



**Bredon Hill Academy**  
— LEARNING TOGETHER FOR SUCCESS —

# Curriculum-Related Expectations

## Year 7

## 2023-24

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

- Working Towards
- Working At
- Exceeding
- Exceptional Standard

and these are measured against Curriculum-Related Expectations.

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

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

## Year 7 Curriculum Related Expectations

### Art and Design

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

Year 7 Curriculum Related Expectations

Computing

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

Year 7 Curriculum Related Expectations

Design and Technology

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

Year 7 Curriculum Related Expectations

English

	Working Towards	Working At	Exceeding	Exceptional
RO1 – Reading for Understanding	<p>I can begin to identify and retrieve key details from a text.</p> <p>I can show a literal understanding of a text.</p> <p>I can begin to make inferences.</p> <p>I can begin to identify a writer’s intention and viewpoint.</p> <p>I can begin to support my ideas using relevant textual reference.</p>	<p>I can identify and retrieve key details from a text.</p> <p>I can begin to make inferences and deductions.</p> <p>I can identify a writer’s intention and viewpoint.</p> <p>I can support my ideas using relevant textual reference.</p>	<p>I can confidently infer meaning from a text.</p> <p>I can explain a writer’s intention and viewpoint.</p> <p>I can draw upon well-chosen references to the text to support my ideas and explain these.</p>	<p>I can identify the theme(s) or central idea(s) of a text.</p> <p>I can explain how a theme is developed by specific details.</p> <p>I can summarise a whole text.</p> <p>I can explain how characters can have multiple or conflicting motivations.</p> <p>I can identify how characters change or develop over the course of a story.</p> <p>I can analyse the interactions of characters.</p> <p>I can explain how the characters advance the plot or develop the theme.</p>
RO2 – Understanding how writers use language and structure	<p>I can begin to identify language and structure features and discuss their impact with confidence.</p> <p>I can comment on how language and structure features have been used to create an effect.</p>	<p>I can identify language and structure features and demonstrate an understanding of how they have been used to create an effect to show a broad understanding.</p>	<p>I can clearly explain how language and structure features are used to achieve effects, including the use of vocabulary, sentence structures and other language features.</p>	<p>I can analyse how an author uses structure to create effects such as mystery, tension, or surprise.</p> <p>I can analyse how an author uses events to create effects, such as flashbacks.</p> <p>I can analyse how an author uses time to create effects such as mystery, tension, or surprise.</p>
RO3 – Comparing across and between texts	<p>I can begin to make simple comparisons between two texts – plot, characters and themes.</p> <p>I can begin to make simple comments on how a text might have been influenced by another text.</p>	<p>I can make developed comparisons between two texts.</p> <p>I can make developing comments on how a text might have been influenced by another text.</p>	<p>I can make analytical comparisons between two texts using supporting evidence from the texts.</p> <p>I can explain in extended detail how a text may be influenced by another text.</p>	<p>I can read a variety of texts such as books, movies, and electronic sources on one subject and identify how they are similar and how they are different.</p> <p>I can determine important details in several accounts on the same subject.</p>

Year 7 Curriculum Related Expectations

<p>RO4 - The influence of different contexts</p>	<p>I can begin to show an awareness of the relevant context.</p> <p>I can begin to make simple comments on the relationship between text and context.</p>	<p>I can show an awareness of the relevant context with developed comments on the relationship between text and context using evidence.</p>	<p>I can show an understanding of the context with analytical comments on the relationship between text and context using well-selected evidence.</p>	<p>I can analyse the point of view or cultural experience in a piece of literature from within and outside the United Kingdom.</p> <p>I can recognise references to other well-known works that the author uses throughout a text.</p> <p>I can connect a specific author's work to a prior well-known text.</p> <p>I can analyse how an author has transformed well-known texts into their own work.</p>
<p>WO1 – Sense of audience and purpose</p>	<p>I can write in an appropriate way showing some understanding of the intended purpose and audience of my writing.</p> <p>I can write with an appropriate tone for a wider range of text types.</p> <p>I can begin to use stylistic devices to suit the purpose of my writing.</p>	<p>I can write in an appropriate way showing some understanding of the intended purpose and audience of my writing.</p> <p>I can write with an appropriate tone.</p> <p>I can use a number of stylistic devices to suit the purpose of my writing.</p>	<p>I can adapt the form, tone and register of my writing according to the intended purpose and audience.</p> <p>I can use a range of stylistic devices appropriate to the purpose, audience and form of my writing.</p>	<p>I can develop my writing using enough facts, well-explained definitions and details, quotations, and examples that are appropriate to my audience's knowledge.</p> <p>I can use a variety of appropriate transitions to link major ideas of my paper and show connections between ideas and concepts.</p> <p>I can write a narrative using techniques such as: dialogue, timing, description, reflection, and more than one plot line.</p>
<p>WO2 – Organisation, planning, sentence structures, paragraphing</p>	<p>I can organise my writing showing some awareness of structural and grammatical features.</p> <p>I can use simple, compound and complex sentence structures.</p>	<p>I can organise my writing using structural and grammatical features.</p> <p>I can develop my use of a variety of sentence structures in my writing.</p> <p>I can use paragraphs accurately.</p>	<p>I can organise my writing with appropriate structural and grammatical features.</p> <p>I can construct a variety of sentence structures, often for effect.</p> <p>I can use a range of paragraph lengths correctly.</p>	<p>I can develop and strengthen my writing by planning, revising, editing, and rewriting.</p> <p>I can identify in my writing what is most significant for a specific purpose or audience.</p> <p>I can use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.</p>
<p>WO3 – Clarity of writing using a range of vocabulary and accurate spelling, punctuation and grammar.</p>	<p>I experiment with my choice of words that are appropriate to the task.</p> <p>I can use the basic range of punctuation to demarcate my sentences accurately.</p> <p>I experiment with tenses, voice and the whole range of punctuation with developing accuracy.</p>	<p>I can use vocabulary that is appropriate and I am developing my range and precision.</p> <p>I can spell common words with accuracy.</p> <p>I can use a range of punctuation to demarcate my sentences accurately.</p>	<p>I can use an ambitious vocabulary.</p> <p>I can spell most words correctly.</p> <p>I can begin to use a wider variety of punctuation within my writing accurately.</p>	<p>I can use appropriate vocabulary and language that is specific to my topic to manage the difficulty of the subject.</p> <p>I can write a formal paper with an objective tone that uses the correct conventions for my subject area.</p>



Year 7 Curriculum Related Expectations

<p>WO4 – Academic writing using evidence</p>	<p>I can show an awareness of how to use formal vocabulary.</p> <p>I sometimes use evidence from other sources.</p>	<p>I am beginning to write academically when analysing other texts.</p> <p>I can use formal vocabulary.</p> <p>I can use evidence from other sources.</p> <p>I am beginning to use signposts in my writing appropriate for a formal audience.</p>	<p>I can write academically when analysing texts.</p> <p>I can use formal and technical vocabulary with confidence.</p> <p>I can select the most relevant evidence from sources to support my point.</p> <p>I can use a range of signposts in my writing.</p>	<p>I can write a formal response with an objective tone that uses the correct conventions for my subject area.</p> <p>I can write a conclusion that shows the importance of the information presented in my response.</p>
<p>SO1 – Audience and purpose: register, tone, use of language: listens and responds effectively.</p>	<p>I can show that I am clear what the purpose of my talk is and who my talk is aimed at.</p> <p>I can listen to and summarise the main ideas from instructions and other general forms of interaction, for example, talks and discussions.</p> <p>I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>I can show that I am clear what the purpose of my talk is and who my talk is aimed at.</p> <p>I can use devices to impact the PAF during my talk.</p> <p>I can listen to and summarise the main and supporting ideas from instructions and other general forms of interaction, for example, talks and discussions.</p>	<p>I can express straightforward ideas and emotions that are clearly linked to the purpose of my talk and the audience.</p> <p>I can listen to questions and contribute responses with relevant, coherent and varied details.</p>	<p>I can participate in a variety of discussions and express my ideas clearly and persuasively.</p> <p>I can read and research multiple sources and use them in a thoughtful discussion.</p> <p>I can ask questions and make comments that move the discussion to broader themes and ideas.</p> <p>I can actively include others in the discussion.</p> <p>I can clarify, verify, or challenge ideas and conclusions presented in a discussion.</p>
<p>SO2 – Organisation and cohesion; clarity – vocabulary, grammar and fluency.</p>	<p>I can show an awareness of the relevant context.</p> <p>I can make simple comments on the relationship between text and context.</p> <p>I can choose words that are appropriate to the purpose of my talk and articulate these accurately.</p> <p>I can recognise and start to use non-verbal skills in my speech.</p>	<p>I can show an understanding of the relevant context.</p> <p>I can make increasingly complex comments on the relationship between text and context.</p> <p>I can choose words that are appropriate to the purpose of my talk and articulate these accurately with precision and nuance.</p> <p>I can recognise and start to use paralinguistic skills in my speech.</p>	<p>I can show an awareness of the relevant context with a simple comment on the relationship between text and context.</p> <p>I can select and utilise suitable vocabulary to create an appropriate and increasingly subtle tone.</p> <p>I can recognise and use more complex paralinguistic skills in my speech.</p>	<p>I can examine sources of information presented visually, orally, or in numbers and evaluate the credibility and accuracy of each source.</p> <p>I can evaluate a speaker’s position on an issue.</p> <p>I can evaluate whether or not a speaker’s reasoning, evidence, and language is exaggerated or false.</p>

Year 7 Curriculum Related Expectations

Food Preparation and Nutrition

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



Year 7 Curriculum Related Expectations

French

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

Geography

	Working Towards	Working At	Exceeding	Exceptional
Geography 1	I know some countries in Europe.	I know and can <b>locate a range of countries</b> in Europe and in other continents.	I know and can <b>locate many countries</b> around the world.	I have a good <b>knowledge of the world map.</b>
Geography 2	I can describe different types of farming.	I can identify different types of farming and know where they occur in Great Britain.	I can identify factors that influence the types of farming that are carried out.	I can give examples of a range of factors that affect farmers.
Geography 3	With help, I can <b>make my own observations</b> and measurements of the world around me e.g. using weather instruments.	I can make a range of observations about weather and identify instruments to measure weather.	I can make my own observations and measurements of the world around me e.g. weather. I can <b>make conclusions</b> based on previous knowledge.	I can make my own observations and measurements of the world around me e.g. weather. I can <b>make detailed conclusions</b> based on previous knowledge.
Geography 4	With help I can interpret a climate graph.	I can interpret choropleth maps and climate graphs.	I can use choropleth maps and climate graphs to draw conclusions. I can draw my own climate graph.	I can interpret a wide range of choropleth maps and graph and can create choropleth maps of my own.
Geography 5	I can organise my work with headings and sub-headings.	I can present my work in a neat and well organised way.	I can write fluently and organise my written work effectively.	I can write fluently and organise my written work to guide my reader based on the purpose of my writing.
Geography 6	I can describe some physical features.	I can explain how physical features are formed e.g. arches and stacks.	I can use labelled diagrams to help me explain how some physical features are formed.	I can explain how a range of physical features are created.
Geography 7	I can make choices based on data or information	I can <b>give reasons</b> for the choices I make	I consistently give reasons for the points I make.	I can rank the importance of the points I make.
Geography 8	I can <b>create a bar graph</b> to help me use data.	I can use and interpret data and explain what it shows. I can create accurate graphs from the data	I am <b>confident in creating and interpreting</b> a range of graphs and statistics and can make conclusions from the data.	I can carry out an <b>enquiry</b> using my own measurements and observations.

Year 7 Curriculum Related Expectations

History

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

Mathematics

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

Year 7 Curriculum Related Expectations

Number 6	I can calculate a percentage of an amount.	I can use an appropriate multiplier when calculating a percentage of an amount.	I can solve problems involving percentage change using a multiplier.	I can solve problems involving percentage change including original value questions.
Number 7	I can apply the four operations when working with whole numbers.	I can apply some of the four operations when working with negative numbers.	I can apply all of the four operations when working with negative numbers.	I can solve problems where I need to apply the four operations to negative numbers.
Algebra 4	I can solve simple one-step linear equations in one unknown.	I can solve simple two-step linear equations in one unknown, with whole number answers, algebraically.	I can solve simple two-step linear equations in one unknown, with whole number and fractional answers, algebraically.	I can solve linear equations in one unknown, involving brackets, algebraically.
Number 8	I can add and subtract fractions and mixed numbers where the denominators are multiples of each other.	I can add and subtract any combination of fractions and mixed numbers.	I can solve problems which involve adding and subtracting any combination of fractions and mixed numbers.	I can add and subtract simple algebraic fractions.
Geometry 1	I can use geometric notation for labelling equal lengths and parallel lines.	I can understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines.	I can label the properties of triangles and quadrilaterals using geometric notation.	I can solve shape problems using geometric notation.
Geometry 2	I can use a ruler to measure the length of a straight line and a pair of compasses to construct a circle of a given radius.	I can use ruler and compass methods to construct triangles.	I can use ruler and compass methods to construct a range of geometric shapes.	I can use ruler and compass methods to solve geometrical problems involving the construction of shape.

Year 7 Curriculum Related Expectations

Music

	Working Towards	Working At	Exceeding	Exceptional
Singing	I can identify three aspects of correct singing posture. I can sing as part of a group with projection, good pitching and follow a conductor.	I can identify three features of an effective warm up. I can sing as part of a group in a song with accurate pitching and dynamics.	I can lead a vocal warm up with a small group. I can sing in harmony within a round or partner song, with an awareness of other parts.	I can create my own short effective warm up and share this with a group. I can sing in parts within a round or partner song, to an audience, showing correct phrasing, pitching and dynamics.
Listening 1	I can differences within a range of musical elements (dynamics, articulation, pitch, tempo).	I can identify differences within a range of musical elements (including structure and articulation) and name the orchestral instruments heard.	I can identify specific changes in the tonality or harmony of a piece of music.	I can give musical reasons when discussing the musical context of music heard.
Performing and Composing 1 - Notation theory	I can identify dotted crotchets, dotted quavers, dotted semiquavers and their rests in musical notation.	I can add missing notes or rests to complete a specific number of beats.	I can confidently identify pitch note names and durations in music.	I can explain the differences between the treble and bass clefs.
Performance and Composing 2 - Performing from Notation	I can read and play simple musical rhythms, given pitch in staff notation and two chords in tab notation.	I can read short rhythms at sight, play step-wise pitch notation in the treble clef and three chords in tab notation.	I can read and play musical rhythm at sight, pitch in the treble clef and move fluently through a given chord progression in tab notation.	I can read two lines of music pitch and rhythm in staff notation and play a variety of chord progressions in tab notation.
Performing and Composing 3 - Group performance	I can perform 8-bars as a group so that all parts are heard.	I can perform 8-bars as a group making relevant tempo and/or dynamic changes.	I can perform in a group in a piece with several parts, keeping together.	I can adjust my performance to fix with another part.
Performing and Composing 4 - Solo performance	I can perform a simple step-wise melody (of at least 8-bars) using correct instrumental technique and two chords played smoothly on the ukulele.	I can perform a simple melody (of at least 8-bars) in time to a beat using mostly white notes and three chords on the ukulele, with only some hesitation.	I can perform rhythmically simple music using white and black notes, in time to a beat and I can move fluently between three chords on a ukulele.	I can perform a melody and chordal bassline together on the keyboard OR I can perform complex rhythms on my own instrument, mostly accurately. I can play different strumming patterns on the ukulele without affecting the flow of the music.
Performing and Composing 5 - Pitch Composition	I can compose my own 4-bar 'question' and 'answer' melody.	I can compose my own 4-bar melody with balanced phrases in a major or minor key.	I can compose my own melody of at least 4 bars, with balanced phrases and rhythmical interest.	I can add dynamics to enhance my music, using the relevant musical symbols.
Performing and Composing 6 - Composition	I can compose a 4-bar pattern with rhythmical repetition.	I can include rhythmic variety in my composition.	I can add a repeating accompaniment to my composition.	I can compose a bassline using the root note of primary chords.
Performing and Composing 7 - Melodic improvisation	I can improvise a 2-bar melody from a given 'question' to develop a suitable 'answer'.	I can improvise my own question and answer melody that has a sense of shape.	I can improvise a melody that is rhythmically interesting with a sense of shape.	I can extend my melodic improvisations musically.



Physical Education

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

Key

Outwitting Opponents = OO  
 Developing Physical and Mental Capacity DP&MC  
 Development & Replication of Skills D&ROS  
 Making and Applying Decision M&AD

Making Informed Choices About Healthy and Active Lifestyles MICAH&AL  
 Evaluating & Improving = E&I  
 Development of Performance = DOP  
 Problem Solving = PS

PSHE

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

Religious Education

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

Science

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

Year 7 Curriculum Related Expectations

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