



Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

Curriculum-Related Expectations

Year 7

2021-22

Using the KS3 Baseline GL Assessment in year 7 and assessment outcomes from year 6, pupils are given one of four target grades for each subject they study. These target grades are:

- Working Towards
- Working At
- Exceeding
- Exceptional Standard

and these are measured against Curriculum-Related Expectations.

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

Art and Design

	Working Towards	Working At	Exceeding	Exceptional
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 produce 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

	Working Towards	Working At	Exceeding	Exceptional
Algorithms	I can identify that iteration is the repetition of a process such as a loop.	I can identify that different algorithms exist for the same problem.	I can represent solutions using a structured notation.	I can identify similarities and differences in situations and can use these to solve problems (pattern recognition).
Programming and Development	I know that a procedure can be used to hide the detail with sub-solution (procedural abstraction). I can design, write and debug modular programs using procedures.	I can define data types: real numbers and Boolean.	I know that programming bridges the gap between algorithmic solutions and computers. I can select the appropriate data types.	I can demonstrate practical experience of a high-level textual language, including using standard libraries when programming. I can use a range of operators and expressions e.g. Boolean, and applies them in the context of program control.
Data and Data Representation	I can show an awareness that digital computers use binary to represent all data. I know that computers transfer data in binary.	I can show how bit patterns represent numbers and images.	I can show the relationship between binary and file size (uncompressed).	I can query data on one table using a typical query language.
Hardware and Processing	I can identify that there are a range of operating systems and application software for the same hardware.	I can explain the function of the main internal parts of basic computer architecture.	I can explain the concepts behind the fetch-execute cycle.	I can explain how the data is stored in the memory and the fetch execute cycle.
Communication and Networks	I can show how search engines rank search results.	I can explain how to construct static web pages using HTML and CSS.	I can identify how data transmission occurs between digital computers over networks, including the internet i.e. IP addresses and packet switching.	I can identify hardware that is associated with networking computer systems e.t SMTP, IMAP, POP, FTP, TCP/IP.
Information Technology	I can use criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions.	I can evaluate the appropriateness of digital devices, internet services and application software to achieve given goals. I can recognise ethical issues surrounding the application of information technology beyond school.	I can design criteria to critically evaluate the quality of solutions; I can use the criteria to identify improvements and can make appropriate refinements to the solution.	I can undertake creative projects that collect, analyse and evaluate data to meet the needs of the user group.

Year 7 Curriculum Related Expectations

Design and Technology

	Working Towards	Working At	Exceeding	Exceptional
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

	Working Towards	Working At	Exceeding	Exceptional
Reading 1	I can ask simple questions about what I have read to further improve my understanding of the text.	I can articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features.	I can examine a demanding range of texts and ask highly complex questions furthering my ability to infer and make connections between myself, texts and the wider world.	I can analyse texts across time periods and cultures asking pertinent and demanding questions furthering my ability to comment with insight on connections between myself, texts and the wider world.
Reading 2	I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.	I can make comparisons between key ideas in texts, including consideration of audience and purpose whilst summarising.	I can make apt and careful comparisons between texts, including consideration of audience, purpose and structure whilst summarising.	I can read critically and make in-depth comparisons across texts from different cultures and time periods considering audience, purpose and structure.
Reading 3	I can show my understanding of what I have read by drawing inferences from within the text and justifying them with some quotations.	I can identify and comment on relevant points, information, ideas, events and inferences in texts supported by using quotations confidently.	I can read a range of texts and draw inferences within and between texts I have read. I use evidence to support my ideas selectively and with authority.	I can show highly complex inferences within and between texts I have read using both shorter embedded and longer selectively chosen quotations to justify my ideas.
Reading 4	I can identify how language, structure and presentation all contribute to meaning in the range of texts I read.	I can show my appreciation of, and I have the ability to comment on, a range of texts, and evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices.	I can develop my ideas and refer in detail to aspects of linguistic, structural and presentational devices in all texts I read.	I can independently develop my ideas and refer in detail to linguistic, structural and presentational devices in all texts I read.
Reading 5	I can distinguish between statements of fact and opinion in a range of texts I read.	I can understand why some texts are particularly valued and influential. I can pick out facts and opinions and make comparisons between texts.	I can confidently sustain my responses to a demanding range of texts across different times and cultures detailing facts and expressing opinions.	I can choose and read books independently for challenge, interest and enjoyment. I respond to texts with assured confidence and unique understanding.
Reading 6	I can justify my views with evidence when I read a range of text types.	I can select, synthesise and compare and make judgements about information from a variety of sources.	I can identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate.	I can analyse and evaluate arguments, opinions and alternative interpretations, making cross references and individual judgements.
Writing 1	I can write to suit basic needs of the audience and purpose of the task.	I can write lively, thoughtful and adventurous pieces in a range of forms and select vocabulary for effect.	I can write texts that are original, have shape and impact which show control of some style and maintain the interest of the reader on the whole.	I can write texts that have an assured and original voice in a range of styles and engage the reader throughout.
Writing 2	I can describe settings, character and atmosphere in narratives. I can use dialogue to develop character and action. I can write non-fiction with some attempt to organise and shape my ideas with the audience in mind.	I can create characters and settings that are developed in my narrative writing. I can write nonfiction which is coherent and gives clear points of view, taking account of different perspectives.	I can write narratives that use structure as well as vocabulary for a range of imaginative effects, and non-fiction that is coherent, reasoned and persuasive, conveying complex perspectives.	I can write narratives that use complex structures and provoke the reader's own reconsideration of the ideas presented, and non-fiction that references wide reading and evaluation of the perspectives of others.

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Writing 3	I can write clear paragraphs and make links between paragraphs e.g. using conjunctions, adverbials, pronouns or dialogue.	I can use paragraphs and correct punctuation to make the sequence of events or ideas coherent and clear to the reader through a range of devices.	I can write well-constructed paragraphs that are linked in order to clarify the organisation of the writing as a whole for the reader. My cohesion and coherence are confidently controlled throughout.	I can write whole texts that are structurally adept and controlled for meaning and effect.
Writing 4	I can edit my work for improvements to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning with guidance.	I can edit my work with increasing independence whilst developing complex vocabulary knowledge and polysyllabic spelling accuracy.	I can confidently, and with purpose, edit my writing understanding the four stages: editing on the go, editing for meaning, secretarial editing and editing for impact.	I can show an assured grasp of the writing process and employ it routinely every time I write resulting in accurate and engaging texts across text types.
Writing 5	I can use a range of punctuation, including commas, apostrophes and inverted commas with a level of accuracy. My handwriting is joined, clear and fluent and, where appropriate, is adapted to tasks.	I can use a wider range of punctuation correctly - brackets, hyphens, dashes and commas to indicate parenthesis, semi-colons, colons, and bullet points. My handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.	I can use a variety of grammatical constructions and punctuation accurately, appropriately and with sensitivity. My handwriting is joined, clear and fluent and, where appropriate, is adapted to the task.	I show confident and independent choices about which grammatical constructions and punctuation would work most judiciously within the texts I write. I can articulate why I have chosen them.
Writing 6	I can use vocabulary choices that are imaginative and my words are used precisely.	I can use vocabulary that is ambitious and nuanced and words are used accurately and effectively.	I can use vocabulary and grammar that enables fine distinctions to be made or emphasis achieved in my writing.	I can use both academic and non-academic vocabulary and grammar appropriately and for defined effects.
Speaking and Listening 1	I can adapt to the purpose: developing ideas thoughtfully, describing events and conveying my opinions clearly.	I can use talk to engage the interest of the listener through the variety and liveliness of both my vocabulary and expression.	I can select and use structures, styles and registers appropriately, adapting flexibly to a range of contexts and varying my vocabulary and expression confidently for a range of purposes and audiences.	I can capture my audience's attention and engage through my assured and polished choices of expression, register, style and structure.
Speaking and Listening 2	I can listen carefully in discussions, making contributions and asking questions that are responsive to others' ideas and views.	I can make significant contributions to discussions, evaluating others' ideas and varying how and when I participate.	I can initiate and sustain discussion through the sensitive use of a variety of contributions. I can take a leading role in discussion and listen with concentration and understanding to varied and complex speech.	I can flexibly take on any role within discussions and debates often leading and shaping the contributions of others to get the best overall results for the learning.
Speaking and Listening 3	I can use some of the features of standard English vocabulary and grammar.	I can show knowledge of language variety and use it effectively and use standard English fluently in formal situations.	I can show assured and fluent use of standard English in a range of situations and for a variety of purposes.	I can adeptly and with independence adapt both standard and non-standard English to engage and fully explore roles taken on.

Year 7 Curriculum Related Expectations

Food Preparation and Nutrition

	Working Towards	Working At	Exceeding	Exceptional
Practical Skills 1	I can explain what I am going to do.	I can select small tools and equipment on my own.	I am organised and can work logically.	I am always well organised and work logically to achieve high standards.
Practical Skill 2	I can name and select tools and equipment, with help.	I can cut my ingredients into equal sized pieces.	I can prepare fruit and vegetables using cutting techniques such as jardinière (baton), macedoine (small dice), julienne (matchstick) and brunoise (fine dice).	I can demonstrate a range of preparation techniques e.g. enrobing, marinating and piping.
Practical Skills 3	I can use the bridge and claw hold.	I can demonstrate some basic preparation and cooking techniques.	I can demonstrate skills to other pupils.	I can demonstrate a range of cooking methods e.g. baking, poaching, roasting and sautéing.
Practical Skills 4	I can turn on the hob, the oven and the grill, with help.	I can turn on the hob, the oven and the grill independently.	I can demonstrate quality control when making food products.	I can demonstrate and explain the science in food preparation, such as aeration, shortening, enzymic browning and Mallard Reaction.
Health and Safety 1	I can get myself ready to cook and work safely, with help.	I can work safely on my own.	I am aware of the health and safety of others.	I can identify possible risks and prevent them.
Health and Safety 2	I can explain the words 'hygiene' and 'food safety'.	I can handle food carefully to prevent it from becoming unsafe to eat.	I can use colour coded chopping boards to prevent cross-contamination.	I can explain what the 4Cs are and how to keep food safe.
Health and Safety 3	I can explain that different foods need to be stored in different places to keep them safe.	I can identify some of the main hazards when storing, preparing and cooking food.	I can explain how cross-contamination, decay and spoilage can make food unsafe to eat and can explain the purpose of date marks on food products.	I can explain some of the symptoms of food poisoning and explain how it can be prevented.
Adapting Food Products 1	I can explain two things I want to change in my product and why.	I can adapt a basic recipe and explain why I am using the ingredients I have chosen.	I can explain how different ingredients I have chosen can affect the appearance, aroma, flavour and/or texture of my food products, adapting and making changes to my products as they develop.	I can explain how changing my ingredients can change my product e.g. butter to sunflower oil, caster sugar to honey or plain white flour to rye flour. I can explain the function of an ingredient and use this for the reasons of adapting a recipe.
Evaluating 1	I can identify two things that went well in my practical.	I can explain what went well and what went wrong when making my product.	I can evaluate my work as it develops.	I can explain what I can do to solve problems that occur when making my food products.
Evaluating 2	I can identify two things that went wrong/need improving in my practical.	I can use 'Even Better If...!' to recommend improvements about products that I make.	I can use the sensory analysis of appearance, aroma, texture and flavour to evaluate my products in detail.	I can use sensory testing vocabulary to analyse and evaluate the products I have made in detail.

Year 7 Curriculum Related Expectations

French

	Working Towards	Working At	Exceeding	Exceptional
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 (<i>aller au , à la, à l', aux</i>) - to do + activities (<i>faire du/ de la / de l' , des</i>) - to play + games and sports (<i>jouer au/ aux</i>)	I can understand and apply new grammar rules with accuracy: - plural of nouns -adjectival agreements - possessive adjectives -to go to + places (<i>aller au , à la, à l', aux</i>) - to do + activities (<i>faire du/ de la / de l' , des</i>) - to play + games and sports (<i>jouer au/aux</i>)	I can understand and apply new grammar rules with accuracy in different contexts. - plural of nouns - adjectival agreements - possessive adjectives -to go to + places (<i>aller au , à la, à l', aux</i>) - to do + activities (<i>faire du/ de la / de l', des</i>) - to play + games and sports (<i>jouer au/aux</i>)
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.

Geography

	Working Towards	Working At	Exceeding	Exceptional
Geography 1	I know some countries in Europe	I know and can locate a range of countries in Europe and in other continents.	I know and can locate many countries around the world.	I have a good knowledge of the world map.
Geography 2	I use some key words to describe features or processes e.g. arches, stacks	I am beginning to explain how processes such as wave erosion work. I use some key words to help me.	I can explain in detail , using many key words, how processes such as wave erosion work.	I can describe and explain how processes work, using key words and giving examples.
Geography 3	I can find things out about different places I study and realise they are different or similar.	I can describe and begin to simply explain differences and similarities between people and places I have studied e.g. Pershore and Bredon	I can describe and explain many differences and similarities between people and places I have studied e.g. Pershore and Bredon	I can analyse differences and similarities between people and places I have studied e.g. Pershore and Bredon.
Geography 4	I can draw my own simple diagrams.	I can create my own maps and diagrams to help me answer questions or show what places are like.	I can create my own neat and detailed maps and diagrams using a range of sources. I can label them using key words.	I can confidently create my own neat and detailed maps and diagrams , using a range of sources and label them accurately.
Geography 5	I can organise my work with headings and sub-headings.	I can organise my written work and present it neatly.	I can write fluently and organise my written work effectively.	I can write fluently and organise my written work to guide my reader, based on the purpose of my writing.
Geography 6	I can use simple sources to observe how people can affect the environment.	I can describe and begin to offer some explanation of how human activity impacts the environment.	I can explain how human activity impacts the environment e.g. How industry affects the countryside.	I can explain in detail how human activity impacts the environment e.g. How industry affects the countryside.
Geography 7	With help, I can make my own observations and measurements of the world around me e.g. using weather instruments.	I can interpret observations and measurements I make of the world around me e.g. air temperature, wind speed.	I can make my own observations and measurements of the world around me e.g. weather. I can make conclusions based on previous knowledge.	I can make my own observations and measurements of the world around me e.g. weather. I can make detailed conclusions based on previous knowledge.
Geography 8	I can create a bar graph to help me use data.	I am can create and interpret a range of graphs and statistics.	I am confident in creating and interpreting a range of graphs and statistics and can make conclusions from the data.	I can carry out an enquiry using my own measurements and observations.
Geography 9	With help I can read Yr7 texts. I can write simple descriptions.	I can read and understand most Yr7 texts and I can present my work neatly using paragraphs	I can read and understand a range of texts. I can present my work neatly in well written paragraphs backed up by relevant labelled maps and diagrams.	I can read and understand texts intended for older students.
Geography 10	I can compare where I live with information about settlements, farming and industry from classwork.	I can use the knowledge of settlements, farming and industry to make sense of where I live.	I can relate what I learn in class e.g. about farming and industry and make links to places I live or have visited.	I can make detailed links between the places I know and the places I study.

Year 7 Curriculum Related Expectations

History

	Working Towards	Working At	Exceeding	Exceptional
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 1	I can recognise that the past can be divided into periods which have similarities.	I can describe the characteristics of past societies and time periods. I can use them to identify similarities across different time periods.	I can recognise and describe similarities within and across different time periods.	I can describe the characteristics of past societies and time periods. I can use them to identify similarities across different time periods.
Similarity and Difference 2	I can recognise that the past can be divided into periods which have differences.	I can describe the characteristics of past societies and time periods. I can use them to identify differences across different time periods.	I can recognise and describe differences within and across different time periods.	I can describe the characteristics of past societies and time periods. I can use them to identify differences across 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.
Communication	I can express my ideas in a sentence.	I can express my ideas in sentences and a paragraph.	I can express my ideas in clear detailed sentences and paragraphs.	I can express my ideas in clear detailed sentences and paragraphs with an introduction and/or conclusion.
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).

Mathematics

	Working Towards	Working At	Exceeding	Exceptional
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.
Algebra 2	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.
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 understand and use the basic order of operations (without brackets).	I can understand and use the order of operations, including brackets, with positive numbers.	I can understand and use the order of operations, including brackets, with positive and negative numbers.	I can understand and use the order of operations, including brackets, powers and roots, with positive and negative numbers.
Number 5	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.
Number 6	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.

Year 7 Curriculum Related Expectations

Algebra 3	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.
Number 7	I can add and subtract fractions and mixed numbers 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.
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.
Number 8	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.
Probability 1	I can list all of the outcomes of an event.	I can calculate theoretical probabilities for single events.	I can calculate the theoretical probabilities for combined events.	I can calculate theoretical probabilities using knowledge of independent and mutually exclusive events.
Number 9	I can list the multiples and factors of a pair of numbers.	I can identify the Highest Common Factor and the Lowest Common Multiple for pairs of numbers.	I can use prime factor decomposition and a Venn diagram to identify the Highest Common Factor and Lowest Common Multiple of a pair of numbers.	I can use prime factor decomposition and a Venn diagram to identify the Highest Common Factor and Lowest Common Multiple of three numbers.

Year 7 Curriculum Related Expectations

Music

	Working Towards	Working At	Exceeding	Exceptional
Singing 1	I can identify three aspects of correct singing posture.	I can identify three features of an effective warm-up.	I can create a warm-up to use before singing and share this with a group.	I can lead a vocal warm-up.
Singing 1	I can sing with projection, in time with the rest of the group.	I can sing as part of a group in a song with parts, and in tune.	I can sing in harmony within a round or partner song, with an awareness of other parts.	I can sing a song in parts to an audience showing correct phrasing, pitching and dynamic contrasts.
Listening 1	I can identify the use of musical elements (dynamics, articulation, pitch and tempo) through listening work.	I can identify differences in the tonality of music I have heard.	I can identify the structure of music heard.	I can identify where changes in harmonies occur.
Composing and Performing 1	I can identify dotted crotchets, dotted quavers, dotted semiquavers and their rests in musical notation.	I can add missing notes to complete a specific number of beats.	I can identify pitch between G to middle C on the bass clef.	I can confidently identify pitch on the treble and bass clefs.
Composing and Performing 2	I can perform a four-bar phrase following rhythmic, staff or tab notation.	I can perform a rhythmically simple melody (of at least 8-bars) that moves mainly step by step.	I can perform rhythmically simple music on one stave in C major or A minor in time to a beat.	I can perform a melody or bass line together on the keyboard and/or I can perform complex rhythms in time on my own instrument, mostly accurately.
Composing and Performing 3	I can play one chord on a ukulele.	I can play three chords, with only some hesitation, on a ukulele.	I can move fluently through all three ukulele chords.	I can fluently perform rhythm patterns while changing chords on the ukulele.
Composing and Performing 3	I can understand and use musical symbols relating to dynamics.	I can identify musical differences in music from different cultures.	I can explain some of the historical or cultural changes in music I have heard.	I can describe the role that different instruments play in music that I have heard.
Composing and Performing 4	I can improvise a musical idea of at least 8 beats over a drone or groove in a major key.	I can improvise a simple 16 beat melody over a given chord pattern, creating a sense of shape.	I can improvise a melody using the pentatonic minor on D, creating a sense of shape.	I can improvise a melody in D minor, creating a sense of shape.
Composing and Performing 5	I can compose my own 16 beat melody.	I can compose my own melody of at least 16 beats with balanced phrases.	I can compose my own melody of at least 16 beats with balanced phrases and rhythmic interest.	I can create a song-like melody from given lyrics or harmony.
Composing and Performing 6	I can play a given chord sequence.	I can identify cadence points.	I can compose a bass line using the root note of primary chords.	I can compose a bassline using the primary chords.

Physical Education

	Working Towards	Working At	Exceeding	Exceptional
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 & DOP)	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 confidently describe and explain several benefits of taking part in physical activity. (HAL)	I can confidently describe and explain several benefits of taking part in physical activity using subject specific vocabulary. (HAL)	I can promote healthy and active lifestyles. (HAL)	I can promote active and healthy lifestyle habits and have a good knowledge of the components of fitness and effects of exercise. (HAL)
PE 8	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 at school. (DP&MC)	I can access at least one extra-curricular opportunity for my age group to extend and develop skills. (DP&MC)	I can access a range of extra-curricular and community opportunities for my age group to extend and develop skills and technique. (DP&MC)
PE 9	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)
PE 10	I can recognise that skills and tactics from one activity area can be applied to another. (OO)	I can recognise that skills and tactics from one activity area can be applied to another and know examples. (OO)	I can recognise what skills and tactics from activity areas can be applied to another and can confidently demonstrate examples. (OO)	I can recognise when skills and tactics from one activity area can be applied to another and can confidently demonstrate examples in competitive situations. (OO)

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

	Working Towards	Working At	Exceeding	Exceptional
Health and Wellbeing 1	I am beginning to understand that I will need to create a budget and where to get help with this.	I can explain what budgeting is, why it is important and where to get help with financial decision-making.	I can explain how to effectively budget and suitable sources of support and information around financial opportunities and risks.	I can confidently assess financial risk in relation to different choices and can assess and manage influences on financial decisions.
Health and Wellbeing 2	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.
Health and Wellbeing 3	I can recognise some risks of substance misuse and know how to find help if I need it.	I can suggest some risks of substance misuse.	I can explain the personal and social risks associated with substance misuse.	I can confidently assess the relative risks of different personal and social harms as associated with substance misuse.
The Wider World 1	I am beginning to understand the difference between Government and Parliament.	I can explain the difference between Government and Parliament and the idea of democracy; I can explain how laws are made.	I can explain how the political system in England works and can explain the key roles of Government and Parliament.	I can confidently explain how the UK is a representative democracy; I understand the role of the House of Lords as well as the role of the Select Committees.
Relationships and Sex Education 1	I can suggest some ways how and why people may be ambitious and I 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 and Sex Education 2	I can identify some different types of relationship.	I can describe different types of relationships and suggest ways to build and manage relationships.	I can describe different types of relationship and how to develop and maintain healthy, positive relationships.	I can explain the explain the legal status of different types of relationship and can explain how to develop and maintain a variety of healthy relationships within a range of social/cultural concepts.
Relationships and Sex Education 3	I understand that some relationships can be healthy/unhealthy.	I can distinguish between healthy and positive relationships and negative/unhealthy relationships.	I can recognize and explain how to challenge unhealthy/negative relationship behaviours.	I can assess unhealthy/negative relationship behaviours and confidently demonstrate how to challenge them.
Living in the Wider World 1	I know the need to show respect for others.	I can describe how to show respect to others.	I can demonstrate how to show respect to others and promote equality and inclusion.	I can critically assess the importance of equality in a diverse community and demonstrate ways to promote this.
Relationships and Sex Education 4	I am beginning to identify some aspects of bullying or hurtful behaviour.	I can identify bullying or hurtful behaviour and suggest some strategies for responding to it, both on and offline.	I can explain how to respond to unhealthy/negative behaviours, including bullying and discrimination.	I can assess how to sensitively, safely and appropriately respond to different scenarios in relation to unhealthy/negative relationship behaviours.
Discussion Skills 1	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 a number of relevant ideas, knowledge and opinions, communicating clearly, using appropriate vocabulary and offering some supporting evidence or detail.

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 recall the key information about a topic.	I can provide simple explanations.	I can explain information in some detail.	I can apply information to different situations.
Science 2	I can write a simple method to describe how to complete an investigation.	I can plan and design investigations and experiments.	I can identify independent, dependent and control variables when planning an investigation.	I provide quantitative information relating the different variables when planning an investigation.
Science 3	I can describe information.	I can provide detailed descriptions.	I can simply evaluate (look at the advantages and disadvantages) choices I have made.	I can analyse information, examining something methodically and in detail.
Science 4	I can follow a method to complete an investigation, with support.	I can follow a method to complete an investigation, with some additional instruction.	I can follow a method showing a consideration for safety and some accuracy.	I can follow a method in a safe and methodical way.
Science 5	I can draw graphs with support – how to decide on the scale and labelling the axes.	I can draw graphs – with some support with labelling the axes.	I can draw graphs independently, without the need for support.	I am starting to know which type of graph should be used.
Science 6	I can make measurements using various equipment, with support.	I can make measurements using various equipment, without support.	I can make measurements with various equipment with various scales without support.	I can use analogue and digital scales on equipment, without support.
Science 7	I can present results on a table, including repeats, and I am starting to calculate the mean.	I can present results on a table, including repeats and I can calculate the mean independently.	I can identify and discard anomalous results prior to calculating a mean.	I can explain why it is important to discard anomalous results prior to recording a mean.
Science 8	I can identify some control variables that need to be kept the same for a 'fair test'.	I know that control variables are kept the same for valid results (fair test) and can describe many for an experiment.	I can describe many control variables and start to explain why they are important in order to gain valid results.	I can describe what independent, dependent and control variables are and their importance.
Science 9	I can describe predictions about what will happen during an investigation.	I can briefly explain the reason for making a prediction.	I can explain the reason for making a prediction in detail, using scientific evidence.	I can complete a design task based on secondary information.

Year 7 Curriculum Related Expectations

Science 10	I can identify how one factor affects another in an investigation.	I can write a conclusion which includes simple scientific evidence.	I can write conclusions using detailed scientific evidence to explain the findings.	I can write a detailed conclusion and use the evidence from the results to support the findings.
Science 11	I can draw and label diagrams.	I can draw, label and recognise more complex scientific diagrams.	I can draw complex diagrams e.g. to show the structure of an atom.	I can draw diagrams using secondary sources of information e.g. of ionic and covalent compounds using information from the Periodic Table/GCSE data sheets.
Science 12	I can identify facts.	I can evaluate the reliability (repeatability current KS4) of methods and suggest possible improvements.	I can describe trends in data.	I can extract information from graphs in order to complete calculations.
Science 13	I can use the Periodic Table.	I can complete word equations.	I can write word equations used in Year 7 and I am beginning to balance symbol equations.	I am beginning to write symbol equations.
Science 14	I can interpret simple information e.g. simple compound names.	I can write simple compound names and formulae.	I can write more complex compound names.	I can predict the names of compounds using my compound naming skills.
Science 15	I can complete calculations, with support.	I can complete calculations that are provided without support.	I can complete calculations, without support.	I am starting to complete calculations using a range of SI units and their prefixes.