



UFFCULME SCHOOL

Year 7
Curriculum
and
Assessment
Information

Introduction

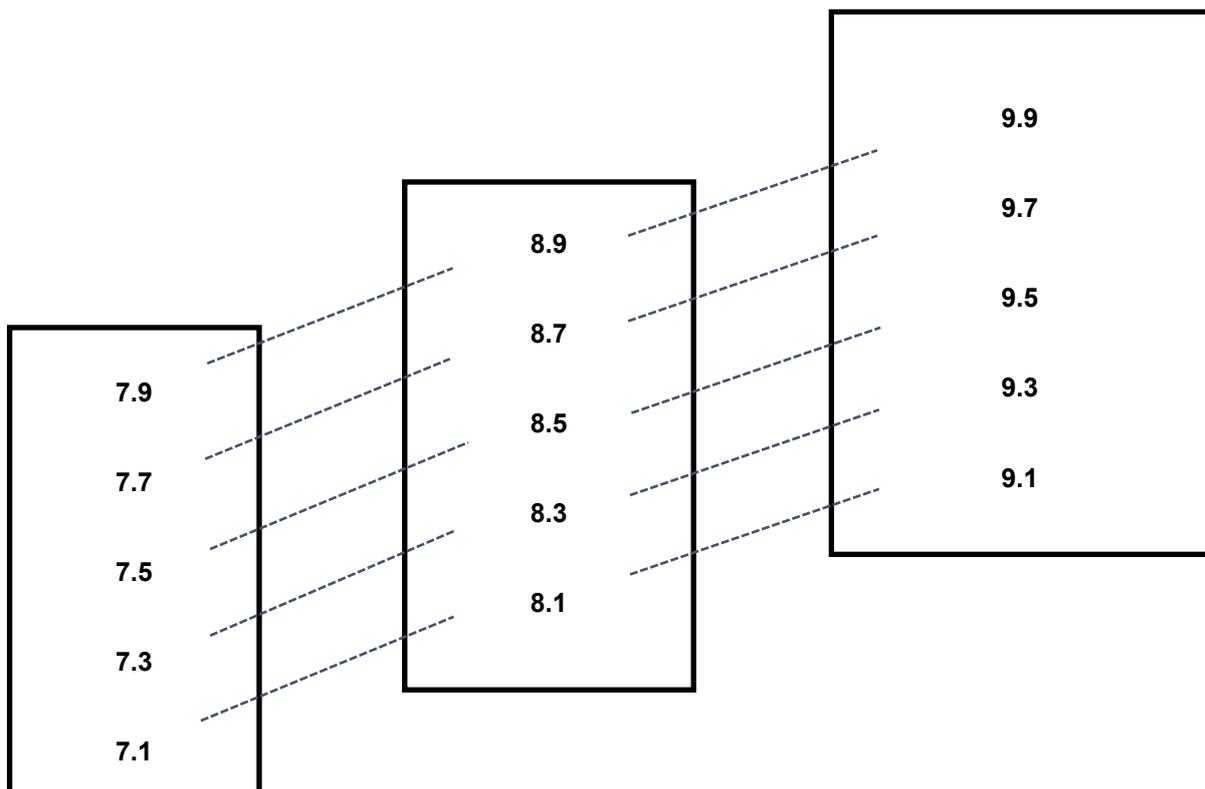
During Key Stage 3 (Years 7, 8 and 9) students study 13 subjects that provide them with a secure grounding in each subject and equip them with the key knowledge and skills to be successful in their GCSE qualifications.

The Key Stage is divided into three yearly blocks each with its own set of knowledge and skills that students need to master. The more fully they master this learning, the better their preparation for the following year's work and the better equipped they will be for Key Stage 4 when they start their exam courses.

As students' progress through Key Stage 3 they are assessed according to how well they have 'mastered' each subject's learning for the year. In Year 7 students are graded from 7.1 up to 7.9, where 7.9 indicates a totally mastery of the year's work. Reports through the year provide information about the grade the student is expected to achieve at the end of Year 7.

In Year 8, students are graded from 8.1 to 8.9 and in Year 9 students are graded from 9.1 up to 9.9. Each year the grading reflects how secure they are in the knowledge and skills for that year's work.

Most students will tend to follow a 'flat path' as they move through the Key Stage – in other words a student achieving a 7.6 in Year 7 will typically achieve 8.6 in Year 8 and 9.6 in Year 9. This does NOT mean that the student is standing still in their learning – indeed as the level of challenge increases year-on-year this would indicate that the student is consistently stepping up and keeping pace with the new learning that is being covered.



However, progress is rarely exactly linear and parents should not be concerned if at one reporting point there is a slight drop in the grade. Such a drop would just indicate that the student has found that part of the course more challenging and that they therefore may need a bit more help and support to understand the work at that time. Teachers will be closely monitoring the progress of students and if this should occur, will intervene in lessons to help them quickly get back on track.

At the end of Year 9 students will sit their End of Key Stage 3 Assessments in English, Maths and Science. The information from these assessments will provide the basis for setting the targets for their KS4 courses. These expectations will be communicated with parents at the start of Year 10 as the students commence their exam courses.

Year 7 English Curriculum

During Year 7 students study 4 Reading and Writing topic areas that start to develop the skills and knowledge that underpin the GCSE courses in English Language and English Literature. Students are assessed under 6 Assessment Objectives (AOs) that link to the key skill areas that they must master for GCSE.

- AO1** – Read, understand and respond to texts to maintain a critical style, develop an informed personal response, identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts, using textual evidence quotation to illustrate interpretations.
- AO2** – Explain, comment on and analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3** – Compare writers' ideas and perspectives and how these are conveyed across different texts and the contexts in which they were written.
- AO5a** – Communicate clearly, effectively and imaginatively, selecting appropriate tone, style and register for different forms, purposes and audiences.
- AO5b** – Organise information and ideas, using structural and grammatical features to support coherence and cohesion in texts.
- AO6** – Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Each of the units studied during Year 7 has a key Assessment Objective (**AO**) that provides the focus for the unit:

Year 7 Creative Writing

Key Assessment Objectives for this unit is AO5a – Plan and write an imaginative suspense story / suspense story opening, which uses a range of techniques to hook the reader.

Year 7 Novel Study

Key Assessment Objective for this unit is AO1 – Read, understand and respond to a novel, using textual evidence and quotations to support personal response to characters.

Year 7 Non-Fiction Writing

Key Assessment Objectives for this unit are –

- **AO5a** – Write persuasively, using a range of stylistic features, to discuss a topic and express a viewpoint.
- **AO5b** – Organise paragraphs effectively, using appropriate connectives and structural features.

Year 7 Poetry: 19th Century Ballads

Key Assessment Objective for this unit is AO1 – Read and respond to a challenging 19th century text, to explore the effects of imagery, using textual evidence and quotation to illustrate interpretations.

Alongside our main curriculum, all Year 7 pupils follow the ‘Accelerated Reader’ programme which is a personalised wider reading programme. It allows pupils to choose books suitable for their age and ability following which they tackle online quizzes to show their understanding.

The programme analyses their responses to suggest their next book level and allows them to ‘accelerate’ their progress in reading comprehension. We encourage pupils to sustain their wider reading through incentives, prizes and inter-group ‘Accelerated Reader’ competition throughout the year.

Year 7 will also have weekly literacy focused lessons which build upon their Year 5 & 6 literacy skills work. These key skills are taught alongside our reading and writing topic areas.

YEAR 7 READING SKILLS GRID

SKILLS (linked to Assessment Obj)	Grade 7.1	Grade 7.2/7.3 – Improving	Grade 7.4/7.5 – Secure	Grade 7.6/7.7 – Confident	Grade 7.8/7.9 – Crafted and Controlled
<p>AO1 I use quotations from texts to support my ideas.</p>	<p>With help, I can highlight bits from the text. Sometimes I can copy these into my book.</p>	<p>I am able to copy relevant bits from texts, but sometimes I forget to put quotation marks around them. Sometimes I copy out really long bits so it's difficult to work out what I mean.</p>	<p>I pick short, relevant quotations to back up my ideas.</p>	<p>The quotations I choose are always the best ones from the text to prove the point I am making. These are often embedded in my sentences.</p>	<p>I embed quotations to help the reader follow my argument.</p>
<p>AO2 I can refer to quotations to analyse and explore language and structure.</p>	<p>With help, I can talk about obvious things in the text, such as who are the bad characters and what they have done wrong.</p>	<p>Sometimes I refer to the quotations I have copied, but other times I just say what the piece is about.</p>	<p>I refer to quotations from texts and say why some language and structural features are used. I use single word analysis and can sometimes refer to terminology. I write at least 2-3 sentences about each quotation.</p>	<p>I am easily able to write a lot about a little – writing at least 4 sentences about my chosen quotations, using single word and analysis and referring to the structure of the piece as well as the language in my quotation. I can use a wide range of terminology accurately.</p>	<p>I use terminology as a natural part of my analysis. I explore original and personal responses to language and structural choices.</p>
<p>AO2 I can write about how language and structure influences me as the reader.</p>	<p>When questioned, I can sometimes show understanding of text and how I feel about them.</p>	<p>Sometimes I am able to write about how certain words used by the writer make me feel.</p>	<p>I can write about how these choices in language and structure influence me as a reader.</p>	<p>I am able to say how the writers' choices influence me, but also to write about alternative connotations and alternative interpretations of the text.</p>	<p>My analysis is both personal and sophisticated. I write fluently about other possible interpretations and meanings.</p>
<p>AO2 I can write about why the writer may have written the text as they did and evaluate its effect and impact on me the reader.</p>	<p>With help, I can sometimes think about why the text is good and what I might do to make it even better.</p>	<p>Sometimes I am able to explain what the writer was trying to get across in the piece.</p>	<p>I show that I understand about the issues and messages in the text and what I think of these.</p>	<p>I am able to explore the issues and messages in the text and how successful the writer has been at putting these across to the reader.</p>	<p>I reflect deeply on the writers' intent and influences and evaluate the impact on myself as a modern reader.</p>
<p>AO3 I can write about how the time and place influences how the piece was written and what people thought of it.</p>	<p>With help, I can sometimes think about what was going on at the time the piece was written.</p>	<p>Sometimes I am able to use some of the things we have learnt in class to write about what it must have been like when the piece was written.</p>	<p>I can show that I understand what was happening at the time the piece was written and how people [and I] might respond to it differently now.</p>	<p>I am able to weave information about when and why a text was written into my analysis instead of just bolting it on to the end.</p>	<p>My wider reading helps me to evaluate how the time in which the piece was written influences both its publication and its reception.</p>
<p>AO3 I am able to compare texts.</p>	<p>With help I can sometimes think about how different bits of writing can be about the same thing.</p>	<p>Sometimes I am able to write about more than one text in the same essay, but sometimes I forget to use quotations or compare them.</p>	<p>I can take quotations from two texts and write about how they are similar and different using connectives such as 'in comparison' and 'similarly'.</p>	<p>I can compare the language structure and impact of quotations from two or more texts, sometimes within paragraphs, using connectives to help guide my reader.</p>	<p>My comparative paragraphs are fluent and show both depth and breadth of knowledge of both texts studied.</p>

YEAR 7 WRITING SKILLS GRID

SKILLS (linked to Assessment Obj)	Grade 7.1	Grade 7.2/7.3 – Improving	Grade 7.4/7.5 – Secure	Grade 7.6/7.7 – Confident	Grade 7.8/7.9 – Crafted and Controlled
AO5a I write with imagination and thought and write for purpose and reader in the correct form .	With help, I am able to write down my own ideas.	Part of my writing is in the correct form and with an awareness of who it is for and what it should look like.	I make it obvious that I am writing in the correct form, targeting the correct audience and using features of the chosen form.	My writing is interesting to read. I use features of the set writing form in my own writing and I engage my reader through my choice of topic and tone.	My writing is flawless, and always shows a complete understanding and engagement with the task and topic.
AO5a I select the best and most powerful vocabulary .	With help, I can choose the right words to use.	Some of the words I use are the right ones for the task, but sometimes I use slang when I shouldn't and it sounds like I am talking.	The words I choose are nearly always carefully chosen for the task, purpose and audience. I can use a thesaurus.	I use a wide and always relevant vocabulary. I do not over-use a thesaurus to make my writing 'flowery' [unless I am trying to deliberately for effect].	My vocabulary is flawlessly chosen and pieces are never over-written.
AO5a I am able to write my own piece based on another text.	With help, I am sometimes able to make my writing look like other pieces that the teacher has shown me.	I am able to take some ideas from what we have been studying to help me with my own writing – especially what it should look like.	I can synthesise features of and ideas from a text in my own writing.	I am able to borrow ideas from other texts in order to make mine more realistic. I am also able to evaluate what is good and bad about a text so that my own piece is even better.	It is obvious that I read widely and I enjoy mimicking other texts, sometimes even improving upon them!
AO5b I arrange my writing so that it flows in the best order, making sure paragraphs work effectively	With help, I am sometimes able to write more than one sentence, one after the other, on the same topic.	Sometimes I forget to use paragraphs, but my writing mostly has a beginning, middle and an end.	Writing is paragraphed and in a logical order and I often use connectives accurately.	My writing is obviously planned thoroughly with a definite strong opening and ending. It is accurately paragraphed and I use connectives to help guide my reader.	My work is well planned and my use of connectives helps it to flow to maintain interest. I use paragraphs deliberately for effect.
AO6 I use the correct spellings .	Sometimes I spell short, simple words correctly.	Most of the time, I spell short, one syllable and common words correctly. I do still make mistakes with homophones.	Commonly used words are spelt correctly all the time. I don't make many mistakes with common homophones.	Spelling, including words that are not commonly used, is nearly always accurate and work is carefully checked-through and edited.	There are no mistakes in my spellings. Even of highly complex words and homophones.

Year 7 Maths – Curriculum

The Year 7 curriculum has been developed to provide students with a strong grounding in the key knowledge and skills that they will need to be successful not only in their GCSE course but also in later life – in further and higher education and employment.

The scheme of learning;

- Has number at the heart of it. A large proportion of time in Year 7 is spent reinforcing number to build competency. Key number skills are then fed through the rest of the scheme so that students become more and more fluent.
- Extends higher attaining students by providing challenges to deepen their understanding rather than having them simply rush onto the next topic.
- Provides students with the opportunity to work together as a whole group as they progress through the curriculum.
- Provides plenty of time to build reasoning and problem solving elements into the curriculum.

Over the course of Year 7 students will study 18 units of work. Sample units include:

Number: Fractions 1

- Compare and order fractions; use the symbols =, \neq , $<$, $>$, \leq , \geq
- Convert between mixed numbers and improper fractions.
- Simplify fractions.
- Convert between fractions and decimals. Tenths, hundredths, thousandths. Associating a fraction with division to convert any fraction to a decimal.
- Use the concepts and vocabulary of multiples and lowest common multiple (LCM).
- Add and subtract any fraction. Fractions with the same denominator. Fractions with a denominator that is a multiple of the other. Fractions with different denominators.
- Find a fraction of an amount..

Algebra 1

- Introduction to algebra.
- Understand that a letter represents a variable.
- Understand the difference between an expression, equation, formula, term, function and identity.
- Form expressions from situations describes in words.

Research shows that simple memorisation of key facts and procedures tends to result in students having a superficial understanding of each topic which can easily be forgotten. The Maths course has therefore been designed to help students develop a deep and secure understanding (or 'mastery') of each area. A good indication of when a student has mastered content is when they can deal with questions that link multiple topics together. For example:

- Fractions with area, perimeter, collecting like terms, solving equations....
- Algebra with angles, area, perimeter, statistics...

Year 7 Maths – Assessment

Throughout Key Stage 3 (Years 7 – 9) students will be assessed in 6 areas of mathematics:

- Number
- Ratio and Proportion
- Algebra
- Geometry
- Statistics
- Probability

In addition to this, two other skill areas are considered:

- How effectively students can explain and communicate their understanding – this includes their written methods and workings.
- Students' ability to solve problems by looking at the information available and then planning a strategy to gather more data (if needed) and then to work their way towards the solution.

In addition to their classwork and regular homeworks, students also complete termly assessments on the topics covered in the term (as well as the learning completed in previous years). An overall grading is then given from 7.1-7.9 based on how well students have 'mastered' all of the topics covered and the skills they have demonstrated in problem-solving and communication.

There are two versions of the assessment:

- Paper A: Support for lower attaining students.
- Paper B: For the core with appropriate challenge.

These assessments are used to help identify gaps in students' learning & knowledge and to support teachers in planning appropriate support and intervention as required.

In addition to these general assessments students will also undertake regular numeracy assessments through Years 7 to 10 to help support their understanding and retention of the key number skills that underpin their ability other areas of the Maths and wider school curriculum.

Year 7 Science – Curriculum

In Year 7 pupils are taught 6 units that introduce them to the three areas of Biology, Chemistry and Physics. The 6 units are:

Particles and Solutions

This topic includes work on

- solids, liquids and gases
- particle model
- changes of state
- diffusion
- pure substances
- mixtures and separating mixtures

The Periodic Table and Simple Chemical Reactions

This topic includes work on

- elements
- the periodic table
- chemical reactions
- acids and alkalis
- the pH scale
- acid reactions

Cells, Digestion and Animal Reproduction

This topic includes work on

- animal cells and organisation
- digestive system and diet
- animal reproduction.

Energy

This topic includes work on

- energy forms
- transformation
- energy efficiency
- comparing and calculating energy
- energy sources and thermal energy.

Ecology and Plants

This topic includes work on

- plant cells
- photosynthesis
- plant reproduction
- environment and interdependence.

Waves

This topic includes work on

- sound and hearing
- light and colour
- properties of waves and applications of waves.

Year 7 Science – Assessment

Assessment is through a combination of written assessments at the end of units, classwork, homework and skills based assessments.

Grade	Descriptor	Examples
7.1-7.2	<p>Pupils use their knowledge to recognise and describe scientific ideas.</p> <p>With help they can identify how to make an experiment a fair test and write down results or observations clearly.</p>	<ul style="list-style-type: none"> • In Biology pupils can name and identify the major parts of cells. • In Chemistry pupils can identify examples of solids, liquids and gases and identify physical and chemical changes. • In Physics pupils can describe different forms of energy and recall some uses of ultrasound.
7.3-7.4	<p>Pupils use their scientific knowledge to link cause and effect in a selection of observations.</p> <p>They can independently identify control variables in experiments and identify patterns in tables and graphs.</p>	<ul style="list-style-type: none"> • In Biology pupils can link observations to describe how a lack of water or light affects plant growth and the ways in which leaves are adapted to photosynthesis. • In Chemistry they can describe processes such as evaporation and condensation. • In Physics they can use ideas about reflection to describe how we can see objects.
7.5-7.6	<p>Pupils use their knowledge and understanding to describe and explain some scientific processes.</p> <p>They can identify independent and dependent variables in experiments, tabulate results with clear headings, draw clear graphs with correctly labelled axes and link conclusions to scientific knowledge.</p>	<ul style="list-style-type: none"> • In Biology pupils use food chains and food webs to describe the feeding relationships and energy transfer between plants and animals in a habitat. • In Chemistry they can describe and explain the process of neutralisation. • In Physics they can describe and explain why the speed of sound is different in different materials.
7.7-7.8	<p>Pupils describe processes and phenomena using abstract ideas applying and using knowledge in unfamiliar contexts.</p> <p>They identify all variables in experiments and suggest which variables are the most important to control. Results are clearly presented with outliers identified and mean values calculated. Graphs include clear lines of best fit and conclusions are linked clearly to scientific knowledge.</p>	<ul style="list-style-type: none"> • In Biology they can recall the structure and function of plant and animal cells and apply this knowledge to scientific processes. They can explain why different organisms are found in different habitats because of environmental factors. • In Chemistry they can describe diffusion and apply their knowledge of acid reactions to predict the products in reactions. • In Physics they can explain conduction and convection and interpret oscilloscope traces of sound.
7.9	<p>Pupils describe a wide range of processes and phenomena relating to Science, using abstract ideas, quantitative methods, appropriate terminology and sequencing a number of points.</p> <p>They state why variables are important to control in experiments, record results to an appropriate degree of accuracy as well as including range bars on graphs. Calculations linked to scientific knowledge are used in conclusions and problems associated with the results or method are suggested.</p>	<ul style="list-style-type: none"> • In Biology pupils can explain the processes of photosynthesis and explain the limiting factors. • In Chemistry pupils can interpret and explain cooling curve graphs and use symbol equations for acid reactions. • In Physics pupils can quantitatively interpret Sankey diagrams and rearrange equations with appropriate units.

Year 7 Art & Design – Curriculum

During Art lessons in Year 7 students are introduced to a wide variety of skills and techniques by considering the work of different artists.

The aim of the first part of the year is to assist the students in their Art appreciation and to encourage them to build new techniques, or build upon existing skills. Time is taken at the start of the year to encourage experimentation and participation, whilst also developing key skills to assist with developing a body of work.

The students work on an Induction Project throughout the Autumn and Spring Terms to develop their skills in different techniques. These skills link in with the Assessment Objectives (AOs) used throughout Key Stages 3 and 4 of:

- investigation,
- experimentation,
- recording and
- personal responses.

Later in the year the students are introduced to the Visual Elements of the course through the project: “The Visual Elements” which explores Line, Shape, Colour, Pattern, Form, Tone and Texture.

We use the Visual Elements as a vehicle to develop their understanding of the language of Art and to develop many of the key skills. Emphasis is placed upon **Line** through drawing as a means of recording in a variety of media. **Colour** and **Pattern** are also used through different paint techniques and printing. Students investigate **Form, Shape** and **Texture** with clay and at the end of the project students have more of an understanding of the range and scope of artistic techniques.

The final term gives the students the opportunity to combine the skills developed throughout the year. Students will be expected to be more selective and independent and have more understanding of the properties of materials. By this stage the students should have gained more confidence and be able to organise their work into a sketchbook that documents their learning.

Year 7 develops the building blocks for the Art and Design curriculum. Those who are less confident will have found a material that they enjoy and understand how to design effectively. Other students will have a firm grounding to build upon throughout their time at Uffculme.

Year 7 Art – Assessment

Grade	Descriptors
7.1-7.2	<ul style="list-style-type: none"> • An ability to collect basic information about an artist and their work. • A range of materials can be used, but more control may be needed. • A developing ability to draw images from observation, with some effort shown with tone. Labels are shown but no annotation. • An ability to create work from research is shown.
7.3-7.4	<ul style="list-style-type: none"> • The ability to find out information from artists and sources that are relevant to your project. • To be able to show some success in the use of art materials. • Some ability to draw accurate images, which may be inconsistent. You attempt to pay attention to detail and use tone to create a 3D effect. You can use annotations to describe and label ideas. • Work shows links to your artist and has a plan.
7.5-7.6	<ul style="list-style-type: none"> • The ability to research into the work of artists/designers/movements which relates to your work. • To be able to successfully control some art materials to a good standard. • Some accurate observation shown in drawing skills. Your work also demonstrates the ability to add detail and use tone/shading to create some 3D effects. Written notes support your ideas. • Work created links to your research and shows some independence.
7.7-7.8	<ul style="list-style-type: none"> • Very good depth of research into the work of artists/designers/movements which influences your work in some way. • A very good ability to successfully control a range of art materials. • An ability to draw accurate images with detail and effective use of tone to create 3D effects. Written notes explain your ideas and use some subject specific vocabulary. • Work created is personal, skilful and links well to all of your research and planning.
7.9	<ul style="list-style-type: none"> • An exceptional depth of research into the work of artists/designers/movements which has considered influences on your work. • An exceptional ability to successfully control a range of art materials with confidence. • An exceptional ability to draw accurate images with detail with effective use of tone to create 3D effects. Written notes document your ideas and use subject specific vocabulary. • Work created is personal, highly skilled and selected from your research and planning.

Year 7 Drama – Curriculum

To most Year 7 pupils, this is their first experience of Drama in school. From the outset, they are taught essential performance skills, techniques and styles.

Across the academic year, pupils are taught six major units of work ranging from analysing scripts, creating their own pieces of drama and exploring wider issues. We strive to tackle mature topics such as bullying and the life of Anne Frank whilst also allowing for creative units such as devising ghost stories and modern fairy tales.

Throughout the Year 7 course we focus on three main components – Confidence, Collaboration and Performance Discipline. These are the cornerstones of all drama lessons as not only do we adhere to improving the confidence of pupils but we also instil the vital importance of working with others and maintaining a strong self-discipline on stage.

During the Autumn Term we introduce pupils to a variety of basic acting skills and help students explore how to make full use of their body and voice on stage. Alongside this, a range of performance techniques are introduced which are essential to all lessons through Key Stage 3 and 4. Some of these techniques include:

- Freeze frame/still image
- Thought tracking
- Mime
- Role play
- Improvisation
- Direct address
- Narration
- Cross-cutting
- Hot seating
- Marking the moment
- And many others.....

Then in the Spring and Summer Terms we work to expand pupils' understanding of these techniques by exploring the units in greater detail and focusing on both the topic matter and enhancement of skills.

Year 7 Drama – Assessment

Grade	Creating	Performing	Responding
7.1-7.2	<ul style="list-style-type: none"> • You are able to stay with your group. • You are able to listen to other people's instructions. • You are able to carry out simple instructions. 	<ul style="list-style-type: none"> • You understand that you have to be seen and heard and are working on achieving this in performance. • You have some dialogue/ movement, but are still working on your confidence. 	<ul style="list-style-type: none"> • You can watch a performance and give a basic opinion. • You can comment on what you did well and what you did not, but struggle to say why.
7.3-7.4	<ul style="list-style-type: none"> • You show some ability to organise yourself. • You contribute basic ideas occasionally. • At least one of your ideas is sometimes used or explored. 	<ul style="list-style-type: none"> • You are able to be seen and heard on stage. • You have a clear role although it is usually not a leading role in the play. • You can communicate simple emotions with some understanding. 	<ul style="list-style-type: none"> • You can discuss your own strengths and weaknesses. • You can identify some strengths and weaknesses within the group.
7.5-7.6	<ul style="list-style-type: none"> • You can organise yourself in rehearsals and you respond to ideas in your group. • You use proper drama words in the devising process. • You use at least one drama technique that is relevant to the GENRE/ STYLE/PROJECT. 	<ul style="list-style-type: none"> • You understand that you need to be seen and heard on stage and you have a good share of lines. • You have a clear role that experiences more than one emotion. • You maintain your role (no giggling!). • You use relevant conventions in your performance. 	<ul style="list-style-type: none"> • You can identify strengths and weaknesses in your own performance and in other peoples' work. • You can suggest ideas for improvement.
7.7-7.8	<ul style="list-style-type: none"> • You work well with others and get ideas 'on their feet' quickly. • You contribute ideas regularly and at times direct other students. • You use drama vocabulary and show a clear understanding of it. • You include conventions that are relevant to the GENRE/STYLE/ PROJECT. 	<ul style="list-style-type: none"> • Your role on stage is essential to the performance. • Your character experiences more than one emotion during the play. • You are able to stay in role throughout your performance. • You use relevant conventions clearly within your performance. 	<ul style="list-style-type: none"> • You can identify strengths and weaknesses of your own performance and others and clearly explain why. • You can suggest intelligent ideas to improve.
7.9	<ul style="list-style-type: none"> • You show a good sense of organisation when creating performances and you lead and encourage other students. • You use drama vocabulary regularly with a clear understanding. • You are never distracted and are applied to tasks at all times. • You use conventions and techniques seamlessly related to STYLE/GENRE/ PROJECT. • You are able to evaluate as you work. 	<ul style="list-style-type: none"> • You have created a character that is different to yourself (movement/voice). on stage and you never come out of character. • Your role/s are essential to the performance. • You use a range of emotions that are played well. • You use relevant conventions with originality in your performance. 	<ul style="list-style-type: none"> • You can identify and explain the strengths and weaknesses of a performance. • You begin to use subject specific vocabulary when explaining. Referring to skills, techniques, styles etc

Year 7 Design & Technology – Curriculum

In Year 7, students rotate in mixed ability groups through 5 different projects, learning a variety of common design skills as well as practical skills in specific material areas (indicated in brackets). The order of the projects will vary from group to group.

A. Design Skills (Graphics)

This project is designed to develop pupils' design creativity and drawing skills. Pupils learn a variety of 3D drawing techniques including oblique, isometric and perspective. They analyse a range of Alessi products and use these to help inspire their own designs. They learn how to design products for a specific target market and how colours and graphics are used for marketing products.

B. Felt Toys (Textiles)

In this project pupils design and make a small felt toy. They learn how to use a variety of hand stitches and decorative techniques, including hand embroidery, applique and embellishment. They learn different types of fabric construction and develop their creative design and evaluation skills.

C. Healthy Eating (Food)

In this project pupils learn the importance of safety and hygiene in the kitchen, as well as how to plan and cook a number of healthy and nutritious snacks and meals through a series of practical sessions. The practical sessions increase in complexity and pupils are encouraged to be responsible for choosing and shopping for their own ingredients.

D. Puppet (Woodwork)

In this project pupils design and make a string operated wooden puppet. They learn how to use a variety of woodworking tools safely and effectively, including the coping saw, scroll saw, disk sander and pillar drill. They learn how to create a successful finish through sanding and painting, and how to evaluate their designs.

E. Sundial (Metal and Plastic)

In this project pupils design and make a sundial using recyclable metals and plastics. They learn the processes of hot metal casting and press-forming, and how to use an extensive range of workshop tools safely and effectively. They learn the importance of quality control, time management and the order of making within the production of a product.

Year 7 Design & Technology – Assessment

Throughout Key Stage 3 students are assessed in seven key ‘strands’ common to all the DT material areas. These are:

- Research and Investigation
- Creative Designing
- Practical Skills
- Testing and Evaluation
- Knowledge and Understanding
- Written Communication

Pupils are given an overall level at the end of each rotation taking into account their ability in all areas, according to the bands listed below:

Grade	Description
7.1- 7.3	<p>Pupils in this band...</p> <ul style="list-style-type: none"> • Carry out research with extra guidance, showing awareness of the target market and design specification. • Produce a variety of appropriate design ideas. • Demonstrate safe practical skills, following instructions with some extra support required. • Evaluate their products and suggest suitable modifications to improve their design. • Produce written work which is mainly complete but the end-of-unit tests highlight some gaps in the understanding of key concepts. Poor handwriting, spellings and grammar errors may impact on the quality of written communication.
7.4- 7.6	<p>Pupils in this band...</p> <ul style="list-style-type: none"> • Carry out research with little support, showing some discrimination in their choice of material and awareness of the target market and design specification in their annotation. • Produce a variety of well presented and appropriate design ideas. • Demonstrate accurate and safe practical skills at all times, following instructions with minimal support and taking care to produce high quality work. • Evaluate their products against the design specification, suggesting suitable modifications to improve their design. • Produce mainly accurate and legible written work demonstrating good understanding of key concepts. Booklet tasks are completed and pupils achieve good scores in the end-of-unit tests.
7.7- 7.9	<p>Pupils in this band....</p> <ul style="list-style-type: none"> • Carry out comprehensive research accurately and independently, showing discrimination in choice of material and clear understanding of the target market and design specification in their annotation. • Produce very well presented, original and creative design ideas. • Demonstrate confident, independent and safe practical skills at all times, taking care to produce high quality work with an exceptional finish. • Evaluate their products in detail using the design specification, suggesting a variety of appropriate modifications to improve their design. • Produce accurate, legible written work demonstrating clear understanding of key concepts, complete all their booklet tasks and achieve the highest marks in the end-of-unit tests.

Year 7 Geography – Curriculum

In Year 7 pupils are taught 4 units that introduce them to the Geography curriculum. The 4 units are:

Autumn Term 1 – ‘My Place’

This topic is based around the following key questions:

- What is Geography?
- Where is our place?
- What is our place like?
- What makes our place special?

Assessment is continuous and completed through a range of classwork and homework activities

Autumn Term 2 – ‘Making sense of maps’

This topic includes work on

- Developing a range of map skills, including compass directions, distance and scale, grid references, relief and contours.

Assessment is continuous and completed through a range of classwork and homework activities.

Spring Term 1 + 2 – ‘Natural Hazards’

This topic is based around the following key questions:

- What is a hazard?
- Are all hazards a disaster?
- Where do volcanoes and earthquakes happen?
- What is the link between tectonic activity and the structure of the earth?
- A closer look at volcanoes, earthquakes and tsunamis.

Spring assessment: A comparison of earthquakes.

Summer Term – ‘Landscapes to adventure in’

This topic is based around the following key questions:

- Where do we have adventures?
- What and where are our National Parks?
- Why do landscapes need managing?
- Why does the UK landscape vary so much?
- Why are limestone landscapes so unique?

During the term there is a trip to Cheddar Gorge to learn about the formation of limestone landscapes and managing honey pot sites.

Summer assessment: An audio guide to Cheddar.

Year 7 Geography – Assessment

Grade	Knowledge	Understanding	Geographical enquiry and skills
7.1-7.2	Has simple and limited knowledge about individual places and environments.	Shows basic understanding using simple description. Can identify similarities and differences and simple patterns in the environment.	Uses basic skills with limited accuracy to investigate places and environments. Asks and answers basic questions , makes simple observations , using sources such as simple maps, atlases, globes, images and aerial
7.3-7.4	Has begun to develop knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Limited and incomplete understanding of places; how and why they are similar and different, and how and why they are changing. Some understanding of the links between places, people and environments.	Able to investigate places and environments with limited accuracy , by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.
7.5-7.6	Has more detailed knowledge of the world, including globally significant physical and human features.	Accurate and appropriate understanding of places; how and why they are similar and different, and how and why they are changing. Clear understanding of the links between places, people and environments.	Carries out more accurate investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can construct coherent arguments to draw conclusions supported by evidence. They explain their opinions, and recognise why others may have different points of view.
7.7-7.8	Has extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global.	Relevant and comprehensive understanding of physical and human processes which lead to the development of, and change in, a variety of geographical features, systems and places. Very good understanding of complex interactions and the impact such links have on people and environments.	Able, with increasing independence , to choose and use a wide range of data and skills to help investigate, interpret, make judgements and draw well evidenced conclusions about geographical questions, issues and problems. They can construct sustained and convincing arguments and express and engage with different points of view.
7.9	Has a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global.	Deeper and more perceptive understanding of the processes that lead to geographical changes and the multilinked nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and applied understanding.	Able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions, and show competence in a range of intellectual and communication skills, including the formulation of arguments, that include elements of synthesis and evaluation of material.

Year 7 History – Curriculum

Each half term is based around a 'big' question which the students then investigate further throughout the course of their lessons. They gain knowledge on the various time periods and use it to challenge themselves in various assessed tasks. These assessments link directly to building the skills they will need for KS4. A number of the topics also build an initial platform for the subjects that they will study later on for their GCSEs.

Winter Term:

Norman Conquest: Why did William win the Battle of Hastings?

This topic looks at what happened in 1066 and how William the Conqueror was able to defeat the English at the Battle of Hastings.

William the Conqueror's problems: How did William control his new country?

This topic follows chronologically on from the previous one and explores the problems William faced in taking control of his new country and how successfully he was able to deal with. The students look at aspects ranging from the feudal system to Medieval castles.

How successfully did Medieval Kings deal with the problems of their reign?

The students then work through the rest of the Medieval periods by touching on a number of significant issues that affected the lives of Medieval man such as Church and Thomas Becket; Edward III and Plague; Richard II and Peasants revolt.

Spring Term:

Henry VIII: Does he deserve his reputation?

The students investigate whether Henry VIII deserves his reputation as a wife murdering tyrant by looking at some of the key moments in his reign and how he dealt with them.

Elizabeth I: How successfully did she deal with the problems of her reign?

The students follow up their study of Henry by looking at the reign of his daughter. They focus initially on the problems that Elizabeth faced as a female ruler and how she overcame them before making a final judgement about how successful she really was. This creates a good baseline of knowledge for the Elizabethan topic at GCSE.

Summer Term:

Roanoke: Why did England's first colony fail?

Continuing in the Elizabethan period the students look beyond England's shore at the actions of Walter Raleigh as he tried to establish England's first American colony and the issues he faced in doing this. This also links directly to the GCSE course later on.

English Civil War: Did Charles deserve to lose his head?

The students finish the year by looking at why an English monarch ended up being executed by his subjects and whether he really deserved his fate. They study what led to the Civil War breaking out, some of the key events of the war itself and the tactics used to fight it before finishing by looking at the trial and execution of the King and what the consequences of this were for England.

Year 7 History – Assessment

Grade	Knowledge	Understanding and Skills
7.1-7.2	<ul style="list-style-type: none"> • Basic knowledge of the topics and with support, can recall key words such as names and facts but may still muddle the meanings of words. 	<ul style="list-style-type: none"> • Understands history as a story but cannot yet organise the story themselves. • Limited understanding of why and how things are caused but doesn't understand there is more than one way to view the past. • May struggle to describe simple differences between past and present. • Basic chronological understanding but struggles to place an event or person on a timeline.
7.3-7.4	<ul style="list-style-type: none"> • Simple historical knowledge using terms relevant to the period but still struggles to make a coherent description of the period using them. 	<ul style="list-style-type: none"> • Structure is limited when creating simple stories. • Basic understanding that there are different interpretations and can make simple judgements about them. • Recognise need for evidence but cannot understand the value of various sources. • Understands some things happened a long time ago but talk about different periods in isolation. • Learners show a basic understanding of causation and possibly an even more basic understanding of consequence.
7.5-7.6	<ul style="list-style-type: none"> • Sound historical knowledge using key terms confidently within different situations although with some minor errors at times. 	<ul style="list-style-type: none"> • Limited narrative using some supporting evidence but with minimal detail and organisation. • Simple descriptions of different interpretations and recognition that history is made up of different stories. • Recognise the need to interrogate sources to find out about the past as well as the concept of hindsight possibly with basic comments on reliability. • Simplistic identification and description of some changes in the period. Identifies a range of causes and can start to categorise them in a separate and unconnected way with consequences seen as the only possible outcome of the causes.
7.7-7.8	<ul style="list-style-type: none"> • Good historical knowledge with confident use of historical terms used mainly in the correct context. Occasional confusion when moving between time periods 	<ul style="list-style-type: none"> • Descriptive narrative with some development and begins to introduce supporting evidence. • Appreciates the difference between sources but with a limited understanding of reliability and only a basic approach to handling provenance. • Selects and describes key features of interpretations and starts to consider the message and in a very limited fashion the purpose of the source. • Categorises causes with some confidence and can make links in a simple manner with a simple understanding of significance. • Change described using specific period features.
7.9	<ul style="list-style-type: none"> • Exceptional recall of taught subject knowledge and shows some evidence of independent research. • Consistent and correct use of historical terms and an awareness of contextual use. 	<ul style="list-style-type: none"> • Evidence of analysis within narrative with accurate use of supporting evidence. • Starting to talk about the extent and pace of change and starts to discuss its significance but still seeing it in a linear fashion or see it going beyond their time period. • Can at a simple level consider the type, authorship and purpose of interpretations and analyse them at a very basic level. • Simple inference about the past made based on evidence with some basic interrogation of source made.

Year 7 ICT – Curriculum

In Year 7 pupils are taught 6 units that introduce them to five key areas of computer networks, programming, office technology, e-Safety and use of software to support digital media editing. The 6 units are:

Induction

This topic includes work on

- Logging onto networks and systems
- Finding the software that you need
- Saving and locating work in your network area
- Finding resources on the 'Uffculme Cloud'
- Printing work

Getting Organised

This topic includes work on

- Using email effectively
- Understanding Copyright law
- Using an electronic calendar to make appointments
- Sending email invitations
- Creating email groups or mailing lists
- Understanding the dangers of opening email attachments
- Storing information online (in a "Cloud" environment)

Ms Bailey's Biscuits

This topic includes work on

- Adding data to a spreadsheet
- Changing data in a spreadsheet
- Using a spreadsheet to answer "What if..." questions
- Formatting a spreadsheet using:
borders, fill, currency, decimal places.
- Making pie charts, bar charts and line graphs
- Creating your own spreadsheet

BBC Microbit

This topic includes work on

- Microbit display
- Programming a program
- Conditionals
- Input/output connectors
- Variables, loops

Photo Funky

This topic includes work on

- Capturing images digitally
- Importing images into an appropriate photo editing software
- Using a variety of selection tools to manipulate images
- Combining images to make one image
- Exporting images into an appropriate file format
- Using image editing tools

Year 7 ICT – Assessment

Grade	Descriptors
7.1-7.2	<p>Students can....</p> <ul style="list-style-type: none"> • Send, reply & forward emails. • Label parts of a spreadsheet, print out a single worksheet. • Show you can change font size, change text alignment & borders. • Capture one image using a digital device. • Edit images using 3+ selection tools and present your images to other students. • Sequence commands in program code to carry out a task.
7.3-7.4	<p>Students can....</p> <ul style="list-style-type: none"> • Use CC and calendars for appointments. • Understand basic Copyright principles. • Show you can change background colours, font colours, display decimal places, display currency & show you can merge cells. • Capture two images using a digital device. • Edit images appropriately using 4+ selection tools and present your images well to other students. • Use variables and constants in program code. • Create images on the microbit using arrays.
7.5-7.6	<p>Students can....</p> <ul style="list-style-type: none"> • Show use/understanding of high & low priority, email signatures, opening attachments and email groups. • Show you can print a spreadsheet on one page, display a pie chart, a bar chart and a line chart. • Show the correct labels on all your charts. • Professionally capture 3+ images using a digital device & transfer them to a computer. • Professionally edit the images using 5+ selection tools. • Use conditionals to control the flow of program code depending on the state of the microbit inputs.
7.7-7.8	<p>Students can....</p> <ul style="list-style-type: none"> • Understand the differences between BCC & CC and how to go about reducing risks of email attachments. • Create a high quality presentation. • Show your spreadsheet formula, explain your formula, show your spreadsheet functions and explain your functions. • Combine two digital images. • Export your images in a suitable format & professionally present your images to other students. • Use internal and/or external hardware inputs to control the microbit program code.
7.9	<p>Students can....</p> <ul style="list-style-type: none"> • Demonstrate high level understanding of email tools, protocol and etiquette. • Show strong understanding of Excel function, formulae and graphs. • Be able to use various photo editing tools to a high level of competency. • Make logical predictions using program code and be able to test theories and conditionals.

Year 7 Modern Foreign Languages (German) – Curriculum

In Year 7, students study the following topics:

Introduction to German

- This topic includes work on numbers, alphabet, genders, plurals, sound-spelling links and basic opinions.
- Through this unit we focus on pronunciation, spellings and questions/answers.

Meine Welt und ich

- This topic includes work on introducing yourself, saying where you live, age, describing your character, Christmas traditions in Germany.
- Through this unit we focus on key verbs and adjectives.
- Assessment: translation from and into German.

Familie und Tiere

- This topic includes work on talking about pets, family members, physical description and birthdays.
- Through this unit we focus on reinforcement of gender and plurals, the verbs 'to have' and 'to be', personal pronouns and simple connectives.
- Assessment: writing assessment.

Freizeit

- This topic includes work on sports, free time activities, time phrases and mobiles and computers.
- Through this unit we focus on expressing opinions, the verb 'to play', present tense and accurate word order.

Schule ist klasse!

- This topic includes work on school subjects, days and times, describing facilities, school teachers and school rules.
- Through this unit we focus on giving reasons for opinions, modal verbs, understanding longer texts and prediction skills.
- Assessment: speaking assessment.

Gute Reise!

- This topic includes work on Describing what there is and isn't in a town, buying souvenirs, buying snacks and drinks and holiday plans.
- Through this unit we focus on using 'there is/isn't', the future tense and listening skills.
- Assessment: reading and listening assessments.

In addition to the assessments indicated students are also assessed continuously in lessons. They will also have vocabulary and phrases to learn as home learning, which will also be tested.

Year 7 Modern Foreign Languages (German) – Assessment

Grade	Description
7.1- 7.2	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> • Identify a range of verbs. • Talk/write accurately about themselves. • Learn and produce a small number of words within a variety of topics. • Correct mistakes with clear support and identify some of own when prompted. • Give and understand a simple opinion. • Use approximate spelling but there may be some words that can't be deciphered. • To translate familiar sentences into the target language.
7.3- 7.4	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> • Use at least one tense. • Talk/write about themselves and at least one other. • Confidently recognise a variety of words and phrases on each topic. • Identify and correct mistakes with some prompting. • Give and understand simple opinions with connectives. • Use approximate spellings. • Translate short sentences and meaning is clear but language is not always accurate.
7.5- 7.6	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> • Begin to use at least 2 tenses. • Talk/write about themselves and at least two others. • Use a variety of linguistic structures and good range of vocabulary/connectives. • Identify and correct own mistakes. • Give opinions and reasons in 2 different ways. • Spell more accurately than inaccurately. • Translate more accurately than inaccurately from memory into target language.
7.7- 7.8	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> • Use at least 2 tenses to a good standard. • Use accurate verb forms to talk about themselves and others. • Use a good range of language and structures. • Identify and correct own mistakes. • Give and explain opinions in a variety of ways and using a range of connectives. • Use accurate spellings. • Translate accurately into the target language from memory.
7.9	<p>Pupils in this band will....</p> <ul style="list-style-type: none"> • Use at least 2 tenses confidently. • Use very accurate verb forms to talk about themselves and others. • Use a wide variety of language and structures. • Identify and correct their own mistakes. • Give and explain a variety of opinions. • Use very accurate spellings. • Translate very accurately and precisely from memory into the target language.

Year 7 Music – Curriculum

In Year 7, students follow half termly areas of study. The areas of study develop a range of new skills in music, each year building the skill bank required for the Edexcel GCSE Music course. The GCSE is assessed through three strands, **Listening and Appraising**, **Performing** and **Composition**, therefore these skills are implemented and assessed in each project of half termly work.

Term	Project name	Skills assessed
Autumn 1	Foundations	Listening and appraising themes, composing a sequence of events, performing in an ensemble.
Autumn 2	Keyboard Skills	Performing using notation.
Spring 1	Mix Craft	Listening and appraising technology produced music, composing a sequenced piece of music.
Spring 2	Keep to the Beat	Composing polyrhythms, performing accurately in 4/4 timing,
Summer 1 & 2	World Music	Composing in challenging time signatures, performing on a variety of non-western instruments/music, listening and appraising non-western music – aural tests.

Details of the Year 7 units of work

Foundations: Learning the elements of music, and how to effect change and consequence using the elements. Working in ensembles to produce short musical stories that show understanding of musical elements and texture in a descriptive role.

Keyboard Skills: Introduction and/or development of reading piano notation, learning and performing pieces of music that lead to a Christmas concert, using knowledge of elements to achieve more musical performances.

Mix Craft: Using Musical technology and notation to create sequences in music. Developing understanding of basic digital effects. Building composing skills and knowledge of multi tracking

Keep to the Beat: A topic that uses drum score and parts to start understanding of texture in music. Performing and composing using polyrhythms, and accents/expression. Focus on leadership in an ensemble and successful collaboration in music.

World Music: Furthering knowledge of drumming, students are taken on a world journey that covers music from India, Africa, Palestine, Indonesia and folk music traditions from the world. Students explore challenging time signatures, unfamiliar harmony, cultural music and traditions, a variety of instruments and accompanying techniques and cyclic composition.

Students are assessed at the end of every half term's project. The assessments take many forms, sometimes performance, sometimes a listening test, sometimes a written or recorded composition using technology.

Year 7 Music – Assessment

Grade	Listening & Appraising	Performing	Composing
7.1-7.2	Student is able to recognise different sounds and patterns, and suggest ideas that are sometimes correct. Still using 'own words' to describe musical elements.	Student is able to perform a simple line as part of a group on an instrument learnt in class. Student is developing awareness of timing and varying pitches.	Student can create a rhythmic pattern. Student starting to improvise a phrase on white notes whilst partner plays chords. Student is able to compose a limited sequence of chords or notes but not yet able to comprehend contrast or development.
7.3-7.4	Student is starting to demonstrate understanding of musical features and recognise some different instrumental timbres. Student is able to use some musical language in the correct context and can correctly identify and play notes of the treble staff, duration and chord symbols	Student is starting to confidently perform a small melodic or rhythmic line, as part of a group on an instrument learnt in class. Student is starting to play in time and sometimes shows awareness of where musical expression could apply.	Student can create own rhythm pattern that may suggest syncopation and/or varied durations. Student can create a short melody on white notes and extend melody within a basic pattern or sequencing.
7.5-7.6	Student makes well-judged and thought out statements and suggests musical ideas that shape and extend work. Student able to correctly identify a range of instruments and techniques. Student is able to confidently read and play treble clef notation, chords and/or TAB or drum scores. Student is regularly using musical terminology in the correct context to express work.	Student can competently perform a piece of music on an instrument demonstrating an understanding of how to play it, although not always successful in realising this. Student starting to take solo parts within a group and performs accompanying roles with good sense of timing and direction. They can use a range of chords and can play a melody line that features a variety of notes and rhythms.	Student attempts to use more than one instrument on which to compose. Work is developed methodically and uses harmonic movement mostly correctly. Student sometimes uses musical elements appropriately at points within the work and is able to produce a composition that makes musical sense.
7.7-7.8	Student often suggests musical ideas that help shape, extend and refine work. Student is able to read and write treble clef and is starting to read bass clef, chords and/or TAB or drum scores. Student is adept at regularly using a bank of musical terminology to justify and evaluate work.	Student can perform on an instrument working toward the equivalent of ABRSM grade 1. Student performs with confidence and correct instrumental or vocal techniques as both a soloist and ensemble member. They demonstrate strong group skills and use original and well thought out musical expression in performance.	Student is capable in using a variety of instruments and styles to compose pieces. Often exceeds expectations by adding further sections and coda/bridge/repetition. Composes for more than one part – uses musical elements appropriately throughout work
7.9	Student regularly suggests musical ideas that help shape, extend and refine work. Student is able to read and write treble and bass clef, chords and/or TAB or drum scores. Student adept at regularly using musical terminology in a range of correct contexts to justify, discuss and refine work.	Student can perform on an instrument at the equivalent of ABRSM grade 1 or above. Student performs regularly with confidence and correct instrumental or vocal techniques as both a soloist and ensemble member. Uses original and well thought out musical expression in performance, and performs both from memory and notation.	Student is capable and confident in using a variety of instruments and styles to compose pieces. Regularly exceeds expectations by adding further sections and coda/bridge/repetition. Composes for more than one part – uses musical elements appropriately throughout work.

Year 7 Physical Education – Curriculum

The Year 7 PE curriculum is made up of a range of sports and physical activities. Through these pupils will be taught and encouraged to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis].
- Develop their skills, techniques and performance in other competitive sports [for example, athletics and gymnastics].
- Develop their dance technique and perform dances using a range of dance styles and forms.
- Take part in additional activities and competitive sport through our extensive extra-curricular program and/or through outside community links or sports clubs.

The list below shows the range of sports and activities most classes will cover over the course of the year:

- | | | |
|------------|--------------|-----------------------------|
| • Football | • Cricket | • Basketball |
| • Netball | • Athletics | • Tennis |
| • Hockey | • Gymnastics | • Health Related
Fitness |
| • Rugby | • Dance | |
| • Rounders | • Badminton | |

In Key Stage 3 pupils will be assessed across 6 key strands that run across these sports and activities. They are:

1. Developing skills
2. Decision making
3. Evaluating and improving
4. Health fitness and wellbeing
5. Leadership
6. Physical and mental capacity

In Year 7, lessons are focused on pupils remaining physically active over a sustained period of time and working on the two strands of '**Developing Skills**' and '**Decision Making**'. Assessments take place at the end of each block.

Pupils are actively encouraged to attend extra-curricular clubs to increase their practice time in each sport/activity.

Year 7 Physical Education – Assessment

Grade	DEVELOPING SKILLS “LEARN AND IMPROVE”	DECISION MAKING “CHOOSE AND USE”
7.1	I am able to copy simple techniques, skills and actions with limited control and minimal co-ordination.	In a small sided game or group I am able to safely select some of the right skills and/or compositional ideas demonstrating some success/control.
7.2	I am able to link simple skills and actions with some control and co-ordination. I am able to pick the right skills, actions and ideas in various activities.	With limited support I understand and am able to apply some basic rules. I am able to select but rarely apply the correct skill under limited pressure.
7.3	The quality of my technique is maintained for a few skills however often deteriorates in the more challenging practices. When faced with opposition, skills may be ineffective for both predetermined and spontaneous situations. At times I produce the intended results/accuracy.	I am able to apply basic strategies and/or compositional ideas demonstrating some success/control in small sided games or performance. I understand and am able to independently apply most of the basic rules.
7.4		
7.5	I am able to choose and link together skills, techniques and ideas showing some accuracy and control. I struggle to adapt when faced with progressively challenging situations.	I am able to safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a capable and controlled performance. I understand and am able to independently apply rules with consistency.
7.6		
7.7	I am able to safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a capable and controlled performance. I am able to show some technique and accuracy in the performance of some skills in set plays but there are obvious inconsistencies in open play.	I have the ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position I am playing. My contribution is evident but infrequent throughout the game. I understand and am able to independently apply rules with fluency.
7.8		
7.9	The quality of my technique is maintained for most skills but may deteriorate in challenging practices. I make more effective decisions in predetermined situations than in spontaneous situations. There may be occasional errors but I am quick to react to this. I am sometimes adaptive when faced with progressively challenging situations. I generally produce the intended results/accuracy.	I have the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses. I occasionally will make decisions which are not relevant to my playing position. My contribution is sometimes effective and significant but it is not entirely sustained throughout the game. I can maintain technique and accuracy in the performance of most skills in set play and in open play but it is not always consistent.

Year 7 Religious Education – Curriculum

In Year 7, students study four units of work:

Where is God?

An introduction to the study of religion, where students explore the concepts of belief, theism, agnosticism and atheism and are introduced to the main concepts of the six main world religions.

Who am I?

In this unit students study the concept of personal identity and religious belief. We consider the ways in which religious and non-religious belief can influence physical appearance, morality, decision-making and relationships. We also complete a case study on Dietrich Bonhoeffer and explore his own conflict between his personal and religious identities.

Sikhism

This unit is designed to introduce students to the main areas of study when exploring a world religion. We will look at what it means to be a Sikh in today's society exploring ideas of religious belief, role models, places of worship, belief and tradition.

Big Questions

The final unit of the Year 7 curriculum focuses on the philosophical elements of belief and will introduce students' to a series of 'big' questions. The unit is designed to develop students thinking skills helping them to form ideas, arguments and feel more confident in how they present different arguments.

Assessment:

There are three assessment points in Year 7:

- At the end of the 'Where is God?' unit, students will be asked to produce a creative response to the question 'Where is God?'. This will not be a graded piece of work but will allow teachers to reward students for excellent effort.
- At the end of the 'Who am I?' unit, students will complete a baseline assessment where they will be awarded a grade 7.1-7.9. This will enable teachers to identify starting points and put support in place to help students to make progress.
- At the end of the 'Sikhism' unit, students will complete their final assessment of Year 7 where they will be awarded a grade 7.1-7.9.

All graded assessments in Key Stage 3 will follow the same structure. Assessments will be completed in assessment books which will be shared with parents at Parents' Evening.

Year 7 RE – Assessment

Grade	Descriptor	Examples
7.1-7.2	Ability to define keywords and ideas and to express own opinion in response to these.	Students can.... <ul style="list-style-type: none"> • Identify keywords in multiple choice questions • Explain own opinion on an issue giving a simple reason to support this view.
7.3-7.4	Ability to explain the beliefs of religious believers and express own opinion/contrasting opinions in response to this in a balanced and fair way.	Students can.... <ul style="list-style-type: none"> • Explain how a religious person would respond to an issue giving a simple reason to support this view. • Explain two contrasting responses to an issue giving a simple reason to support each viewpoint.
7.5-7.6	Ability to analyse and evaluate religious beliefs/ideas, understanding how religious believers might be influenced by the beliefs that they hold and articulating the religious ideas behind these opinions.	Students can.... <ul style="list-style-type: none"> • Describe religious teachings or beliefs on specific issues. • Explain how a religious person would respond to an issue giving a simple reason that explains a religious teaching or belief. • Give a reason for and a reason against an idea, belief or response.
7.7-7.8	Ability to explain why there are differences in views/actions of 'believers' both within and between religions, generating a personal response to these views.	Students can.... <ul style="list-style-type: none"> • Explain how religious teachings can be interpreted in different ways by different believers.
7.9	Ability to draw information from different sources to reach informed and well-reasoned conclusions. Evidence of originality, independence and wider reading.	Students can.... <ul style="list-style-type: none"> • Draw links between different topics or previous learning to support the points they make. • Draw a conclusion that explains reasons why they have decided on this approach or viewpoint.

