



# WOODBIDGE HIGH SCHOOL

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## **KS3 Assessment Framework Year 7**

**2023-2024**

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*Kindness*

*Respect*

*Inclusion*

*Excellence*

# Year 7 Assessment Framework: Art

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Practical Skills:</b> I can draw 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 and blending skills.</p> <p>I can use different materials and techniques with some success</p> <p><b>Contextual knowledge and analysis:</b> I can form my own opinion based on information about an artist, genre or culture in writing</p> <p>I can identify the basic elements that characterise a particular artist, culture, genre or style of art and use them to influence my work.</p> <p>I can use basic subject language in discussion work, evaluative tasks and extended written work.</p> <p><b>Independence outside the classroom:</b> I can select my own source materials in preparation for lessons</p> <p>I can find out minimal information when researching an artist, art genre or culture.</p> <p>I can summarize information in bullet points with some presentation skills</p> <p><b>Developing ideas:</b> I can use my own and provided source materials to develop ideas with some creativity</p> <p><b>Outcomes:</b> I can produce project outcomes that reflect some understanding of the topic I have been learning about</p> <p>I show a basic level of skill in my outcomes</p> <p><b>Presentation:</b> Loose work is stuck in my sketchbook. I use my sketchbook pages fully, without wasting any space and take some pride in my work.</p>	<p><b>Practical Skills:</b> I can draw 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 and blending skills.</p> <p>I can use different materials and techniques with reasonable success.</p> <p><b>Contextual knowledge and analysis:</b> I can form my own opinion based on information about an artist, genre or culture and give a reason for my opinions in writing</p> <p>I can identify some elements that characterise a particular artist, culture, genre or style of art and use them to influence my work.</p> <p>I can use a range of subject language in discussion work, evaluative tasks and extended written work.</p> <p><b>Independence outside the classroom:</b> I can select a range of my own source materials in preparation for lessons</p> <p>I can find out some information when researching an artist, art genre or culture</p> <p>I can summarize information in sentences with reasonable presentation skills</p> <p><b>Developing ideas:</b> I can use my own and provided source materials to develop ideas with creativity and some refinement</p> <p><b>Outcomes:</b> I can produce project outcomes that reflect a reasonable level of understanding of the topic I have been learning about</p> <p>I show a reasonable level of skill in my outcomes</p> <p><b>Presentation:</b> Loose work is stuck in my sketchbook neatly. I use my sketchbook pages fully, without wasting any space and take reasonable pride in my work</p>	<p><b>Practical Skills:</b> I can draw 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 secure painting and blending skills.</p> <p>I can use a range of different materials and techniques with consistent success.</p> <p><b>Contextual knowledge and analysis:</b> I can form my own opinion based on information about an artist, genre or culture and give clear reasons for my opinions in writing.</p> <p>I can confidently identify elements that characterise a particular artist, culture, genres or style of art and use them creatively to influence my own work</p> <p>I can use a wide range of subject language with confidence in discussion work, evaluative tasks and extended written work.</p> <p><b>Independence outside the classroom:</b> I can select a wide range of my own source materials in preparation for lessons</p> <p>I can find out a range of information when researching an artist, art genre or culture</p> <p>I can summarize information clearly in paragraphs with excellent presentation skills</p> <p><b>Developing ideas:</b> I consistently use my own and provided source materials to develop ideas with creativity and refinement</p> <p><b>Outcomes:</b> I can produce project outcomes that reflect a secure level of understanding of the topic I have been learning about</p> <p>I show a secure level of skill in my outcomes</p> <p><b>Presentation:</b> My sketchbook presentation is consistently good quality and shows a strong sense of pride in my work</p>	<p><b>Practical Skills:</b> I can draw with an established level of skill and application of the formal elements.</p> <p>I can mix a wide range of secondary colour shades and tints.</p> <p>I can apply my knowledge of colour mixing using established painting and blending skills.</p> <p>I can use a wide range of different materials and techniques with increasing confidence and consistent success</p> <p><b>Contextual knowledge and analysis:</b> I can form my own opinion based on information about an artist, genre or culture and give clear, well evidenced reasons for my opinions in writing.</p> <p>I can confidently identify elements that characterise a particular artist, culture, genres or style of art and use them creatively and innovatively to influence my own work</p> <p>I can use a wide range of subject language with increasing confidence in discussion work, evaluative tasks and extended written work.</p> <p><b>Independence outside the classroom:</b> I can select a wide range of my own source materials in preparation for lessons</p> <p>I can find out a wide range of information when researching an artist, art genre or culture</p> <p>I can summarize information clearly and concisely in paragraphs with high quality presentation skills</p> <p><b>Developing ideas:</b> I consistently use my own and provided source materials to develop creative, innovative and highly refined ideas.</p> <p><b>Outcomes:</b> I can produce project outcomes that reflect a strong level of understanding of the topic I have been learning about.</p> <p>I show a strong level of skill in my outcomes</p> <p><b>Presentation:</b> My sketchbook presentation is consistently high quality and shows a strong sense of pride in my work</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 use basic inputs and outputs in programming in block form and written code.</p> <p>I can understand and use if statements in block coding.</p> <p>I can use loops in block coding and understand how they interact with other parts of code.</p> <p>I can explain what my code does with little support</p> <p>I can use word and PowerPoint with some help to create good pieces of work</p> <p>I can upload my work with some guidance.</p> <p>I can present my work with help from others to the class</p> <p>I know to come to my teachers if I'm dealing with a problem online</p> <p>I can't keep my password secret, and I remember it all the time with some help I can see the dangers of being online</p> <p>I know the rules of using the computers in the school</p>	<p>I can explain and use different inputs and outputs variations in My Block and written code</p> <p>I know the primary use of variables, and can you use them with some support in my code</p> <p>I can use if statements with ELIFs in Block coding and explain and understand how selection is used in programming,</p> <p>I can confidently use two sets of loops in my Block coding with some support to deal with errors.</p> <p>I can explain clearly what my code does and how it works to others using technical wording it is needed</p> <p>I can explain and use different inputs and outputs variations in My Block and written code</p> <p>I know the primary use of variables, and can you use them with some support in my code</p> <p>I can use if statements with ELIFs in Block coding and explain and understand how selection is used in programming,</p> <p>I can confidently use two sets of loops in my Block coding with some support to deal with errors.</p> <p>I can explain clearly what my code does and how it works to others using technical wording it is needed</p> <p>I know where to get help when dealing with problems being online</p> <p>I know about keeping my password secure and what makes a password secure, I know some of the basics of how to spot some dangers online</p> <p>I know some of the rules and laws of using computers inside and outside of school</p>	<p>I know how to use different variable types with user input into my programs.</p> <p>I know how nested ifs work, and I can use them constantly in all my programs</p> <p>I can confidently use Loops in my written program.</p> <p>I can understand and deal with syntax errors by myself.</p> <p>I can explain different coding examples and say how they are being used.</p> <p>I can use the office programs on the PC correctly and also use the online programs to complete my work</p> <p>I can work well with my team to create a presentation</p> <p>I can present well with my team and confidently to the class</p> <p>I can show where help can be found to others when they are dealing with problems coming from online sources</p> <p>I know the basics are keeping my computer safe from programs and others.</p> <p>I understand and can explain to others what you can and can't do on a computer due to this country's rules and laws.</p>	<p>I always use the correct type of variable in my programmes;</p> <p>I can use nested ifs and nested Loops correctly in all my programs</p> <p>I've started to lay out my programs using functions</p> <p>I can understand logical and syntax errors in my own work and fix them by myself.</p> <p>I can explain coding to people and help them understand it in simple English.</p> <p>I can explain what program to use when creating items for my projects</p> <p>I work well in a team and can share responsibilities as well and help others when needed</p> <p>I am very confident and can present well by myself and with others.</p> <p>I have shown a good understanding of where help can be found and no the repercussions of dangers online.</p> <p>I can show others how to keep their computers safe from malicious programs and other people.</p> <p>I know the name of the laws that affect us using computers and how we can follow them.</p>

## Year 7 Assessment Framework: Design & Technology (Food Technology, Product Design and Graphics)

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Knowing and Choosing</b> I can conduct suitable research. I can find ingredients or materials that foods and products are made from.</p> <p><b>Design Communication</b> I can label some features of my design. I can state some requirements that my product will need with guidance. I can use drawing tools to create a drawing when designing. I can record what I would want in my design. I can show my favourite brands/logos in my design. I can state some issues regarding sustainability.</p> <p><b>Making and Realising</b> I can state units and select tools when weighing /measuring. I can use a selection of basic tools/utensils safely with guidance.</p> <p><b>Analysing and Evaluating</b> I can describe a product using prompts to guide my analysis. I can show, using prompts my opinions on success.</p>	<p><b>Knowing and Choosing</b> I can describe and carefully present useful research linked to my classwork I can list ingredients that will mostly work for my product/meal.</p> <p><b>Design Communication</b> I can label/annotate some features and materials of my design. I can list some requirements for a product to be successful with guidance and give basic reasons. I can use 2D and attempt 3D drawing when designing. I can describe CAD. I can identify a user. I can recognise famous design movements/companies. I can describe some sustainability issues.</p> <p><b>Making and Realising</b> I can use numeracy when weighing/measuring with guidance. I can use tools/utensils and processes safely with guidance.</p> <p><b>Analysing and Evaluating</b> I can analyse a product with support and write basic observations using my opinions. I can write an evaluation with my opinions on overall success.</p>	<p><b>Knowing and Choosing</b> I can identify and explain key findings from my research. I can identify and describe suitable ingredients/materials/processes.</p> <p><b>Design Communication</b> I can identify key features of my design using annotation. I can state the requirements needed for a product to be successful. I can use basic 2D and Oblique drawing when designing. I can use CAD with support. I can identify basic needs, wants and values of a user. I can state key features of famous design movements/design companies. I can demonstrate an awareness of sustainability issues in my designs/cooking by explain their effect.</p> <p><b>Making and Realising</b> I can use numeracy with confidence when weighing/measuring. I can use tools/utensils/machinery and processes safely with confidence.</p> <p><b>Analysing and Evaluating</b> I can analyse a product and write basic observations using defined criteria. I can write an evaluation with my opinions on overall success including improvements.</p>	<p><b>Knowing and Choosing</b> I can summarise my research in my own words. I can Justify my ingredient/materials choices based on nutrition/properties/processes.</p> <p><b>Design Communication</b> I can explain key features of my design using annotation. I can justify my specification criteria I can draw designs that look mostly accurate with a few proportional errors in Isometric. I can use basic CAD tools independently. I can explain the needs wants and values of a user. I can make connections between my own design and the design movements/companies I have been studying. I can describe the use of materials/ ingredients in the context of sustainability.</p> <p><b>Making and Realising</b> I can use numeracy effectively when weighing/measuring. I can use tools/utensils/machinery and processes safely with some skill and independence.</p> <p><b>Analysing and Evaluating</b> I can analyse a product using a defined set of criteria adding some justification. I can evaluate my outcome and how I made it using criteria including user/peer feedback to support my judgements/improvements.</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>Classroom Skills</b> 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. I can acknowledge the ideas of others and work with these practically as well my own.</p> <p><b>Rehearsal</b> 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>Performance Skills</b> I can present alongside my peers delivering outcomes based on a brief with drama skills and techniques. These could include facial expressions and narration. I attempt to reflect on my progress and work delivered by peers, acknowledging their strengths and weaknesses. I am able to perform using a script. I have made an attempt at memorising lines and performing them from memory.</p>	<p><b>Classroom Skills</b> 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. I follow teachers’ instructions with enthusiasm and can work within a group to develop my learning. I can acknowledge the ideas of others and work with these practically as well my own.</p> <p><b>Rehearsal</b> I can work cooperatively with others and focus independently without teacher intervention when working in groups. I have good oracy skills.</p> <p><b>Performance Skills</b> I can present and perform alongside my peers delivering outcomes with a robust structure based on a brief drama skills and techniques. These must include vocal variables, facial expressions, vocal projections, tension and atmosphere and script work. I am able to reflect on my progress and work delivered by peers, discussing their strengths and weaknesses. I fill out my tracker effectively, identifying which skills need further improvement. I have attempted to learn a script from memory with some success. Some character development has taken place, adapting, voice, movement and interaction to suit the allocated brief.</p>	<p><b>Classroom Skills</b> 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. I follow teachers’ instructions with enthusiasm and can work within a group, both under instruction and giving instructions to develop my learning. I can utilise the ideas of others and work with these in conjunction of my own.</p> <p><b>Rehearsal</b> 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. I am able to apply success criteria effectively and utilise the skills and techniques listed within the SOL.</p> <p><b>Performance Skills</b> 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. I can confidently use drama skills across projects throughout the year. These include vocal variables, facial expressions, vocal projections, tension and atmosphere and script work. 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. Home learning is completed to an excellent standard. I can interpret a script using voice, movement and interaction to create a character. I take pride in my tracker, identifying areas of weakness and actioning prior to the next assessment.</p>	<p><b>Classroom Skills</b> I can think of imaginative and original ideas in response to a variety of stimuli and communicate this to my peers. I follow teachers’ instructions with enthusiasm and can work within a group as a leader and team member to develop my learning. I can collaborate my ideas with the ideas of others and work with these as well my own.</p> <p><b>Rehearsal</b> I am consistently working cooperatively with others and am focussed when working independently. 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>Performance Skills</b> 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. I can interpret a script intelligently, using voice, movement and interaction to create a character. I am competent in reflecting on my progress and assessing performances delivered by peers. 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> 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> 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> 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> 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> 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> 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> 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> 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> 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> 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> 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> 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

7 [E] Exploring–Taking Off	[D] Developing– Gaining Height	[M] Mastering– Reaching the Skies	[EX] Exceeding– Flying High
<ul style="list-style-type: none"> <li>• I can use basic <b>knowledge</b> about the topic in my written/verbal responses</li> <li>• I can use a few <b>subject specific vocabulary</b> in my written/verbal responses</li> <li>• I can describe human and physical <b>processes</b> in my written/verbal responses</li> <li>• To identify the difference between different <b>scales</b></li> <li>• I can describe how people aim to improve the <b>environment</b> in my written/verbal answers</li>   <li>• To plot information on <b>graphs</b> when axes and scales are provided</li> <li>• To develop an understanding of <b>number</b>, area and scales</li> <li>• I can select, collect and recording data appropriate a chosen <b>geographical enquiry</b></li> <li>• To attempt to apply knowledge to a <b>geographical issue</b></li> <li>• can demonstrate basic <b>spelling, punctuation</b> and <b>grammar</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can show good <b>knowledge</b> of the topic in my written/verbal responses</li> <li>• I can frequently use <b>subject specific vocabulary</b> in my in my written/verbal responses</li> <li>• I can explain human and physical <b>processes</b> in my written/verbal responses</li> <li>• To categorise geography using <b>scale</b></li> <li>• I can explain how people can both improve and damage the <b>environment</b> in my written/verbal answers</li>   <li>• To complete appropriate <b>graphs</b> to present data such as; bar chars, climate graphs</li> <li>• To understand <b>number</b>, area and scales</li> <li>• can apply knowledge to collect and interpret data reaching a conclusion a <b>geographical enquiry</b></li> <li>• To apply knowledge to a geographical issue.</li> <li>• I can demonstrate good <b>spelling, punctuation</b> and <b>grammar</b></li> </ul>	<ul style="list-style-type: none"> <li>• I can show excellent <b>knowledge</b> and <b>case studies</b> using <b>facts and figures</b> , in my written/verbal responses</li> <li>• I always use <b>subject specific vocabulary</b> accurately in my in my written/verbal responses</li> <li>• I can link human and physical <b>processes</b> and explain the interrelationships in my written/verbal responses</li> <li>• To identify processes and places at a range of <b>scales</b></li>   <li>• I investigate how people try to manage <b>environments sustainably</b> and use my own views in my in my written/verbal answers</li> <li>• To complete a variety of appropriate <b>graphs</b> and maps to present data such as; bar chars, climate graphs and isoline maps, proportional circles</li> <li>• To demonstrate an understanding of <b>number</b>, area and scales</li> <li>• I can apply knowledge to collect, present, analyse and evaluate a <b>geographical enquiry</b></li> <li>• To apply synoptic (across topics) knowledge to a <b>geographical issue</b></li> <li>• I can demonstrate considerable accuracy in <b>spelling, punctuation</b> and <b>grammar</b></li> </ul>	<ul style="list-style-type: none"> <li>• 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></li> <li>• I can demonstrate sound <b>subject specific vocabulary and</b> link to SCEEPS/SPICES ST in my written/verbal responses</li> <li>• I can link human and physical <b>processes</b> synoptically (across topics) and explain the interrelationships in my written/verbal responses</li> <li>• To explain case study examples at a range of <b>scales</b></li> <li>• I can examine the different demands on the <b>environment</b> and compare different approaches to manage it in my written/verbal answers</li>   <li>• To complete a variety of appropriate <b>graphs</b> and maps to present data (bar chars, climate graphs and isoline maps, proportional circles) and extract information</li> <li>• To demonstrate an understanding of <b>number</b>, area and scales, and calculate percentages</li> <li>• I can apply knowledge and understanding to interpret, analyse and evaluate information and issues related to <b>geographical enquiry</b></li> <li>• To apply synoptic (across topics) knowledge and geographical skills to a <b>geographical issue</b></li> <li>• I can demonstrate consistent accuracy in <b>spelling, punctuation</b> and <b>grammar</b></li> </ul>

# 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> Has a basic understanding and can provide simple descriptions of the following:</p> <ul style="list-style-type: none"> <li>The reasons why there was a power struggle for the crown in 1066</li> <li>The reasons why the Normans won</li> <li>How William secured power and control in England.</li> <li>The Feudal System</li> <li>The importance of the Magna Carta</li> <li>The causes and effects of the Black Death</li> <li>Conquest under the Mongols</li> <li>The reasons and consequences for England of the break with Rome in 1533</li> <li>The significance of Elizabeth's Reign</li> <li>Why England's first colony, Roanoke, failed</li> <li>The causes and aftermath of the Civil War</li> <li>The reasons why women were persecuted as witches</li> </ul> <p><b>Answers at this level do not use key historical terms unless prompted. Answers describe the events but lack analysis such as explaining impact. Students at this level can provide inaccurate accounts or mix up the chronology of events.</b></p> <p><b>Chronology</b> 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> Can identify periods of change and/or continuity.</p> <p><b>Cause and Consequence:</b> Can begin to recognise links between events to see how one led to another.</p> <p><b>Significance:</b> Can identify individuals and events as significant.</p> <p><b>Diversity:</b> Can identify those individuals of the past experienced events in different ways.</p> <p><b>Evidential thinking:</b> Is aware there are a wide variety of sources for historians to use.</p>	<p><b>Subject Knowledge</b> Can describe and regularly is able to explain the following:</p> <ul style="list-style-type: none"> <li>The reasons why there was a power struggle for the crown in 1066</li> <li>The reasons why the Normans won</li> <li>How William secured power and control in England.</li> <li>The Feudal System</li> <li>The importance of the Magna Carta</li> <li>The causes and effects of the Black Death</li> <li>Conquest under the Mongols</li> <li>The reasons and consequences for England of the break with Rome in 1533</li> <li>The significance of Elizabeth's Reign</li> <li>Why England's first colony, Roanoke, failed</li> <li>The causes and aftermath of the Civil War</li> <li>The reasons why women were persecuted as witches</li> </ul> <p><b>Explanations at this level begin to use key historical terms, but usually only when prompted. Answers provided are mostly supported with accurate evidence to support points, but evidence can sometimes be vague, generalised or in incorrect in terms of chronological order. Answers provided will be descriptive, with some examples of analysis seen.</b></p> <p><b>Chronology:</b> 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> Can describe periods of change and continuity.</p> <p><b>Cause and Consequence:</b> Can recognise and describe how one event led to another with accurate contextual knowledge.</p> <p><b>Significance:</b> Can describe basic reasons for significance.</p> <p><b>Diversity:</b> Can describe the diverse experiences of people of the past.</p> <p><b>Evidential thinking:</b> Can use sources to answer questions about the past.</p>	<p><b>Subject Knowledge</b> Can confidently explain the following:</p> <ul style="list-style-type: none"> <li>The reasons why there was a power struggle for the crown in 1066</li> <li>The reasons why the Normans won</li> <li>How William secured power and control in England.</li> <li>The Feudal System</li> <li>The importance of the Magna Carta</li> <li>The causes and effects of the Black Death</li> <li>Conquest under the Mongols</li> <li>The reasons and consequences for England of the break with Rome in 1533</li> <li>The significance of Elizabeth's Reign</li> <li>Why England's first colony, Roanoke, failed</li> <li>The causes and aftermath of the Civil War</li> <li>The reasons why women were persecuted as witches</li> </ul> <p><b>Explanations at this level make use of some key historical terms and are supported with accurate and specific evidence to support points. Students at this level will be beginning to gather evidence into factors they come up with, but may still need some support from their teachers to do so. Students may sometimes produce work that is more descriptive than analytical.</b></p> <p><b>Chronology:</b> 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> Can identify the extent of change and continuity.</p> <p><b>Cause and Consequence:</b> Can recognise and begin to explain how one event led to another with strong contextual knowledge.</p> <p><b>Significance:</b> Can explain why some individuals and events are more significant than others.</p> <p><b>Diversity:</b> Can explain why people experience the past in different ways.</p> <p><b>Evidential thinking:</b> Can make supported inferences.</p>	<p><b>Subject Knowledge</b> Can confidently explain and independently prioritise and link factors for the following:</p> <ul style="list-style-type: none"> <li>The reasons why there was a power struggle for the crown in 1066</li> <li>The reasons why the Normans won</li> <li>How William secured power and control in England.</li> <li>The Feudal System</li> <li>The importance of the Magna Carta</li> <li>The causes and effects of the Black Death</li> <li>Conquest under the Mongols</li> <li>The reasons and consequences for England of the break with Rome in 1533</li> <li>The significance of Elizabeth's Reign</li> <li>Why England's first colony, Roanoke, failed</li> <li>The causes and aftermath of the Civil War</li> <li>The reasons why women were persecuted as witches</li> </ul> <p><b>Explanations at this level make use of key historical terms throughout and are supported with accurate and specific evidence to support points. Students at this level will feel more secure in gathering evidence into factors, although they will still need support from time to time. Students are more analytical in their work than descriptive.</b></p> <p><b>Chronology:</b> 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> Is able to use specific details in judgement of change and continuity.</p> <p><b>Cause and Consequence:</b> Can recognise and confidently explain how one event led to another with accurate contextual knowledge.</p> <p><b>Significance:</b> Beginning to use criteria to support a judgement on the significance of an individual or an event.</p> <p><b>Diversity:</b> Can apply their understanding of diversity in History to respond to a specific historical enquiry about the past.</p> <p><b>Evidential thinking:</b> As mastering but inferences will be more sophisticated.</p>
<p><b>First Order Concepts covered in Year 7:</b> Power and control, Empire, Societies, Christianity and Fear and Superstition</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> 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> 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> Know the square numbers and how to write them using indices.</p> <p><b>Algebra</b> Read and interpret algebraic statements, collect like terms.</p> <p><b>Shape and Measures</b> 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> Add, subtract, multiply and divide with small.</p> <p>Negative numbers by considering the number line.</p> <p><b>Fractions and Decimals</b> 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> 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> 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> 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> Add, subtract, multiply and divide with large negative numbers.</p> <p><b>Fractions and Decimals</b> 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><b>Indices</b> Recognise and use positive, negative and zero indices.</p> <p>Use a calculator with fractions, decimals, negatives and indices.</p> <p><b>Algebra</b> Add, subtract, multiply and divide with algebraic expressions.</p> <p>Solve multi-step equations.</p> <p><b>Shape and Measures</b> Calculate angles around points and lines, in triangles and quadrilaterals.</p> <p>Work out the area of squares, rectangles, triangles and parallelograms.</p> <p>Use Pythagoras Theorem.</p> <p>Work out the area and circumference of circles</p>	<p><b>Working with Whole Numbers</b> 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> 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> Recognise and use fractional indices.</p> <p><b>Algebra</b> Work with algebraic fractions.</p> <p>Solve equations with unknowns on both sides.</p> <p><b>Shape and Measures</b> Calculate angles around points and lines, in triangles and quadrilaterals.</p> <p>Work out the area of squares, rectangles, triangles and parallelograms and use Pythagoras Theorem.</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><b>Communication</b></p> <p>I communicate basic, relevant information on topics covered.</p> <p>I give basic opinions but I don't justify them.</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>I am able to pronounce a small range of letters and combination of letters accurately in French but sometimes struggle to pronounce whole words accurately.</p> <p><b>Language Complexity and Accuracy</b></p> <p>I use some basic connectives at times to link sentences (e.g. and, but)</p> <p>I refer to present events with 'je', but make some errors.</p> <p>I use basic grammatical structures. (present tense regular verbs with 'je')</p>	<p><b>Communication</b></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>J'aime les maths car c'est ...</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>I know how a range of different letters and combinations of letters are pronounced in French and can often use this knowledge to pronounce and spell French words accurately</p> <p><b>Language Complexity &amp; Accuracy</b></p> <p>I produce extended sentences with a small range of connectives.</p> <p>I refer to present events with some accurate structures.</p> <p>I use occasional examples of complex structures with variable accuracy. (key irregular verbs, 3rd person sentences, ne ... pas)</p>	<p><b>Communication</b></p> <p>I often expand my answers to give extra, relevant detail.</p> <p>I give a range of detailed opinions with opinion phrases and explain them in some detail. e.g. <i>À mon avis j'aime... car</i></p> <p>I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary e.g. found in dictionary</p> <p>I can respond to most questions spontaneously and interact naturally without hesitating much.</p> <p>I can consistently recognise &amp; respond to key information in written &amp; spoken texts &amp; occasionally draw conclusions</p> <p>I can use my knowledge of the sound-spelling link in French to frequently pronounce &amp; spell French words accurately.</p> <p><b>Language Complexity &amp; Accuracy</b></p> <p>I produce frequent extended sentences with a wide range of connectives and adverbs of time</p> <p>I refer to a range of present and future events with 'with frequently accurate structures.</p> <p>I use a range of complex structures which are mostly accurate.</p>	<p><b>Communication</b></p> <p>I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I give detailed opinions with 1st and 3rd person and explain them in detail using a range of language.</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 can consistently recognise and respond to key information in written and spoken texts and often draw conclusions.</p> <p>I can use my knowledge of the link between sounds and spelling in French to consistently pronounce and spell French words accurately, including previously unseen words.</p> <p><b>Language Complexity &amp; Accuracy</b></p> <p>I produce sentences which are consistently linked with a wide range of appropriate and varied connectives.</p> <p>I refer to a wide range of present and future events with a range of subjects</p> <p>I use a wide range of complex structures with a high level of accuracy.</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> 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>I know how a range of different letters and combinations of letters are pronounced in German, and can often use this knowledge to pronounce a range of commonly used words accurately.</p> <p><b>Language Complexity and Accuracy</b> 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> I can develop my answers to give some relevant, extra information. I give opinions and justify them. e.g. <i>Ich mag Deutsch, denn es ist 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>I know how a range of different letters and combinations of letters are pronounced in German and can often use this knowledge to pronounce and spell German words accurately.</p> <p><b>Language Complexity and Accuracy</b> 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 eg. <i>irregular verbs; FAHREN, LESEN, SEHEN</i></p>	<p><b>Communication</b> I often expand my answers to give extra, relevant detail.</p> <p>I often give opinions and justify them, using different connectives.</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>I can use my knowledge of the link between sounds and spelling in German to frequently pronounce and spell German words accurately, sometimes including previously unseen words.</p> <p><b>Language Complexity and Accuracy</b> I produce frequent extended sentences with a range of connectives and adverbs of time</p> <p>I refer to a range of present events with <b>different subjects</b> with frequently accurate structures.</p> <p>I use a range of complex structures which are mostly accurate and the modal verb <i>können</i>.</p>	<p><b>Communication</b> I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I frequently justify opinions, using a variety of connectives.</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>I can use my knowledge of the link between sounds and spelling in German to consistently pronounce and spell German words accurately, including previously unseen words.</p> <p><b>Language Complexity and Accuracy</b> 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 with <b>all subjects</b> with consistently accurate structures using a range of verbs. I also refer to future events.</p> <p>I use a wide range of complex structures with a high level of accuracy.</p>

## Year 7 Assessment Framework: MFL – Russian

	[E] Exploring–Taking Off	[D] Developing– Gaining Height	[M] Mastering– Reaching the Skies	[EX] Exceeding– Flying High
<b>Communication</b>	<ul style="list-style-type: none"> <li>Recognise all the Russian letters.</li> <li>I give basic opinions but I don't justify them.</li> <li>I use and understand some basic vocabulary on the relevant topic, such as name, likes/dislikes</li> <li>I can give some basic information occasionally and take part in a simple conversation by reading out notes</li> <li>I can sometimes recognise and respond to key information in written and spoken texts</li> </ul>	<ul style="list-style-type: none"> <li>Read familiar words aloud in Russian</li> <li>I give opinions and frequently justify them.</li> <li>I use and understand a range of basic, standard vocabulary on a number of topics</li> <li>I can develop my answers to give some relevant, extra information and take part in a simple conversation, partly from memory</li> <li>I can often recognise and respond to key information in written and spoken texts</li> </ul>	<ul style="list-style-type: none"> <li>Read unfamiliar words aloud in Russian with correct pronunciation. Spell correctly from memory.</li> <li>I give a range of opinions and justify them.</li> <li>I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary</li> <li>I often expand my answers to give extra, relevant detail and can respond to most questions from memory.</li> <li>I can consistently recognise and respond to key information in written and spoken texts and occasionally draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Read fluently, understanding the relationship between sound and spelling. Spell words when hearing them.</li> <li>I give a range of different opinions and justify them using a range of adjectives.</li> <li>I can use and understand a wide range of unusual vocabulary including using vocabulary in different contexts.</li> <li>I consistently expand my answers with a range of extra, relevant details and can respond to most questions spontaneously</li> <li>I can consistently recognise and respond to key information in written and spoken texts and frequently draw justified conclusions</li> </ul>
<b>Language Complexity &amp; Accuracy</b>	<ul style="list-style-type: none"> <li>I use some basic connectives at times to link sentences 'и' (and)</li> <li>Recognise that some structures (such as 'I have' and 'I am... years old') are not directly translatable</li> </ul> <p>I use basic grammatical structures and verbs 'I like', 'I play'</p>	<ul style="list-style-type: none"> <li>Use 'и' (and), 'но' (but), and 'потому что' (because) to link sentences</li> <li>Know that 'have' and 'am / is' work differently in Russian, and that there are no articles.</li> <li>I use a range of basic verbs and understand the concept of ending change</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of other connectives to link sentences (e.g. хотя, однако), 'также' (also)</li> <li>Know how to use structures such as 'I have' and 'I don't have'</li> <li>I use a range of verbs in the first, second and third person forms</li> </ul>	<ul style="list-style-type: none"> <li>I Use a wider range of connectives, including more complex ones and could use opinion phrases (я думаю, по-моему)</li> <li>Know how to use structures such as 'have' for other persons, such as for the 'he / she' form.</li> <li>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</li> </ul>

## Year 7 Assessment Framework: MFL – Spanish

Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Communication</b> I communicate basic, relevant information on topics covered.</p> <p>I give basic opinions but I don't justify them.</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>I am able to pronounce a small range of letters and combination of letters accurately in Spanish but sometimes struggle to pronounce whole words accurately.</p> <p><b>Language Complexity &amp; Accuracy</b> I use some basic connectives at times to link sentences e.g.</p> <p>I refer to present events with 'yo', but make some errors.</p> <p>I use basic grammatical structures. e.g. present tense regular verbs..with 'yo' and negative with 'no'</p>	<p><b>Communication</b> I can develop my answers to give some relevant, extra information.</p> <p>I give opinions and frequently justify them.</p> <p>I use and understand a wide range of basic, standard vocabulary on the relevant topic.</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>I know how a range of different letters and combinations of letters are pronounced in Spanish and can often use this knowledge to pronounce and spell Spanish words accurately.</p> <p><b>Language Complexity &amp; Accuracy</b> I produce extended sentences with a small range of connectives.</p> <p>I refer to present events in the I form with some accuracy</p> <p>I use occasional examples of complex structures with variable accuracy. (irregular key verbs, negatives, me gusta / me gustan)</p>	<p><b>Communication</b> I often expand my answers to give extra, relevant detail. I give a range of detailed opinions with opinion phrases and explain them in some detail.</p> <p>I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary e.g. found in dictionary</p> <p>I can respond to common questions spontaneously and interact naturally</p> <p>I can consistently recognise and respond to key information in written and spoken texts and occasionally draw conclusions</p> <p>I can use my knowledge of the link between sounds and spelling in Spanish to frequently pronounce and spell Spanish words accurately, sometimes including previously unseen words.</p> <p><b>Language Complexity &amp; Accuracy</b> I produce frequent extended sentences with a range of connectives and adverbs of time '</p> <p>I refer to a range of present and future events in the I form with accuracy. I can use another subject with some accuracy</p> <p>I use a range of complex structures which are often accurate. (see Developing )</p>	<p><b>Communication</b> I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I give detailed opinions with 1st and 3rd person and explain them in detail using a range of language.</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</p> <p>I can consistently recognise and respond to key information in written and spoken texts and often draw conclusions</p> <p>I consistently pronounce and spell Spanish words accurately, including previously unseen words.</p> <p><b>Language Complexity &amp; Accuracy</b> I produce sentences which are consistently linked with a wide range of appropriate and varied connectives.</p> <p>I refer to a wide range of present and future events using more than one subject with a high level of accuracy</p> <p>I use a wide range of complex structures with a high level of accuracy. (see developing)</p>

# Year 7 Assessment Framework: Music

[E] Exploring—Taking Off	[D] Developing— Gaining Height	[M] Mastering— Reaching the Skies	[EX] Exceeding— Flying High
<p><b>Unit 1—Notation</b> 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. <b>Targets achieved: p1</b></p> <p><b>Unit 2—African Drumming</b> 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. <b>Targets achieved: p2</b></p> <p><b>Unit 3—Instruments of the Orchestra</b> I know the four instrument families. I can sometimes recognise different families by listening. I understand basic facts about each instrument. <b>Targets achieved: I1</b></p> <p><b>Unit 4—Carnival of the Animals</b> Our composition is able to communicate some basic ideas about our chosen animal. I can use basic music terminology to describe our piece and I am able to perform it with a little fluency <b>Targets achieved: p1,2 &amp; c1</b></p> <p><b>Unit 5—Mini Band Project</b> I can play two simple chord on my instrument correctly. I can sometimes play this in time with the rest of my group. We have completed the Chorus of our chosen song. <b>Targets achieved: p1,2,3</b></p>	<p><b>Unit 1—Notation</b> 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. <b>Targets achieved: p2&amp;3</b></p> <p><b>Unit 2—African Drumming</b> 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. <b>Targets achieved: p4&amp;7</b></p> <p><b>Unit 3—Instruments of the Orchestra</b> 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. <b>Targets achieved: I1,2</b></p> <p><b>Unit 4—Carnival of the Animals</b> Our composition is able to communicate some more complex ideas about our chosen animal. I can use more sophisticated music terminology when describing my piece and I can perform my piece fluently and confidently <b>Targets achieved: p3,5,6 &amp; c2,3</b></p> <p><b>Unit 5—Mini Band Project</b> 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. <b>Targets achieved: p4,6</b></p>	<p><b>Unit 1—Notation</b> 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. <b>Targets achieved: p4&amp;6</b></p> <p><b>Unit 2—African Drumming</b> 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. <b>Targets achieved: p4,8,11 &amp; c3,4</b></p> <p><b>Unit 3—Instruments of the Orchestra</b> 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. <b>Targets achieved: I3</b></p> <p><b>Unit 4—Carnival of the Animals</b> Our composition uses a combination of simple and more complex musical ideas to represent our chosen animal. I have contributed to the planning process of our performance, and my performance is fluent. I can critique other's performances and suggest areas for improvement. <b>Targets achieved: p9,10 &amp; c4,5</b></p> <p><b>Unit 5—Mini Band Project</b> 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. I have suggested performance ideas for our assessment. <b>Targets achieved: p5,8</b></p>	<p><b>Unit 1—Notation</b> 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 staff and ledger line notes. Our performance is fluent and musical. <b>Targets achieved: p5,7&amp;10</b></p> <p><b>Unit 2—African Drumming</b> 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. <b>Targets achieved: p11,12 &amp; c5&amp;6</b></p> <p><b>Unit 3—Instruments of the Orchestra</b> 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 and can vocalise ideas about how to include different instruments in compositions <b>Targets achieved: I4&amp;6</b></p> <p><b>Unit 4—Carnival of the Animals</b> Our composition uses more complex musical ideas to represent our chosen animal. I have taken the lead in the planning process for our performance and can self-critique our work to identify areas for improvement. When listening to other's work, I am able to use sophisticated musical terminology to suggest areas for improvement <b>Targets achieved: p10,11 &amp; c7,8 &amp; I6</b></p> <p><b>Unit 5—Mini Band Project</b> I can play our chosen song fluently on my instrument. I can sing while playing. I can play more interesting rhythms or strumming patterns on my instrument, and I have added stylistic extras to our performance. We can perform our whole song. Our performance is fluent and musical. <b>Targets achieved: p10,11,13</b></p>

## Year 7 Assessment Framework: PE

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Competency</b> Students can utilise some of the fundamental movement skills acquired in primary with some success.</p> <p><b>Knowledge</b> The student can explain new found key concepts. They can clarify new terms and understand their place in the sports/activities.</p> <p><b>Health &amp; Fitness</b> The student develops a basic level of understanding of how health and fitness act as key components within each sport/activity. This understanding can be demonstrated or explained. <i>E.G I can identify 5 muscles locations</i></p> <p><b>Personal Development</b> The student shows some resilience and confidence in other roles. They attempt to lead and coach with a variety of success</p> <p><b>Evaluation</b> Students are able to review their own performances. They can distinguish some areas for sport/activity specific improvement.</p>	<p><b>Competency</b> Students are performing skills and movements with more success and consistency in some of the sports/activities</p> <p><b>Knowledge</b> The student acquires new knowledge well, particularly the ‘how’s and what’s of each sport/activity. They can explain some of these.</p> <p><b>Health &amp; Fitness</b> The student develops a better understanding of how and why health and fitness act as key components within each sport/activity. The addition of the why can act to help them avoid being unhealthy or unfit. <i>E.G I can identify 6 muscles locations</i></p> <p><b>Personal Development</b> Students' confidence in working collaboratively is growing. They can identify a range of qualities that make a good coach/leader and try to develop these.</p> <p><b>Evaluation</b> Students can accurately identify areas for personal development in some of the sports/activities, explaining these clearly.</p>	<p><b>Competency</b> Students are starting to perform at a higher skill level, showing more precision, control and fluency in some of the sports/activities.</p> <p><b>Knowledge</b> This student has developed a good bank of knowledge against the chosen sport/activity and is able to explain all of these with good accuracy.</p> <p><b>Health &amp; Fitness</b> The student is starting to develop a more advanced understanding of short- and long-term fitness. They can accurately identify key H&amp;F components in selected sports/activities. <i>E.G I can identify 8 muscles locations</i></p> <p><b>Personal Development</b> This student shows some aptitude for coaching and/or leading. They should be able to lead a warm up in conjunction with a peer.</p> <p><b>Evaluation</b> Students are able to review their own, and peers' performances. They can distinguish a number of areas for sport/activity specific improvement.</p>	<p><b>Competency</b> Students consistently demonstrate advanced skills in most of the activities/sports. They perform effectively in all scenarios.</p> <p><b>Knowledge</b> The student is now developing rich knowledge around rules, strategies and tactics for a number of sports and activities.</p> <p><b>Health &amp; Fitness</b> This student is able to make connections between health and fitness requirements in PE and wider society, and then link these back to some sports &amp; activities. <i>E.G I can identify 10 muscles locations</i></p> <p><b>Personal Development</b> This student can lead and coach in some capacity in more than one sport/activity. They can provide accurate feedback to learners less competent than themselves.</p> <p><b>Evaluation</b> These students are analytical and able to critique different training methods and practices in relation to the specific sport or activity</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>To give a response to the enquiry questions based on a basic understanding of the relevant religion</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>To give a response to the enquiry questions based on specific beliefs of the relevant religion.</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>To give a response to the enquiry questions based on specific beliefs of the relevant religion, including an understanding of differing opinions in the religion.</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> <p>To make an argument in response to the enquiry questions based on specific beliefs of the relevant religion, including an understanding of differing opinions in the religion.</p>



# Year 7 Assessment Framework: Science

(E) Exploring – Taking Off	(D) Developing – Gaining Height	(M) Mastering – Reaching the Skies	(EX) Exceeding – Flying High
<p><b>Matter</b></p> <ul style="list-style-type: none"> <li>State that all substances are made up of particles.</li> <li>Categorise substances as a solid, liquid or gas.</li> <li>Describe pure and impure substances.</li> </ul> <p><b>Objects at Distance</b></p> <ul style="list-style-type: none"> <li>State that gravity and magnetism are non-contact forces</li> <li>State that magnets have poles.</li> <li>Recognise circuit components</li> </ul> <p><b>Movement of Objects</b></p> <ul style="list-style-type: none"> <li>Categorise forces into push or pull</li> <li>State that a Newton meter is used to measure forces</li> <li>Add arrows to a force diagram.</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>State different types of energy</li> <li>State that we get energy from food</li> <li>Categorise energy sources as renewable or non-renewable.</li> </ul> <p><b>Organisation in Organisms</b></p> <ul style="list-style-type: none"> <li>Label animal and plant cells</li> <li>Identify tissues, organs and organ systems</li> </ul> <p><b>Organisms Require Energy</b></p> <ul style="list-style-type: none"> <li>State that plants photosynthesise</li> <li>State that organisms respire</li> <li>Draw a simple food chain</li> </ul> <p><b>Genetics</b></p> <ul style="list-style-type: none"> <li>Label male and female reproductive systems</li> <li>Name reproductive cells</li> <li>Label reproductive system of flowers</li> <li>State what menstruation is</li> </ul> <p><b>Diversity and Evolution</b></p> <ul style="list-style-type: none"> <li>State how organisms look different</li> <li>Spot adaptations in animals and plants</li> </ul>	<p><b>Matter</b></p> <ul style="list-style-type: none"> <li>Describe different states of matter using the particle model.</li> <li>Recognise the difference between elements, compounds, and mixtures.</li> <li>Carry out filtration, chromatography, and crystallisation.</li> </ul> <p><b>Objects at Distance</b></p> <ul style="list-style-type: none"> <li>Recognise magnetic metals</li> <li>Identify circuit components by their symbols</li> <li>Describe current and voltage</li> </ul> <p><b>Movement of Objects</b></p> <ul style="list-style-type: none"> <li>Name basic forces</li> <li>Use a Newton meter to measure forces</li> <li>Draw a line graph to represent Hooke's law</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>State the law of conservation of energy</li> <li>Recall the GPE equation.</li> <li>Describe food as a store of chemical energy</li> <li>Explain why renewable energy sources are useful.</li> </ul> <p><b>Organisation of Organisms</b></p> <ul style="list-style-type: none"> <li>State the functions of cell organelles</li> <li>Identify specialised cells</li> <li>Name the different organ systems</li> </ul> <p><b>Organisms Require Energy</b></p> <ul style="list-style-type: none"> <li>State that photosynthesis occurs in chloroplasts</li> <li>State that respiration occurs in mitochondria</li> <li>Draw a simple food web</li> </ul> <p><b>Genetics</b></p> <ul style="list-style-type: none"> <li>Give the functions of different reproductive organs</li> <li>State adaptations of reproductive cells</li> <li>Give the functions of different plant reproductive organs</li> <li>Outline the stages of menstruation</li> </ul> <p><b>Diversity and Evolution</b></p> <ul style="list-style-type: none"> <li>Describe environmental and genetic variation</li> <li>Describe animal and plant adaptations.</li> </ul>	<p><b>Matter</b></p> <ul style="list-style-type: none"> <li>Explain how states are represented using the particle model.</li> <li>Define elements, compounds, and mixtures.</li> <li>Determine the technique used to separate a mixture.</li> </ul> <p><b>Objects at Distance</b></p> <ul style="list-style-type: none"> <li>Represent magnetic fields using diagrams.</li> <li>Build circuits using a diagram</li> <li>Calculate voltage and current</li> </ul> <p><b>Movement of Objects</b></p> <ul style="list-style-type: none"> <li>Draw accurate force diagrams.</li> <li>Identify action and reaction forces</li> <li>Explain Hooke's Law</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>Describe energy transfers and stores.</li> <li>Calculate GPE using the equation</li> <li>Describe how we can investigate the energy content of food.</li> <li>Compare and contrast energy sources.</li> </ul> <p><b>Organisation of Organisms</b></p> <ul style="list-style-type: none"> <li>Compare and contrast animal and plant cells</li> <li>Name specialised cells and their adaptations.</li> <li>Give the functions</li> </ul> <p><b>Organisms Require Energy</b></p> <ul style="list-style-type: none"> <li>Give the word equation for photosynthesis</li> <li>Give the word equation for respiration</li> <li>Describe energy transfers between organisms</li> </ul> <p><b>Genetics</b></p> <ul style="list-style-type: none"> <li>Explain adaptations of reproductive cells</li> <li>Describe how fertilisation occurs</li> <li>Describe the hormones involved in the menstrual cycle</li> </ul> <p><b>Diversity and Evolution</b></p> <ul style="list-style-type: none"> <li>Describe beneficial features for survival.</li> <li>Explain animal and plant adaptations.</li> </ul>	<p><b>Matter</b></p> <ul style="list-style-type: none"> <li>Evaluate strengths and weaknesses in the particle model.</li> <li>Give examples of elements, compounds, and mixtures.</li> <li>Explain why specific techniques are used to separate different mixtures.</li> </ul> <p><b>Objects at Distance</b></p> <ul style="list-style-type: none"> <li>Explain how a compass can be used to draw magnetic field lines.</li> <li>Spot mistakes with electrical circuits.</li> <li>Rearrange equations to calculate voltage and current</li> </ul> <p><b>Movement of Objects</b></p> <ul style="list-style-type: none"> <li>Draw accurate force diagrams.</li> <li>Explain if action and reaction forces are balance or unbalanced.</li> <li>Use Hooke's law to find the elastic limit of a spring.</li> </ul> <p><b>Energy</b></p> <ul style="list-style-type: none"> <li>Rearrange the GPE equation.</li> <li>Use temperature difference to calculate the energy content of food.</li> <li>Evaluate different energy sources.</li> </ul> <p><b>Organisation of Organisms</b></p> <ul style="list-style-type: none"> <li>Compare eukaryotic and prokaryotic cells</li> <li>Explain the adaptations of specialised cells</li> </ul> <p><b>Organisms Require Energy</b></p> <ul style="list-style-type: none"> <li>Give the symbol equation for photosynthesis</li> <li>Give the symbol equation for respiration</li> <li>Describe interdependence.</li> </ul> <p><b>Genetics</b></p> <ul style="list-style-type: none"> <li>Explain how a fertilised egg develops into an embryo, zygote and foetus.</li> <li>Explain the role of hormones in controlling the menstrual cycle.</li> </ul> <p><b>Diversity and Evolution</b></p> <ul style="list-style-type: none"> <li>Explain the process of evolution.</li> <li>Explain the process of extinction.</li> </ul>