



CURRICULUM STATEMENTS

YEAR 7



ART

- Autumn Term**
- Mark making
 - Accurate application of tone
 - Basic colour mixing
 - Character design
 - Draw accurately and experimentally
 - How to mix basic secondary colours.
 - How to mix more complicated tertiary colours

- Spring Term**
- Observational drawing
 - How to work through a series of colours to get to the right tone/shade/tint/colour
 - Cutting skills using scissors
 - 2D relief work
 - Plan to build
 - Build in cardboard

- Summer Term**
- Sgraffito techniques
 - Character design
 - Modelling clay work
 - Scale and proportion
 - Applying knowledge and confidence in colour and shading to produce outcomes

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has some knowledge and an emerging understanding of the key concepts.	A student working at this level is developing the knowledge as outlined in the Curriculum framework. They are developing the understanding of the key concepts however are not yet secure in these or in meeting end points assessments.	A student working at this levels is secure in the knowledge as outlined in the Curriculum framework. They have mastered the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a greater depth of understanding ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject .
Curriculum Statement	<ul style="list-style-type: none"> • Students can carry out a simple drawing task with support. • Students can carry out simple techniques of 3D construction. • With scaffolded guidance, students can recognise the basic colour wheel and primary and secondary colours. • Students are starting to remember some of the key vocabulary explored in the Year 7 curriculum. • They can recognise some art techniques and processes but are not yet able to use their understanding to explain their observations. 	<ul style="list-style-type: none"> • Students are beginning to think about the purposes and functions of drawing, but are not yet able to always apply this understanding to their work. • Students are beginning to think about the techniques of 3D construction. • With <i>specific</i> guidance, students can understand basic colour theory, and apply to simple investigations. • Students at this level are developing their understanding of some of the key vocabulary in the Year 7 curriculum. They can use some art terms currently. Their evidence of art techniques and processes are not always complete. 	<ul style="list-style-type: none"> • Students are beginning to understand the purposes and functions of drawing. • With guidance, students can apply basic tone and line to build their drawing skills. • Students are beginning to understand techniques of 3D construction. • With guidance, Students can analyse colour theory and apply this to their investigations. • Students at this level have remembered and understood most of the key vocabulary in the Year 7 curriculum. They can evidence this learning through a range of outcomes. 	<ul style="list-style-type: none"> • Students are consistently able to understand the purposes and functions of drawing. Independently, they can apply basic tone and line to build their drawing skills. • Students are able to understand techniques of 3D construction. • Students can analyse colour theory and apply this to their investigations without prompting. • Students at this level have remembered and understood virtually all of the content, key vocabulary and concepts explored in the Year 7 curriculum. They can independently apply their understanding to new situations and make predictions. They can provide comprehensive reflective accounts of their progress. 	<ul style="list-style-type: none"> • Students innately understand the purposes and functions of drawing. • Independently, they can apply basic tone and line in their drawing. • Students are confident in using and applying techniques of 3D construction. • Students can analyse colour theory and intuitively apply this to their investigations independently. • Students at this level have remembered and understood all of the content, key vocabulary and concepts explored in the Year 7 curriculum. • Students know and understand all of the content above at a greater depth and can confidently apply this knowledge in both familiar and unfamiliar situations. Students explain their ideas well using complex art vocabulary.



COMPUTING

Autumn Term

- Account Security
- Respectful Communication online
- Cyberbullying
- Presentation software and tools
- Computer Networks
- Network Hardware
- Wired and Wireless Networks
- World Wide Web and Internet Services

Spring Term

- Features and Tools of Word Processing
- Licensing Images
- Credibility of Sources
- Effective researching
- Document layout and formatting
- Programming Sequencing
- Variables
- Input/ process/ output
- Selection, operators, count control
- Problem Solving

Summer Term

- Subroutines
- Decomposition
- Condition – Controlled Iteration
- Lists
- Columns, Rows and Cells
- Cell referencing
- Formatting Tools
- Formula/Functions
- Charts
- Conditional Formatting

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Curriculum Statement	<ul style="list-style-type: none"> • Students have an emerging knowledge of how to use technology safely, respectfully, responsibly, and securely, including protecting their online identity. • Students have an emerging knowledge of networks and can identify some hardware and network types. • Students have an emerging knowledge of using software for a specific audience. • Students have an emerging understanding of basic programming techniques and structures. • Students have an emerging knowledge of advanced programming techniques. • Students have an emerging knowledge and understanding of modelling data using spreadsheets. 	<ul style="list-style-type: none"> • Students have a developing knowledge of how to use technology safely, respectfully, responsibly, and securely, including protecting their online identity. • Students have a developing knowledge of networks and can identify all hardware and network types. • Students have a developing knowledge of using software for a specific audience. • Students have a developing understanding of basic programming techniques and structures. • Students have a developing knowledge of advanced programming techniques. • Students have a developing knowledge and understanding of modelling data using spreadsheets. 	<ul style="list-style-type: none"> • Students have a secure knowledge of how to use technology safely, respectfully, responsibly, and securely, including protecting their online identity. • Students have a secure knowledge of networks and can describe all of the different network types and the hardware required. • Students have a secure knowledge of using software and can create some documents that are suitable for specific audiences. • Students have a secure understanding of basic programming techniques and structures and can apply these to some programming tasks. • Students have a secure knowledge of advanced programming techniques and can apply these to some programming tasks. • Students have a secure knowledge and understanding of modelling data using spreadsheets. 	<ul style="list-style-type: none"> • Students have a deep understanding of how to use technology safely, respectfully, responsibly, and securely, including protecting their online identity. • Students have a deep understanding of networks and can explain the different network types and the hardware required. • Students have a deep understanding of using software and can effectively create documents for a range of different audiences. • Students have deep understanding of basic programming techniques and structures and can use them to create programs for a specific purpose. • Students have a deep understanding of advanced programming techniques and can use them effectively. • Students have a deep understanding of modelling data using spreadsheets and can use a range of features to model the data. 	<ul style="list-style-type: none"> • Students are able to independently create, reuse, revise and repurpose digital artefacts for a given audience. • Students are able identify a range of ways to use technology safely and recognise inappropriate content, conduct and know how to report it. • Students can explain how computers communicate with one another and plan an appropriate network for given scenarios. • Students can independently solve a wide range of computational problems using appropriate programming procedures and functions. • Students can use a wide range of techniques and features of spreadsheets to model and interpret data into meaningful information.



Knowledge

- Hygiene and Safety
- Eat well Guide and Nutrition
- Fibre
- Macronutrients (Carbohydrates, proteins, fats)
- Function of Ingredients
- Sensory Analysis
- Seasonality
- Food choice

Key Skills

- Use of equipment
- Hygiene and Safety
- Organisation
- Initiative and Independence
- Quality control
- Technical skill

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Curriculum Statement	<ul style="list-style-type: none"> • Students have a emerging knowledge of the eat well guide and can use this to reflect on their diet and improve their health. • Students can identify macronutrients and with support can discuss their sources and function. • Students follow instructions when manufacturing dishes in order to avoid cross-contamination and the links to food poisoning. • Students often display aspects of the 6 practical skills and are growing in confidence with a range of cooking techniques. • Students can follow the stages of sensory analysis. • Students are able to identify ingredients and with support can outline characteristics. • Students have an emerging understanding of where food comes from and can explain why food grows at different times of the year. 	<ul style="list-style-type: none"> • Students have a developing knowledge of the eat well guide and can with support can apply the principles or nutrition and health. • Students have a developing knowledge of macronutrients and with support can apply this when selecting and/or adapting a recipe. • Students have a developing knowledge of how to prevent cross contamination. They able to follow the precautions in a practical situation. • Students display aspects of all 6 practical skills and are developing confidence in a range of cooking techniques. • Students have an awareness of taste, smell and texture of the dishes they cook and can apply this to sensory analysis. • Students are able to identify ingredients and their function that they use in dishes and with help they are able to link to characteristics. 	<ul style="list-style-type: none"> • Students have a secure understanding of the eat well guide and can apply the principles or nutrition and health. • Students have a secure understanding of macronutrients and can apply this when selecting and/or adapting a recipe. • Students have a secure understanding of how to prevent cross contamination and can apply this in a practical situation, including knowing how to get ready to cook. • Students confidently display an understanding of all 6 practical skills and are competent in a range of cooking techniques. • Students have an understanding of taste, smell and texture and use this to correct dishes or form opinions. • Students are able to explain the function of ingredients that are used in dishes with can link the scientific processes that happen when they cook foods. • Students have an understanding of Food provenance and use this make ethical choices when selecting ingredients. 	<ul style="list-style-type: none"> • Students have a deep understanding of the eat well guide and can apply the principles or nutrition and health to both their own diets and others. • Students have a deep understanding of macronutrients and can apply this when selecting and/or adapting a recipe for a range of special diets. • Students have a deep understanding of sources of cross contamination and can independently apply this in any practical situation. • Students showcase display practical skills and are competent in a range of cooking techniques. • Students routinely use taste, smell and texture to correct dishes or form opinions and justify changes. • Students are able to identify function of ingredients and can use terminology to explain scientific processes. • Students have a deep understanding of Food provenance and use this make ethical choices when selecting ingredients for their own dishes and dishes for other people. 	<ul style="list-style-type: none"> • Students are able plan/ evaluate a balanced diet for a range of diets and groups. • Students understand macronutrients in-depth and can apply this when selecting and/or adapting a recipe for a range of special diets. • Students can identify sources of cross contamination and can model exemplary practical skills, food safety skills and hygiene processes. • Students showcase creative practical skills and show flair in a range of cooking techniques. • Students can plan and carry out sensory analysis on products made/ given. • Students are able to identify function of ingredients, suggest alternatives and can use terminology to explain scientific processes. • Students have an in-depth understanding of Food provenance and use this make ethical choices both when manufacturing dishes and sourcing ingredients.



DANCE

Autumn Term

Boy Who Came from Space/Fit for Life

- Safe dance practice
- Preparing the body for physical activity
- Understanding injury prevention
- Applying warm up knowledge in order to plan and execute a full body warm up
- Musicality
- Understanding how to link music to exercise -Motor/Coordination:
- Breaking down the 3 stages of movement required for a Warm-Up.
- Communication: Looking at how to communicate safety points to a class during a Warm-Up

Around the World

- Stylistic qualities
- Basic choreography skills: Actions/Space/Dynamics/Relationships/Unison/Canon
- Choreography skills
- Performance skills
- Movement Memory
- Motor/Coordination
- Literacy-linking practical work to practical work
- Social skill
- Communication

Spring Term

Musicals

- What makes a musical?
- History of musicals
- Theatre culture
- Musical choreography
- Group choreography
- Choreography skills: Group choreography, action & space
- Performance skills: expressive skills

Still Life at the Penguin Café

- Understanding wider world issues such as endangerment to species
- Context of David Bintley's 'Still Life at the Penguin Cafe'
- Choreographing using a specific stimulus and style
- Understanding how to choreograph using a set stimulus.
- Performance skills
- Movement Memory Extended sequences of movement linking to a specific stimulus
- Communication of choreographic intent
- Ecological Participating in class discussions about the environment

Summer Term

Indian Dance

- History of Kathak
- Stylistic features of Kathak
- History of Bollywood
- Stylistic features of Bollywood
- Choreographing in a specific dance style
- Demonstrating stylistic qualities from two contrasting styles
- Musicality

Ghost Dances & Capoeira

- History of Capoeira
- Stylistic features of Capoeira
- Context of Christopher Bruce's 'Ghost Dances'
- Choreography skills
- Teamwork
- Problem solving
- Choreography skills
- Performance skills
- Movement memory
- Communication

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Curriculum Statement	Students are beginning to demonstrate key choreographic and performance skills within their practical work with teacher support and scaffolded tasks. Students at this level are starting to remember some of the key content in the Year 7 curriculum, but lack the understanding and confidence to discuss these within their learning. Students are able to perform short sequences of movement.	Students are beginning to demonstrate key choreographic and performance skills within their practical work. Students take part in peer and whole class discussions to support their learning. Students at this level have remembered and understood some of the key content in the Year 7 curriculum, supported by teacher prompts. They are developing the use of key dance vocabulary in order to discuss their practical work. Students are beginning to develop a sense of performance in the presentation of their work.	Students are able to consistently demonstrate key choreographic and performance skills within their practical work. Students are able to discuss these skills confidently in their working groups and whole class discussions. Students at this level have remembered and understood most of the key content in the Year 7 curriculum. They can explain most ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently through appropriate performance skills in keeping with the content of the work.	Students are able to consistently and confidently demonstrate key and sophisticated choreographic and performance skills within their practical work. Students are able to discuss these skills confidently in their working groups and whole class discussions. Students will employ a leadership role within their working groups. Students at this level have remembered and understood all of the key content in the Year 7 curriculum. They can explain all of their ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently through consistently high level performance skills in keeping with the content of the work.	Students are able to consistently and confidently demonstrate key and sophisticated choreographic and performance skills within their practical work with creativity and flair. Students initiate creative ideas and discussion in their working groups and whole class discussions. Students will employ a leadership role within their working groups. Students at this level have remembered and understood all of the key content in the Year 7 curriculum and consistently make links within their learning and apply recall techniques to enhance their work. They can explain all of their ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently and creatively through consistently high level performance skills in keeping with the content of the work.



DRAMA

- Autumn Term**
- Creating and sustaining a character
 - Intro to teacher in role
 - Physical Theatre
 - Working in Role
 - Creating Dramatic Tension
 - Prepared and spontaneous improvisation
 - Debating, creating character
 - Exploring Identity
 - Working in Role
 - Teacher in Role
 - Defining Space
 - Prepared and spontaneous improvisation
 - Script reading and interpretation

- Spring Term**
- Process Drama
 - Identity
 - Ensemble work for whole class performance
 - Learning Lines. Prepared Improvisation
 - Working in Role
 - Teacher in Role
 - Ensemble work for whole class performance
 - Learning Lines
 - Narration
 - Monologue

- Summer Term**
- Physical Comedy
 - Rules of Mask
 - Mime
 - Farce/Slapstick
 - Introduction to style
 - Devising from a stimulus
 - Body as Prop
 - Introduction to a practitioner
 - Physicality
 - Performing a script
 - Multi-rolling
 - Stage combat

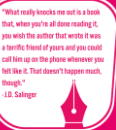
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Curriculum Statement	<ul style="list-style-type: none"> • At this level, students are just starting to grasp an understanding of basic performance skills, such as facial expressions and body language, but may still need support and guidance to fully execute these in their own work. • They will have an emerging understanding on how to work as a team, but may need help in understanding how to contribute and support the group. • In terms of evaluation, students at this level may struggle to reflect on and analyse their own work, but may be able to identify the most basic elements of a performance. 	<ul style="list-style-type: none"> • At this level, students are just starting to develop their skills in drama. They will be able to demonstrate basic performance skills, such as using facial expressions and body language to convey meaning, but will still need support and guidance to fully understand and execute more complex performance techniques. • They will also be developing their ability to work effectively in a team, but may need help in understanding how to contribute to and support the group. • In terms of evaluation, students at this level will be able to identify the most basic elements of a performance and identify some of the strengths and areas for improvement in their performances. 	<ul style="list-style-type: none"> • Students at this level are starting to become more confident and in their performance skills. They will be able to adapt their performance style to suit a range of characters and scenarios, and may have developed a clear understanding of how to use their voice and body to convey meaning. • They will also be able to work effectively in a team, taking on specific roles and responsibilities and supporting their group members. • In terms of evaluation, students at this level will be able to reflect on their own work and identify some of the strengths and areas for improvement in their performances, as well as explaining how they have addressed these areas in future work. 	<ul style="list-style-type: none"> • Students at this level are starting to become more confident and in their performance skills. They will be able to adapt their performance style to suit a range of characters and scenarios, and may have developed a clear understanding of how to use their voice and body to convey meaning. • They will also be able to work effectively in a team, taking on specific roles and responsibilities and supporting their group members. • In terms of evaluation, students at this level will be able to reflect on their own work and identify some of the strengths and areas for improvement in their performances, as well as explaining how they have addressed these areas in future work. 	<ul style="list-style-type: none"> • Students at this level are highly skilled and talented in drama. They will be able to execute a wide range of performance techniques with exceptional control and creativity, and will be able to create and develop highly complex characters and scenarios. • They will also be able to work effectively in a team, showing exceptional leadership skills and the ability to collaborate with others to create outstanding performances. • In terms of evaluation, students at this level should be able to reflect on their own work and the work of their peers with exceptional insight and detail, identifying the strengths and areas for improvement and explaining how these could be addressed in future work. They should also be able to demonstrate a deep understanding of the concepts and techniques of drama and be able to apply this understanding to their own work and the work of others.



- Knowledge**
- The breakdown of the design brief, task analysis and design specification
 - Annotation of designs
 - Identifying the properties of material and their origins
 - Sustainability
 - Evaluation of the practical, identifying the positives, negatives, and outcome
 - 1-point and 2-point perspective drawing techniques to develop their design ideas
 - Health and safety and use of practical skills: coping and tenon saw, hammers, vice, files, belt sander and screw drivers

- Key Skills**
- Using electrical equipment such as the hengner saw, pillar drill and strip heater
 - Joint making – lap joint working with pine wood.
 - Shaping of acrylic to create a decorative feature.
 - Applying and identify quality control checks.
 - Bending and manipulating acyclic with the use of the strip heater
 - Working with components such as nails and screws

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Curriculum Statement	<ul style="list-style-type: none"> • Students are able to recognise where some materials originate. • With guidance Students are able to identify a limited characteristics of materials. • Students can identify some sustainability issue. • With guidance Students use a range of materials and equipment safely in a workshop during the manufacture of products. • With guidance Students are able to generate design ideas using some basic design and communication principles. • With guidance Students can identify some areas of strength and development for design or practical work. • Students can explain a limited number of key vocabulary and apply them appropriately throughout some aspects of design and technology. 	<ul style="list-style-type: none"> • Students are able to recognise where some materials originate. • Students are able to identify limited characteristics of materials. • Students can identify some sustainability issues surrounding the consumption of specific materials. • With guidance Students select and use a range of materials and equipment safely in a workshop during the manufacture of products. • With guidance Students are able to generate design ideas using key design and communication principles. • Students can identify some key areas for strength and development for a design or practical piece of work. • Students can explain some key vocabulary and apply them appropriately throughout all aspects of design and technology. 	<ul style="list-style-type: none"> • Students are able to recognise where some materials originate and identify if they are sustainable or unsustainable. • Students are able to identify some characteristics of materials. • Students can identify some sustainability issues surrounding the consumption of specific materials, as well as there impact upon society and the environment. • Students select and use a range of materials and equipment safely in a workshop during the manufacture of products. • Students are able to generate design ideas using key design and communication principles. • Students can identify key areas for improvements and key concepts demonstrated in a range of contexts to inform effective evaluation. • Students can explain most key vocabulary and apply them appropriately throughout all aspects of design and technology. 	<ul style="list-style-type: none"> • Students are able to recognise where most materials originate and their impact on the environment. • Students are able to identify and justify material selection and characteristics. • Students can identify and explain sustainability issues surrounding the consumption of specific materials, as well as there impact upon society and the environment. • Students confidently select and use a range of materials and equipment safely in a workshop during the manufacture of products. • Students are able to confidently and accurately generate design ideas using key design and communication principles. • Students can identify and explain areas for improvements and concepts demonstrated in a range of concepts to inform effective evaluation. • Students can explain all key vocabulary and apply them appropriately throughout all aspects of design and technology. 	<ul style="list-style-type: none"> • Students are able to recognise where materials originate and their impact on the environment and society. • Students are able to justify how the characteristics of most materials have informed design and manufacture. • Students can discuss with confidence sustainability issues surrounding the consumption of specific materials, as well as their impact upon society and the environment. • Students skilfully select and use a range of materials and equipment proficiently in a workshop during the manufacture of products. • Students are able to precisely generate ideas using a specific set of criteria to crate a refined outcome. • Students can justify successful outcomes with a piece of work whilst exploring development opportunities. • Students can explain and justify most key vocabulary and apply them appropriately throughout all aspects of design and technology.



ENGLISH (Writing)

Autumn Term

- How the concept of transformation is presented across a range of different short stories, including both literal and metaphorical journeys that people go on to explore their own identity and culture
- A range of linguistic and structural techniques
- How a writer's background and the time in which a novel is set can bring meaning to what is written and the role these contextual factors play in understanding a writer's intention
- How writers use a range of linguistic and structural techniques to give information about characters, setting and plot

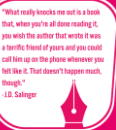
Spring Term

- A range of linguistic and structural techniques used in non-fiction writing, such as rhetorical questions, direct address, statistics, and the use of case studies
- The concept of media bias; how it used and how the public respond
- The concept of conspiracy, how conspiracy theories are presented in the media and how they spread
- How society consumes media and the personal responsibility writers have when reporting to the public
- To explore ideas surrounding our identity, personal growth, culture, and heritage and how writers use their poetic craft to convey ideas about their experiences
- How poets use linguistic devices for meaning, including repetition, metaphors, and personification
- How poets use form and structure for meaning, including use of enjambment and rhyme schemes
- How a poet's background can add meaning to the messages in poems

Summer Term

- An overview of Shakespearean life and values
- The plot of each play studied: Richard III, Macbeth, Othello, Romeo and Juliet
- The concept of villainy and the seven deadly sins
- The play form, including knowledge of stage directions, asides, and soliloquies
- A range of linguistic and structural techniques used in non-fiction
- How to write and deliver an effective speech
- The concepts of charity, citizenship, social action and social responsibility

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Curriculum Statement	<p><u>Students should be able to demonstrate their ability to:</u></p> <ul style="list-style-type: none"> • Make a simple reference to the Y7 curriculum. • Make a simple link to context. • Communicate a simple opinion or story idea. • Use some words to make writing more interesting. • Attempt to use at least one or two language devices. • Construct sentences but these may not always be accurately demarcated. • Attempt to create a tone. • Use simple punctuation, but may be inconsistent. 	<p><u>Students should be able to demonstrate their ability to:</u></p> <ul style="list-style-type: none"> • Make occasional references to the Y7 curriculum. • Make occasional links/references to context. • Communicate an opinion or story idea to their reader. • Show awareness of how word choices help to make writing more interesting. • Start to use some language devices to make writing more interesting. • Attempt to write in full sentences. • Create a sometimes suitable tone and atmosphere. • Show an awareness of how to use punctuation. 	<p><u>Students should be able to demonstrate their ability to:</u></p> <ul style="list-style-type: none"> • Draw upon some ideas linked to the Y7 curriculum. • Make some links or references to context. • Show some ability to structure which might include a beginning, middle and end. • Begin to use a variety of word choices to attempt to engage the reader. • Include three or more language devices to add detail to the writing. • Begin to use a variety of sentence types with occasional variety of sentence openers. • Attempt to create a specific mood or tone. • Almost always uses punctuation accurately. 	<p><u>Students should be able to demonstrate their ability to:</u></p> <ul style="list-style-type: none"> • Start to address some challenging ideas from the Year 7 curriculum. • Show they can remember some contextual factors they have learnt so that characters and situations are starting to be developed and they can draw upon real case studies and examples. • Have a clear beginning middle and end which ensures their piece has clarity. • Use some sophisticated word choices to engage the reader. • Use a selection of language devices to present their ideas in an imaginative way. • Use a range of sentence types with a variety of sentence openers for effect. • Successfully create specific mood/tone. • Punctuate their response correctly and sometimes for effect. 	<p><u>Students should be able to demonstrate their ability to:</u></p> <ul style="list-style-type: none"> • Produce a piece of writing with a well-planned beginning middle and end that is sequenced skilfully for effect e.g. hook opening, non-chronological use of time, cyclical, use of foreshadowing, zooming in/out. • Use a range of sophisticated word choices that engage the reader and provoke a response. • Use a range of language devices that are crafted for effect. • Consciously craft a full range of sentence types for effect with a wide variety of sentence openers. • Successfully create and sustain a specific mood or tone through imaginative choices. • Purposefully use full range of punctuation for effect & clarity.



ENGLISH (Reading)

Autumn Term

- How the concept of transformation is presented across a range of different short stories, including both literal and metaphorical journeys that people go on to explore their own identity and culture
- A range of linguistic and structural techniques
- How a writer's background and the time in which a novel is set can bring meaning to what is written and the role these contextual factors play in understanding a writer's intention
- How writers use a range of linguistic and structural techniques to give information about characters, setting and plot

Spring Term

- A range of linguistic and structural techniques used in non-fiction writing, such as rhetorical questions, direct address, statistics, and the use of case studies
- The concept of media bias; how it used and how the public respond
- The concept of conspiracy, how conspiracy theories are presented in the media and how they spread
- How society consumes media and the personal responsibility writers have when reporting to the public
- To explore ideas surrounding our identity, personal growth, culture, and heritage and how writers use their poetic craft to convey ideas about their experiences
- How poets use linguistic devices for meaning, including repetition, metaphors, and personification
- How poets use form and structure for meaning, including use of enjambment and rhyme schemes
- How a poet's background can add meaning to the messages in poems

Summer Term

- An overview of Shakespearean life and values
- The plot of each play studied: Richard III, Macbeth, Othello, Romeo and Juliet
- The concept of villainy and the seven deadly sins
- The play form, including knowledge of stage directions, asides, and soliloquies
- A range of linguistic and structural techniques used in non-fiction
- How to write and deliver an effective speech
- The concepts of charity, citizenship, social action and social responsibility

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has some knowledge and an emerging understanding of the key concepts.	A student working at this level is developing the knowledge as outlined in the Curriculum framework. They are developing the understanding of the key concepts however are not yet secure in these or in meeting end points assessments.	A student working at this levels is secure in the knowledge as outlined in the Curriculum framework. They have mastered the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a greater depth of understanding ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.
Curriculum Statement	<p>Responses demonstrate students ability to:</p> <ul style="list-style-type: none"> • Recall simple key facts about the texts studied. • Make some simple points that <u>sometimes</u> show their understanding of the text and question. • Attempts to use simple quotes or references that occasionally match their points. • Attempt to identify a method the writer has used, may not always be accurate. • Make occasional simple comments about why the writer uses language. • Lists a few facts they've learnt about the text or topic covered. 	<p>Responses demonstrate students ability to:</p> <ul style="list-style-type: none"> • Show some simple knowledge about some of the plot, characters and themes of the texts studied. • Make a simple link to a concept that has been studied. • Make simple points that show their understanding of the text and question. • Support the points they make with simple quotes or references. • Identify a SIMPLE method the writer has used e.g. character/setting. • Make simple comments about why the writer uses language. • Make simple comments about the author or period of time which may not be linked to the point made. 	<p>Responses demonstrate students ability to:</p> <ul style="list-style-type: none"> • Show some key knowledge about the plot, characters and themes of the texts studied. • Make links to some wider ideas and issues that have been studied. • Make <u>some</u> clear and relevant points that show their understanding of the text and question. • Support the points they make with relevant quotes or references. • Accurately identify some methods that the writer has used. • Usually clear and relevant analysis about why the writer uses language and structure and the effect it has had on them as a reader. • Make simple comments about the author and context of the text which is linked to the point made. 	<p>Responses demonstrate students ability to:</p> <ul style="list-style-type: none"> • Show a clear understanding of the plot, characters and themes of the texts studied. • Make links to some challenging concepts and wider ideas that have been studied. • Make clear and relevant points that show their understanding of the text and question. • Support all the points they make with well-chosen quotes or references. • Accurately identify a number of methods that the writer has used. • Offer <u>layers</u> of clear and relevant analysis about why the writer uses language and structure and the effect it has had on them as a reader. The analysis in this band avoids repetition of ideas and is beyond basic interpretations such as it makes me feel. • Make clear and relevant comments about the author and context of the text which clearly has relevance to the point they have made. 	<p>Responses demonstrate students ability to:</p> <ul style="list-style-type: none"> • Show a detailed understanding of the plot, characters and themes of the texts studied. • Address challenging concepts and wider ideas that have been studied. • Make a range of clear and explained points with some insight that show their clear understanding of the text and the question. • Support all of the points they make with well-chosen quotes or references, sometimes embedded. • Accurately identify a number of methods (sometimes sophisticated) that the writer has used. • Offer layers of clear and sometimes insightful analysis about why the writer uses language and structure such as through making multiple inferences, zooming in on connotations of key words and/or tracking structural changes. • Make clearly explained comments about how the life of the author and context of the text helps to shape it in relation to the point made.



Autumn Term
Autumn 1 – Introduction to EPR
 Perspective, Symbols, Community, worldviews, Artefacts, Universal questions, Pilgrimage. Heaven, Hell

Autumn 2 – Hinduism
 Analysis on Hindu sources of belief and practices. Brahman and Trimurti, Reincarnation, Caste System, Hindu Creation

Spring Term
Spring 1 – Buddhism
 Exploration of the Buddhist way of life
 The 4 sights, 4 noble truths, The Middle Way, 5 Precepts, Meditation, Karma, Tibetan Flags, Viraha and is Buddhism a religion?

Spring 2 – Sikhism
 Introduction to Sikhism
 The Gurus, Guru Granth Sahib, Khalsa and the 5'ks, Gudwara, Discrimination of Sikhs

Summer Term
Summer 1 – Ethics
 Religion, Human Rights and Social Justice
 Racism, discrimination, black lives matter, Covid-19, Universal declaration of Human Rights. Civil Rights and Wealth and poverty. Rights of the Global Child

Summer 2 – Health and Wellbeing
 Puberty (external)
 Mental Well Being and Self Esteem
 Healthy Relationships/Long Term relationships
 Digital Safety
 Healthy Lifestyles

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has some knowledge and an emerging understanding of the key concepts.	A student working at this level is developing the knowledge as outlined in the Curriculum framework. They are developing the understanding of the key concepts however are not yet secure in these or in meeting end points assessments.	A student working at this levels is secure in the knowledge as outlined in the Curriculum framework. They have mastered the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a greater depth of understanding; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.
Curriculum Statement	<ul style="list-style-type: none"> Students have a basic knowledge of worldviews, belief and practices. They should be able to recall religious sources of authority, places of worship They know some key vocabulary which they use occasionally to show their understanding. They can explain a few of the key concepts covered in the curriculum and attempt to understand the importance of these concepts to people and places of worship and religious significance. Students need support when selecting sources of wisdom and authority and understanding the significance and importance behind them. 	<ul style="list-style-type: none"> Students have a reasonable knowledge of worldviews, belief and practices. They can sometimes recall religious sources of authority and infer generic understanding. They know a range of key vocabulary which they use regularly to show their understanding. They can explain most of the key concepts covered in the curriculum and usually understand the importance of these concepts to people and places of worship and religious significance. Students can often select sources of wisdom and authority. Students need support when analysing the significance and importance behind them. 	<ul style="list-style-type: none"> Students have a secure knowledge of worldviews, belief and practices. They can recall religious sources of authority and infer understanding. They know a wide range of key vocabulary which they always use to show their thorough understanding. They can fully explain all of the key concepts covered in the curriculum and understand the importance of these concepts to people and places of worship and religious significance. They can begin to explain the links between. Students are able to select, select sources of wisdom and authority. Students need support when analysing the significance and importance behind them and begin to apply exam skill. 	<ul style="list-style-type: none"> Students have a extensive knowledge of worldviews, belief and practices. They can confidently recall religious sources of authority and infer understanding to a good level. Here there is some evaluation. They know an extensive range of key vocabulary which they always use to show their thorough understanding. They can fully explain all of the key concepts covered in the curriculum and evaluate the importance of these concepts to people and places of worship and religious significance. They can explain the links between concepts and areas of study. Students are able to select, select sources of wisdom and authority. Students need support when analysing the significance and importance behind them. They can do this confidently. 	<ul style="list-style-type: none"> Students have exceptional knowledge of worldviews, belief and practices. They can recall and evaluate religious sources of authority and infer understanding to a very high level. They have an exceptional range of key religious and non-religious vocabulary and use it to show understanding. They can fully explain all of the key concepts in the curriculum and evaluate the importance of these. They can explore and justify the significance of links between concepts and areas of study as well as evaluate the significance and importance of arguments. Students are able to select, select sources of wisdom and authority. Students need support when analysing the significance and importance behind them. They can do this with confidence, and we can see synoptic links made.



FRENCH

Autumn Term

Vocabulary to introduce myself including age, birthday and my personality. Saying whether I have brothers/sisters. Different school subjects, the school day and telling the time. Revision of numbers. Giving my opinion of subjects.

Spring Term

Describing our teachers using adjectives. Using the negative. Describing school facilities. Learning about French schools. Revision and completion of progress tests. Sports and free time activities. Adverbs of frequency. Opinions on what we enjoy doing and why.

Summer Term

Opinions on what we enjoy doing and why The seasons. Places in a town or village. Describing where we go at the weekend. Activities in a town. Saying where we like to go in our town. Revision and completion of progress tests.

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has some knowledge and an emerging understanding of the key concepts.	A student working at this level is developing the knowledge as outlined in the Curriculum framework. They are developing the understanding of the key concepts however are not yet secure in these or in meeting end points assessments.	A student working at this levels is secure in the knowledge as outlined in the Curriculum framework. They have mastered the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a greater depth of understanding; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.
Curriculum Statement	Students are not yet secure in the basics of language learning through phonics and basic grammar. Pupils are starting to use key verbs in the present tense. Pupils have emerging communication skills through reading aloud, forming questions and discussing, describing, and giving opinions topics studied. There are frequent errors and sentences are short and repetitive which impedes communication.	Students are developing the basics of language learning through phonics and basic grammar. Pupils are improving their use of key verbs in the present tense. Pupils are continuing to develop their communication skills through reading aloud, forming questions and discussing, describing, and giving on topics studied. There are some lapses in accuracy and communication which impede understanding.	Students are secure in the basics of language learning through phonics and basic grammar. Pupils are secure in using key verbs in the present tense. Pupils are demonstrating competent communication skills through reading aloud, forming questions and discussing, describing, and giving opinions on topics studied. There are occasional lapses in communication and accuracy which impedes understanding .	Students have a solid understanding of the basics of language learning through phonics and basic grammar. Pupils are competent in using key in the present tense. Pupils are consistently able to communicate through reading aloud, forming questions and discussing, describing, and giving opinions on topics studied. There are rare lapses in communication and accuracy, however there may be errors in more complex language and grammatical structures.	Students have an excellent understanding of the language taught. Pupils are consistently competent in using key verbs present tense and apply these to independent learning. Pupils are able to communicate spontaneously in reading aloud, forming questions and discussing, describing, and justifying complex opinions on topics studied. There are no lapses in communication and accuracy, however there may be occasional errors in complex language and grammatical structures.



- Autumn Term**
- Our Amazing Earth
 - The earth's story
 - Our rocky world
 - Weathering and erosion
 - How soil works
 - Our Amazing Earth through skills

- Spring Term**
- Our Amazing World Provides Resources
 - Our world's natural resources
 - Our world's precious water, soil and oil
 - A sustainable future
 - Our Amazing World of Weather and Climate
 - Causes of weather
 - What causes rain?
 - Climates and micro-climates
 - Our changing climate

- Summer Term**
- Our Amazing World of Rivers
 - Drainage basin and features of a river
 - Rivers at work, erosion, transportation and deposition
 - Landforms of a river
 - OS Maps
 - River floods
 - Fieldwork around school

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has some knowledge and an emerging understanding of the key concepts.	A student working at this level is developing the knowledge as outlined in the Curriculum framework. They are developing the understanding of the key concepts however are not yet secure in these or in meeting end points assessments.	A student working at this levels is secure in the knowledge as outlined in the Curriculum framework. They have mastered the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a greater depth of understanding ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.
Curriculum Statement	<ul style="list-style-type: none"> • Students have a basic geographical knowledge of places and spaces within different geographical contexts. They sometimes recall key place specific details. • They know some key geographical vocabulary which they use occasionally to show their understanding. • They can explain a few of the key concepts covered in the curriculum but do not yet understand the importance of these concepts to people and places. • They need guidance when identifying the links between concepts and areas of study. • Students need support when selecting, constructing and analysing graphs and maps using geographical skills. 	<ul style="list-style-type: none"> • Students have a reasonable geographical knowledge of places and spaces within different geographical contexts. They can sometimes recall key place specific details. • They know a range of key geographical vocabulary which accurately used sometimes to show their understanding. • They can explain some of the key concepts covered in the curriculum and sometimes understand the importance of these concepts to people and places but development is poor. • They rarely identify the links between concepts and areas of study. • Students can often select and construct graphs and maps using geographical skills. Students need support when analysing these graphs and maps. 	<ul style="list-style-type: none"> • Students have a secure geographical knowledge of places and spaces within different geographical contexts. They can often recall key place specific details. • They know a range of key geographical vocabulary which they use regularly to show their understanding. • They can explain most of the key concepts covered in the curriculum and usually understand the importance of these concepts to people and places. • They sometimes can identify the links between concepts and areas of study. • Students are able to select, construct and analyse graphs and maps using appropriate geographical skills. 	<ul style="list-style-type: none"> • Students have an extensive geographical knowledge of places and spaces within different geographical contexts. They can regularly recall key place specific details. • They know a range of key geographical vocabulary which they consistently use to show their understanding. • They can explain all of the key concepts covered in the curriculum and understand the importance of these concepts to people and places. • They can often identify the links between concepts and areas of study. • Students are able to select, construct and analyse graphs and maps confidently using appropriate geographical skills. 	<ul style="list-style-type: none"> • Students have an exceptional geographical knowledge of places and spaces within different geographical contexts. They can recall and accurately select key place specific details. • They know a wide range of key geographical vocabulary which they use accurately. • They can fully explain key concepts in the curriculum and understand the importance of concepts to people and places. • They can confidently identify links between concepts and areas of study and explain links. • Students are able to select, construct and analyse graphs and maps accurately using appropriate geographical skills.



HISTORY

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has some knowledge and an emerging understanding of the key concepts.	A student working at this level is developing the knowledge as outlined in the Curriculum framework. They are developing the understanding of the key concepts however are not yet secure in these or in meeting end points assessments.	A student working at this levels is secure in the knowledge as outlined in the Curriculum framework. They have mastered the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a greater depth of understanding ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.
Curriculum Statement	<ul style="list-style-type: none"> Students have a basic historical knowledge of places and spaces within different historical contexts. They sometimes recall key place specific details. They know some key historical vocabulary which they use occasionally to show their understanding. They can explain a few of the key concepts covered in the curriculum but do not yet understand the importance of these concepts to people and places. They need guidance when identifying the links between concepts and areas of study. Students need support when selecting, constructing and analysing sources and using historical skills. 	<ul style="list-style-type: none"> Students have a reasonable historical knowledge of places and spaces within different historical contexts. They can sometimes recall key place specific details. They know a range of key historical vocabulary which accurately used sometimes to show their understanding. They can explain some of the key concepts covered in the curriculum and sometimes understand the importance of these concepts to people and places but development is poor. They rarely identify the links between concepts and areas of study. Students can often select from sources using historical skills. Students need support when analysing these sources. 	<ul style="list-style-type: none"> Students have a secure historical knowledge of places and spaces within different historical contexts. They can often recall key place specific details. They know a range of key historical vocabulary which they use regularly to show their understanding. They can explain most of the key concepts covered in the curriculum and usually understand the importance of these concepts to people and places. They sometimes can identify the links between concepts and areas of study. Students are able to select, construct and analyse sources using appropriate historical skills. 	<ul style="list-style-type: none"> Students have a extensive historical knowledge of places and spaces within different historical contexts. They can regularly recall key place specific details. They know a range of key historical vocabulary which they consistently use to show their understanding. They can explain all of the key concepts covered in the curriculum and understand the importance of these concepts to people and places. They can often identify the links between concepts and areas of study. Students are able to select, construct and analyse sources confidently using appropriate historical skills. 	<ul style="list-style-type: none"> Students have an exceptional historical knowledge of places and spaces within different historical contexts. They can recall and accurately select key place specific details. They know a wide range of key historical vocabulary which they use accurately. They can fully explain key concepts in the curriculum and understand the importance of concepts to people and places. They can confidently identify links between concepts and areas of study and explain links. Students are able to select, construct and analyse sources accurately using appropriate historical skills.

Autumn Term

- Neanderthals, Iron Age, Mesopotamians
- Early Britain: Romans, Saxons, Vikings and Norman Conquest

Spring Term

- Medieval World (Islamic Golden Age; medieval Africa; the Crusades; and medieval Japan)
- The Reformation (what the Reformation was; the impact of Henry VIII; how Edward made England protestant; was Mary 'bloody'?; and Elizabeth

Summer Term

- The English Civil War (causes, events, and a study of Oliver Cromwell)
- Manchester Migration (Romans; Flemish Weavers; Jews; Irish; Caribbean; and LGBT)



Autumn Term

Sequences, Algebraic Thinking and Equality and Equivalence

- Linear and non-linear sequences
- Function machines
- Substitution
- Generating sequences from a rule
- Solving one-step and two-step equations
- Collecting like terms

Place Value and Fraction, decimal and Percentage Equivalence

- Place value
- Range
- Median
- Rounding
- Fractions, decimal and percentage equivalence
- Interpreting pie charts

Application of Number

- Addition and subtraction of integers and decimals
- Perimeter of shapes
- Frequency trees
- Multiplying by powers of ten
- Multiplying and Dividing Integers and Decimals

Spring Term

Application of Number cont'd

- Factors and multiples
- Areas of triangles, rectangles and parallelograms
- Finding the mean
- Fractions and percentages of amounts
- Solving two-step equations
- Order of operations

Directed Number

- Ordering negative numbers
- Calculations with negative numbers
- Using negative numbers in previous topics learnt

Fractional Thinking

- Negative numbers
- Adding and subtracting fractions with common and different denominators
- Manipulate mixed numbers and improper fractions
- Adding and subtracting simple algebraic fractions

Lines and Angles

- Measuring and drawing lines and angles
- Properties of triangles, quadrilaterals and other polygons
- Drawing angles, given certain criteria (SSS, SAS, ASA)
- Drawing and interpreting pie charts

Summer Term

Geometric Reasoning

- Calculate angles at a point, on a straight line and vertically opposite angles.
- Calculate missing angles in triangles and quadrilaterals
- Angles in polygons

Developing Number Sense

- Use of mental methods for four operations for integers, decimals and fractions
- Using factors to simplify calculations
- Using estimation as a method for checking calculations

Sets and Probability

- Identify and represent sets and Venn diagrams
- Create and use sample spaces
- Calculate the probability of a single event

Prime Numbers and Proof

- Identify types of numbers, including prime, triangular, square and cube numbers
- Highest Common Factor (HCF) and Lowest Common Multiple (LCM)
- Prime factor decomposition
- Simple mathematical proofs

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has some knowledge and an emerging understanding of the key concepts.	A student working at this level is developing the knowledge as outlined in the Curriculum framework. They are developing the understanding of the key concepts however are not yet secure in these or in meeting end points assessments.	A student working at this levels is secure in the knowledge as outlined in the Curriculum framework. They have mastered the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a greater depth of understanding; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.
Curriculum Statement	<ul style="list-style-type: none"> • Students are beginning to use known facts to demonstrate their understanding of a mathematical process. • With teacher support, they can use methods to solve problems involving addition, subtraction, multiplication, and division. • Students sometimes contribute to class discussions and key information is sometimes visible in exercise books. • With help, they can identify strengths and areas of development from Progress Checks. 	<ul style="list-style-type: none"> • Students are developing strategies for problem-solving, such as drawing a diagram. Students can write a description of a mathematical process and can solve multi-step problems with guidance or scaffolding. • They are becoming more familiar and confident in working mathematically in everyday contexts. • When contributing to class discussions, they sometimes use correct mathematical terminology and can present their methods in a clear and logical sequence. • Students can identify strengths and areas of development from Progress Checks. 	<ul style="list-style-type: none"> • Students use a range of mathematical techniques, terminology, diagrams, and symbols consistently and accurately to communicate mathematical ideas. • Students use all relevant information to inform conclusions within a problem and can interpret solutions in the context of the given problem, ensuring an answer is sensible. • Students contribute methods in class discussions and show working out in clear methodical steps. • They can identify strengths and areas of development from Progress Checks, and with guidance, can react to feedback. • They get many questions correct but may make occasional errors. 	<ul style="list-style-type: none"> • Students are secure in using strategies to solve problems and can make connections between different areas of mathematics. • They can interpret complex questions, identifying the mathematical processes required to solve a problem. • They use alternative methods to check a solution is accurate. • During class discussions, students can contribute and analyse different methods. They show clear methodical steps in written work and can make algebraic generalisations. • They can react to feedback from Progress Checks and work on their areas for development independently. 	<ul style="list-style-type: none"> • Students make and use connections, which may not be immediately obvious, between different parts of mathematics. • They can use strategies to solve complex problems by identifying the mathematical processes required. • They are able to attempt problems beyond the curriculum. • During class discussions, students evaluate different methods and pose further questions. • Their classwork demonstrates their passion for the subject, not only in lesson, but is extended at home using revision materials. • They can react to feedback from Progress Checks and continue to extend their learning independently. • Their mental arithmetic is sharp, and they have a natural flair for the subject.



MUSIC

Autumn Term

- Understand the elements of music, such as pitch, dynamics, tempo, texture and timbre
- Understand what a melody is
- Know how to play notes on the treble clef on keyboards
- Know what fingers to use when playing on the keyboards
- Understand how to read the notes of the treble clef
- Understand how to read basic notation
- Understand various genres of music that were home grown in the north, covering modern indie, brit pop, brass bands, the Beatles, northern soul, and Madchester music in context
- Understand how to sing safely, accurately and with confidence
- Understand how to read chords on the treble clef
- Understand different musical textures
- Understand how to compose on different instruments

Spring Term

- Understand the families and instruments of the orchestra
- Understand how to play various classical pieces on the keyboard
- Understand instrumental playing techniques
- Understand how classical music developed through the ages, by understanding an overview of Britten, Pachelbel, Mozart, Samuel Coleridge-Taylor and Errollyn Wallen
- Understand different types of songs in musicals
- Understand the type of orchestra in musicals
- Understand how to develop key singing techniques
- Understand different types of musicals
- Understand how to set up and use Logic Pro to compose
- Understand how to compose and develop a chord sequence
- Understand how to compose an effective melody to a chord sequence
- Understand how to write lyrics

Summer Term

- Understand in context different types of music around the world, covering Indian, Japanese Taiko, Indonesian Gamelan and African Drumming and singing
- Understand the cultural factors that influenced the development of different world music
- Understand how to perform various types of world music, vocally and on piano and drums
- Understand how to recognise different world music instruments
- Understand how modern technology has played a role in the development of world music
- Understand what the 12 Bar Blues is and how to play the chord progression
- Understand the history of various genres of music that stem from the Blues, including Blues, Jazz, Rock n Roll, Soul, Funk and RnB
- Understand what a walking bass line is and how to play one
- Understand how to read the notes of the bass clef
- Understand what improvising is and how to improvise using the notes of the Blues scale

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has some knowledge and an emerging understanding of the key concepts.	A student working at this level is developing the knowledge as outlined in the Curriculum framework. They are developing the understanding of the key concepts however are not yet secure in these or in meeting end points assessments.	A student working at this levels is secure in the knowledge as outlined in the Curriculum framework. They have mastered the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a greater depth of understanding; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.
Curriculum Statement	Students are beginning to demonstrate key composition and performance skills within their practical work with teacher support and scaffolded tasks. Students at this level are starting to remember some of the key content in the Year 7 curriculum, but lack the understanding and confidence to discuss these within their learning. Students are able to perform and compose short pieces of music. Students are able to listen to and comment on music.	Students are beginning to demonstrate key composition and performance skills within their practical work. Students take part in peer and whole class discussions to support their learning. Students at this level have remembered and understood some of the key content in the Year 7 curriculum, supported by teacher prompts. They are developing the use of key dance vocabulary in order to discuss their practical work. Students are beginning to develop a sense of performance, composition and listening skills.	Students are able to consistently demonstrate key composition and performance skills within their practical work. Students are able to discuss these skills confidently in their working groups and whole class discussions. Students at this level have remembered and understood most of the key content in the Year 7 curriculum. They can explain most ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently through appropriate performance, composition and listening and analytical skills.	Students are able to consistently and confidently demonstrate key and sophisticated composition and performance skills within their practical work. Students are able to discuss these skills confidently in their working groups and whole class discussions. Students will employ a leadership role within their working groups. Students at this level have remembered and understood all of the key content in the Year 7 curriculum. They can explain all of their ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently through consistently high level performance, composition and listening and analytical skills.	Students are able to consistently and confidently demonstrate key and sophisticated composition and performance skills within their practical work with creativity and flair. Students initiate creative ideas and discussion in their working groups and whole class discussions. Students will employ a leadership role within their working groups. Students at this level have remembered and understood all of the key content in the Year 7 curriculum and consistently make links within their learning and apply recall techniques to enhance their work. They can explain all of their ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently and creatively through consistently high level performance, composition and listening and analytical skills.



PE

Autumn Term
Physical skills, rules and fair play, warm ups: Students will acquire and/or develop skills in isolation, conditioned practices and competitive situations in a range of physical activities (rugby, football, basketball, netball, badminton, table tennis, hockey, gymnastics, health related fitness)

Spring Term
Physical skills, rules and fair play, warm ups: Students will acquire and/or develop skills in isolation, conditioned practices and competitive situations in a range of physical activities (rugby, football, basketball, netball, badminton, table tennis, hockey, gymnastics, health related fitness, trampolining, handball and striking and fielding)

Summer Term
Physical skills, rules and fair play, warm ups: Students will acquire and/or develop skills in isolation, conditioned practices and competitive situations in a range of physical activities (rugby, football, basketball, netball, badminton, table tennis, hockey, gymnastics, health related fitness, trampolining, handball and striking and fielding, athletics, track and field)

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has some knowledge and an emerging understanding of the key concepts.	A student working at this level is developing the knowledge as outlined in the Curriculum framework. They are developing the understanding of the key concepts however are not yet secure in these or in meeting end points assessments.	A student working at this levels is secure in the knowledge as outlined in the Curriculum framework. They have mastered the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a greater depth of understanding; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.
Curriculum Statement	Students begin to perform basic physical skills safely. Students remember some teaching points of basic techniques, but are not yet able to perform with control. They can briefly describe basic rules and scoring methods. Students have limited knowledge & understanding of fitness and training methods. They are aware of different thinking skills but do not yet apply these to their performance.	Students begin to perform basic physical skills with control and begin to use teaching points to develop their techniques. They begin to demonstrate basic leadership skills during warm-ups. Students can describe and follow some basic rules and scoring methods. Students have some knowledge & understanding of fitness and training methods. They are aware of and apply some thinking skills including basic strategies and tactics.	Students perform basic physical skills with some accuracy and control and begin to refine their technique using teaching points. They begin to demonstrate some leadership skills during warm-ups and tasks. Students can describe and follow most rules and scoring methods. Students have good knowledge & understanding of fitness and training methods. They are starting to apply different thinking skills including basic strategies, tactics.	Students perform physical skills with accuracy and control and refine their technique using teaching points. They demonstrate some leadership skills during warm-ups, tasks or competitive situations. Students can describe and consistently follow rules and scoring methods. Students have very good knowledge & understanding of fitness and training methods and begin to understand how this can impact performance. They apply some thinking skills including basic strategies, tactics and outwitting their opponents.	Students select and apply physical skills with accuracy, control and fluency. They can also perform some advanced skills with some accuracy. They demonstrate good leadership skills during warm-ups, tasks or competitive situations. Students can describe and follow complex rules and scoring methods. Students have sound knowledge & understanding of fitness and training methods in order to improve performance. They apply thinking skills such as strategies, tactics and outwitting their opponents based on their own strengths and their opponents weaknesses.



SCIENCE

Autumn Term

- Practical skills and writing scientifically
- Variables and scientific methods
- Presenting data scientifically
- Elements, compounds and mixtures
- Using the Periodic table
- Group 1
- Chemical reactions and their equations
- Atomic structure
- Reactivity of metals

Spring Term

- Modelling cells
- Parts of a cell
- Microscopy
- Specialised cells
- Reproduction
- Adolescence
- Menstruation
- Circuits and components
- Series and parallel circuits
- Measuring and calculating current, voltage and resistance
- Magnetism and electromagnetism

Summer Term

- States of matter
- Melting
- Boiling
- Solutions and solubility
- Separating techniques – filtration, evaporation, chromatography, distillation
- Photosynthesis
- Plants and their organs e.g. leaves
- Food chains and webs
- Predator prey relationships
- Ecosystems
- Reproduction in plants

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Curriculum Statement	Students are beginning to think about asking scientific questions of their own but not yet able to relate this to investigation planning. With teacher support and a step by step method to follow students can carry out simple scientific investigations and they can collect some data with appropriate guidance. Students are starting to remember some of the key content explored in the curriculum, they can describe some basic scientific ideas such as the difference between elements and compounds, but are not yet able to use their understanding to explain their observations.	Students are beginning to ask scientific questions of their own but not yet able to relate this to investigation planning. They can collect results carefully in a table and with teacher guidance they can present that data appropriately. They are developing scientific knowledge from the key content covered and can use some scientific terms correctly. Their explanations of scientific processes are not always complete.	Students are asking scientific questions and, with guidance, can plan and carry out investigations safely but do not always understand whether results are valid. They can present information in a variety of formats and draw conclusions based on scientific knowledge Students at this level have remembered and understood most of key content from the curriculum. They can explain most ideas using key vocabulary and can make predictions about what they expect to happen in scientific investigations.	Students are consistently able to; form scientific questions of their own, plan valid and workable scientific investigations, obtain accurate data and record this in a table, plot a line graph and draw a line of best fit and identify patterns in data. Students at this level have remembered and understood the vast majority of the content and concepts explored in the curriculum. They can apply their understanding to new situations and make predictions. Students can write detailed and comprehensive explanations.	Students are able to plan and carry out scientific investigations independently. They can analyse and evaluate data in a range of formats. Students know and understand all of the curriculum at a greater depth and can confidently apply this knowledge in both familiar and unfamiliar situations. Students explain their ideas well using complex scientific vocabulary.



SPANISH

Autumn Term	Vocabulary to introduce myself including my age, birthday and personality. Learning how to say whether I have brothers/sisters. Different hobbies and activities including sports. Giving opinions and reasons. Time phrases and connectives.		Spring Term	Vocabulary on school facilities and descriptions of them. Different break activities and using time phrases with them. Revision of all topics. Completion of reading and listening progress tests.	
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Generic Rubric	A student working at this level has some knowledge and an emerging understanding of the key concepts.	A student working at this level is developing the knowledge as outlined in the Curriculum framework. They are developing the understanding of the key concepts however are not yet secure in these or in meeting end points assessments.	A student working at this levels is secure in the knowledge as outlined in the Curriculum framework. They have mastered the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a greater depth of understanding ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.
Curriculum Statement	Students are not yet secure in the basics of language learning through phonics and basic grammar. Pupils are starting to use key verbs in the present tense. Pupils have emerging communication skills through reading aloud, forming questions and discussing, describing, and giving opinions topics studied. There are frequent errors and sentences are short and repetitive which impedes communication.	Students are developing the basics of language learning through phonics and basic grammar. Pupils are improving their use of key verbs in the present tense. Pupils are continuing to develop their communication skills through reading aloud, forming questions and discussing, describing, and giving on topics studied. There are some lapses in accuracy and communication which impede understanding.	Students are secure in the basics of language learning through phonics and basic grammar. Pupils are secure in using key verbs in the present tense. Pupils are demonstrating competent communication skills through reading aloud, forming questions and discussing, describing, and giving opinions on topics studied. There are occasional lapses in communication and accuracy which impedes understanding .	Students have a solid understanding of the basics of language learning through phonics and basic grammar. Pupils are competent in using key in the present tense. Pupils are consistently able to communicate through reading aloud, forming questions and discussing, describing, and giving opinions on topics studied. There are rare lapses in communication and accuracy, however there may be errors in more complex language and grammatical structures.	Students have an excellent understanding of the language taught. Pupils are consistently competent in using key verbs present tense and apply these to independent learning. Pupils are able to communicate spontaneously in reading aloud, forming questions and discussing, describing, and justifying complex opinions on topics studied. There are no lapses in communication and accuracy, however there may be occasional errors in complex language and grammatical structures.



TEXTILES

- Knowledge**
- Health and Safety
 - Design process
 - Task and specification analysis
 - Independent research
 - Sampling a range of possible techniques
 - Manufacture process
 - Develop skills using specialist tools, techniques, processes and equipment

- Key Skills**
- Design and development, shading, and rendering
 - Setting up to sew
 - Working with electrical and hand tools; sewing machine, irons, needles
 - Developing decorative techniques; applique, tie-dye, fabric pens and transfer print
 - Carrying out construction techniques; seams, hems and patch work
 - Applying quality control checks to their practical

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Curriculum Statement	<ul style="list-style-type: none"> • Students are able to recognise where materials originate and with guidance some key aspects of processes into a usable stock forms. • With guidance Students are able to identify a limited characteristics of materials. • Students can identify some sustainability issue. • With guidance Students use a range of materials and equipment safely in a workshop during the manufacture of products. • With guidance Students are able to generate design ideas using some basic design and communication principles. • With guidance Students can identify some areas of strength and development for design or practical work. • Students can explain a limited number of key vocabulary and apply them appropriately throughout some aspects of design and technology. 	<ul style="list-style-type: none"> • Students are able to recognise where materials originate and some key processes into a usable stock forms. • Students are able to identify limited characteristics of materials. • Students can identify some sustainability issues surrounding the consumption of specific materials. • With guidance Students select and use a range of materials and equipment safely in a workshop during the manufacture of products. • With guidance Students are able to generate design ideas using key design and communication principles. • Students can identify some key areas for strength and development for a design or practical piece of work. • Students can explain some key vocabulary and apply them appropriately throughout all aspects of design and technology. 	<ul style="list-style-type: none"> • Students are able to recognise where materials originate and are processed into a usable stock forms. • Students are able to identify some characteristics of materials. • Students can identify some sustainability issues surrounding the consumption of specific materials, as well as their impact upon society and the environment. • Students select and use a range of materials and equipment safely in a workshop during the manufacture of products. • Students are able to generate design ideas using key design and communication principles. • Students can identify key areas for improvements and key concepts demonstrated in a range of contexts to inform effective evaluation. • Students can explain most key vocabulary and apply them appropriately throughout all aspects of design and technology. 	<ul style="list-style-type: none"> • Students are able to recognise where materials originate and explain with examples processes used to convert materials into a usable stock form. • Students are able to identify and justify material selection and characteristics. • Students can identify and explain sustainability issues surrounding the consumption of specific materials, as well as their impact upon society and the environment. • Students confidently select and use a range of materials and equipment safely in a workshop during the manufacture of products. • Students are able to confidently and accurately generate design ideas using key design and communication principles. • Students can identify and explain areas for improvement. • Students can identify and explain areas for improvement. • Students can explain all key vocabulary and apply them appropriately throughout all aspects of design and technology. 	<ul style="list-style-type: none"> • Students are able to recognise where materials originate and explain with examples processes used to convert materials into a usable stock form and link this to social and moral issues. • Students are able to justify how the characteristics of most materials have informed design and manufacture. • Students can discuss with confidence sustainability issues surrounding the consumption of specific materials, as well as their impact upon society and the environment. • Students skilfully select and use a range of materials and equipment proficiently in a workshop during the manufacture of products. • Students are able to precisely generate ideas using a specific set of criteria to create a refined outcome. • Students can justify successful outcomes with a piece of work whilst exploring development opportunities. • Students can explain and justify most key vocabulary and apply them appropriately throughout all aspects of design and technology.