Bredon Hill Academy

LEARNING TOGETHER FOR SUCCESS

Curriculum-Related Expectations

Year 7

2025-2026

Using the KS3 Baseline GL Assessment in year 7 and assessment outcomes from year 6, , KS1 data, reading age assessments and other assessments where relevant in year 6, pupils are placed in one of five quintiles (20% bands) for each subject they study.
These quintiles are:

- **Quintile 5 (Q5):** pupils who face barriers and are working towards the Curriculum-Related Expectations, or who are beginning to work at the expected level
- **Quintile 4 (Q4):** pupils who are working at the Curriculum-Related Expectations but are developing confidence across all areas
- **Quintile 3 (Q3):** pupils who are confidently working at the Curriculum-Related Expectations
- **Quintile 2 (Q2):** pupils who are exceeding the Curriculum-Related Expectations
- **Quintile 1 (Q1):** pupils who are beginning to work confidently at an exceptional standard

Pupils are assessed at termly intervals against Curriculum-Related Expectations. These are challenging content and/or skills descriptors linked to the National Curriculum strands for each subject area and break down each subject area into its key components that are addressed over the year. Using these descriptors allows all of our learning community to understand strengths and areas for development across each area of our curriculum. They are written as 'I can…' statements to allow pupils to understand the steps needed to improve their learning.

Each set of Curriculum-Related Expectations is in this document. Teachers ensure that pupils' understanding of what each strand entails, based on their target grade, is clear through lessons, home learning and feedback.

Year 7 Curriculum Related Expectations

Year 7 Curriculum Related Expectations

Art and Design

	Q5	Q4 and 3	Q2	Q1
Generating Ideas 1	I can independently develop a range of ideas which show curiosity, imagination and originality.	I can engage in open-ended research, experimenting with drawing and other techniques to produce more expressive work.	I can playfully engage in open-ended research, experimenting with drawing and other techniques to product expressive, imaginative and original plans.	I can imaginatively engage in open-ended research thoughtfully experimenting with drawing and other techniques to produce more expressive pieces, selecting and exploiting expressive characteristics of the visual elements when planning.
Generating Ideas 2	I can research, plan and develop a range of ideas and approaches, keeping the final product in mind.	I can study artwork, then analyse and select characteristics which can be used in my own ideas.	I can use different materials, exploiting qualities of the media as I respond to artwork, planning and whilst being mindful of my own purpose.	I can confidently use different materials, exploiting qualities of the media as I respond to artwork, planning purposefully for meaningful work.
Making 1	I can select and develop technical skills to create products and pieces with precision through, drawing, painting, printing and ceramics, paying attention to the final finish of my work.	I can confidently develop my technical skills by using a sketchbook and through drawing, painting and paper sculpture, and realise personal ideas having explored creative approaches.	I can extend my technical skills by using my sketchbook, drawing, painting and paper sculpture to develop personal ideas and playfully explore creative approaches.	I can confidently extend my technical skills, using my sketchbook, drawing, painting and paper sculpture to develop personal ideas and explore in depth creative approaches and opportunities.
Making 2	I can independently select and effectively use relevant processes in order to create successful and finished work.	I can use tools in different ways to control how media is applied and the effect it creates.	I can extend my control of the artistic elements by modifying scale, developing detail and improving the quality of finish.	I can extend my control of the artistic elements by adding further techniques, modifying scale, developing detail and the quality of finish as I explore my own style.
Evaluating 1	I can review my work and suggest appropriate improvements during the process and the finished product.	I can evaluate my own work and others' work against success criteria to identify how improvements could be made.	I can evaluate my own and others' work against success criteria to identify how alternative improvements could be made.	I can evaluate my own and others' work against success criteria to identify how alternative improvements could be made visually and meaningfully.
Evaluating 2	I can use artists' work to improve and influence my own.	I can explain how particular periods, genres, styles or aspects of art contain visual and expressive characteristics that convey meaning.	I can explain how periods, genres, styles or aspects of art contain visual and expressive characteristics that convey meaning and interpretations of mood.	I can explain and contrast how different periods, genres, styles or aspects of art contain visual and expressive characteristics that convey meaning and interpretations of mood.
Knowledge and Understanding 1	I can draw on and evaluate the work, concepts and ideas of other artists to inform my own work.	I can select materials and tools to support creative actions in response to artworks that have been selected in line with my personal taste and engagement.	I can select materials and tools to support creative actions in response to artworks, thinking about ways in which signs and symbols are used by artists to convey meanings.	I can select a wide range of materials and construction tools to support creative actions in response to artworks, thinking about ways in which signs and symbols are created and used by artists to convey messages.
Knowledge and Understanding 2	I can take into account the influence of the different historical, cultural and social contexts across a range of artists.	I can understand and explain how different types of art and design convey meaning, seeing the influence of the different historical, cultural and social contexts.	I can understand and explain how different types of art and design convey meaning, comparing the influence of different historical, cultural and social contexts.	I can understand and explain how different types of art and design contain meaning, comparing the influence of the different historical, cultural and social contexts, incorporating aspects into my own work.
Knowledge and Understanding 3	I can use key vocabulary when discussing my own work and that of other artists with confidence.	I can use key vocabulary when discussing or writing about my own work and that of other artists.	I can use key vocabulary when discussing, annotating or writing about my own work, and that of other artists.	I can use relevant key vocabulary in context when discussing, presenting, annotating or writing about my own work and that of other artists.

Year 7 Curriculum Related Expectations

Computing

	Q5	Q4 and 3	Q2	Q1	Q1
Algorithms - Abstraction	I can use a computational abstraction that models a real-world problem.	I can design and use a computational abstraction that models a real-world problem.	I can design, use and evaluate a computational abstraction that models a real-world problem.	I can design, use and evaluate computational abstractions that model a range of real-world problems.	
Algorithms - Key Algorithms	I can identify both a sort and search algorithm	I can explain how sort and search algorithms work.	I can complete a sort and search algorithm. I can make decisions about which algorithms should be used a given scenario.	I can complete a sort and search algorithm. I can make decisions about which algorithm should be used based on a range of scenarios.	
Programming	I can use a program to solve a computational problem.	I can use a program to solve a computational problem, using a data structure (list), and a procedure or function.	I can use a program to solve a computational problem, using a data structure (list), and multiple procedures or functions.	I can use a program to solve a range of computational problems, using a combination of data structures (lists), and multiple procedures or functions.	
Logic and Binary	I can identify the difference between the AND, OR and NOT logical operators. I can identify how denary numbers are represented in binary.	I can explain the difference between the AND, OR and NOT logical operators, their uses in circuits. I know how denary numbers are represented in binary.	I can explain the difference between the AND, OR and NOT logical operators, their uses in circuits, and demonstrate this in a range of scenarios. I know how denary numbers are represented in binary and can carry out binary addition and conversion.	I can explain the difference between the AND, OR and NOT logical operators, their uses in circuits, and demonstrate this in a range of scenarios. I know how denary numbers are represented in binary and can carry out binary addition and conversion in a range of scenarios.	
Networks	I can identify that computer systems are a combination of hardware and software, and that they can communicate with other computer systems.	I can identify that computer systems are a combination of hardware and software and how they can communicate with other computer systems using a network.	I can identify that computer systems are a combination of hardware and software, identify components from each, and how they communicate with other computer systems using a range of network types.	I can identify that computer systems are a combination of hardware and software, identify a range of components from each, and how they can communicate with other computer systems using a range of network types dependent on need.	
Hardware and Data Representation	I can identify that data are represented digitally in the form of binary digits.	I can explain how data are represented and manipulated digitally in the form of binary digits.	I can explain and demonstrate how data of various types (text, sound, pictures) are represented digitally in the form of binary digits.	I can explain and demonstrate how data of various types (text, sound, pictures) are represented and manipulated digitally in the form of binary digits.	

Year 7 Curriculum Related Expectations

Design and Technology

	Q5	Q4 and 3	Q2	Q1	Q1
Design 1	I can develop and communicate design ideas using annotated sketches and modelling.	I can develop and communicate design ideas clearly using annotated sketches and modelling.	I can develop and communicate clearly design ideas, using carefully presented and annotated drawings, 3D sketches and modelling.	I can develop and communicate clearly a variety of design ideas, using carefully presented, accurate drawings that are accompanied by detailed annotations, 3D sketches and modelling.	
Design 2	I can develop design specifications to guide thinking in the design and construction process.	I can develop design specifications to guide thinking in the design and construction process that respond to the needs of the consumer.	I can develop detailed design specifications to guide thinking in the design and construction process that respond to the needs of the consumer.	I can develop detailed design specifications to guide thinking in the design and construction process and respond effectively to the needs of the consumer.	
Design 3	I can use research, such as the study of different cultures, to inform design ideas.	I can use research, such as the study of different cultures, to identify user needs.	I can use research, such as the study of different cultures, to identify user needs to inform design ideas.	I can use research and exploration, such as the study of different cultures, to identify and understand user needs to inform design specifications and ideas.	
Design 4	I can show an awareness of the interests and problems of some people and use this to help inform their designs.	I can show an awareness of the interests and problems of a range of people to enable them to understand the needs of a client or user group when designing.	I can appreciate the interests, problems and preferences of a range of people to enable an understanding of the needs of a client or user group when designing.	I can appreciate the interests, problems and preferences of a wide range of people to enable a clear understanding of the needs of a client or user group when designing.	
Make 1	I can use specialist tools, techniques, processes, equipment and machinery safely, with support.	I can use specialist tools, techniques, processes, equipment and machinery safely and with some precision.	I can select from and use specialist tools, techniques, processes, equipment and machinery safely and with increasing accuracy.	I can select from and use specialist tools, techniques, processes, equipment and machinery safely, independently and precisely.	
Make 2	I can use a range of traditional materials, taking into account their properties, when designing and making, with support.	I can use a range of traditional materials, taking into account their properties, when completing a design and make task.	I can successfully select from and use, a range of traditional materials, taking into account their properties when completing a design and make task.	I can independently and successfully select from, use and combine, a range of traditional materials, taking into account their properties when completing a design and make task.	
Evaluate 1	I can briefly evaluate my products and ideas and make some attempt to consider the views of those who will use my product.	I can evaluate my products and ideas and take into account the views of those who will use my product.	I can continuously evaluate my products and ideas, putting at the centre of my thinking the views of those who will use my products.	I can continuously evaluate my products and ideas, putting at the centre of my thinking the views of those who will use my products.	
Evaluate 2	I can evaluate existing products and begin to make suggestions how the product, or user experience could be improved.	I can evaluate existing products and suggest how the product, or user experience could be improved.	I can evaluate existing products and suggest with clarity how the product, or user experience could be improved.	I can critically evaluate existing products and suggest with clarity how the product, or user experience could be improved.	
Evaluate 3	I can look at the work of designers and design movements and start to use this to inform my own design thinking.	I can look at the work of designers and design movements and use this to inform my own design thinking.	I can investigate the work of designers and design movements to develop my appreciation of design and to inform my own design thinking.	I can investigate, in depth, the work of designers and design movements to develop my appreciation of design and to successfully inform my own design thinking.	
Technical Knowledge 1	I can show an awareness of how structures perform.	I can identify how structures perform and use this to inform decisions related to the shape and size of structural elements.	I can identify how structures perform and use this to inform decisions related to the shape and size of structural elements in my own design and make activities.	I can explain how a variety of structures perform and use this to successfully inform decisions related to the shape and size of structural elements in my own design and make activities.	

Year 7 Curriculum Related Expectations

English

	Q5	Q4 and 3	Q2	Q1
Understanding Content	I can begin to identify and retrieve key details from a range of age-appropriate texts. I can begin to make inferences and identify a writer's intention. I begin to show an awareness of context.	I can begin to make inferences and deductions from increasingly challenging texts. I can identify a writer's intention and viewpoint. I show an awareness of the relevant context.	I can confidently infer meaning from a wide range of challenging texts, linking understanding and inference to the relevant context and themes. I can explain a writer's intention and viewpoint.	I can identify themes or central ideas from a wide range of challenging texts. I can identify how the content of a text changes or develops across a whole piece of writing, I can explore a writer's intention and viewpoint, linked to the context of the text.
Using Evidence	I can begin to support my ideas using relevant textual details or other forms of evidence.	I can support my ideas using relevant textual details.	I can draw upon well-chosen references from a text to support my ideas, linked to the question set.	I can draw upon well-chosen and precise references from a text to support my ideas, linked to the question set, including patterns of language.
Analysing Technique	I can begin to identify language and structural features and comment on how they have been used to create an effect. I can begin to make some comparisons within a text.	I can identify language and structural features and demonstrate an understanding of how they have been used to create an effect. I can make some relevant comparisons within texts.	I can clearly explain how language and structural features are used to achieve effects, including the use of vocabulary, sentence structures and other language features. I am able to make some relevant comparisons within and across texts.	I can clearly explain how patterns of language and structural features are used to achieve effects, including the use of vocabulary, sentence structures and other language features. I can find appropriate similarities and differences within and across texts.
Structure and Coherence	I can write in an appropriate way, showing some understanding of the intended purpose and audience of my writing. I can use simple, compound and complex sentence structures and some paragraphing.	I can adapt the form, tone and register of my writing according to the intended purpose and audience. I can use a range of sentence structures to achieve different effects and can paragraph accurately.	I can organise my writing with appropriate structural and grammatical features. I can construct a variety of sentence structures for effect and use a range of paragraph lengths correctly.	I can show a full range of sentence styles, grammatical features and structural techniques within and across different text types.
SPAG	I write in clear sentences and I can use commas accurately. I can use other forms of punctuation. I can spell most of the year 5/6 spelling list accurately. I can vary my use of tense accurately.	I can use a range of punctuation accurately. I can spell a range of words with increasing accuracy.	I can use a wide range of punctuation accurately to achieve a range of effects. I can spell a wide range of words with increasing accuracy, including more complex vocabulary.	I can use a wide range of punctuation accurately to achieve a range of effects within and across different text types. I can spell a wide range of words with accuracy, including more complex vocabulary.
Awareness of Impact	I can plan, proof read and edit my work to improve its quality and accuracy. I can use a range of appropriate vocabulary and techniques to create an intended impact on my reader.	I can use a range of planning and editing techniques to have impact. I can use a wide range of vocabulary (including synonyms) and language techniques to achieve different effects.	I can use planning and editing to develop the subtlety of my writing. I can think carefully about language choices, language techniques, tone and volume of information provided to achieve different effects.	I can make effective use of a wide range of planning and editing strategies. I think carefully about the language choices, language techniques (including themes and motifs), tone and other stylistic features used in my writing to achieve a wide range of effects within and across texts.
Oracy	I can choose words that are appropriate to the purpose of my spoken language and articulate these accurately. I can listen carefully to questions and contribute responses with relevant and varied details.	I can choose words and techniques in my spoken and non-verbal language for effect. I listen carefully to others and can build on what they say.	I can select and utilise suitable words, techniques and non-verbal language to create an appropriate and increasingly subtle tone. I listen carefully to others and can build on what they say.	I can use a wide range of words, techniques and non-verbal language to create a range of effects, based on the purpose of my spoken language. I listen carefully to others and can develop or challenge what they say in an appropriate manner.

Year 7 Curriculum Related Expectations

Food Preparation and Nutrition

	Q5	Q4 and 3	Q2	Q1
Food Safety and Hygiene	I can understand the need to wash hands thoroughly before handling food and give a reason why.	I can understand the need to wash hands thoroughly before handling food and give a detailed explanation linking to food poisoning.	I can explain a wide range of food hygiene rules and explain and demonstrate knowledge of cross contamination.	I can identify and confidently explain the specific temperatures and relate to the growth of bacteria.
Food Nutrition and Health including Active Lifestyles	I can recall the 8 tips for Healthy Eating.	I can identify and explain the importance of a healthy and balanced diet in line with the 8 tips for Healthy Eating.	I can confidently identify and explain the 8 tips for Healthy Eating and make informed choices about food and drink in order to achieve a healthy, varied and balanced diet.	I can apply my knowledge of Healthy Eating and consider a wider range of factors when making food and drink choices.
	I can identify the 7 key nutrients.	I can identify and explain the 7 nutrients and their function in the body.	I can confidently explain the 7 nutrients and their function in the body.	I can apply my knowledge of nutrients and their functions to suggest changes I could make to a recipe.
	I can explain that a healthy diet is made up of a variety of different food and drink as shown by the Eatwell Guide.	I can identify and explain which food and drink fit into which section of the Eatwell Guide and identify some nutrients they provide.	I can identify and explain which food and drink fit into which section of the Eatwell Guide and identify which nutrients they provide.	I can confidently explain the function in the body of the key nutrients (protein, carbohydrates, fat, vitamins and minerals)
Food preparation Practical Skills including ***Food Science***	I can use a range of techniques, e.g., peeling, chopping, slicing, grating and identify some of the different preparation and cooking methods used.	I can independently use a range of techniques, e.g., peeling, chopping, slicing, grating and identify some of the different preparation and cooking methods used.	I can show competence using a range of tools equipment and cooking techniques to prepare food safely and independently.	I can show competence with a wide range of tools equipment and cooking techniques and can use these accurately to prepare food safely and independently.
	I can describe some signs of bacteria growing on food and understand that some fruits go brown when they are peeled.	I can identify and describe a range of signs of bacteria growing on food and explain how to prevent enzymic browning of fruit.	I can identify and describe a wide range of signs of bacteria growing on food and how to prevent enzymic browning of fruit.	I can explain the changes that occur when cooking food and can fully explain how to prevent enzymic browning of fruit.
Food Provenance/ Food Choice	I can identify key information from a food label.	I can identify key information from a food label and explain why it is important.	I can confidently identify information from a food label and use it to make healthier choices.	I can apply my knowledge of food labelling to suggest alternative healthier choices. I can adapt a recipe to make it healthier.
	I understand what is meant by seasonal food and can identify some different fruits and vegetables grown in each season in the UK.	I can give a detailed explanation of seasonal foods with a range of examples for each season in the UK.	I can identify and give a detailed explanation of seasonal foods with a wide range of examples.	I can give a detailed explanation of seasonal foods and use them in a range of different recipes.

Year 7 Curriculum Related Expectations

French

	Q5	Q4 and 3	Q2	Q1
Writing 1	I can write 2 or 3 simple, short phrases from memory and my spelling may be approximate.	I can write a short paragraph on familiar topics from memory and my spelling is understandable.	I can write paragraphs on familiar topics from memory with good spelling and some details.	I can write detailed paragraphs and create original phrases to vary my meaning and my spelling is accurate.
Writing 2	I can recognise the gender and number of nouns. (masculine/ feminine and singular/ plural) and I am beginning to use adjectives.	I can understand and begin to apply new grammar rules: - plural of nouns - adjectival agreements - possessive adjectives -to go to + places (*aller au , à la, à l', aux)* - to do + activities (*faire du/ de la / de l' , des*) - to play + games and sports (*jouer au/ aux*)	I can understand and apply new grammar rules with accuracy: - plural of nouns - adjectival agreements - possessive adjectives -to go to + places (*aller au , à la, à l', aux)* - to do + activities *(faire du/ de la / de l' , des)* - to play + games and sports *(jouer au/aux)*	I can understand and apply new grammar rules with accuracy in different contexts. - plural of nouns - adjectival agreements - possessive adjectives -to go to + places *(aller au , à la, à l', aux)* - to do + activities *(faire du/ de la / de l', des)* - to play + games and sports *(jouer au/aux)*
Writing 3	With the support of my book, I can add structure to my paragraph and give a sense of time by using some time phrases and adverbs.	From memory, I can add structure to my paragraph and give a sense of time by using some time phrases.	From memory, I can add structure to my paragraph and give a sense of time by using some time phrases and adverbs.	From memory, I can add structure to my paragraph and give a sense of time by using a wide range of time phrases and adverbs.
Writing 4	I can write a few short sentences in the present or future tenses with support, using expressions which I have already learnt.	With the support of my book, I can use key verbs in the present and future tenses in familiar topics.	From memory, I can use key verbs to write about myself in the present and future tenses in familiar topics.	From memory, I can use key verbs to write about myself and others in the present and future tenses across different topics.
Writing 5	I can express simple opinions.	I can express longer opinions, use connectives and give a simple reason.	I can express longer opinions, use connectives and give detailed reasons.	I can express complex opinions using a range of opinion verbs, connectives and intensifiers.
Speaking 1	I can engage in a short conversation: I can use key words and basic phrases to answer questions.	I can engage in short conversations with some extra details: I can speak in full sentences in the present or future tenses, using familiar vocabulary, phrases and basic language structures.	I can engage in longer conversations: I can speak in full sentences in the present and future tenses, using a wide range of vocabulary, phrases and language structures on familiar topics.	I can engage in longer and more detailed conversations: I can speak in full sentences in the present and future tenses, using a wider range of vocabulary, phrases and language structures across different topics from my previous learning.
Speaking 2	I can recognise the different phonic patterns.	I can show an understanding of French phonics and I can recognise sound patterns and silent letters. I can add expression to my speaking.	I can work out the pronunciation of new words and add expression to my speaking.	I can work out the pronunciation of new words and I can recognise exceptions to the rules. I can add expression to my speaking.
Listening 1	I can understand a few familiar spoken words and phrases in the present or future tenses, delivered slowly and clearly. I need sentences to be repeated to understand.	I can understand a range of familiar spoken phrases in the present or future tenses, delivered slowly and clearly with pauses between each question. I may need these to be repeated.	I can understand the main points from a short, spoken passage in the present and future tenses, made up of familiar language, delivered slowly, clearly and continuously.	I can understand the main points and some of the detail from a spoken passage in the present and future tenses, made up of familiar and unfamiliar language.
Reading 1	I can understand the main points from a short written text, in the present or future tenses, in clear printed script.	I can understand the main points and some of the detail from short, written texts in the present or future tenses, in familiar contexts.	I can understand the main points and detail from longer written texts, in the present or future tenses in familiar and some unfamiliar contexts.	I can understand the main points and detail from longer written texts, in the present and future tenses in familiar and some unfamiliar contexts.
Comprehension Skills 1	I can guess the meaning of words similar to English. (cognates) With the support of my book, I can recognise if the texts are about the present or the future.	I can guess the meaning of cognates and near-cognates and I can recognise if the texts are about the present or the future.	I can use the context to work out the meaning of unfamiliar words and I can recognise if the texts are about the future as well as the present.	I can work out greater detail using inference skills and I can recognise if the texts are about the future as well as the present.

Year 7 Curriculum Related Expectations

Geography

	Q5	Q4 and 3	Q2	Q1
Locational knowledge	I can begin to extend my locational knowledge and spatial awareness of the world's countries using maps and I am developing my understanding of environmental regions.	I can extend my locational knowledge and spatial awareness of the world's countries using maps of the world and develop my understanding of key physical and human characteristics, countries and major cities through case studies taught.	I can extend my locational knowledge and deepen my spatial awareness of the world's countries using maps of the world to focus on environmental regions, beginning to understand the change and development of key physical and human characteristics, countries and major cities through case studies taught.	I can further extend my locational knowledge and continue to deepen my spatial awareness of the world's countries using maps of the world to focus on the changes happening in environmental regions, making connections between places and the change and development of key physical and human characteristics, countries and major cities through case studies taught.
Place knowledge	I can begin understand geographical similarities, differences and links between places.	I can understand geographical similarities, differences and links between places through developing an understanding of human and physical geography.	I can develop my understanding of geographical similarities, differences and links between places through my understanding of human and physical geography.	I can evaluate geographical similarities and differences between the human and physical geography of places, exploring links between natural and human characteristics.
Human geography	I can begin to understand the key processes in human geography relating to: population and urbanisation; development; economic activity in the primary, secondary, tertiary and quaternary sectors; and begin to understand the use of natural resources.	I can understand, through the use of place-based exemplars, the key processes in human geography relating to: population and urbanisation; development; economic activity in the primary, secondary, tertiary and quaternary sectors; and describe the use of natural resources.	I can understand, through the use of place-based exemplars processes in human geography relating to: population and urbanisation; development; economic activity in the primary, secondary, tertiary and quaternary sectors; and explore the impact of the use of natural resources.	I can evaluate through the use of detailed place-based exemplars the key processes in human geography relating to: population and urbanisation; development; economic activity in the primary, secondary, tertiary and quaternary sectors. I can evaluate the impact of natural resources, understanding how human activity effects natural processes.
Physical geography	I can begin to understand the key processes in: physical geography, developing my knowledge of geological time scales and plate tectonics; rocks, weathering and soils; weather and climate.	I can describe through the use of the key processes in: physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; weather and climate.	I can explain through the use of place-based exemplars processes in: physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; weather and climate. I can explain how human and physical processes interact.	I can evaluate through the use of detailed place-based exemplars the key processes in: physical geography relating to geological timescales and plate tectonics; rocks, weathering and soils; weather and climate. I can explore how human and physical processes interact.

Year 7 Curriculum Related Expectations

Geographical skills and fieldwork	I can begin to build on my knowledge of globes, maps and atlases. I can begin to interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. I can use Geographical Information Systems (GIS) to view and places and data. I can use fieldwork to collect geographical data.	I can build on my knowledge of globes, maps and atlases. I can interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. I can use Geographical Information Systems (GIS) to view and interpret places and data. I can use fieldwork in collect and analyse geographical data.	I can extend my knowledge of globes, maps and atlases and apply and develop this knowledge in the classroom and in the field. I can interpret Ordnance Survey maps and apply this knowledge in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. I can use Geographical Information Systems (GIS) to view, analyse and interpret places. and data. I can use to collect, analyse and draw detailed conclusions from geographical data.	I can further extend my knowledge of globes, maps and atlases and apply this knowledge routinely in the classroom and in the field. I can interpret Ordnance Survey maps and apply this knowledge in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. I can effectively use Geographical Information Systems (GIS) to view, analyse and interpret places and data. I can use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources information.
Literacy	I can begin to sometimes write independently. My work sometimes shows an ability to clearly answer questions in full sentences. I can begin to use geographical language within my writing.	I can usually write in clear paragraphs. I can start to vary my range of range punctuation accurately and vary sentence types in my work. I use key geographical language within my work and am beginning to develop my answers in more detail.	I can write in clear paragraphs, using evidence and examples. I can and explain my opinions with reference to statistical data from other sources (graphs, timelines, maps). I can develop my ideas for extended answers.	I can develop my ideas in paragraphs, using evidence and examples. I can explore others' opinions with reference t statistical data from other sources (graphs, timelines, maps). I often use the What, How, Why strategy to develop extended written answers.

Year 7 Curriculum Related Expectations

History

	Q5	Q4 and 3	Q2	Q1
Cause and Consequence	I can begin to recognise consequences of main events and changes.	I can describe the characteristics of past societies and time periods. I can use them to recognise some causes and consequences of main events and changes.	I can recognise, describe and suggest some of the links between causes and the links between consequences.	I can describe the characteristics of past societies and time periods. I can use them to recognise some causes and consequences of main events and changes.
Change and Continuity	I can recognise that the past can be divided into periods where some things change and some things stay the same.	I can describe the characteristics of past societies and periods. I can use them to identify changes and things that stay the same within and across different time periods.	I can recognise and describe changes and themes within and across different time periods.	I can describe the characteristics of past societies and time periods. I can use them to identify changes and things that stay the same within and across different time periods.
Chronology	I can recognise that some events happened and people existed at different times.	I can describe some main events, people and time periods in the correct time order.	I can recognise and describe events, people and some features of past societies in the correct time order.	I can describe some main events, people and time periods in the correct time order.
Interpretation	I can identify some of the different ways that the past has been interpreted.	I can identify and describe the different ways in which the past has been interpreted.	I can suggest reasons why the past has been interpreted differently.	I can start to explain how and why the past has been interpreted differently.
Similarity and Difference	I can recognise that the past can be divided into periods which have similarities and differences within and between them.	I can describe the characteristics of past societies and time periods. I can use them to identify similarities and differences across and within different time periods.	I can recognise and describe similarities and differences across and within different time periods.	I can describe the characteristics of past societies and time periods. I can use them to identify similarities and differences across and within different time periods.
Significance	I can show an understanding of why some events and individuals are very important.	I can understand why some events or individuals are more important than others.	I can start to recognise why some events or individuals might be judged as more historically significant than others.	I can start to explain what makes an event, person or change significant.
Using Evidence	I can describe what a historical source is telling me about the past.	I can interpret what a historical source is telling me about the past.	I can begin to recognise bias in a historical source.	I can explain the aim and purpose of a historical source.
Vocabulary	I can use some historical words in a sentence.	I can show what some of the key historical vocabulary means (Pixl).	I can understand key historical vocabulary. (Pixl).	I can understand what key historical vocabulary means and how to use it in a sentence correctly (Pixl).

Year 7 Curriculum Related Expectations

Mathematics

	Q5	Q4 and 3	Q2	Q1
Algebra 1	I can write or draw the next two terms in a sequence.	I can recognise the difference between a linear and non-linear sequence and describe the term-to-term rule using mathematical language.	I can use the term-to-term rule to generate further terms in a sequence.	I can recognise and generate further terms in a Fibonacci sequence or other non-linear sequence.
Number 1	I know some percentage and decimal equivalents for fractions with a denominator of 2, 3, 4, 5, 8 and 10.	I can convert fluently between simple fractions, decimals and percentages for fractions with a denominator of 2, 3, 4, 5, 8 and 10.	I can convert fluently between simple fractions, decimals and percentages for fractions with any denominator (with appropriate rounding).	I can convert fluently between fractions, decimals and percentages for improper fractions and mixed numbers.
Number 2	I can apply addition and subtraction to decimal numbers with one decimal place.	I can apply addition and subtraction to decimal numbers with up to three decimal places.	I can apply addition and subtraction to decimal numbers and fractions.	I can solve problems involving addition and subtraction of decimal numbers and fractions.
Number 3	I can multiply and divide decimals by a whole number.	I can apply multiplication and division to decimal numbers with up to two decimal places.	I can apply multiplication and division to decimal numbers with up to three decimal places.	I can solve problems involving multiplication and division of decimal numbers with any number of decimal places.
Number 4	I can use mental calculation methods with small numbers using the four operations.	I can use mental calculation strategies for calculations involving the four operations.	I can solve problems involving the four operations using a range of mental strategies.	I can solve problems involving the four operations using a wide range of mental strategies.
Number 5	I can apply the four operations when working with whole numbers.	I can apply some of the four operations when working with negative numbers.	I can apply all of the four operations when working with negative numbers.	I can solve problems where I need to apply the four operations to negative numbers.
Number 6	I can understand and use the basic order of operations (without brackets).	I can understand and use the order of operations, including brackets and powers/roots, with positive numbers.	I can understand and use the order of operations, including brackets and powers/roots, with positive and negative numbers.	I can understand and use the order of operations, including brackets and higher powers/roots, with positive and negative numbers.
Algebra 2	I know that a letter can be used to represent a variable.	I can understand and use algebraic notation.	I can form simple expressions and equations using algebraic notation.	I can form more complex expressions and equations using algebraic notation.
Algebra 3	I know what a term is in an algebraic expression.	I can simplify and manipulate expressions by collecting like terms.	I can simplify and manipulate expressions by collecting like terms involving negative coefficients.	I can simplify and manipulate expressions involving powers and multiplication when collecting like terms.

Year 7 Curriculum Related Expectations

Number 7	I can add and subtract fractions where the denominators are multiples of each other.	I can add and subtract any combination of fractions and mixed numbers.	I can solve problems which involve adding and subtracting any combination of fractions and mixed numbers.	I can add and subtract simple algebraic fractions.
Number 8	I can calculate a percentage of an amount.	I can use an appropriate multiplier when calculating a percentage of an amount.	I can solve problems involving percentage change using a multiplier.	I can solve problems involving percentage change including original value questions.
Algebra 4	I can solve simple one-step linear equations in one unknown.	I can solve simple two-step linear equations in one unknown, with whole number answers, algebraically.	I can solve simple two-step linear equations in one unknown, with whole number and fractional answers, algebraically.	I can solve linear equations in one unknown, involving brackets, algebraically.
Geometry 1	I can use geometric notation for labelling equal lengths and parallel lines.	I can understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines.	I can label the properties of triangles and quadrilaterals using geometric notation.	I can solve shape problems using geometric notation.
Geometry 2	I can use a ruler to measure the length of a straight line and a pair of compasses to construct a circle of a given radius.	I can use ruler and compass methods to construct triangles.	I can use ruler and compass methods to construct a range of geometric shapes.	I can use ruler and compass methods to solve geometrical problems involving the construction of shape.

Year 7 Curriculum Related Expectations

Music

	Q5	Q4 and 3	Q2	Q1
Singing	I can identify three aspects of correct singing posture. I can sing as part of a group with projection, good pitching and follow a conductor.	I can identify three features of an effective-warm-up. I can sing as part of a group in a song with dynamics and phrasing control.	I can explain what makes an effective warm-up. I can sing as part of a group in a song with parts, with only one or two notes out of tune.	I can lead a short vocal warm-up with a group. I can sing in harmony within a round or partner song, with an awareness of other parts.
Listening	I can identify obvious and subtle changes within a range of musical elements including dynamics (getting louder/softer), tempo (getting faster/slower) and texture (thick/thin).	I can identify changes within a range of musical elements (including structure) and identify orchestral families.	I can identify specific instruments and use musical vocabulary to support my answers.	I can give musical reasons to support my choices.
Performing and Composing 1 - Notation theory	I can identify musical notation of basic notes, dotted notes and their rests.	I can identify pitch notes on, above and below a treble clef stave.	I can confidently decode pitch note names and durations in music.	I can use musical notation confidently.
Performing and Composing 2 - Performance	I can perform at least 4-bars with accuracy of rhythm, given pitch and instrumental technique. I can perform with an awareness of others in group work. I can move between two chords smoothly on the ukulele.	I can perform at least 4-bars in time to a beat and with accurate pitch. I can make relevant changes to tempo/dynamics in group work. I can move between three chords on the ukulele, with only some hesitation.	I can perform a melody (of at least 8 bars) reading rhythm and pitch at sight. I can perform with others in a piece with several parts. I can move fluently between three chords on ukulele.	I can perform a melody and chordal bassline together on the keyboard OR I can perform complex rhythms on my own instrument, mostly accurately. I can perform my own line in a piece with several parts. I can play different strumming patterns on ukulele without affecting the flow of the music.
Performing and Composing 3 - Composition	I can compose 4-bars of 'question' and 'answer' melody using given pitch.	I can compose at least 4-bars of music, choosing pitch and rhythm from a wider range of given stimuli.	I can compose at least 8-bars of music, with balanced phrases and rhythmical interest.	I can compose beyond 8 bars, with rhythmic and melodic interest and a sense of shape. I can add a suitable bassline.
Performing and Composing 4 - Melodic improvisation	I can improvise from a given 'question' to develop a suitable 'answer'.	I can improvise a question and answer melody that has a sense of shape.	I can improvise a melody that is rhythmically interesting, with a sense of shape.	I can extend my melodic improvisations musically.

Year 7 Curriculum Related Expectations

Physical Education

	Q5	Q4 and 3	Q2	Q1
PE 1	I can lead the CV and dynamic stretching part of the warm up with a partner. (DOP & DP & MC)	I can lead the CV and dynamic stretching part of a warm up with a small group. (DOP, DP & MC)	I can lead the CV and dynamic stretching part of a warm up with a small group. (DOP, DP & MC)	I can lead the CV and dynamic stretching part of a warm up with a bigger group. (DOP, DP & MC)
PE 2	I can confidently demonstrate simple skills in competitive situations with limited control & accuracy. (D&R of S)	I can confidently demonstrate simple skills in competitive situations with control & accuracy. (D&R of S)	I can confidently demonstrate and combine simple skills in more competitive situations with control & accuracy. (D&R of S)	I can demonstrate and combine simple skills in more competitive situations with control & accuracy. (D&R of S)
PE 3	I can identify one strength and one area for improvement in my own performance (E&I)	I can identify one strength and areas for improvement in my own performance (E&I)	I can identify and explain strengths and areas for improvement in my own performance (E&I)	I can identify and explain strengths and areas for improvement in my own and others performance (E&I)
PE 4	I can complete a 2-minute run. (DP&MC & D0P)	I can complete a 4-minute run. (DP&MC & DOP)	I can complete an 8-minute run. (DP&MC & DOP)	I can complete a 12-minute run. (DP&MC & DOP)
PE 5	I can complete short periods of exercise. (DP & MC)	I can complete short periods of exercise and can sustain effort in physical activity (DP & MC)	I can demonstrate resilience, perseverance in some activity areas (DP & MC)	I can frequently demonstrate resilience, perseverance and physical fitness in a range of areas (DP & MC)
PE 6	I can use simple tactics, strategies and ideas in competitive situations. (MAD)	I can use a range of simple strategies and ideas in competitive situations. (MAD)	I can suggest how different tactics, strategies and ideas can be applied to different activities. (MAD)	I can use various tactics and strategies in competitive situations. (MAD)
PE 7	I can take part in most lessons to the best of my ability. (DP&MC)	I can take part in every lesson to the best of my ability. (DP&MC)	I can take part in every lesson to the best of my ability and know what extra-curricular opportunities are available to me at school. (DP&MC)	I can take part in every lesson to the best of my ability and know what extra-curricular opportunities are available at school and in the wider community. (DP&MC)
PE 8	I can describe and explain rules and regulations in most sports and activity areas and apply this in competitive situations. (PS and M & AD)	I can officiate conditioned games in some activity areas and solve problems. (PS and M & AD)	I can demonstrate confidence when officiating and solving problems in some activity areas. (PS and M & AD)	I can demonstrate outstanding confidence, leadership and authority when officiating and solving problems in some activity areas. (PS and M & AD)

Key

Outwitting Opponents = OO
Developing Physical and Mental Capacity DP&MC
Development & Replication of Skills D&ROS
Making and Applying Decision M&AD
Making Informed Choices About Healthy and Active Lifestyles MICAH&AL
Evaluating & Improving = E&I
Development of Performance = DOP
Problem Solving = PS

Year 7 Curriculum Related Expectations

PSHE

	Q5	Q4 and 3	Q2	Q1
Health and Wellbeing	I can recognise some safe and unsafe choices for health and wellbeing.	I can suggest some safe and unsafe choices for health and wellbeing.	I can identify choices for health and wellbeing that are safe or unsafe. risky, and explain why.	I can confidently demonstrate how to evaluate the safety of health and wellbeing choices and manage pressure and influence affecting such decisions.
Careers Education/ Living in the Wider World	I beginning to understand how and why people may be ambitious and I am beginning to understand the idea of a stereotype.	I can describe what it means to be ambitious and challenge career stereotypes.	I can explain how to be ambitious and enterprising and challenge career stereotypes.	I can demonstrate ambition, lead enterprise projects and ensure career stereotypes are actively challenged.
Relationships & Sex Education	I can identify some different types of relationships. I understand that some relationships can be healthy/unhealthy.	I can describe different types of relationships and suggest some ways to build and manage relationships. I can distinguish between healthy and positive relationships and negative/unhealthy relationships.	I can describe different types of relationships and how to develop and maintain healthy, positive relationships. I can recognise and explain how to challenge unhealthy/negative relationship behaviours.	I can confidently describe a wide variety of relationships as well as how to develop and maintain these relationships. I can confidently explain how to challenge unhealthy/negative relationship behaviour.
Listening skills	I can listen for short periods of time and can respond in a simple manner. I may need help to clarify my understanding.	I can demonstrate listening by identifying the main ideas and supporting details. I can summarise or rephrase what I have heard.	I can listen for longer periods. I can ask questions to clarify, interpret and evaluate understanding.	I can show I am listening by using open questions to deepen my understanding. I can summarise and rephrase what I have heard. I consistently listen with a purpose.
Discussion Skills	I am beginning to engage with others respectfully in different contexts.	I can take account of the views of others to build on thinking.	I can respond appropriately in discussions for example, by asking and answering questions, clarifying points and building on ideas.	I can contribute some relevant ideas, knowledge and opinions, communicating clearly, using appropriate vocabulary and offering some supporting evidence or detail.

Year 7 Curriculum Related Expectations

Religious Education

	Working Towards	Working At	Exceeding	Exceptional
RE 1	I can identify the key aspects of Hinduism.	I can begin to understand the diversity within religions.	I can consider the challenges of belonging to a religion.	I can explain why religion and world views matter.
RE 2	I can use the correct vocabulary to describe religious actions.	I can build an expanding religious vocabulary, based on the topics studied.	I can use my continually expanding vocabulary in oral and written work.	I can apply higher level vocabulary to written tasks.
RE 3	I can describe key religious experiences/rituals within Hinduism.	I can show an understanding of how religion can shape peoples' lives. (e.g. Hinduism/Christianity)	I can interpret sources of information when exploring issues linked to religion.	I can evaluate different beliefs, perspectives, sources of wisdom and ways of life.
RE 4	I can make links between religious experience and feelings.	I can show an understanding of the variety of different religious experiences. (e.g. Diwali)	I can begin to explain how religious festivals have also adapted culturally. (e.g. Diwali/Christmas)	I can make links between various religious festivals (e.g. celebrating birth/death of leader, special days)
RE 5	I can ask relevant questions about religious life/experiences.	I can begin to understand the views and opinions of others.	I can begin to explain how people approach religious experiences in various ways.	I can evaluate arguments and questions personally.
RE 6	I can make links between stories we study and others we have previously studied.	I can read and interpret key passages within a text (e.g. Bible's description of Heaven)	I can explain different interpretations of key text. (e.g. Bible stories)	I can make links between religious stories and those found in other types of literature. (e.g. religious connotations in CS Lewis)
RE 7	I can begin to use quotations from texts in my written work.	I can use relevant quotations from texts in my written work.	I can select and use relevant quotations in my written tasks. (e.g. heaven interpretations)	I can begin to evaluate religious responses, using relevant quotations to support my views around moral issues.
RE 8	I can build a personal interpretation of key religious stories. (e.g. creation in Christianity and Hinduism)	I can build a personal interpretation of key religious stories (e.g. creation in Christianity and Hinduism) and identify links.	I can explain the links between key religious stories. (e.g. creation in Christianity and Hinduism)	I can reflect on links between learning (e.g. Malala and the concept of forgiveness)
RE 9	I can identify and begin to explore people who have been an inspiration to many. (e.g. MLK, Malala)	I can explore people who have been an inspiration to many. (e.g. MLK, Malala)	I can explore and explain how religion plays a part for people who have been an inspiration to many. (e.g. MLK, Malala)	I can use my own ideas developed in our exploration of inspirational people to compare others of my own choosing.
RE 10	I can listen to the views and opinions of others	I can listen to others and share my own thoughts and opinions in class discussions.	I can listen to, share and challenge the thoughts and opinions of others in class discussions	I can locate and read relevant news items about religion (links from home learning) – and bring these into discussions.

Year 7 Curriculum Related Expectations

Science

	Working Towards	Working At	Exceeding	Exceptional
Science 1	I can interpret simple information e.g. simple compound names.	I can write simple compound names.	I can write more complex compound names.	I can predict the names of compounds using my compound naming skills.
Science 2	I can complete calculations with support, including word equations.	I can complete calculations that are provided without support, including simple word equations.	I can complete calculations without support, including word equations (and simple symbol equations).	I complete calculations using a range of SI units and their prefixes, including starting to balance symbol equations.
Science 3	I can identify the impact one factor has on another.	I can describe how one factor affects another.	I can compare and contrast factors using support e.g. a Venn diagram.	I can compare and contrast factors without the need of support.
Science 4	I can state one reason why something happens.	I can briefly explain information.	I can explain information using scientific knowledge from class.	I can explain more complex information e.g. what is happening during covalent and ionic bonding.
Science 5	I can draw graphs with support, including how to decide upon the scale and labelling the axes.	I can draw graphs – with some support labelling the axes.	I can draw graphs independently without the need for support.	I am starting to know what type of graph should be used.
Science 6	I can make measurements using various equipment without support.	I can select appropriate techniques, apparatus and materials during investigations.	I can choose and use various equipment to test ideas and explain this choice.	I can apply my knowledge of scientific equipment to the real world.
Science 7	I can use test results to write a conclusion that describes the pattern shown by the results.	I can write a conclusion which uses the results to support findings.	I can draw conclusions using simple scientific evidence to explain the findings.	I can explain conclusions in some detail using scientific theory (such as the particle model to explain air resistance).
Science 8	I can identify how to stay safe during experiments.	I can describe some ways to stay safe during experiments.	I can describe many ways to stay safe and why the safety rule is important.	I can describe hazards and control methods.
Science 9	I know that there are independent, dependent and control variables. I can identify some control variables that need to be kept the same for a 'fair test'.	I can identify independent, dependent and control variables, without support.	I can describe the different variables and give simple reasons for keeping control variables the same.	I can describe the different variables and explain why keeping control variables the same is important.
Science 10	I can write a prediction to describe what will happen during an investigation.	I can describe the reason for making a prediction using everyday knowledge.	I can briefly explain the reason for making a prediction using scientific knowledge.	I can explain the reason for making a prediction and use secondary sources to start supporting the prediction made.

Year 7 Curriculum Related Expectations

Science 11	I can briefly describe what data shows.	I can describe patterns shown by data in some detail.	I can briefly explain what the data means.	I can explain what data means and describe how it links to the current topic.
Science 12	I can use many words for the topic I am studying.	I can use all the key words for the topic I am studying and use them consistently in my work.	I can use the key words to find information relating to the topic from secondary sources.	I can use key words across topics and show an understanding of how topics interlink.
Science 13	I can present results on a table, including repeats.	I can present results on a table, record repeats and calculate a mean.	I can record results on a table, record repeats and starting to identify and discard anomalous results prior to calculating a mean.	I can describe why it is important to discard anomalous results prior to calculating a mean.
Science 14	I can draw simple scientific diagrams.	I can draw and label scientific diagrams accurately.	I can draw more complex fully labelled diagrams e.g. force diagrams considering more than two forces.	I can draw various complex fully labelled diagrams without support e.g. how various ionic and covalent bonds form.
Science 15	I can write a simple method to describe how to complete an investigation.	I can write a method that includes some quantities to test predictions.	I can write a method that describes the dependent variable to be measured.	I can write a method that describes that considers all variations of the independent variable and repeatability.