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Assessment Criteria for Subjects

Please note that the criteria provided in the following pages is not to be used as a checklist to monitor student's progress.

Students MUST demonstrate that they are achieving a certain standard by achieving the different elements of each assessment description repeatedly over time.

A range of evidence must be collected to prove student's progress over time and all departments have a range of assessment strategies to monitor student progress.

At the end of term 1, reports are based on the progress shown over that time. This also applies to the report at the end of term 2. The final report, at the end of term 3 takes all work into account over the year. This allows for appropriate interventions throughout the year.

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Assessment Criteria for Subjects

Year 7

Please note that the criteria provided in the following pages is not to be used as a checklist to monitor student's progress.

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At the end of term 1, reports are based on the progress shown over that time. This also applies to the report at the end of term 2. The final report, at the end of term 3 takes all work into account over the year. This allows for appropriate interventions throughout the year.

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Year 7 English Page 1

	Criteria for Assessment Without Levels				
	Working Towards		**Working At**		**Working Above**
Year 7 Reading	The pupil can: • read age-appropriate books with confidence and fluency (including whole novels) • read aloud with intonation that shows understanding • work out the meaning of words from the context • explain and discuss their understanding of what has been read, drawing inferences and justifying these with evidence • predict what might happen from details stated and implied • retrieve information from non-fiction • summarise main ideas, identifying key details and using quotations for illustration • evaluate how authors use language, including figurative language, considering the impact on the reader • make comparisons within and across books	→	The pupil can: • begin to read a wider range of fiction and non-fiction, covering a range of genres and styles • read aloud with confidence, fluency and expression • begin to justify and explain their views about a text using evidence • predict events and outcomes, both explicit and implicit, drawing upon the text and wider reading • evaluate the effect the author's use of specific words, phrases and literary devices has upon the reader • make comparisons within and across texts, justifying their points of view	→	The pupil can: • read increasingly challenging fiction and non-fiction across a wide range of genres • make relevant points during discussions, using textual reference/quotations to support views • use inference and prediction to make critical comparisons, taking into account the ideas and views of others • identify and comment upon writers' language choices, exploring how contexts contribute to meaning • re-read books encountered previously to increase layers of understanding and perspective

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Year 7 English Page 2

	Criteria for Assessment Without Levels				
	Working Towards		**Working At**		**Working Above**
Year 7 Writing	The pupil can: • create atmosphere, and integrate dialogue to convey character and advance the action • select vocabulary and grammatical structures that reflect the level of formality required mostly correctly • use a range of cohesive devices, including adverbials, within and across sentences and paragraphs • use passive and modal verbs mostly appropriately • use a wide range of clause structures, sometimes varying their position within the sentence • use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision • use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens • spell most words correctly (years 5 and 6) • maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters • proofread and redraft work to make improvements	→	The pupil can: • vary styles to write for a range of purposes and audiences • manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures • begin to use figurative language e.g. similes, metaphors for effect • select verb forms appropriate for purpose and audience • use a variety of sentence types for effect, mostly correctly • use a full range of punctuation, including semi-colons and colons • spell some polysyllabic words correctly • plan, edit, proofread and redraft to produce consistently accurate writing	→	The pupil can: • write for a wide range of purposes and audiences, using supporting ideas and factual details • use Standard English when appropriate to the task • use a range of figurative language with increased confidence, across a variety of written styles • use ambitious vocabulary, including varied verb forms to enhance meaning • use a full range of punctuation for effect • spell most polysyllabic words correctly • plan, edit, proofread and redraft work to improve coherence and effectiveness

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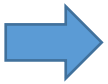
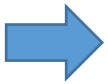
Year 7 English Page 3

	Criteria for Assessment Without Levels				
	Working Towards		**Working At**		**Working Above**
Year 7 Speaking and Listening	The pupil can: • speak and listen with confidence in a variety of situations; taking turns • communicate clearly, adjusting style and language to suit different purposes and audiences • vary vocabulary and expression to maintain audience interest • use Standard English in formal situations • understand the main points of a discussion, contributing mostly relevant ideas • perform texts from memory, including own compositions, using expression to enhance meaning		The pupil can: • speak and listen confidently in all situations • engage listeners through choosing appropriate vocabulary and register, which is matched to the context • use Standard English appropriately • argue a point of view in a debate, using persuasive language • contribute regularly to discussions, responding appropriately to the ideas of others • perform texts from memory, including own compositions, which entertain and engage the listener		The pupil can: • speak effectively in a range of formal and informal contexts, including classroom discussion • maintain audience interest through a range of techniques, including eye contact, body language and appropriate expression • argue and maintain a point of view in a debate, through the use of persuasive techniques • perform a range of texts, including play scripts and poetry, to an audience

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Year 7 Maths Page 1

Core Content			
Number	**Algebra**	**Shape**	**Statistics & Probability**
Numbers and the number system. Counting and comparing. Calculating. Exploring fractions, decimals and percentages. Proportional reasoning. Calculating fractions, decimals and percentages. Checking, approximating and estimating.	Algebraic proficiency: tinkering. Pattern sniffing. Solving equations and inequalities.	Visualising and constructing. Investigating properties of shape. Measuring space. Investigating angles. Calculating space. Mathematical movement.	Presentation of data. Measuring data. Understanding risk.

Mastery Indicators The most important skills that pupils need to acquire this year in order to make progress in mathematics.	**Essential Knowledge** The facts that pupils need to know this year in order to make progress in mathematics.
Use positive integer powers and associated real roots. Apply addition and subtraction with negative numbers. Apply the four operations with decimal numbers. Write a quantity as a fraction or percentage of another. Use multiplicative reasoning to interpret percentage change. Add, subtract, multiply and divide with fractions and mixed numbers. Check calculations using approximation, estimation or inverse operations. Simplify and manipulate expressions by collecting like terms. Simplify and manipulate expressions by multiplying a single term over a bracket. Substitute numbers into formulae. Solve linear equations in one unknown. Understand and use lines parallel to the axes, $y = x$ and $y = -x$. Calculate surface area of cubes and cuboids. Understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines.	Know the first 6 cube numbers. Know the first 12 triangular numbers. Know the symbols $=, \neq, <, >, \leq, \geq$. Know the order of operations including brackets. Know basic algebraic notation. Know that area of a rectangle = $l \times w$. Know that area of a triangle = $b \times h \div 2$. Know that area of a parallelogram = $b \times h$. Know that area of a trapezium = $((a + b) \div 2) \times h$. Know that volume of a cuboid = $l \times w \times h$. Know the meaning of faces, edges and vertices. Know the names of special triangles and quadrilaterals. Know how to work out measures of central tendency. Know how to calculate the range.

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Year 7 Maths Page 2

General Skills
✓ To be able to show how to get an answer in series of steps from question to answer (show full working, using words if appropriate). ✓ To read questions carefully and highlight any potential problems before attempting to answer. ✓ To present work neatly and clearly (e.g. equals signs in line). ✓ To communicate correctly mathematically (e.g. NOT to write things like 3 + 4 = 7 x 5 = 35 when evaluating (3 + 4) x 5). ✓ To think carefully before starting a question so that some idea of how the answer will progress has been developed. ✓ To have a sensible estimate of the answer expected BEFORE the question is attempted. ✓ To know how to check that an answer is sensible. ✓ To relate new problems to prior knowledge. ✓ To know how and when to ask for help when problems or misconceptions have been identified.

Criteria for Assessment Without Levels				
Working Towards		**Working At**		**Working Above**
Has a limited understanding of the year's scheme of work. Has little knowledge of the key facts, has little understanding of the key techniques. Work can be minimal and/or poorly presented, pupil may have little desire or patience for tackling new problems.	→	Has a good understanding of much of the year's scheme of work. Knows most key facts, is able to demonstrate good understanding of most methods (with few mistakes), usually presents work carefully and neatly, can communicate mathematically, is developing problem solving skills and patience for tackling unfamiliar problems.	→	Has a very good understanding of every aspect of the year's scheme of work. Knows all key facts, is able to demonstrate full understanding of all methods (with very few mistakes), presents work carefully and neatly, can communicate mathematically, has developed problem solving skills and patience for tackling unfamiliar problems.

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Year 7 Science Page 1

Course Content:	
Unit 1 – Energy Unit 2 – Forces and Motion Unit 3 – Reproduction and Health	Unit 4 – Atoms, Elements and Compounds Unit 5 – The Earth and Atmosphere Unit 6 – Diet and Health

Criteria for Assessment Without Levels

Working Towards	Working At	Working Above
Students can/will be able to: With support, use equations and simple units. Describe simple graphs. State what weight, water resistance, air resistance, friction and the Principle of Conservation of energy are. Make simple measurements and describe simple relationships. Accurately draw a range diagrams. State how changes in temperature affect energy contained. Describe different energy resources as renewable or non-renewable and identify advantages and disadvantages. Describe the structure of the Solar System simply, the main features of the planets etc. and the effect of gravity in movement. Explain what a drug is.	Students can/will be able to: Complete calculations independently using a range of units. Describe changes in graphs using several steps. Use the concept of relative speed in description of motion. Draw accurate diagrams (including scale diagrams). Choose appropriate equipment to take account of range and precision – and know what these are. Outline the gravitational forces acting between the Sun, Earth and Moon. Describe the behaviour of springs. Describe factors that will increase resistance.	Students can/will be able to: Rearrange the equations. Describe the movement of objects that are accelerating or decelerating. Extract information from graphs to make calculations. Use scale diagrams to represent forces. Describe non-contact forces using key terms. Make predictions based on data. Use the concepts of balanced and unbalanced forces to describe motion through a fluid.

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Year 7 Science Page 2

Criteria for Assessment Without Levels		
Working Towards	**Working At**	**Working Above**
Describe conduction, convection, evaporation using simple terms and what affects these processes. Identify that resources are running out, some impacts of using them and steps to reduce their use. Name the layers within the structure of the Earth. Recall where the three different types of rock are found and that they are connected in a cycle. Identify the main variables in an experiment and describe the basic steps in an experiment. Use a table to record results (including units), plot a line graph (on provided outline). Concluding – describe pattern in data. Recall the definitions of an atom, an element and a compound. Use the Periodic Table to state the symbol of an element and link properties of elements. Interpret word equations to state the reactants or products. Safely observe chemical reactions.	Plan and perform a practical experiments taking into account the different variables, reliability and a fair test. Explain the processes by which the different types of rock are formed and the physical processes of the rock cycle. Explain some key problems that result from our use of fossil fuels and ways that problems can be reduced. Design results tables including headings, units and repeats. Concluding – describe pattern in results and use evidence from the results to support the conclusion. Draw and label a simple diagram of the Dalton model of an atom. Use the Periodic Table to state the group and period number for a given element and describe some trends in the elements of the Periodic Table. Write simple compound names and formulas.	Evaluate investigations. Evaluate the impact humans on the environment. Suggest solutions to problems. Explain key properties of the three types of rock in terms of their formation, and suggest uses for them. Predict some of the effects of oil running out and evaluate possible solutions. Evaluate secondary sources of data and justify own opinions. Evaluate a meal and decide whether it contains the correct balance of nutrients. Explain how adaptations of the digestive system effect the absorption of nutrients. Analyse scientific evidence. Calculate total energy use and intake and use these to evaluate diets. Explain problems caused by malnutrition. Evaluate the danger of different drugs.

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Year 7 Science Page 3

Criteria for Assessment Without Levels				
Working Towards		**Working At**		**Working Above**
Name the nutrients; state their functions and good sources of each. Recall the main components of a balanced diet and what a deficiency disease is. Identify the main parts of the digestive system and the function of digestion. Describing digestion – what an enzyme does and one function of 'good bacteria'. State what asexual and sexual reproduction are and recall the main parts of the reproductive system (plants and humans). State what happens during pollination and fertilisation in a flower and the main methods of seed dispersal. Recall changes during puberty. Recall the functions of the placenta, umbilical cord and amnion. State some substances that can cross the placenta.	→	Interpret questions and produce suitable graphs. Explain the importance of a balanced diet. Describe what happens to food as it goes through the digestive system. Calculate energy requirements. Describe the different types of drug and the effects of alcohol abuse on health and behaviour. Recall the difference between asexual and sexual reproduction. Explain the adaptations of flower, the function of a pollen tube and the importance of seed dispersal. Describe the events that take place during the menstrual cycle, after fertilisation, foetus development and stages of birth.	→	Use quantitative and qualitative data. Apply knowledge about fertility. Explain how the sperm and egg are adapted. Use a diagram e.g. of the menstrual cycle to make predictions. Explain the importance of controlling variables during experiments. Include quantities and repeats when planning an investigation. Graph data - identify appropriate graph to use, draw line of best fit and circle anomalies. Concluding – use secondary sources of evidence to support conclusions. Use the particle model to draw an atom, element and compound. Write more complex compound names and compound formula. Write word equations and some symbol equations.

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Year 7 Music

Course Content:	
Unit 1 – Carl Orff - Carmina Burana 'O Fortuna':	Understanding the sound of different intervals, introducing harmony.
Unit 2 – From Scales to Melodies:	What is needed for a successful melody?
Unit 3 – Reggae:	Exploring the sound of Jamaican Reggae.
Unit 4 – Variations:	Exploring ways to develop musical ideas.
Unit 5 – Gamelan:	Exploring the sound of Indonesian music.

Criteria for Assessment Without Levels

Working Towards	Working At	Working Above
Students can perform a short rhythmical or repeating phrase. Students can perform following some simple music notation. Students can sing in time and in tune, with an awareness of other parts. Students can compose a piece using different note lengths and repeating patterns. Students can create simple melodies. Students can recognise some musical elements through listening work.	Students can perform a short melodic phrase on a keyboard or their instrument in time to a beat. Students can sing as part of a group in a song with two parts, in time to a beat. Students can compose a simple piece combining two of the elements of music. Students can compose using some melodic devices. Students can describe music using musical vocabulary. Students show an awareness about great musicians and can explain some of the historical and cultural developments in music.	Students can perform a piece of music, staying in time and playing with feeling. Students can correctly sing a solo in a song with two or more parts. Students can create an effective composition using a variety of melodic devices. Students can use simple notation to write a composition. Students can identify and describe the use of musical devices such as dynamics and texture. Students can recognise and describe music and musical instruments from different cultures.

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Year 7 Art Page 1

Criteria for Assessment Without Levels			
	Working Towards	**Working At**	**Working Above**
Generating Ideas	Students struggle to respond artistically to express a specific meaning or idea. Students can use materials and techniques to record from observation and imagination.	Students can use their sketch book to record their observations. Students can develop ideas independently and can explain some of their thought processes.	Students can develop ideas independently showing curiosity imagination and originality. Students can select appropriate materials and techniques to record creatively and skillfully from observation and imagination.
Making	Students are beginning to combine materials showing some awareness of purpose. Recording simple ideas taking into account observations and basic concepts of tone, proportion, perspective and composition. Students' choice of tools is becoming more appropriate for the desired outcome.	Students use ideas to create final pieces through exploring a range of different media. Students' skills in drawing, painting, sculpture and other art, craft and design techniques are becoming more secure.	Students are gaining confidence when using a range of different media. Students are skilled in drawing, painting, and other art, craft and design techniques.

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Year 7 Art Page 2

Criteria for Assessment Without Levels			
	Working Towards	**Working At**	**Working Above**
Evaluating	Students are able to offer some suggestions for improving their work. Students can use experience to identify strengths and weaknesses in artwork.	Students are confident when describing the different characteristics of art and design and are able to evaluate their qualities. Students can explain the purpose of their work and the work of others. Students are able to use key words in their responses.	Students are able to explain the purpose of their work and the work of others and start to reflect upon it with some critical understanding. Students can carefully evaluate their work and that of others identifying actions to strengthen their work.
Knowledge	Students are developing awareness of great artists, craft makers and designers. Growing in understanding of the historical and cultural development of their art forms. Students have some awareness of great artists, craft makers and designers.	Students have a growing understanding of different art forms. Students' research into different artists is becoming more detailed and thoughtful. Personal responses are more meaningful, with some justifications.	Students' personal responses are meaningful, with some justifications. Relevant research is detailed and embedded within student's artwork. Students know about great artists, craft makers and designers, understanding the historical and cultural development of their art forms.

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Year 7 Geography Page 1

Criteria for Assessment Without Levels		
Working Towards	**Working At**	**Working Above**
Students can make **observations** to describe a settlement.	Students can use some **key words** to **describe** settlements and **begin to explain** what they are like.	Students can **describe** settlements **in detail** using **many key words** such as linear or nucleated, to explain what they are like.
Students use some key words to **describe** features or processes e.g. arches, stacks	Students am beginning to explain how processes such as wave erosion work. Students use some key words to help them.	Students can **explain in detail**, using many key words, how processes such as wave erosion work.
Students can **find things out about different places** they study and realise they are different or similar.	Students can describe and begin to **simply explain differences and similarities** between people and places they have studied e.g. Pershore and Bredon.	Students can **describe and explain many differences** and similarities between people and places students have studied e.g. Pershore and Bredon.
Students can draw their own simple maps and diagrams.	Students can **create their own maps and diagrams** to help answer questions or show what places are like.	Students can **create their own neat and detailed maps and diagrams** using a range of sources. Students can label them using key words.
With help, students can use an OS map and identify some aspects of places from it.	Students can **use OS maps** to help them show what places are like. Students use some map skills when using them.	Students can use OS maps to help them show what places are like. Students show a **wide range of map skill**s when using them.

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Year 7 Geography Page 2

Criteria for Assessment Without Levels		
Working Towards	**Working At**	**Working Above**
Students can use simple sources to observe how people can affect the environment.	Students can describe and begin to offer some **explanation of how human activity** impacts the environment.	Students can explain how human activity impacts the environment e.g. How industry affects the countryside.
With help, **students can make their own observations** and measurements of the world around them e.g. using weather instruments.	Students can **interpret** observations and measurements students make of the world around them e.g. air temperature, wind speed.	Students can make them own observations and measurements of the world around them e.g. weather. Students can **make conclusions** based on previous knowledge.
Students can create a bar graph and interpret graphs to help them use data.	Students can create and interpret a range of graphs and statistics.	Students are confident in creating and interpreting a range of graphs and statistics and can make conclusions from the data.
Students can write **simple descriptions.**	Students can present their work neatly using paragraphs.	Students can present all work neatly in **well written paragraphs** backed up by relevant labelled maps and diagrams.
Students can compare where they live with information about settlements, farming and industry from classwork.	Students can use the knowledge of settlements farming and industry to make sense of where they live.	Students can relate what they learn in class e.g. about farming and industry and **make links** to places they live or have visited.

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Year 7 History Page 1

Criteria for Assessment Without Levels		
Working Towards	**Working At**	**Working Above**
Students have a secure knowledge of chronology and they consistently make use of the most appropriate dates and terminology.	Students always use the correct chronological terminology and have a secure knowledge of dates.	Students always use the correct chronological terminology and have a secure knowledge of dates and era's. For example: The Medieval period.
They are beginning to link changes in the different societies and cultures and see how over time they link and weave together. For example: Middle Ages to Early Modern Britain.	Students are able to describe how events changed British society and culture. For example: The Magna Carta and the Reformation.	Students are able to describe and explain how the various events changed British society and culture. For example: The Reformation and the Black Death.
Regularly using phrases like: century, period and decade.	Always using phrases like: tomorrow, yesterday century, and decade.	Always using phrases like: in the era, time, period, century, and decade.
Students are able to give some reasons for the main events and reasons for the changes. The best Medieval monarch of England was…. because…	Students can give a detailed description of several reasons for why an event happened. I think this... I think this because….	Students always give a detailed description of several reasons for why an event happened. I think this… I think this because…
They show some understanding that aspects of the past have been represented and interpreted in different ways.	Moving forward they are beginning to suggest reasons for why things have been interpreted differently.	Moving forward they are explaining which factors they believe is the most relevant, and they are beginning to give reasons why events and people have been interpreted differently.

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Year 7 History Page 2

Criteria for Assessment Without Levels		
Working Towards	**Working At**	**Working Above**
They are able to extract information from sources suitable to their age to make obvious statements about the past. For example; we can learn a lot about Medieval peasants from the Luttrell Psalter.	They are beginning to question the evidence and suggest why some sources, for example Domesday Book and textbooks should be viewed with a degree of caution.	They are questioning the evidence and suggesting why some sources, for example Domesday Book and textbooks should be viewed with a degree of caution.
They are independently able to research an event or theme and present their findings in the appropriate format. For example: the most significant Tudor monarch.	Students are beginning to question the sources and are able and prepared to argue why they believe a particular interpretation.	Students are questioning the sources and are able and prepared to argue why they believe a particular interpretation.
Demonstrating clear historical skills and are able to place people, events, and societies within the appropriate context. Understand anachronism.	Show secure knowledge of aspects of Britain's History and other areas studied. Verbally and in written form.	Show extended knowledge of aspects of Britain's History and other areas studied. Regular usage of primary sources to support their point of view.
Students should be demonstrating transferable skills from the studies of the Ancient Greeks and Romans, to the present topics both verbally and in written form.	Verbally and in written form pupils can demonstrate extensive knowledge of the History of Britain from the Romans to the end of the Middle Ages. Work is well structured with regular use of specialist terms.	Verbally and in written form pupils regularly demonstrate extensive knowledge of the History of Britain from the Romans to the end of the Tudor period. Work is well structured with regular use of specialist terms.
Students have demonstrated clear understanding of the Norman Invasion and are able to explain how the Normans took and kept control of Saxon England.	Students have an excellent overview of the topics covered and are making links with previous areas of study and with other subjects across the curriculum.	All of the above; with an awareness of how culture, gender, religious beliefs and ethnicity can influence our interpretation of the past.

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Year 7 Computing Page 1

Course Skills:	**Abstraction**	**Decomposition**	**Algorithmic Thinking**	**Evaluation**	**Generalisation**
Understands that iteration is the repetition of a process such as a loop.			✓		
Recognises that different algorithms exist for the same problem.			✓		✓
Represents solutions using a structured notation.	✓		✓		
Can identify similarities and differences in situations and can use these to solve problems (pattern recognition).					✓
Understands that programming bridges the gap between algorithmic solutions and computers.	✓				
Has practical experience of a high-level textual language, including using standard libraries when programming.	✓		✓		
Uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control.			✓		
Selects the appropriate data types.	✓		✓		
Knows that digital computers use binary to represent all data.	✓				
Understands how bit patterns represent numbers and images.	✓				
Knows that computers transfer data in binary.	✓				
Understands the relationship between binary and file size (uncompressed).	✓				
Defines data types: real numbers and Boolean.	✓				
Queries data on one table using a typical query language.	✓				
Recognises and understands the function of the main internal parts of basic computer architecture.	✓				

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Year 7 Computing Page 2

Course Skills:	**Abstraction**	**Decomposition**	**Algorithmic Thinking**	**Evaluation**	**Generalisation**
Understands the concepts behind the fetch-execute cycle.	✓		✓		
Knows that there is a range of operating systems and application software for the same hardware.	✓				
Understands how search engines rank search results.			✓		
Understands how to construct static web pages using HTML and CSS.	✓		✓		
Understands data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching.	✓		✓		
Evaluates the appropriateness of digital devices, internet services and application software to achieve given goals.				✓	
Recognises ethical issues surrounding the application of information technology beyond school.					
Designs criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution.				✓	

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Year 7 Computing Page 3

Criteria for Assessment Without Levels				
Working Towards		**Working At**		**Working Above**
Know that there is a range of operating systems and application software for the same hardware. Know how search engines rank search results. Know that iteration is the repetition of a process such as a loop. Know that digital computers use binary to represent all data. Know that computers transfer data in binary.	→	Know that different algorithms exist for the same problem. Define data types: real numbers and Boolean. Know how bit patterns represent numbers and images. Know the function of the main internal parts of basic computer architecture. Evaluate the appropriateness of digital devices, internet services and application software to achieve given goals. Recognise ethical issues surrounding the application of information technology beyond school.	→	Represent solutions using a structured notation. Know that programming bridges the gap between algorithmic solutions and computers. Select the appropriate data types. Know the relationship between binary and file size (uncompressed). Know how to construct static web pages using HTML and CSS. 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. Know data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching. Know the concepts behind the fetch-execute cycle. Query data on one table using a typical query language. Use a range of operators and expressions e.g. Boolean, and applies them in the context of program control. Have practical experience of a high-level textual language, including using standard libraries when programming. Can identify similarities and differences in situations and can use these to solve problems (pattern recognition).

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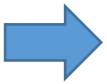
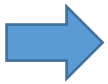
Year 7 French

Criteria for Assessment Without Levels				
Working Towards		**Working At**		**Working Above**
Remember some topic specific vocabulary and are able to apply it with support when writing and speaking in the target language. (Errors might be made but information is communicated.) Aware of the present tense and can create short sentences with familiar verbs with support. Begin to understand short pieces of TL that they read and hear to answer simple questions about details and gist. Recognise conjunctions, time connectives, intensifiers and opinions to apply with support. Able to ask and respond to questions about familiar topics.		Remember familiar topic specific vocabulary and apply some from memory with increasing spontaneity when writing and speaking in the target language. Begin to understand how to form present and simple future tenses and attempt to create work, with some success, using these tenses with a few familiar verbs. Able to understand TL that they read and hear to answer questions with some success about details and gist. Begin to apply and understand some conjunctions, time connectives, intensifiers and opinions to create/understand extended pieces of work. Ask questions about topics and can work independently with encouragement on areas of personal interest.		Remember all topic specific vocabulary and are able to apply it from memory and with spontaneity when writing and speaking in the target language. Understand how to form present and simple future tenses and can create work using these tenses with a variety of verbs and pronouns. Understand TL that they read and hear to accurately answer questions about details and gist. Apply and understand conjunctions, time connectives, intensifiers and opinions to create/understand extended pieces of work. Ask questions about topics and work independently on areas of personal interest.

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Year 7 Religious Education

Course Content:				
Unit 1 – The Bible: The Big Story Unit 2 – Hinduism Unit 3 – Inspirational People				
Criteria for Assessment Without Levels				
Working Towards		**Working At**		**Working Above**
Retelling religious stories and identifying religious materials with limited description. Observing facts and beliefs without justification or reasons for these. Working based on memory but not demonstrating clear understanding of the beliefs, practices, and ideas studied. Shows a limited understanding of the topics studied across the year. Possesses little knowledge of the key facts and has little understanding of key techniques. Work is minimal and/or poorly presented. Skills in listening and communication are under-developed.	→	Make links between stories, beliefs, and practices. Develop descriptions of views, practices, and ideas with more detail. Explain why beliefs and practices are the way they are and be able to give detailed reasons for personal beliefs and views. Show a good understanding of the topics studied throughout the year. Be able to demonstrate good understanding of methods used. Presenting work neatly and carefully. Developing listening and communication skills.	→	Students identifying and explaining similarities and differences between and within religions (particularly Hinduism and Christianity). Student's independently seeking links between topics studied. Students independently investigate religious practices and beliefs as well as enquiring into various sources and arguments and interpreting them. Explain why religion and world views matter. Shows an excellent understanding of the topics studied throughout the year. Work is always carefully presented. Listening and communication skills are well developed.

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Year 7 Design Technology Page 1

Criteria for Assessment Without Levels			
	Working Towards	**Working At**	**Working Above**
Design	To be able to research existing products to inform their own designs. To be able to identify basic user needs, situations and solve simple design problems. To begin to develop more detailed design criteria for products. To generate and communicate their ideas through annotated sketches and modelling.	To be able to research and investigate a wider range of existing products to inform their own designs. To be able to understand user needs, situations and solve simple design problems. To develop specifications for key features of functional and appealing products. To generate and communicate design ideas using annotated sketches.	To use research and exploration, such as the study of different cultures, to identify and understand user needs and apply to their own ideas. To be able to identify and understand user needs, situations and solve more complex design problems. To develop specifications for innovative functional and appealing products. To generate, develop and communicate design ideas using annotated sketches and detailed plans.
Make	They can select appropriate tools, equipment and materials with some accuracy. They use tools and equipment with some accuracy to cut and shape materials and put together components.	They can select and work with a wider variety of tools, equipment, materials, ingredients and components with some accuracy, paying attention to the quality of finish.	They can work with a range of tools, equipment, materials, ingredients, components and processes with some precision and show that they understand their characteristics. They can select and work with a wider variety of materials and components with a good level of accuracy, paying attention to the quality of finfish.

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Year 7 Design Technology Page 2

Criteria for Assessment Without Levels			
	Working Towards	**Working At**	**Working Above**
Evaluate	To begin to evaluate ideas with some thought to the views of those who will use their products. To be able to evaluate their products against the design specification. To begin to show an awareness of some of the developments in design and technology and its impact on the environment.	To evaluate ideas with some thought to the views of those who will use their products. To test and evaluate their products against a design specification. To suggest improvements to their work in light of these outcomes. To begin to develop their understanding of some of the developments in design and technology and its impact on the environment.	To evaluate ideas, putting at the centre of their thinking the views of those who will use their products. To test, evaluate and refine their products against a design specification. To suggest improvements to their work in light of these outcomes. To develop their understanding of some of the developments in design and technology and its impact on the environment.
Technical Knowledge	To apply their understanding of how to strengthen, stiffen and reinforce structures. To understand and use mechanical systems in their products [For example, gears, pulleys, cams, levers and linkages]. To begin to understand and start to make use of the properties of materials when designing their products.	To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To have a secure understanding and be able to use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. To have a sound understanding and make use of the properties of materials when designing their products.	To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To have a secure understanding and be able to use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. To have a good understanding and make use of the properties of materials when making an informed choice about the products they are designing.

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Year 7 Physical Education Page 1

Criteria for Assessment Without Levels			
	Working Towards	**Working At**	**Working Above**
Knowledge	1. Students are able to comment on their own and others' performance. 2. Students can solve problems and offer solutions. 3. Students are able to design and lead a warm up relevant to a specific activity. 4. Students sometimes take a leading role when working in small group situations. 5. Students are able to identify and comment on safety issues in lessons. 6. Students can recognise and apply some basic rules in more than one activity area. Can officiate with greater control in small sided games.	1. Students are able to comment on own and others performance and suggest improvements. 2. Students can solve problems independently, offer solutions and lead others in given situations. 3. Students are able to plan and lead a relevant and effective warm up for a small group for some activity areas. 4. Takes a leading role when working in a larger group situation. 5. Students are able to identify, comment and action basic solutions in order to minimise risk. 6. Students can officiate effectively and fairly maintaining control in a variety of activity areas applying all rules but with frequent errors.	1. Students are able to comment on own and others performance and suggest improvements of technique, tactics and strategy. 2. Students can solve problems independently, offer solutions and lead others in all situations in all activity areas. 3. Students are able to plan and lead a relevant and effective warm up for a large group for various activity areas. 4. Students consistently take a leading role when working in a larger group situation. 5. Students are able to identify, comment and action solutions in order to minimise risk. 6. Students can officiate effectively and fairly in some activity areas applying all rules but with occasional errors.

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Year 7 Physical Education Page 2

Criteria for Assessment Without Levels			
	Working Towards	**Working At**	**Working Above**
Skills	1. Students are able to use core skills with increasing control and in some combination in basic opposed situations. 2. Students have increasing levels of skill and health related fitness and has a limited understanding of ways to improve fitness. 3. Students are able to perform gymnastic and dance skills with varying consistency in basic sequences.	1. Students are able to use core skills across a range of activity areas in isolation and combination within small games. 2. Students have increasing levels of skill and health related fitness and has a good understanding of ways to improve fitness. 3. Students are able to perform gymnastic and dance skills with consistency in basic sequences showing a range of linking movements.	1. Students are able to use core skills in a variety of activity areas in isolation and combination within larger games. 2. Students have good levels of skill and health related fitness as proven by fitness test results. 3. Students are able to perform more advanced gymnastic and dance skills with fluency and consistency in more complex sequences showing a broad range of linking movements.
Application	1. Within small sided games and low pressure situations they frequently apply correct skills that meet the needs of that situation. 2. Students can frequently apply principles of attack and defence. 3. Students frequently demonstrate appropriate sportsmanship. 3. Students consistently apply maximum effort in different activities.	1. Within larger game situations and when under pressure they consistently apply correct skills that meet the needs of that situation. 2. Students can frequently apply principles of attack and defence in a variety of activity areas. 3. Students consistently demonstrate appropriate sportsmanship. 4. Students consistently apply maximum effort in all activities.	1. Within larger game situations and when under pressure they consistently apply correct skills that meet the needs of that situation. School representative honours have been achieved in at least one sport. 2. Students consistently apply principles of attack and defence in all activity areas. 3. Students consistently demonstrate appropriate sportsmanship in line with the ethics and codes of activities. 4. Students consistently apply maximum effort in all activities and regularly motivates and encourages others.