

Year 7 ENGLISH

SWGS Standard	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
Reading Poetry Analysis	<ul style="list-style-type: none"> • Gives / explains the meaning of words in context. • Retrieves and identifies key details from a poem. • Summarises main ideas from a whole poem. • Makes inferences from the text / explains and justifies inferences with evidence from the text. <ul style="list-style-type: none"> • Identifies / explains how meaning is enhanced through choice of words and phrases. • Makes comparisons within the text. 	<ul style="list-style-type: none"> • Uses quotations/refers to text • Identifies key poetic features and devices • Begins to develop an understanding of the ways in which poets use language and structure to convey themes and ideas • Is able to make a personal response to a poem 	<ul style="list-style-type: none"> • Uses quotations to support ideas • Identifies and comments on the effects of poetic features and devices • Understands and comments on the ways in which poets use language and structure to convey themes and ideas • Develops an understanding of how poets use language to shape reader response 	<ul style="list-style-type: none"> • Uses well-chosen, purposeful quotations to shape and support points of view • Evaluates specific features and their effects • Evaluates specific ways in which poets deliberately craft their writing (language and structure) to convey themes and ideas • Suggests alternative interpretations of a poem and the features within it
Reading Prose analysis - fictional	<ul style="list-style-type: none"> • Gives / explains the meaning of words in context. • Retrieves and identifies key details from a fiction text. • Summarises main ideas from more than one paragraph. • Makes inferences from the text / explains and justifies inferences with evidence from the text. • Identifies / explains how information / narrative content is related and contributes to meaning as a whole. • Identifies / explains how meaning is enhanced through choice of words and phrases. • Makes comparisons within the text. 	<ul style="list-style-type: none"> • Uses quotations/refers to text • Identifies key language features and devices • Begins to develop an understanding of the ways in which writers use language and structure to convey themes and ideas • Is able to make a personal response to a text 	<ul style="list-style-type: none"> • Uses quotations to support ideas • Identifies and comments on the effects of language features and devices • Understands and comments on the ways in which writers use language and structure to convey themes and ideas • Develops an understanding of how writers use language to shape reader response 	<ul style="list-style-type: none"> • Uses well-chosen, purposeful quotations to shape and support points of view • Evaluates specific features and their effects • Evaluates specific ways in which writers deliberately craft their writing (language and structure) to convey themes and ideas • Suggests alternative interpretations of a text and the features within it
Reading Shakespeare analysis	In development	In development	In development	In development

SWGS Standard English contd.	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
Writing Creative writing (Darkwood Manor)	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> • creating atmosphere, and integrating dialogue to convey character and advance the action • using a range of cohesive devices, including adverbials, within and across sentences and paragraphs • using passive and modal verbs mostly appropriately • using a wide range of clause structures, sometimes varying their position within the sentence • using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision • using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens • spelling most words correctly 	<ul style="list-style-type: none"> • Attempts to match writing to audience and purpose • Conscious use of vocabulary with some use of linguistic devices • Uses structural features • Increasing variety of linked and relevant ideas • Uses paragraphs and discourse markers • Sentence demarcation is mostly secure and accurate • Uses a range of punctuation • Uses a variety of sentence forms • Uses Standard English with mostly controlled grammatical structures • Spelling generally accurate including some complex words • Varied use of vocabulary 	<ul style="list-style-type: none"> • Writing is generally matched to audience and purpose • Vocabulary and linguistic devices clearly chosen for effect • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with a range of discourse markers • Sentence demarcation is secure and accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Uses Standard English appropriately with controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary 	<ul style="list-style-type: none"> • Writing is consistently matched to audience and purpose • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices • Effective use of structural features • Writing is engaging, using a range of clear connected ideas • Coherent paragraphs with integrated discourse markers • Sentence demarcation is consistently secure and accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary
Writing Informative writing (Life in the Day)	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> • selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly • using a range of cohesive devices, including adverbials, within and across sentences and paragraphs • using passive and modal verbs mostly appropriately • using a wide range of clause structures, sometimes varying their position within the sentence • using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision • using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens • spelling most words correctly 	<ul style="list-style-type: none"> • Attempts to match writing to audience and purpose • Conscious use of vocabulary with some use of linguistic devices • Uses structural features • Increasing variety of linked and relevant ideas • Uses paragraphs and discourse markers • Sentence demarcation is mostly secure and accurate • Uses a range of punctuation • Uses a variety of sentence forms • Uses Standard English with mostly controlled grammatical structures • Spelling generally accurate including some complex words • Varied use of vocabulary 	<ul style="list-style-type: none"> • Writing is generally matched to audience and purpose • Vocabulary and linguistic devices clearly chosen for effect • Usually effective use of structural features • Writing is engaging, with a range of connected ideas • Usually coherent paragraphs with a range of discourse markers • Sentence demarcation is secure and accurate • Range of punctuation is used, mostly with success • Uses a variety of sentence forms for effect • Uses Standard English appropriately with controlled grammatical structures • Generally accurate spelling, including complex and irregular words • Increasingly sophisticated use of vocabulary 	<ul style="list-style-type: none"> • Writing is consistently matched to audience and purpose • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices • Effective use of structural features • Writing is engaging, using a range of clear connected ideas • Coherent paragraphs with integrated discourse markers • Sentence demarcation is consistently secure and accurate • Wide range of punctuation is used with a high level of accuracy • Uses a full range of appropriate sentence forms for effect • Uses Standard English consistently and appropriately with secure control of complex grammatical structures • High level of accuracy in spelling, including ambitious vocabulary • Extensive and ambitious use of vocabulary

Year 7 MATHS

SWGS Standard	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
Fluency	<ul style="list-style-type: none"> • Apply knowledge 	<ul style="list-style-type: none"> • Recall and apply knowledge within the topic 	<ul style="list-style-type: none"> • Recall and apply knowledge across topics 	<ul style="list-style-type: none"> • Recall and apply knowledge rapidly and accurately
Reasoning	<ul style="list-style-type: none"> • Start to follow a line of enquiry 	<ul style="list-style-type: none"> • Verbalise methods • Follow a line of enquiry 	<ul style="list-style-type: none"> • Verbalise and explain methods and strategies • Use some mathematical language • Make predictions 	<ul style="list-style-type: none"> • Develop an argument or proof using mathematical language • Make and test predictions
Problem solving	<ul style="list-style-type: none"> • Apply their mathematics to problems with some help and hints 	<ul style="list-style-type: none"> • Starting to apply their mathematics to routine/non-routine problems 	<ul style="list-style-type: none"> • Breaking down problems into simpler steps 	<ul style="list-style-type: none"> • Apply to a variety of problems with increasing sophistication, persevere in seeking solutions
Number	<ul style="list-style-type: none"> • Some understanding of place value • Mostly accurate using the 4 operations • Interpret a % • Understanding of equivalence between decimal, %, and fraction • Round to nearest 10, 100, 1000 • Reasonable approximations 	<ul style="list-style-type: none"> • Understand & use place value for decimals, measures and integers • Order numbers (+ - decimal & fraction) • Use the 4 operations • Percentage of a quantity • Convert between %, decimal, and fraction • Use approximation & rounding 	<ul style="list-style-type: none"> • Calculation with all forms of rational numbers, including negatives • Factors, multiples, primes, indices. • Rounding and using standard units of measure. • Percentages including repeated (compound) change 	<ul style="list-style-type: none"> • Use of indices and standard form • Solving problems using prime factorisation • Expressing errors caused by rounding • Reverse percentages • Terminating & recurring decimals
Algebra	<ul style="list-style-type: none"> • Interpret algebraic notation • Collect like terms • Identify number patterns • Apply a term-to-term rule 	<ul style="list-style-type: none"> • Correctly use & interpret algebraic notation • Simplify algebraic expressions • Substitute into formulae • Re-arrange simple formulae • Draw and use linear graphs • Recognise linear sequences and starting to find the nth term • Solve linear equations 	<ul style="list-style-type: none"> • Simplify and manipulate algebraic expressions including single brackets • Change the subject of formulae • Use formulae to sketch linear graphs • Setting up & solving equations • Confidently find the nth term of a linear sequence • Inequalities 	<ul style="list-style-type: none"> • Model situations with algebraic expressions • Recognise quadratic sequences • Solving an inequality • Simultaneous equations • Double brackets • Draw and use quadratic graphs • Recognise geometric sequences & other sequences that arise
Ratio, Proportion and Rates of Change	<ul style="list-style-type: none"> • Use ratio notation • Reduce a ratio to simplest form 	<ul style="list-style-type: none"> • Express and interpret proportional relationships in a variety of forms • Divide a given quantity into parts 	<ul style="list-style-type: none"> • Solve problems involving direct and indirect proportion • Use scale factors 	<ul style="list-style-type: none"> • Use map scales • Use compound units (eg speed)

SWGS Standard Maths contd.	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
Geometry and Measures	<ul style="list-style-type: none"> • Identify line & rotational symmetry • Know the names of 2-d shapes & find area given formula • Apply some angle properties (Straight line, angles in triangle) 	<ul style="list-style-type: none"> • Derive and apply formulae for area and volume • Nets & surface area • Angle properties (Including parallel lines) • Simple proofs • Properties of shapes • Reflection, rotation, translation 	<ul style="list-style-type: none"> • Notation for their simple proof • Standard constructions • Exterior and interior angle properties • Volume in triangular prism • Enlargement 	<ul style="list-style-type: none"> • Pythagoras' Theorem • Trigonometry in right angled triangles • Volume and Surface area in cylinder • Enlargement with fractional & negative scale factor
Probability	<ul style="list-style-type: none"> • Use the 0 – 1 probability scale 	<ul style="list-style-type: none"> • Record & analyse frequency of outcomes • Use appropriate language and notation • Generate theoretical sample spaces 	<ul style="list-style-type: none"> • Enumerate sets/unions/intersections using tables, grids & Venn diagrams 	<ul style="list-style-type: none"> • Confidently work with sets/unions/intersections using tables, grids & Venn diagrams
Statistics	<ul style="list-style-type: none"> • Find a mean, median, mode and the range from a set of data 	<ul style="list-style-type: none"> • Describe, interpret and compare distributions • Work with discrete, continuous and grouped data; and appropriate measures of central tendency and spread • Construct & interpret tables, charts & diagrams 	<ul style="list-style-type: none"> • Describe simple mathematical relationships (bivariate data) using scatter graphs 	<ul style="list-style-type: none"> • Mean from grouped frequencies • Cumulative frequency • Interquartile range • Box plot
	<p>Use a calculator and other technologies to calculate results accurately and then interpret them appropriately</p> <p>Financial skills</p>			

Year 7 ART

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Drawing	<ul style="list-style-type: none"> • Some objects are selected and drawn simply from observation. • Line & shape is confidently drawn from observation. • Less obvious pencil marks when shading & accurate proportion is needed to improve. • Drawings are planned and show basic understanding of composition 	<ul style="list-style-type: none"> • Objects are selected & drawn accurately from observation. • Shapes and proportion are confidently & correctly drawn from observation. • The start of effective shading adding detail and realism to the drawing. • Develop shading technique further and add more observation of detail to improve 	<ul style="list-style-type: none"> • Subject matter is selected & drawn with great accuracy from a range of primary sources. • Observations are confidently & correctly drawn with effective shading technique • Tone and contrast are used confidently to create realism and depth. Texture is starting to be depicted. • Increasingly complex compositions are planned and drawn accurately 	<ul style="list-style-type: none"> • Subject matter is independently selected & drawn from multiple primary sources showing creative planning and good use of composition. • Observations are confidently & correctly drawn with effective shading technique and with attention to detail. Confident and varying line, mark-making and effective use of tone. Mark making is used to show texture. Light is depicted to give depth and contrast. • Complex and creative compositions are planned to create meaning
Experimentation	<ul style="list-style-type: none"> • A variety of media are used. • A range of ideas & compositions are created. • Basic skills controlling materials. Simple techniques explored. • Work is sustained with help & encouragement. Teacher instructions are followed 	<ul style="list-style-type: none"> • A wide variety of media & techniques are used. • Thoughtful ideas & compositions are explored. • A range of practical skills & processes are used well. Technical knowledge is developed to make & achieve designs. • Work is sustained with guidance. Teacher instructions are followed well. 	<ul style="list-style-type: none"> • A range of materials & techniques are used precisely to develop ideas. • Imaginative ideas & designs are created independently from a range of resources. • Technical knowledge & skills to investigate the quality of materials & techniques are applied. Thoughtful decisions are made to achieve designs. • Rules & instructions are followed with increasing independence. 	<ul style="list-style-type: none"> • A range of materials & techniques are confidently manipulated to develop ideas. • Imaginative & original ideas & designs are created independently from a range of resources. • Technical Knowledge and skills are applied to select the most appropriate and relevant techniques to suit designs. Thoughtful and creative decisions are made to achieve increasingly complex designs. • Work, materials & processes are carried out independently.

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Writing	<ul style="list-style-type: none"> • Some ideas & methods of artists are commented on & comparisons can be drawn. • Art from different periods & cultures can be recognised & talked about with guidance. • This knowledge is used to develop & relate to your work with assistance. • Judgements about own work & other artists are made. • Formal elements are understood a little. 	<ul style="list-style-type: none"> • Working methods of artists are understood • Art from various cultures & periods can be recognised & compared with some guidance. • This knowledge & research is used in the development of your own work. • Judgements & reviews about own work & that of other artists are made. • The basics of formal elements in art are understood. 	<ul style="list-style-type: none"> • Working methods of artists are understood and can be linked to the meaning of an artwork. • Art from various cultures & periods are understood & compared. • The influence of Artists on your work is explained. • Intelligent and thoughtful judgements about own work and that of other artists are made. • Formal elements are discussed & are starting to be analysed to inform your work 	<ul style="list-style-type: none"> • Working methods of artists are understood, their use is related to the meaning of the artwork and influences decision making in final outcomes. • The influences from various cultures & periods upon your work are explained in depth & meaningfully, including how these have affected your ideas & practice. • Your work & that of others is confidently analysed using specialist vocabulary. • Intelligent and thoughtful judgments about own work and that of other artists are made which relate to wider social or global issues. • Formal elements are discussed & are starting to be analysed to inform your work & communicate meaning.
Outcome	<ul style="list-style-type: none"> • A resolving outcome is created that connects to drawing, research & experimentation work. • Basic understanding of formal elements & composition is shown. • Presentation of work is varied. • A project is completed with guidance and encouragement. 	<ul style="list-style-type: none"> • An imaginative outcome is created with strong connection to drawing, research & experimentation work. • Clear understanding of formal elements & composition is shown. • Presentation of work is neat and consistent. • A project is completed within the time scale with guidance. 	<ul style="list-style-type: none"> • Ideas & designs are realised with independence, using materials & techniques effectively. • Thoughtful and creative use of formal elements can be seen in the creation of a resolving outcome. • Presentation of work is very good & creative • A project is sustained for a long period and completed with guidance. 	<ul style="list-style-type: none"> • Original & personal outcomes are realised building on ideas and all other areas of work. • A clear and confident use of formal elements is employed appropriately to communicate meaning in a resolving outcome. • Presentation of work is clever & skilful. • A project is sustained for a long period with independence.

Year 7 COMPUTER SCIENCE

SWGS Standard	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
Computer Science	<ul style="list-style-type: none"> • Interpret simple algorithms • Identify methods of ensuring algorithms are efficient (iteration) • Develop programs using a given algorithm 	<ul style="list-style-type: none"> • Create algorithms • Use these algorithms to create programs • Use iteration and selection in programs • Work with variables • Use logical reasoning to debug programs • Make use of Boolean logic in programs 	<ul style="list-style-type: none"> • Detect errors and inefficiencies in algorithms • Identify and create variables needed for a program. • Create programs using text based languages rather than block editors. (<i>Python and Java for Micro:bit</i>) 	<ul style="list-style-type: none"> • Create modular programs that use procedures and/or functions • Identify different data types and assign data types to variables. • Use and describe incremental testing techniques
Digital Literacy	<ul style="list-style-type: none"> • Combine a variety of software tools to accomplish a goal • Identify potential risks of using digital technology • Explore strategies to reduce these risks • Collate and input data into a spreadsheet and apply basic formula to it. 	<ul style="list-style-type: none"> • Understand a range of ways to use digital technology respectfully • Analyse and present data in digital formats. • Develop strategies to check the validity of information found online. • Understand what Cyber security refers to and that this is a lifelong issue. 	<ul style="list-style-type: none"> • Edit and re-purpose digital artefacts such as images for a different purposes • Perform complex functions on data e.g. logical tests and lookups. • Understand a range of ways to use digital technology safely. • Know what cyber-crime is and identify different types of cyber crimes 	<ul style="list-style-type: none"> • Evaluate the importance of testing digital products and develop appropriate testing strategies

Year 7 DRAMA

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Making; use of drama techniques	<ul style="list-style-type: none"> Can use one or two Drama techniques with some success. 	<ul style="list-style-type: none"> Can recognise and use a wider variety of Drama techniques with growing confidence and creativity. 	<ul style="list-style-type: none"> Can recognise and use various different Drama techniques with definite confidence and creativity. 	<ul style="list-style-type: none"> Can use all Drama techniques very creatively and with very effective and original results.
Making; group skills	<ul style="list-style-type: none"> Will be more comfortable being led by others in a group situation. 	<ul style="list-style-type: none"> Will make a positive contribution to a group, sharing some ideas. 	<ul style="list-style-type: none"> Contributes ideas very well to their group and is capable of showing good leadership skills. 	<ul style="list-style-type: none"> Is a strong leader who is very committed to the drama and able to keep the working atmosphere positive and productive.
Performing; performing characters	<ul style="list-style-type: none"> Can play a role that is very similar to self. 	<ul style="list-style-type: none"> Can perform characters that are different from themselves, in terms of voice and movement. 	<ul style="list-style-type: none"> Can perform a variety of convincing characters with confidence and originality. 	<ul style="list-style-type: none"> Can construct and perform a wide variety of characters with depth and sensitivity.
Performing; staying in role	<ul style="list-style-type: none"> Can sustain a role they have created for some of the performance. They struggle to remember scripted lines set. 	<ul style="list-style-type: none"> Can stay in role for most of the performance with few distractions. Any lines set to learn are delivered with occasional prompting 	<ul style="list-style-type: none"> Can consistently stay in role for the whole of a performance. Any lines set to learn are delivered with very few mistakes, if any. 	<ul style="list-style-type: none"> Can stay in role all the time, showing commitment to the performances they do. Any lines set to learn are delivered correctly, confidently and with a good sense of character.
Responding to ideas and performance	<ul style="list-style-type: none"> Can respond to questions and feedback in class with basic descriptive responses. Will need strong teacher encouragement to do this. 	<ul style="list-style-type: none"> Can respond to questions and feedback in class with comments that are thought through and positive. 	<ul style="list-style-type: none"> Can respond to questions and feedback in class intelligently and without encouragement, using correct Drama terms. 	<ul style="list-style-type: none"> Can respond to questions and feedback showing that they have a deep understanding of Drama
Responding; evaluation	<ul style="list-style-type: none"> Evaluation is basic, with simple statements. Description, rather than evaluation is common. 	<ul style="list-style-type: none"> Evaluation begins to show a reasonable level of detail, with clear awareness of strengths and weaknesses. 	<ul style="list-style-type: none"> Evaluation shows a good level of detail, with confident awareness of strengths and weaknesses. 	<ul style="list-style-type: none"> Evaluation shows an excellent level of detail and reflection, with perceptive comments on strengths and weaknesses and creative suggestions.

Year 7 FOOD SCIENCE

SWGS Standard	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
Nutrition and Food Choices	<ul style="list-style-type: none"> • Can understand what nutrients are and name some of them. • Know that different people need nutrients and energy in different amounts. • Recognise that food and water are essential for life. • Know that it is important to drink regularly throughout the day to stay hydrated. • Recognise that all food comes from plants or animals. • Be able to talk about which foods they like or dislike. 	<ul style="list-style-type: none"> • Can understand the term 'Eatwell Plate' and can name the food groups. • Can explain what the main nutrients are and some of the foods that provide them. • Be aware that we all need a balanced and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others, e.g. as depicted in the Eatwell guide • Be aware that it is important to choose an appropriate portion size for their needs. 	<ul style="list-style-type: none"> • Can understand the basic principles of the 'Eatwell Plate' and their part in healthy eating advice. • Can explain what the main nutrients are, the foods that provide them and their basic functions. • Can explain the main nutrition and energy needs of two types of people e.g. Children, elderly • Know that people choose different types of food, based on who they are with, preferences, season, and time of day, allergy/intolerance, religion and occasion (including celebrations). 	<ul style="list-style-type: none"> • Make food choices based on the current healthy eating advice and understand that a healthy diet is made up from a variety and balance of different food and drinks, as depicted in the 'Eatwell Plate'. • Know that food and drinks provide energy and in different amounts • Know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade. • Explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peer-pressure. • Be aware that some foods have labels which provide information to help when making a choice. • Be aware that advertising can influence what they choose to eat. • Be aware that it is important to choose an appropriate portion size for their needs • Understanding the functions and sources of nutrients
Food preparation	<ul style="list-style-type: none"> • Name and use a range of basic tools safely, e.g. small knife, chopping board, measuring spoon. • Use a range of food preparation skills with supervision, e.g. peeling, slicing, mixing, scooping, grating, and spreading. 	<ul style="list-style-type: none"> • Be able to use all parts of the cooker competently • Able to produce a range of mainly savoury foods which show a range of skills 	<ul style="list-style-type: none"> • Demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading. 	<ul style="list-style-type: none"> • Use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, and blending.
Hygiene	<ul style="list-style-type: none"> • With help prepare a range of healthy dishes and drinks safely and hygienically. • Be able to get ready to cook, e.g. tie back long hair, wash hands, and wear an apron. • Be aware that food purchased or cooked needs to be stored in different ways to keep it safe, e.g. fridge, freezer. 	<ul style="list-style-type: none"> • Recognise the importance of preparing and cooking food safely and hygienically, e.g. hand washing, cleaning up regularly, keep work surfaces clean. 	<ul style="list-style-type: none"> • Know how to store, prepare and cook a variety of predominantly savoury dishes safely and hygienically. • Know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat. • Demonstrate good food safety practices when getting ready to store, prepare and cook food, e.g. keep raw meat away from other food, thorough hand washing. 	<ul style="list-style-type: none"> • Understand the use of date-marks and storage instructions on food and drink labels

Year 7 GEOGRAPHY

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Knowledge	<ul style="list-style-type: none"> Show knowledge, skills and understanding of a range of places and environments at various scales. 	<ul style="list-style-type: none"> Show knowledge, skills and understanding of a range of places and environments at various scales and localities. 	<ul style="list-style-type: none"> Show knowledge, skills and understanding of a wide range of places and environments at various scales and localities (local to global). 	<ul style="list-style-type: none"> Show knowledge, skills and understanding of a wide range of places and environments at various scales and localities (local to global) Beginning to independently draw on own knowledge and understanding.
Processes	<ul style="list-style-type: none"> Begin to recognise geographical patterns. Begin to describe geographical patterns. Appreciate the importance geographical location in understanding places. Recognise physical and human processes. Describe physical and human processes. Begin to understand how physical and human processes can change the features of places. Begin to understand how physical and human processes can affect the lives and activities of people living there. Understand how people can improve and also damage the environment. Explain your own views and suggest other views 	<ul style="list-style-type: none"> Describe geographical patterns Begin to explain geographical patterns Describe physical and human processes. Begin to explain physical and human processes. Describe how physical and human processes lead to similarities and differences in environments in different places. Describe how physical and human processes lead to similarities and differences in the lives of people living there. Recognise some links/relationships making places dependent upon each other. Offer explanation for environmental changes caused by human activities Offer explanations for different views people hold Recognise methods to manage the environment Explain your own views and offer other viewpoints. 	<ul style="list-style-type: none"> Describe physical and human processes. Explain physical and human processes. Recognise the interactions between human and physical processes. Describe ways physical and human processes operate at different scales. Describe ways physical and human processes create patterns and changes in places. Recognise many links/relationships making places dependent upon each other. Recognise how conflicting demands on environments may arise. Describe and compare different approaches to managing environments Offer explanations for different views people hold Recognise methods to manage environments Explain your own views and offer other viewpoints. Appreciate different values, attitudes and viewpoints. 	<ul style="list-style-type: none"> Describe interactions within and between physical and human processes Show how interactions between physical and human processes create geographical patterns and change places and environments. Understand that many factors (Inc. People's values) influence decisions about places and environments, Explain changes in detail. Appreciate interrelationship between environments, places and people. Appreciate that actions in one location influence other locations. Recognise how actions and changes may have unintentional environmental consequences. Understanding of sustainable development Consider impact that a sustainable approach may have on planning and management of environments, places and resources
Enquiry	<ul style="list-style-type: none"> Suggest suitable geographical questions Use some basic geographical skills (e.g. directions) Use primary and secondary sources of evidence in investigations. 	<ul style="list-style-type: none"> Using your own knowledge and understanding select and use appropriate geographical skills to investigate places and processes Select suitable information and sources of evidence Suggest plausible conclusions Present findings using suitable methods (e.g. maps, annotated photos, graphically) 	<ul style="list-style-type: none"> Using your knowledge and understanding to suggest relevant geographical questions Sequence a geographical investigation clearly. Select and apply a range of skills and sources of evidence Reach conclusions Present findings using suitable and accurate methods 	<ul style="list-style-type: none"> Identify and suggest developed geographical questions Sequence a geographical investigation with increased independence. Select and apply a wide range of skills and sources of evidence Reach evidenced conclusions Evaluate critically Present findings using suitable and accurate methods
Geographical literacy	<ul style="list-style-type: none"> Communicate findings using appropriate vocabulary. 	<ul style="list-style-type: none"> Communicate findings using appropriate vocabulary Begin to apply geographical terms 	<ul style="list-style-type: none"> Communicate findings using clear vocabulary. Begin to apply geographical terms accurately 	<ul style="list-style-type: none"> Communicate findings using detailed and accurate vocabulary. Apply a range of geographical terms accurately

Year 7 HISTORY

SWGS Standard	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
Evidence	<ul style="list-style-type: none"> Be able to identify surface features of evidence (not yet an inference). Be able to use facts (may be generalised or lack accuracy in places). Be able to select historical evidence (may lack relevance in places). Generally does not yet provide examples to back their points. 	<ul style="list-style-type: none"> Be able to make a suggestion from evidence (inference). Be able to use specific and accurate facts. Be able to select relevant historical evidence. Be able to provide examples to back points. 	<ul style="list-style-type: none"> Be able to draw confident inferences and back them up with evidence Start to be able to evaluate the weight of evidence or sources Be able to identify the purpose of a source. 	<ul style="list-style-type: none"> Be able to draw a range of supported inferences. Be able to identify and explain the purpose of a source. Be able to evaluate and explain the weight of a source. Provide detailed, relevant and well selected evidence to back points.
Analysis	<ul style="list-style-type: none"> Be able to identify a line of argument (lacks development). Can identify change but struggles to identify degree of importance. Weights factors the same – struggles to see that they may be of differing importance (significance) 	<ul style="list-style-type: none"> Be able to develop a line of argument. Start to be able to identify how important changes are. Be able to identify that factors may be of differing importance (significance). 	<ul style="list-style-type: none"> Be able to confidently use the PEE sections of PEEL – explaining in depth. Start to be able to evaluate their interpretations and those of others. 	<ul style="list-style-type: none"> Be able to evaluate the differing views of historians (interpretation). Be able to explain and justify the extent to which factors are of differing importance (significance). Be able to analyse the differing causes of events.
Historical Writing	<ul style="list-style-type: none"> Be able to structure work around points (these may lack relevance or work may not be structured around clear points and has strong elements of narrative). Be able to write a paragraph that focuses on a question (may not relate clearly to an answer). Be able to use the basic PE structure (probably not developed very far), cannot yet use the EL section. PEEL = predict, evidence, explain, link 	<ul style="list-style-type: none"> Be able to structure work around relevant points. Be able to write a paragraph that focuses on and answers a question. Be able to use the basic PEEL structure (probably not developed very far). 	<ul style="list-style-type: none"> Be able to identify their own structure for work. Be able to come to a clear judgement reflecting their line of argument. Be able to confidently identify and develop specific and well selected evidence and examples to support their work. Be able to focus the content of their work on the specific question. 	<ul style="list-style-type: none"> Confidently structure their work in a coherent fashion. Be able to explain and justify a clear line of argument and conclusion. Be able to reliably make, support and explain a point and start to show clear links back to the question. Confidently prioritise material and identify links. Avoid a narrative and ensure work is focused on the specific question.
Conceptual Awareness	<ul style="list-style-type: none"> Be able to identify that change or continuity occurs but may struggle to identify what it is. Be able to identify an historical viewpoint of events (interpretation) but struggle to recognise variations in views. Be able to identify that causation involves a range of causes may struggle to identify a range of causes relating to specific enquiries 	<ul style="list-style-type: none"> Be able to identify what change or continuity occurs. Be able to identify that there are different historical viewpoints of events (interpretation). Be able to identify that causation involves a range of causes and identify a range of causes relating to specific enquiries. 	<ul style="list-style-type: none"> Be able to identify the nature and extent of change. Be able to explain why historians hold different views (interpretation). Start to be able to develop their own interpretations of events with reference to evidence. Be able to identify the extent to which factors are of differing importance (significance). Start to be able to evaluate the differing causes of events. 	<ul style="list-style-type: none"> Be able to develop their own interpretations of events with reference to the work of other historians and the evidence. Start to be able to make use of sophisticated language to provide a framework for discussions of causation, change and significance. Be able to explain the nature, extent and importance of change or continuity.

Year 7 MODERN FOREIGN LANGUAGES

SWGS Standard	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
<p>Listening</p> <p>Listen to a variety of forms of spoken language to obtain information and respond appropriately</p>	<ul style="list-style-type: none"> Can understand the details in a short passage or dialogue (approx. 30 words, 3-5 utterances) on a few familiar topics with predictable information contained in 	<ul style="list-style-type: none"> Can understand passages or dialogues of approx. 50 words, spoken clearly and more slowly than normal native speaker speed, containing predictable information. 	<ul style="list-style-type: none"> Can understand and extract the essential information from passages or dialogues of approx. 80 words, spoken clearly and more slowly than normal native 	<ul style="list-style-type: none"> Can understand longer passages or dialogues of approx. 100 words, which may contain a couple of unpredictable elements, but are delivered clearly and at slower than normal native speaker speed. Can infer meaning (from context or tone of voice) of individual unfamiliar words.
<p>Sounds and Writing</p> <p>Transcribe words and short sentences that they hear with increasing accuracy</p>	<ul style="list-style-type: none"> can write down words spelled out slowly and clearly in the foreign language alphabet, and can write individual known words she hears with some success. 	<ul style="list-style-type: none"> Can record single word answers in the foreign language that communicate successfully, and are made up of familiar language from her repertoire. 	<ul style="list-style-type: none"> Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in her oral vocabulary. 	<ul style="list-style-type: none"> Can note short phrases in the foreign language which communicate without ambiguity.
<p>Speaking interactions</p> <p>Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</p>	<ul style="list-style-type: none"> Can ask and answer pre-learned, memorised questions, which may involve formal and informal modes of address. Can adapt familiar question forms to vary questions, with some hesitation Can use a increasing range of pre-learned classroom language to interact with teacher and peers. 	<ul style="list-style-type: none"> Can ask and answer using an increased number of chunks and phrases across 3-4 topics, using formal and informal modes of address. Can use key high-frequency verb forms with a combination of different question words to produce new questions spontaneously, with pauses for planning. Can adapt pre-learnt classroom language for some routine classroom communication. 	<ul style="list-style-type: none"> Can interact confidently within the familiar context of 4-5 topics covered; this includes asking a range of questions independently, selecting the correct mode of address. Can make him/herself understood in straightforward, concrete spontaneous interactions, although pauses, false starts and reformulations are very evident. Can use the foreign language to interact routinely with teacher and peers in predictable situations. 	<ul style="list-style-type: none"> Can take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently (using the correct mode of address) Can construct responses independently, using a variety of vocabulary and structures. Where language and topic are familiar, responses are ready, but pausing is more frequent when new formulations are attempted. Can generate spontaneous comments appropriately in routine classroom interaction.

SWGS Standard MFL contd.	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
<p>Production Express and develop ideas clearly and with increasing accuracy, both orally and in writing Speak coherently and confidently, with increasingly accurate pronunciation and intonation</p>	<ul style="list-style-type: none"> • Can adapt models successfully to convey information from two-three topics covered. • Can pronounce known language well, and can read unknown words aloud, applying phonics knowledge with some degree of success, with allowance made for anticipated difficulties (e.g. silent letters). 	<ul style="list-style-type: none"> • Can combine pre-learnt chunks with new elements to communicate new meanings, drawing on 3-4 topics. • Can read phrases and short texts aloud, slowly and carefully, applying knowledge of the sound/writing relationship with some consistency. 	<ul style="list-style-type: none"> • Can express ideas, opinions, reasons and factual information in more than one time-frame, and without referring to notes, though there may be some hesitation and some inaccuracy. • Can read aloud with understandable pronunciation when reading text that includes some unfamiliar language and can speak with good pronunciation across a range of vocabulary and structures. 	<ul style="list-style-type: none"> • Can express ideas independently, using a variety of learnt vocabulary and structures. Where language and topic are familiar, production is ready. • Can read aloud with understandable pronunciation when reading text that includes some unfamiliar language and can speak with good pronunciation across a range of vocabulary and structures.
<p>Reading and responding Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p>	<ul style="list-style-type: none"> • Can understand the main details in a short factual text or texts (approx. 35 words each) on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. • Can appreciate the gist of a variety of more challenging fiction and non-fiction texts, e.g. stories, poems or songs, and pick out and translate individual words that have been taught into English. • Can use a dictionary to look up nouns, adjectives and verbs. • Can appreciate the need to change the infinitive verb to create the desired meaning. • Can use a verb conjugator or verb table in the present tense. 	<ul style="list-style-type: none"> • Can understand texts of approx. 50 words containing predictable information. • Can infer meaning from context or the surrounding language of a limited amount of unfamiliar language in more challenging fiction and non-fiction texts, with support from reference materials and/or the teacher, and can pick out and translate individual words and short phrases into English. • Can use a dictionary to determine whether verbs are regular or irregular. • Can use a verb conjugator or verb table to form more than one tense. 	<ul style="list-style-type: none"> • Can understand texts of approx. 80 words, containing predictable information. • Can infer meaning (from context or surrounding language) of a limited amount of unfamiliar language in more challenging fiction and non-fiction, authentic and adapted texts, and pick out and translate short phrases into English. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, descriptive. • Can identify the tense of verbs within a text, convert them to their infinitive form and use a dictionary to find their meaning, and can use a verb conjugator or table to form the main time frames more confidently. 	<ul style="list-style-type: none"> • Can understand longer texts of approx. 100 words, which may contain a few unpredictable elements. • Can cope with some unfamiliar language, using context and surrounding language to infer meaning, and can pick out and translate longer phrases or a linguistic item similar to a sentence into English (e.g. a line of a song / poem). Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, descriptive. • Can use a dictionary and/or online verb conjugator to include new verbs into his/her own written work with some success.

SWGS Standard MFL contd.	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
<p>Writing Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</p>	<ul style="list-style-type: none"> • Can write a paragraph from memory made up of short sentences using taught language on a few topics. Spelling from memory may have some inaccuracy. May not yet understand fully how sentences are formed grammatically. • Can translate short phrases into the foreign language, containing all familiar language from the most recent topic. 	<ul style="list-style-type: none"> • Can write short paragraphs from memory on two-three topics with good accuracy. • Can adapt known structures to add own elements, which may produce more inaccuracy, to express a range of simple, yet personal, ideas and opinions. • Can use a dictionary with some success to add new language, but there may be some native language interference. • Can translate short sentences into the foreign language, containing language drawn from two-three topics. 	<ul style="list-style-type: none"> • Can write from memory at greater length (e.g. 60-75 words) on one topic. • Can use more than one time-frame, and produce extended sentences that follow on from each other logically. • Can successfully recycle learnt language, and combine with a limited number of new elements with some success to express their own ideas and opinions. • Can translate a short paragraph into the foreign language, drawing on known language from recent topics. 	<ul style="list-style-type: none"> • Can write text of several paragraphs from memory, using a variety of structures to express facts, ideas, opinions, reasons and justifications, and ask questions. • Can manipulate language structures encountered in the lesson accurately, and combine those with new elements to produce new meanings. When writing to express their own ideas and opinions, the meaning is almost always clear. • Can translate a paragraph into the foreign language, drawing on language from previous topic areas, as well as the most recent.
<p>Grammar Identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied. Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate. Use accurate grammar, spelling and punctuation.</p>	<ul style="list-style-type: none"> • Can use nouns and adjectives correctly, albeit with errors. • Can use subject pronouns and present tense verbs (regular and key irregular) to generate sentences independently. • Can recall and use 20 verbs. • Can use simple negatives. • Can use known question forms confidently, and is beginning to substitute to vary questions. • Can use simple connectives, qualifiers, adverbs of frequency, numbers and time expressions. • Can use possessive adjectives (my, your, his/her) 	<ul style="list-style-type: none"> • Can use nouns and adjectives correctly although there are still some errors and omissions in independent use. • Can form the simple future. • Can recall and use 30 verbs. • Can use question words with more confidence to frame questions spontaneously. • Can use the relative pronoun 'which' in a variety of contexts, to extend sentences. 	<ul style="list-style-type: none"> • Can use nouns and adjectives accurately in most situations. • Can form the past tense with regular and key irregular verbs. There will still be errors in tense choice and formation when writing freely. • Can use some modal verbs, including in combination with infinitives. • Can recall and use 40 verbs. • Can use reflexive verbs in a limited context, e.g. daily routine. • Can use comparative forms. 	<ul style="list-style-type: none"> • Can select and form the correct time frame when using language met in class, albeit with some errors. • Can use several modal verb + infinitive constructions to express own meanings. • Can recall and use 50 verbs. • Can use a variety of negative forms. • Can use superlative forms.
<p>Vocabulary Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p>	<ul style="list-style-type: none"> • Can hear or read and identify the meaning of at least 30 non-cognate words. • Can promptly recall and say comprehensibly the correct form of at least 50 cognate words and at least 30 non-cognate words. 	<ul style="list-style-type: none"> • Can hear or read and identify the meaning of at least 50 non-cognate words. • Can recall promptly and say comprehensibly at least 50 non-cognate words and 80 cognate words. 	<ul style="list-style-type: none"> • Can hear or read and identify the meaning of at least 80 non-cognate words, covering mainly concrete ideas. • Can recall promptly and say accurately at least 80 non-cognate words and 100 cognate words. 	<ul style="list-style-type: none"> • Can hear or read and identify the meaning of at least 100 non-cognate words, including abstract and concrete ideas. • Can recall promptly and say accurately at least 100 non-cognate words.

Year 7; MUSIC

SWGS Standard	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
Performing	<ul style="list-style-type: none"> • Explore how sounds work together • Hold own part in performance • Know how other parts fit together • Improvise melodies and rhythms in group performance 	<ul style="list-style-type: none"> • Recognise and explore ways that music is made up, including how music reflects different times and places • Perform substantial parts from memory and from notation, knowing how contributions matter • Improvise melodies and rhythms well 	<ul style="list-style-type: none"> • Recognise and explore different musical styles • Make expressive use of tempo, dynamics, phrasing and timbre; make subtle adjustments to fit part within group performance • Improvise in different styles, sustain and develop musical ideas 	<ul style="list-style-type: none"> • Discriminate and explore how music works in different styles and traditions • Perform in different styles, making important contributions to group work and using relevant notations • Adapt, improvise, develop, discard and extend musical ideas in different styles and traditions
Composing	<ul style="list-style-type: none"> • Explore how sounds work together • Develop ideas within musical structures • Evaluate work, suggesting improvements to own and others work 	<ul style="list-style-type: none"> • Recognise and explore ways that music is made up • Use different notations and compose music for different occasions, using melody, rhythm, chords and structures 	<ul style="list-style-type: none"> • Recognise and explore different musical styles • Use tempo, dynamics, phrasing and timbre to affect composition • Compose in different styles, sustain and develop musical ideas • Use notation to plan, revise and refine • Improve your own and others' work 	<ul style="list-style-type: none"> • Adapt, improvise, develop, discard and extend musical ideas in different styles and traditions
Listening and Appraising	<ul style="list-style-type: none"> • Describe, compare and evaluate different types of music using music vocabulary 	<ul style="list-style-type: none"> • Refine and improve your work analysing musical features, commenting on how place, occasion and purpose affects the way music is created, performed and heard 	<ul style="list-style-type: none"> • Recognise different musical styles • Improve your own and others' work • Evaluate how music reflects the time and place in which it is created, performed and heard 	<ul style="list-style-type: none"> • Evaluate and make critical judgements about use of musical conventions and other features of music, and how these can be heard in own and others' music

Year 7 PE

SWGS Standard	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
Physical Fitness, skills, performance	<ul style="list-style-type: none"> • Can explore and repeat simple skills with some coordination and control. • Can describe how the body changes before and after exercise. 	<ul style="list-style-type: none"> • Can use skills and techniques with precision, accuracy and control. • Can explain why a warm up and cool down is important 	<ul style="list-style-type: none"> • Can successfully transfer skills and movement in a range of activities. • Can react effectively to different game situations as they develop. 	<ul style="list-style-type: none"> • Can combine advanced skills, techniques and ideas to the activity with consistent precision, control and fluency.
Mental Decision making, problem solving, planning and evaluating	<ul style="list-style-type: none"> • Can see how their work is similar to and different from others work. • Can decide own games, challenges, tactics and sequences. 	<ul style="list-style-type: none"> • Can work in a team, building on trust and developing skills to solve problems, either individually or as a group. • Can plan ways to improve own and others performance. 	<ul style="list-style-type: none"> • Can adapt and adjust skills, movements or tactics so they are different to others. • Analyse and evaluate own and others strengths and weaknesses. 	<ul style="list-style-type: none"> • Can adapt and response to changing circumstances and other performers. Can consistently perform under pressure with appropriate problem solving skills.
Social Communication, teamwork, leadership, coaching	<ul style="list-style-type: none"> • Can work with others in small groups. • Can lead a warm up with a partner. • Can work with a partner/team/group to overcome a small challenge. 	<ul style="list-style-type: none"> • Be self-motivated and committed, showing wiliness to improve. • Can lead a warm up to a small group. • Make changes to own and other performance. 	<ul style="list-style-type: none"> • Can lead a warm up independently. • Be motivated to improve through practising in lessons or attending clubs. 	<ul style="list-style-type: none"> • Be confident in taking leadership roles. Can work with others taking on a coaching role to help improve others performance.
Creativity Aesthetic, flair, adaptability, chorography,	<ul style="list-style-type: none"> • Can copy teacher-led choreography. • Devise own rules and versions of activities. • Explore ideas that reflect rhythm and mood of the stimulus. 	<ul style="list-style-type: none"> • Can explore own ideas and work with others in a small group responding to different stimuli. 	<ul style="list-style-type: none"> • Can choreograph a group or individual routine or sequence. • Can change and adapt to the activity effectively. 	<ul style="list-style-type: none"> • Can use advanced ideas and show originality, control and precision in performance.

Year 7 PRODUCT DESIGN

SWGS Standard	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
Development	<ul style="list-style-type: none"> Start using your own research to help generate ideas. Show consideration of the purpose of the design and the views of the user Develop your own ideas whilst understanding characteristics of familiar products. Use words, sketches and models to show your choices with an awareness of constraints. 	<ul style="list-style-type: none"> Use various sources of information and consider familiar products. Show consideration of the purpose of the design and the views of the user and draw on characteristics from familiar products. Develop your own ideas whilst understanding characteristics of familiar products. Clarify ideas through discussion, drawing and modelling 	<ul style="list-style-type: none"> Use a range of information from different sources and consider the form and function of the products. Your conclusions help you identify design specifications. Use a range of information from different sources and consider the form and function of the products. Your conclusions help you identify design specifications Develop your own ideas whilst understanding characteristics of other products and you make drawings and models to explore and test design thinking and consideration of the design specification and end users. Use drawing and modelling to explore and test ideas. Produce and use plans that outline alternative methods of progressing. 	<ul style="list-style-type: none"> Use a wide range of appropriate sources of information; investigate form, function, and production processes. Plus you consider the needs of a range of users. Show consideration of the purpose of the design and the views of the user plus draw on characteristics from familiar products and your detailed criteria include form and function (appearance, safety, reliability and purpose, etc.). These are related to the varying needs of different users and include working characteristics of materials and components. Show an understanding of form, function and manufacturing requirements as your ideas develop plus the different needs of users. Your final developed designs are realistic. Communicate ideas through a variety of media to explore form, function and production.
Manufacture	<ul style="list-style-type: none"> Present the main stages of making planned as a step by step guide. You can measure, mark out, and work simple forms in a variety of materials and ingredients with some accuracy. 	<ul style="list-style-type: none"> Work from own detailed plans, modifying them where appropriate Use a range of tools, materials, equipment, components, ingredients and processes with some precision. You check progress and can modify your approach. 	<ul style="list-style-type: none"> Are able to modify plans by showing alternative ways to proceed (Show how the criteria effect the work). Demonstrate the ability to use a range of tools, ingredients and processes taking account of their characteristics. You check and modify your work as it progresses. 	<ul style="list-style-type: none"> Predict the time needed for the main stages of making and consider constraints, choice of materials, components and equipment. Demonstrate the ability to use a range of tools, ingredients and processes taking full account of their characteristics. You adapt methods of manufacture to changing circumstances and justify and record any change from the design proposal.
Evaluation	<ul style="list-style-type: none"> Consider finish and function, and how well your product works. 	<ul style="list-style-type: none"> Test and evaluate the end product to the design specification and constraints. 	<ul style="list-style-type: none"> Evaluate the effectiveness using information sources and test the product considering the design specification you show possible ways to improve your product. 	<ul style="list-style-type: none"> Select appropriate testing techniques to evaluate the product performance. You show resulting modifications that would improve the success of your product.

Year 7 RELIGIOUS STUDIES

SWGS Standard	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
Learning about religion and belief	<p>Can:</p> <ul style="list-style-type: none"> • use an increasingly wide religious vocabulary • describe why people belong to religions • explain how religious sources are used to provide answers to ultimate questions and ethical issues • recognise diversity in forms of religious, spiritual and moral expression, within and between religions 	<p>Can:</p> <ul style="list-style-type: none"> • use religious and philosophical vocabulary to give informed accounts of Religions and Beliefs • explain why the impact of Religions and Beliefs upon individuals, communities and societies varies • interpret sources and arguments, explaining the reasons for the diversity of answers to ultimate questions and ethical issues • interpret the significance of different forms of religious spiritual and moral expression 	<p>Can:</p> <ul style="list-style-type: none"> • use religious and philosophical vocabulary to show a coherent understanding of a range of Religions and Beliefs • Show a coherent understanding of issues, values and questions of meaning and truth. account for differences between people within the same religion or tradition 	<p>Can:</p> <ul style="list-style-type: none"> • use religious and philosophical vocabulary present coherent, informed and detailed arguments about beliefs, ethics, values and issues drawing well substantiated conclusions • analyse religious material with reference to historical, cultural and social contexts • critically evaluate the impact of Religions and Beliefs on differing communities and societies • analyse varied forms of religious spiritual and moral expression
Learning from religion and belief	<p>Can:</p> <ul style="list-style-type: none"> • suggest answers to questions raised by religion and belief, relating them to their own and others' lives • explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion 	<p>Can:</p> <ul style="list-style-type: none"> • use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues • express insights into their own and others' views on questions and issues raised by religion and belief • consider and express the challenges of belonging to a religion in the contemporary world 	<p>Can:</p> <ul style="list-style-type: none"> • express insights creatively and critically on a range of viewpoints about questions and issues raised by religion and belief • evaluate, using evidence and example, the significance of religious and other views in relation to questions and issues raised by religion and belief 	<p>Can:</p> <ul style="list-style-type: none"> • express personal responses arising from critical thinking about questions and issues raised by religion and belief • Analyse reflectively their own perspectives and those of others to draw balanced conclusions about religious, spiritual and ethical questions from evidence, arguments, reflections and examples

Year 7 SCIENCE

SWGS Standard	Towards I Working towards SWGS Standard for end of Year 7	I Working at SWGS Standard for end of Year 7, expected of most students by the end of the year	II Working beyond SWGS Standard for end of Year 7	III Working well beyond SWGS Standard for end of Year 7
Investigative Skills	<ul style="list-style-type: none"> Identify some variables Follow written instructions and diagrams to safely carry out an experiment Follow a simple risk assessment and take suitable precautions Record results clearly in a table 	<ul style="list-style-type: none"> Identify the independent and dependent variables Decide on and follow a valid procedure when provided with suitable equipment Identify risks involved and carry out investigation safely Include correct quantities and units in table headings 	<ul style="list-style-type: none"> Confidently identify the key variables in an investigation Pick suitable equipment and identify a valid method Identify risks, precautions and remedial actions Record data consistently with appropriate precision 	<ul style="list-style-type: none"> Choose suitable ranges, equipment and method Write a full and detailed risk assessment Highlight sources of error
Mathematical and Data Handling Skills	<ul style="list-style-type: none"> Substitute values into an equation Create bar charts using discrete data Describe a simple trend from a linear graph 	<ul style="list-style-type: none"> Rearrange a three-part equation involving addition, subtraction, multiplication or division Calculate arithmetic means Plot two variables from experimental data to produce a scatter graph 	<ul style="list-style-type: none"> Confidently change the subject of an equation involving addition, subtraction, multiplication or division Regularly use appropriate significant figures in calculations Draw straight or curved trend lines on a scatter graph Identify some trends from curved graphs 	<ul style="list-style-type: none"> Confidently change the subject of an equation involving squares and square roots Consistently make use of appropriate significant figures in calculations Make appropriate use of prefixes to include kilo and milli Fully interpret trends from curved graphs
Science in Society	<ul style="list-style-type: none"> Appreciate that scientific understanding can lead to technological advancements and everyday applications Describe some simple positive and negative consequences of scientific and technological developments 	<ul style="list-style-type: none"> Describe examples of scientific discoveries and how they have benefitted society State examples of scientific advances which have ethical issues Identify advantages of working together on investigations 	<ul style="list-style-type: none"> Describe different viewpoints a range of people may have about scientific or technological developments Suggest how collaborative approaches to research may improve the evidence collected 	<ul style="list-style-type: none"> Suggest economic, ethical, social or cultural arguments for and against scientific or technological advancements Explain the processes by which ideas and evidence are accepted by the scientific community Identify lack of balance in evidence
Scientific Knowledge	<ul style="list-style-type: none"> Recall some scientific facts Use simple terms to describe scientific processes Make use of simple models to describe scientific processes 	<ul style="list-style-type: none"> Consistently recall scientific facts Regularly use subject specific terminology in the correct context Use models to communicate a scientific process 	<ul style="list-style-type: none"> Consistently recall scientific facts Apply scientific facts to familiar contexts Confidently use subject specific terminology in the correct context Use models to communicate a scientific process 	<ul style="list-style-type: none"> Consistently recall scientific facts Apply scientific facts to unfamiliar contexts Consistently use subject specific terminology in the correct context Identify strengths and weaknesses in models