Year 7 Reading	Word	Understand and Retrieve	Interpret	Organisation and Structure	Language	Viewpoint
	I can fluently and effortlessly read a range of age-appropriate texts both independently and to an audience. I can determine the meaning of most new words by applying knowledge of prefixes, suffixes and root words.	In non-fiction, I can retrieve, record and present information to the reader. I can ask questions to enhance my understanding of a range of texts.	I can distinguish between statements of fact and opinion in reference to a text and explain my reasoning. I can make detailed predictions based on details which are stated and implied.	I can explain in some detail how language, structure and presentation can contribute to the meaning of a text.	I can comment on how language, including more complex figurative language, is used to contribute to meaning. I have learned a range of poetry by heart.	I can make comparisons within and across a range of texts. I can express views formed from independent reading, explaining and justifying my opinion and courteously challenging those of others.
	I can demonstrate appropriate intonation, tone and volume when reading aloud modern plays and reciting poetry to make the meaning clear to the audience.	I can identify themes and conventions and demonstrate understanding of their use in and across a range of writing. I can convey my response verbally to a group.	I can draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justify inferences with evidence. I can quote evidence to support my interpretation.			I can explain and discuss my understanding of what I have read, including through formal presentation and debate. I can maintain a focus on the topic and use some brief notes to assist me.
	I engage in discussions to explore a range of words with different meanings.	I can identify key details that support main ideas and can use them to summarise content drawn from a short, complete text.				I can verbally recommend books to others based on my own preferences, giving detailed reasons for my choice.
		I have read and am familiar with a range of books including myths, legends and traditional tales, modern fiction and fiction from literary heritage and books from other cultures and traditions.				I can demonstrate a positive attitude to reading, by frequently reading for pleasure a range of both fiction and non-fiction.

Year 7 Writing	Spelling, Punctuation and Grammar		Transcription	Planning, drafting and editing	Structuring and Organising Texts	Handwriting
	I can write using accurate spelling with only occasional errors in more ambitious vocabulary choices.	I can use sentences containing more than one subordinate clause to elaborate on my ideas.	I am able to write from memory 2 sentences (dictated by the teacher) that include words and punctuation from the glossary of terms.	I can write for a range of purposes and audiences, demonstrating selection and use of appropriate forms.	I can structure my writing with an awareness of the audience, purpose and context using effectively organised paragraphs.	My handwriting is legible, fluent and mostly maintained when writing at sustained, efficient speed.
	I can use a dictionary and thesaurus efficiently.	I can make precise vocabulary and grammatical choices with occasional errors where ambitious choices are made.		When planning for narratives, characters and settings are often adapted and developed.	I can often use a wide range of cohesive devices such as deliberate repetition, adverbials and relevant tense use sustained throughout my writing.	I choose appropriate writing tools to support the appropriate presentation of my work.
		I can use a range of punctuation accurately and appropriately including semi-colons, colons and dashes to mark the boundaries between independent clauses.		I use a drafting process to make deliberate choices of grammar and vocabulary to improve my own work.		I take pride in my work and it is presented appropriately.
				I can evaluate and edit the effectiveness of my own and others' writing to make changes to vocabulary, grammar and punctuation.		

Year 7 Maths	Number	Algebra	Geometry and Measure	Probability and Statistics	Ratio and proportion
	Understand and use place value for decimals, measures and integers of any size	Use and interpret algebraic notation eg: ab in place of a x b, a squared instead of a x a	Draw and measure line segments and angles in geometric figures	Record and describe the frequency of outcomes of simple probability experiments	Change freely between related standard units
	Order positive and negative integers, decimals and fractions	Substitute positive integer values into formulae and expressions, including scientific formulae	Calculate lengths represented by line segments in scale drawings given scale factors as ratios in the form 1 : n	Make and explain own judgments about the fairness of situations	Express one quantity as a whole-number multiple or fraction of another
	Use the symbols =, ≠, <, >, ≤, ≥ to make order statements about positive and negative integers, decimals and fractions	Understand the correct and incorrect use of '=';	Derive and apply formulae to calculate and solve problems involving perimeter and area of rectangles	Use the 0-1 probability scale	Use ratio notation, including reduction to simplest form
	Use both decimals and their corresponding fractions (such as 3.5 and $^{7}/_{2}$ or 0.375 and $^{3}/_{8}$)	Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors	Describe, sketch and draw: points, lines, parallel lines, perpendicular lines, right angles, polygons that are reflectively and rotationally symmetric	Use graphical representation involving discrete and grouped, data; and appropriate measures of central tendency (mean, mode, median) and spread (range)	Use scale factors of scale diagrams and maps in everyday contexts
	Round numbers and measures to different degrees of accuracy, for example to the nearest whole number or to one decimal place	Simplify and expand algebraic expressions to maintain equivalence	Use conventional terms and notations, such as using 'dashes' to indicate equal lengths and (multiple) arrows to indicate parallel lines	Construct and interpret frequency tables, bar charts, pie charts, pictograms, and vertical line charts	Relate the language of ratios and the associated calculations to the arithmetic of fractions
	Use standard units of mass, length, time, money and other measures, including with decimal quantities	Understand and use standard mathematical formulae	Use the standard conventions for labelling the sides and angles of triangle ABC	Describe mathematical relationships between two variables	Divide an amount into a given ratio
	Appreciate the infinite nature of the set of integers	Use algebraic methods to solve linear equations in one variable	Identify and illustrate properties of triangles, quadrilaterals		Use the idea of compound units (A 'per' B), as in unit pricing, to solve problems

Year 7 Maths	Number	Algebra	Geometry and Measure	Probability and Statistics	Ratio and proportion
	Define percentage as 'number of parts per hundred', and know their decimal and fraction equivalents	Model simple situations or procedures	Apply translations, rotations and reflections to given figures, and identify translations, rotations and reflections		
	Recognise and use relationships between the operations +, –, ×, ÷, including inverse operations	Produce graphs of linear functions of one variable	apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles		
	Use the priority of operations, including brackets	Interpret simple linear mathematical relationships, such as ***y equals 5 times x***			
	Use the four operations, including formal written methods, applied to integers and decimals; multiply proper and improper fractions, and mixed numbers, all both positive and negative	Use linear graphs to estimate values of ***y*** for given values of ***x***			
	Use square, cube, square root and cube root	From given linear graphs find approximate answers to simple contextual questions			
	Use the concepts and vocabulary of prime numbers, factors and multiples.	Generate terms of a sequence with a simple nth term rule			
	Use approximation to estimate answers				
	Use a calculator to calculate results accurately and then interpret them appropriately				

Year 7 Biology	Cells and tissues	Animal reproduction	Food and digestion	Lungs and gas exchange	Respiration	Muscles and bones (independent learning project)	Drugs and health
	Identify cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope	Describe reproduction in humans, including the structure and function of the male and female reproductive systems.	Describe the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and explain why each is needed.	Explain the structure and functions of the gas exchange system in humans, including adaptations to function.	Describe aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules which enables all the other chemical processes necessary for life.	Describe the structure and functions of the human skeleton, to include support, protection, movement and making blood cells.	Research the effects of recreational drugs (including substance misuse) on behaviour, health and life processes (***covered as part of pregnancy in reproduction***).
	Explain the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts	Explain the stages of the menstrual cycle.	Describe the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food.	Describe the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume	Write a word summary for aerobic respiration.	Explain the interaction between skeleton and muscles, including the differences in forces exerted by various muscles	
	Compare the similarities and differences between plant and animal cells	Describe the formation of gametes and process of fertilisation.	Explain the role of enzymes as biological catalysts.	Evaluate the impact of exercise, asthma and smoking on the human gas exchange system.	Assess the process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration.	Consider the function of muscles and give examples of antagonistic muscles.	
	Explain the role of diffusion in the movement of materials in and between cells	Identify the main stages in gestation and birth.	Consider the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases.		Contrast the differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism.		
	Describe the structural adaptations of some unicellular organisms (sex cells, ciliated cells, root hair cells, blood cells etc).	Consider the effect of maternal lifestyle on the foetus through the placenta.	Calculate energy requirements in a healthy daily diet.				
	Describe the hierarchical organisation of multicellular organisms (cells, tissues, organs, systems to organisms.		Explain the importance of bacteria in the human digestive system.				

Year 7 Chemistry	Particles	Atoms and Elements	Pure and Impure Substances	Earth and Atmosphere
	Describe the different states of matter in terms of arrangements, motion and closeness of particles.	Consider atoms and molecules as particles.	Explain the concept of a pure substance	Describe the composition of the Earth.
	Explain changes of state in terms of energy.	Draw and label a simple atomic model.	Use the terms saturated and solubility to describe how different substances may dissolve in water.	Recall the structure of the Earth.
	Calculate density from mass and volume data.	Define the key terms atom, element, compound and molecule accurately with specific examples.	Use the key terms dissolve, solute, solvent and solution.	Describe the rock cycle and the formation of igneous, sedimentary and metamorphic rocks.
	Explain diffusion in liquids and gases driven by differences in concentration.	Use chemical symbols and formulae for elements and compounds.	Undertake simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography.	Consider Earth as a source of limited resources and the efficacy of recycling.
	Consider gas pressure in terms of particles and apply their understanding to different phenomena including vacuums.	Explain conservation of mass for changes of state, dissolving and chemical reactions.	Describe how to identify pure substances (from their particle models, boiling points, chromatography etc).	Describe the carbon cycle and anthropogenic contribution.
	Appreciate the importance of the observation of Brownian motion in gases.	Consider chemical reactions as the rearrangement of atoms.		Recall the composition of the atmosphere
	Explain the anomaly of ice-water transition in basic terms of density and the differences between water and other similar molecules (e.g., CO_2).	Use word equations to represent a chemical reaction.		Consider the production of carbon dioxide by human activity and the impact on climate.
		Identify the difference between chemical and physical changes.		

Year 7 Physics	Energy	Energy Transfers
	Compare energy values of different foods (from labels) (kJ).	Define the term energy as the ability to do work.
	Compare power ratings of appliances in watts (W, kW).	Consider energy as a quantity that can be quantified and calculated.
	Calculate and compare amounts of energy transferred (J, kJ, kW hour).	Explain why the total energy has the same value before and after a change (conservation of energy)
	Assess domestic fuel bills, fuel use and costs.	Compare the starting and the final conditions of a system and describing increases and decreases in the amounts of energy associated with movements, temperatures (***not covered in detail: changes in positions in a field, in elastic distortions and in chemical compositions***).
	Compare fuels and consider renewable and non-renewable energy resources.	Explain changes with temperature in the motion and spacing of particles.
		Describe heating and thermal equilibrium: temperature difference between two objects leading to energy transfer from the hotter to the cooler one through contact (conduction) or radiation; such transfers tending to reduce the temperature difference.*
		Assess the use of insulators to minimise heat transfer.*
		Explain energy transfers: e.g., changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.

Year 7 Working Scientifically	Scientific Attitudes	Experimental Skills and Investigations	Analysis and evaluation	Measurement
	Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility.	Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.	Apply mathematical concepts and calculate results.	Understand and use SI units and chemical nomenclature.
	Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review.	Make predictions using scientific knowledge and understanding.	Present observations and data using appropriate methods, including tables and graphs.	Use and derive simple equations and carry out appropriate calculations
	Evaluate risks in experimental investigations including the use of CLEAPPS hazcards.	Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate.	Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.	Undertake basic data analysis including simple statistical techniques.
		Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety.	Present reasoned explanations, including explaining data in relation to predictions and hypotheses.	
		Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements.	Evaluate data, showing awareness of potential sources of random and systematic error.	
		Apply sampling techniques.	Identify further questions arising from their results.	

Year 7 Art & Design	**Generating Ideas** ***Skills of Designing & Developing Ideas***	**Making** ***Skills of Making Art, Craft and Design***	**Evaluating** ***Skills of Judgement and Evaluation***	**Knowledge** ***Knowledge about art processes and context***
	I can complete design studies for 2D, 3D and craft outcomes, including research, observed studies, and visualisations.	I can knowledgeably develop my own practical skills through investigation and experimentation using a range of materials and techniques with increasing control and purpose.	I can evaluate and express an opinion about the visual images, artists' and students' work being investigated using descriptive and critical language when speaking and writing;	I know about the codes and conventions that define the different creative forms in art, craft and design so I can research, plan and develop several interpretations and designs.
	I can explore a sequence of design steps to develop and improve ideas using thumbnail studies, annotation, multi-views, different compositions, maquettes or prototypes.	I can carefully explore the characteristics of each of the artistic elements with control to express personal intentions when making painted, printed, constructed and virtual artworks.	I can provide honest assessment and purposeful feedback to my peers describing strengths and possible next steps.	I know how to apply my experience of drawing, painting, printing, tactile and constructed processes/techniques, selecting suitable tools to enable me to design and make art works.
	I can use a camera, varied drawing approaches, collage and digital media to record from life and secondary sources to inform and develop imaginative ideas for my work.	I can work safely and as part of a team, with an understanding of process and the actions required to successfully follow each technique to improve and produce good quality outcomes.	I can use specialist language to express views and interpretations, drawing on my understanding of the creative works I study using spoken and written forms.	I know when and how to look at the works of artists studied to help me resolve creative problems to inform my own work.
	I can control my selection and interpretations of elements from the study of artists, designers, architects and other cultures to creatively inform my individual designs and planning for a proposed outcome.	I can show how I can respond in a direct way to any artists and designers studied, making thoughtful use of my sketchbooks to test ideas that inform my making.		

Year 7 Computing	Computer Science	Digital Literacy	Technology
	Apply some computational thinking techniques e.g. decomposition and abstraction	Create and combine different forms of information, refining and presenting it for a particular purpose, showing an awareness of audience and the need for quality and reliability.	Use 2D and 3D CAD packages to model ideas.
	Recognise the main parts of a computer system and how they are connected.	Develop simple ICT-based models to explore patterns and relationships, and make predictions about the consequences of their decisions e.g. effects of changing data variables in a model.	Select appropriately from specialist tools, techniques, processes, equipment and machinery, including computer-aided manufacture.
	Use basic techniques to produce efficient and effective coding solutions understanding the need for care and precision of syntax.	Communicate and exchange information and ideas with others, collaborating to develop and improve work.	Work with a range of tools, materials, equipment, components and processes with some precision.
	Understand how numbers, text and images can be represented digitally in the form of binary digits.	Use ICT safely and responsibly and know how to report concerns in and out of school.	Use simple electronic circuits incorporating inputs and outputs.
		Show awareness ware of strategies for guarding against identity theft and scams that try to access private information online.	Test and evaluate work showing understanding of the product context and limitations.

Year 7 Food Studies	Develop a range of cooking skills	Principles of nutrition and health	Source, seasonality and function of a range of ingredients
	I can name taste and prepare a broad range of ingredients.	I can give examples of sources and functions and deficiency of each nutrient.	I know the basic steps in producing food.
	I can use a wider range of food preparation skills eg using the hob, handling raw meat, microwave, kettle, frying, boiling and simmering.	I can explain the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight	I am aware that advertising can influence what we eat.
	I can weigh and measure a range of ingredients accurately.	I can name nutrients and functions. Identify factors influencing food choice.	I can read and use labelling information on food and drinks.
	I can explain how food should be stored and how to avoid cross contamination.		
	I can explain the symptoms and causes of food poisoning and how to prevent its occurrence.		
	I can explain why my product has been successful using key vocabulary.		

Year 7 French	Listening	Speaking	Reading	Writing
	Can pick out the main points and some detail in a short passage with predictable information spoken slowly and clearly	Can ask and respond to simple questions on the current topic including expressing opinion	Can understand the main details in a short text on familiar topics	Can write a short simple text from memory, with reasonable spelling
	Can understand and respond to a range of familiar questions	Can adapt models to convey information from 2/3 topics	Can appreciate the gist of a range of of fiction and non-fiction texts	Can use a dictionary with some success to add new language
	Can write down high frequency familiar words when spoken clearly. Spelling is understandable	Can use formal and informal modes of address	Can use a bilingual dictionary to look up nouns, adjectives and verbs	Can use high frequency verb forms, nouns, articles and adjectives to form simple sentences
	Can understand the main points in passages which include opinions and two tenses (present and near future)	Can use sentences independently to describe people, places, things and action	Can infer meaning from context and pick out and translate individual words and short phrases into English	Can demonstrate a vocabulary base and phrases related to people, places, things and simple actions
	Can write down words spelled out in French	Can pronounce known language well and can read unknown words aloud applying phonics knowledge		Can agree adjectives for number and gender including possessive adjectives (mon/ma/mes etc.)
				Can use the near future
				Can use simple connectives, qualifiers, adverbs of frequency, numbers, time expressions and simple negatives

Year 7 Geography	Geographical Knowledge	Geographical Understanding			Geographical Skills And Enquiry	
	The world and continents	**Physical themes**	**Human themes**	**Understanding places and connections**	**Map and atlas work**	**Fieldwork and investigation**
	I can locate and understand key physical and human characteristics of Africa & Asia.	I understand a range of physical processes and explain how these are responsible for the distinctive features of a place.	I understand the contrasts in levels of international development and how to measure development using a range of development indicators.	I can explain how change can be managed or controlled and how this affects different groups of people.	I can use GIS to view, analyse and interpret places and data.	I can collect, analyse, and draw conclusions from geographical data.
	I can locate cities, countries and regions of Africa & Asia on physical and political maps.	I understand how physical processes affect the environment and impact of people living nearby.	I understand trends in world population change, distribution and the impact humans have on the environment.	I understand geographical similarities and links between places through the study of human and physical geography of a region within Asia.	I can use globes, atlases, aerial and satellite photographs to locate places studied in relation to environmental regions, countries and major cities.	I can carry out a fieldwork investigation using appropriate techniques.
					I can use physical and political maps to describe key physical and human characteristics of regions of Russia and other parts of Asia.	

Year 7 History	Chronological Awareness	Historical Knowledge and Understanding	Interpretations of History	Historical Enquiry	Organisation and Communication
	I can describe and begin to make links between features of past societies and periods.	I can describe in some detail events, people and changes.	I can describe how and explain why some events, people and changes have been interpreted in different ways.	I can use knowledge and understanding to evaluate historical sources.	I can select and organise information to produce structured work.
		I can explain the causes and consequences of key events and changes.	I can make connections and describe links between events.	I can identify historical sources which are useful to answer specific questions.	I can make some use of dates and terms.
		I can begin to show the difference between short and long term causes.		I can use historical sources to strengthen my views about the past and reach a conclusion.	I can make use of historical terminology.

Year 7 Music	Performing	Composing	Listening and Appraising
	To play as part of a group.	To improvise rhythms and melodies.	To use musical language to identify different features
	To use some of the elements of music to add variety to my work.	To compose using melody, rhythm and chords.	To recognise and be able to describe how music reflects different occasions, times and places.
	To perform with confidence in both group work and individually using musical elements to add variety.	To compose for different occasions using a variety of structures.	To describe, compare and evaluate music using KS3 vocabulary.
	To perform extended pieces from memory.	To compose confidently using structure and form as well as a range of musical devices to produce a completed piece	To use KS3 musical terminology to identify features and devices used across a wide range of musical styles.
	To perform a range of melodies and chords from notation.		

Year 7 PE	Gymnastics	Table Tennis	Football	Hockey	Rugby	Volleyball
	You can link your own and others ideas together to create a sequence that is aesthetically pleasing.	You demonstrate a range of shots on the forehand and backhand to different areas of the table.	You demonstrate a range of passing techniques and can control the ball with different body parts effectively in a practice situation.	You can demonstrate that you can use the reverse stick.	You demonstrate passing with some accuracy while on the move.	You can perform an underarm serve.
	You can perform basic vaults with more control.	You can identify strengths and areas for improvement in your own and other performances.	You are more effective in a game situation, you are starting to select the best pass to use according to the situation.	You can explain and demonstrate the elements of a penalty corner.	You attempt to tackle with some success.	You can demonstrate a set and a dig with some accuracy.
	You can suggest ways of improving your own and others performances.	You can demonstrate some accuracy in putting shots where you want them to go.	You can comment on your strengths and areas for improvement and other players and have a good understanding of rules of the game.	You can demonstrate a shot with control.	You demonstrate that you can evade an opponent with some success.	You can score a game of volleyball and demonstrate rotations in a 3 or 4.
	• You apply tension and extension to most agilities.	You can explain scoring and basic tactics of the game.	You demonstrate good control when dribbling the ball including when under pressure.	You demonstrate a basic understanding of positions and supporting your team mates.	You can demonstrate a basic ruck.	You demonstrate tactics to outwit the opposition.

Year 7 PE	Rounders	Athletics	Cricket	OAA	Dance	Fitness
	You can consistently retrieve moving balls and catch the ball deep fields. Make successful passes up to 8m.	You can demonstrate a triple jump technique.	You demonstrate that you can bowl the ball overarm with a straight arm.	You can plan an effective way of getting around a course.	You demonstrate accuracy in musicality.	You can demonstrate a consistent pace for 2.30 mins
	You can hit the ball most of the time against balls directed at different heights and paces.	You can throw, shot, discus and javelin with some control	You can demonstrate an accurate over arm throw over 10m.	You can name most symbols on a map.	You can contribute ideas to your group considering how they fit in to the beat of the music.	You can explain why it is important to cool down.
	You can adjust fielding position in anticipation of a hit and show long barrier technique.	You can explain the safety rules for athletic activities.	You can accuracy hit the ball to a target and can explain why it is important to hit the ball into space.	You can fully plan an orienteering course.	You demonstrate movements that are big and bold.	You can create your own circuit.
	You can identify strengths and weaknesses of your own and others performances, giving feedback to improve on this.	You can demonstrate a sprint start.	You can explain the basic rules of cricket.	You can identify my own strengths and areas for improvement.	You can identify strengths and areas for improvement in your own and others performances.	You can explain what a challenge is and set yourself appropriate targets.
			You can demonstrate batting, bowling, throwing and catching with some accuracy.			

Year 7 Religious Education					
	I can recognise and explain the impact of beliefs on individuals and communities	I can pose and suggest answers to a range of questions.	I can confidently gather, select and organise information, using a range of sources.	I can use key religious vocabulary with accuracy to describe key beliefs and practices of religions.	I can express clear views about why religions and practices are so important to individuals.
	I can describe why a sense of belonging is so important to different faiths.	I can make links to my own experiences in response to the learning.	I can explain what it means to have a faith.	I can confidently express my opinion and contribute by responding and adding to the views of others.	I can reflect on my own life and experiences in response to learning about the practices of others.
	I can show empathy and explore different beliefs from different perspectives or viewpoints.	I can explain how and why differences in belief are expressed.	I can suggest answers to questions using relevant sources and evidence.	I can understand the positive impact a person or organisation can have on an individual or community.	I can organise and present my work using a range of different styles.
	I can show an understanding to why we learn about different religions and cultures.				