reproduction in plants involves fertilisation, pollination, fruit formation and seed dispersal.</p> <p>Be able to label the structure of a leaf.</p> <p>Be able to describe the possible effects of smoking.</p> <p>Be able to know the arrangement of particles. (Solids, liquids and gases).</p> <p>Be able to know what; solvents, solutes and solutions are.</p> <p>Be able to know how to test for acids and alkalis using litmus paper.</p> <p>Be able to know the health and safety rules for the practical.</p> <p>Be able to use appropriate techniques, apparatus, and materials during laboratory work.</p> <p>Be able to recognise that there are two types of circuits.</p> <p>Be able to recognise that the size of a force determines the effect.</p> | <p>Be able to describe the function of organelles within plant and animal cells.</p> <p>Be able to define the terms 'fertilisation' and 'gametes'.</p> <p>Be able to describe the correct sequence of events involved in plant reproduction.</p> <p>Be able to define the process of photosynthesis using a word equation.</p> <p>Be able to describe the effects of different types of drugs on the body.</p> <p>Be able to know the changes of states. Evaporation, condensation, melting and freezing.</p> <p>Be able to know the colours of household acids and alkalis against the pH scale.</p> <p>Be able to know how to carry out distillation experiments.</p> <p>Be able to identify the difference between series and parallel circuits.</p> <p>Be able to describe the effects of friction.</p> <p>Be able to describe moments.</p> <p>Be able to draw line graphs from a singular data set.</p> | <p>Be able to compare and contrast features of plant and animal cells.</p> <p>Be able to explain the main stages in the menstrual cycle.</p> <p>Be able to compare and contrast pollination and seed dispersal.</p> <p>Be able to describe the roles of different tissues within leaves.</p> <p>Be able to explain the long-term effects of alcohol.</p> <p>Be able to explain diffusion.</p> <p>Be able to identify colours in inks by using chromatography.</p> <p>Be able to know the uses of neutralisation reactions.</p> <p>Be able to explain that voltage is the potential difference across a component.</p> <p>Be able to use the speed formula <math>d = s \times t</math>.</p> <p>Be able to describe how pressure in a liquid alters with depth.</p> <p>Be able to add a line of best fit to a line graph.</p> | <p>Be able to identify specialised tissues within organs.</p> <p>Be able to explain some of the problems associated with fertility.</p> <p>Be able to explain the term interdependence in relation to food webs and ecosystems.</p> <p>Be able to explain the effects of withdrawal on the body.</p> <p>Be able to know the density of solids, liquids and gases.</p> <p>Be able to know the chemical equation for neutralisation reactions.</p> <p>Be able to draw conclusions from evidence.</p> <p>Be able to explain the significance of balanced and unbalanced forces on a moving object.</p> <p>Be able to relate floating and sinking to density, displacement and up thrust.</p> <p>Be able to evaluate your graphs.</p> |