

Hele's School

Year 7 IA3 Mastery Curriculum

Following the national removal of levels in 2015, schools were given the opportunity to create their own assessment system. The underlying principal of assessment in Year 7 and 8 is that students are **assessed against the key concepts and skills** that departments have identified as being important to allow students to make progress in their subject areas.

In Year 7 and 8, students are assessed into four bands of attainment – Mastering, Securing, Developing and Emerging – judged against the specific key concepts that have been taught and **assessed up to that particular point**. In order to track progress of students we identify which band we would expect students to be working in according to their prior attainment in reading and maths at KS2, as this is the main measure used by the Government and OFSTED, although our ultimate aim is for all students to aim to be at least secure in all the key concepts.

We would expect that students who are working in the following bands would be likely to go on to achieve the following grades at GCSE:

Band	KS2 Average Scaled Score (Reading and Maths)	Target Grades	GCSE (new)	Target Grades (old grades for comparison)
Emerging	80-94	1/2/3/4/5		G/F/E/D/C
Developing	95- 105	4/5/6		C/B
Securing	106-111	6/7/8		B/A/A*
Mastering	112-120	8/9		A*

It is important to understand that your child's attainment band may move up or down at each IA point depending on the performance in that particular unit of work and progress towards the specific key concepts taught. Please also note that **the concepts are designed to get progressively more challenging as the year goes on and that a student who remains in their target band throughout the key stage is making good progress.**

Art

Key Concepts taught and assessed in Year 7 at IA3:

1. Understanding Colour
2. Applying the formal elements to a practical task
3. Developing creativity

Emerging	Developing	Securing	Mastering
<p>Can copy pictures and objects as flat basic shapes.</p> <p>Can use a pencil, charcoal, crayons, chalk pastels and oil pastels to draw with a bit of control.</p> <p>My lines all have the same thickness and strength.</p> <p>Can use a paintbrush to apply paint with a bit of control. I can model simple flat shapes with clay.</p> <p>Can follow simple instructions to create a piece of artwork</p>	<p>Can copy some detailed 2D (two-dimensional) shapes.</p> <p>Can use a pencil, charcoal, crayons, chalk pastels and oil pastels to draw with some control.</p> <p>Can use different strengths and thicknesses of line.</p> <p>Can use a paintbrush with some control to make steady outlines and flat shapes.</p> <p>Can model simple shapes and forms in clay.</p> <p>Can also add texture to the surface of my clay by making different marks.</p> <p>Can follow instruction and show some personal elements</p> <p>Can see the connections the task and the related artist.</p>	<p>Can copy some detailed 2D (two-dimensional) shapes and some simple 3D (three-dimensional) forms.</p> <p>Can use different strengths of tonal shading to make the highlights, mid-tones and shadows that create the illusion of 3D form.</p> <p>Can use a paintbrush with control to paint different shapes without going over the outlines.</p> <p>Can model forms in clay that feature extra shapes added to the surface.</p> <p>Can also add textural effects by making different marks.</p> <p>Can follow instruction and show personal elements.</p> <p>Can include your own resources which are gathered independently.</p> <p>Can see the connections the task and the related artist.</p>	<p>Can copy 2D and 3D images from Primary and Secondary sources realistically</p> <p>Can use different strengths of tonal shading to make the highlights, mid-tones and shadows that create the illusion of 3D form.</p> <p>Can use a paintbrush with control to paint a range of different shapes and details without going over the outlines.</p> <p>Can make detailed shapes and forms using clay. I have control with tools to make different marks in the clay's surface and can smooth areas out well.</p> <p>Can add clay pieces to the main body of my model for extra detail using score-and-slip and when these are fired in the kiln they don't fall off.</p> <p>Can follow instruction and show personal elements.</p> <p>Can include your own resources which are gathered independently.</p> <p>Can show an understanding of the work of the selected artists in the artwork.</p>

Computing

Key Concepts taught and assessed in Year 7 at IA3:

- HTML & CSS

Emerging	Developing	Securing	Mastering
To create a basic webpage with text.	To develop a webpage adding elements such as a picture/ table/ background colour/ and links.	Understand the HTML keywords and meanings. Understand the difference between HTML and CSS.	Be able to create a basic CSS file. Be able to amend CSS file and add new <div></div> tags to HTML document.

Drama

Key Concepts taught and assessed in Year 7 at IA3:

1. Characterisation
2. Vocal Control
3. Physicality

Emerging	Developing	Securing	Mastering
<p>Characterisation - When performing your role, you laugh on stage and seem to lose control of your character on stage.</p> <p>Vocal control - Vocal delivery is often inappropriate and inconsistent. There is no control of vocal techniques.</p> <p>Physicality - On stage you are very nervous and cannot present the style or genre which you have explored</p>	<p>Characterisation - On stage you are unable to stay in role and perform without losing focus.</p> <p>Vocal control - Vocal delivery is appropriate but inconsistent at times.</p> <p>Physicality - You have energy and drive within your performance</p>	<p>Characterisation - You may be able to sustain your role; however, you come out of character easily and are unable to sustain your role on stage.</p> <p>Vocal control - There is a secure use of vocal tone, pace, pitch and volume.</p> <p>Physicality - There is a secure use of gesture, expressions and use of space. You can control your character on stage with</p>	<p>Characterisation - Pupils will be able showcase a clear character on stage.</p> <p>Vocal control - Students are able to demonstrate an assured use of pace, pitch, projection and tone.</p> <p>Physicality - Movement is engaging, dynamic and skilful throughout. On stage your performance is engaging and energetic</p>

English

Key Concepts taught and assessed in Year 7 at IA3:

- 1) Infer information about a character
- 2) Using evidence to secure inferences
- 3) Explaining how the evidence creates a particular impression
- 4) Considering multiple meanings/effects through single word analysis
- 5) Clear academic writing

Emerging	Developing	Securing	Mastering
<p>I can communicate my ideas clearly</p> <p>I can choose to explain words and phrases that are usually relevant to the question</p> <p>I can begin to explain why I have chosen to select particular words or phrases from the text</p> <p>I can express simple opinions about characters</p> <p>I can use simple connectives to link my paragraphs</p> <p>I can remember to use quotation marks to show which words I have taken from the original text</p> <p>I can spell and punctuate with reasonable accuracy in order to communicate clearly</p> <p>I try to use technical names of words and techniques but not always accurately</p> <p>My sentence structures generally allow me to communicate my ideas</p>	<p>I am beginning to use formal language to make my writing sound professional</p> <p>I can consistently select relevant language examples to explain</p> <p>I can offer well thought-out explanations of language which consider the writer's intention</p> <p>I can make statements about characters based on the text</p> <p>I can use a range of connectives/discourse markers to link between paragraphs</p> <p>I can select the key words to explain in my examples</p> <p>I can spell and punctuate with considerable accuracy</p> <p>I show signs of using technical names of words and language/dramatic techniques with accuracy</p> <p>My sentence structures allow me to communicate my ideas clearly though perhaps with some error</p>	<p>I can write in a formal analytical register</p> <p>I can analyse creatively-chosen examples of language</p> <p>I can sometimes consider more than one possible effect of language examples in addition to the writer's intention</p> <p>I can make well-founded judgements about characters</p> <p>I can use sophisticated comparative discourse markers to sequence paragraphs</p> <p>I can often embed short quotations fluently in my writing</p> <p>I can spell and punctuate with consistent accuracy</p> <p>I can consistently use technical names of word classes and language/dramatic techniques accurately</p> <p>I can write grammatically correct sentences to contribute to the consistent clarity of my analysis</p>	<p>The emergence of a confident critical voice with use of multiple interpretations</p> <p>Selection and analysis of less obvious examples of interesting language use</p> <p>Sensitive interpretations of characters and their roles</p>

French

Key Concepts taught and assessed in Year 7 at IA3:

1. Pronunciation of key vocabulary
2. Recognising cognates and false friends
3. Adopting strategies for learning new vocabulary
4. Using a variety of nouns, adjectives, verbs
5. Using basic Target Language phrases

Emerging	Developing	Securing	Mastering
<ul style="list-style-type: none"> • Scaffolding required in creating short simple sentences • Short simple opinions expressed, although repetitive use of language. • Errors sometimes impede clear communication. • Recognises key verbs in the 1st person and can apply them with support. • Future plans recognised and sometimes expressed in 1st person. • Spelling inconsistent. 	<ul style="list-style-type: none"> • Can create short simple sentences to describe and opinions are expressed. • ‘Tu’ & ‘vous’ sometimes used accurately. • Key verbs are accurately conjugated into 1st person but support is needed for other pronouns and irregulars • Future plans expressed in 1st & sometimes 3rd person forms, using vocabulary from resources. • Spelling is recognisable but improves when consulting resources. • Respond better to reading shorter passages & need support in breaking down vocabulary meaning, in order to extract the gist. • Can create short, simple sentences in 1st person, although no real attention given to accuracy. 	<ul style="list-style-type: none"> • Able to use extended sentences to describe which are mostly accurate. • Opinions and reasons are expressed. • Prepositions generally used with confidence. • Can recognise the use of ‘tu’ or ‘vous’. Mostly able to form common verbs accurately following these pronouns. • Able to conjugate key verbs accurately, using support only for irregular verbs • Future plans expressed with confidence in mainly 1st & 3rd person forms • Spelling generally accurate. • 	<ul style="list-style-type: none"> • To be able to describe and use connectives, opinions, reasons & extended sentences. • Prepositions used with confidence. • Clear understanding of when appropriate to use ‘tu’ or ‘vous’ & able to form verbs accurately following these pronouns. • Conjugates key verbs accurately in present tense • Demonstrates the ability to use the near future (using different pronouns) to express future plans. • Able to use two tenses together accurately • Spelling secure. •

Geography

Key Concepts taught and assessed in Year 7 at IA3:

1. Sustainable futures
2. Cause – effect – response

Emerging	Developing	Securing	Mastering
<p>Can identify one or more causes and effects of plastic pollution in the ocean.</p> <p>Begins to describe and possibly explain the problems caused.</p> <p>Able to give simple solutions to tackling plastic pollution, largely at individual level.</p>	<p>Can describe and explain more than one cause and effect of plastic pollution.</p> <p>Starting to break down processes into clear steps and link ideas.</p> <p>Accurately describes ways of tackling plastic pollution at individual and larger scale. Starting to make links between causes, effects and responses.</p> <p>Shows basic grasp of sustainable actions.</p>	<p>Can explain a range of causes and effects of plastic pollution and links ideas clearly. Starting to evaluate significance of different factors.</p> <p>Accurately explains ways of tackling plastic pollution and starts to evaluate the pros and cons of different approaches.</p> <p>Able to describe and possibly explain sustainable actions.</p>	<p>Can analyse information and evaluate the significance of different factors that contribute to the plastic pollution problem, with clear recognition of underlying causes and wider knock on effects.</p> <p>Accurately evaluates the significance of different factors and effectiveness of different responses.</p> <p>Able to explain sustainable actions and apply understanding to other environmental issues.</p>

German

Key Concepts taught and assessed in Year 7 at IA3:

1. Pronunciation of key vocabulary
2. Recognising cognates and false friends
3. Adopting strategies for learning new vocabulary
4. Using a variety of nouns, adjectives, verbs
5. Using basic Target Language phrases

Emerging	Developing	Securing	Mastering
<p>Still needs to ask for support/consult resources, to express simple opinions. Repetitive use of adjectives to give opinions.</p> <p>No understanding of T-V-P word order, but can express simple sentences. Struggle to process 24 hour clock numbers heard. Does not seek to include time in sentences.</p> <p>Confusion with simple 3rd person sentences.</p> <p>3rd person verbs are rarely accurate when forming sentences.</p> <p>No understanding of gender rules. Many errors impede immediate communication.</p> <p>Some prepositions recognised. Struggle to include prepositions. Able to adapt model sentences however, using resources.</p> <p>Following a modal verb, the infinitive appears either directly after the verb, or is forgotten entirely.</p> <p>Able to form very simple 1st person future phrases, but only with support. Spelling inconsistent</p>	<p>Can express simple opinions about school subjects.</p> <p>Time phrases included in short simple sentences.</p> <p>24 hour clock times not being well-understood. Heavily reliant upon resources. Word order likely to be incorrect.</p> <p>Short simple 3rd person descriptive sentences, although errors occur with verb formation.</p> <p>Able to construct sentences in 3rd person. Many errors apparent, which sometimes impedes communication. Reliant upon resources.</p> <p>No understanding of the accusative case.</p> <p>Recognises dative prepositions.</p> <p>Modal verbs used in 3rd person, although incorrect word order.</p> <p>Forms simple future tense sentences in 1st person.</p> <p>Use support/resources to communicate in future tense using 1st person.</p> <p>Spelling of familiar words accurate. Less accurate with unfamiliar words.</p>	<p>Able to extend sentences using subordinate connectives. Positive & negative adjectives used.</p> <p>Time phrases used but T-V-P word order not always adhered to.</p> <p>Good use of numbers so that 24 hour clock times are well-understood.</p> <p>Beginning to use correct word order, when time is in a full sentence.</p> <p>Can produce simple 3rd person descriptions. Beginning to use qualifiers.</p> <p>Able to answer questions in 3rd person.</p> <p>Can form positive & negative sentences.</p> <p>Accusative gender agreement rule is not well-understood.</p> <p>Dative prepositions well-understood.</p> <p>3rd person modal verbs used</p> <p>Sometimes forgets word order.</p> <p>Can write a paragraph containing simple future tense, including simple connectives. T-V-P word order often incorrect.</p> <p>Spelling generally accurate.</p>	<p>Connect & extend sentences using a variety of positive & negative adjectives. The effect of T-V-P word order is well-applied, resulting in coherent writing.</p> <p>24 hour clock times are well-understood.</p> <p>Possessive pronouns used in 3rd person description. Confident application of qualifiers.</p> <p>Confident in asking & answering questions with spontaneity.</p> <p>'Es gibt' + accusative nouns used with accuracy.</p> <p>Dative case + prepositions used with accuracy.</p> <p>Articulate the effect of 3rd person modal verb on word order.</p> <p>Ask questions in the future tense, using a range of pronouns.</p> <p>Work independently to create a future tense description. Include T-V-P word order, extended sentences & use of different pronouns.</p> <p>Spelling secure.</p>

History

Key Concepts taught and assessed in Year 7 at IA3:

1. Explain knowledge of past events in some detail.
2. Analyse the significance of past events.
3. Evaluate the significance of past events, judging relative importance.
4. Communicate ideas effectively.

Emerging	Developing	Securing	Mastering
<p>Shows basic understanding of the past by describing / explaining religion and other factors that caused the English Civil War.</p> <p>In extended writing the answer is clear and neat, uses the correct phrases and makes some clear attempt to answer the question.</p>	<p>Begins to produce an argument that explains religion and other factors that caused the English Civil War, giving evidence and beginning to explain which cause was most significant.</p> <p>Begins to produce structured extended writing, using appropriate dates and terms, paragraphs and good spelling of historical words.</p>	<p>Analyses whether religion was the most important cause of the English Civil War. Begins to prioritise causes and judgement on significance is supported by evidence.</p> <p>Effectively selects and organises information to produce structured extended writing with an introduction and conclusion and one point per paragraph. Ideas are supported by well-chosen historical knowledge and terminology and spelling and grammar are mainly accurate.</p>	<p>Evaluates in depth the significance of causes of the English Civil War so that relative importance is considered. A clear and well-substantiated judgement is reached with evidence of critical thinking, inspiration or independent research.</p> <p>Extended writing is precise and coherent, deploying knowledge and historical terminology with confidence. In addition to Securing, writing shows confidence and control.</p>

Maths

Key Concepts taught and assessed in Year 7 at IA3:

1. Mathematical fluency
2. Problem solving
3. Reasoning
4. Modelling
5. Explaining and investigating
6. Apply knowledge in unfamiliar situations

Emerging	Developing	Securing	Mastering
<p>Know the types of angles. Use a protractor Estimate the size of acute, obtuse and reflex angles. Use the vocabulary, notation and labelling conventions for lines, angles and shapes. Identify parallel and perpendicular lines. Know the sum of angles at a point, on a straight line and in a triangle. Calculate angles in a triangle. Find simple fractions of amounts. Multiply an integer by a fraction Interpret percentage as the operator 'so many hundredths of'. Express one given number as a percentage of another. Find simple percentages of whole-number quantities. Understand percentage as the 'number of parts per 100'. Calculate simple percentages.</p>	<p>Estimate the size of angles and use a protractor to check. Be able to define obtuse, acute, reflex and right angles. Know all angle facts and recognise vertically opposite angles. Calculate simple fractions of quantities and measurements (whole-number answers). Multiply and divide an integer by a fraction and a fraction by a fraction Calculate simple percentages and use percentages to compare simple proportions. Use the equivalence of fractions, decimals and percentages to compare proportions; calculate percentages and find the outcome of a given percentage increase or decrease</p>	<p>Estimate the size of angles and use a protractor to measure accurately. Identify alternate and corresponding angles. Know that the sum of the angles of a triangle is 180° and of a quadrilateral is 360°. Investigate other shapes. Understand that the exterior angle of a triangle is equal to the sum of the two interior opposite angles. Solve geometrical problems using side and angle properties of triangles and special quadrilaterals. Convert between improper fractions and mixed numbers. Calculate fractions of quantities and measurements (fraction answers). Multiply and divide fractions Find percentages of amounts. Increase or decrease a number by a given percentage. Calculate simple percentages and use percentages to compare simple proportions. Recognise when fractions or percentages are needed to compare proportions; solve problems involving percentage changes. Solve problems involving percentage changes.</p>	<p>Solve geometrical problems involving alternate angles, corresponding angles, interior angles and exterior angles Calculate fractions of quantities and measurements (mixed number answers). Solve problems using reverse percentage change</p>

Music

Key Concepts taught and assessed in Year 7 at IA3:

1. Organisation of sounds
2. Performance as an individual

Emerging	Developing	Securing	Mastering
<p>Can recognise how sounds have been organised</p> <p>Can perform simple pieces in time</p> <p>Can perform as part of a group. Can think of ways to improve your work</p>	<p>Can describe how different sounds have been used to give the music expression</p> <p>Have experimented with sounds to make your own music expressive</p> <p>Can perform simple parts with the correct rhythm</p> <p>Can describe how the Elements of Music have been used to make music expressive</p>	<p>Can compose music that matches a specific brief, say whether you met the brief and can think of ways to improve your work</p> <p>Can perform a tune by ear or from simple notation</p> <p>Perform as part of a group, showing that you are listening to others and know how your part fits</p>	<p>Can name and try out musical devices such as ostinato, pedal note and sequence</p> <p>Can perform longer tunes from memory, play music that is written down in differently</p> <p>Can perform in a group and understand your role</p> <p>Can make up tunes or rhythms on the spot that fit within a given structure.</p>

PE

Key Concepts taught and assessed in Year 7 at IA3:

Emerging	Developing	Securing	Mastering
<p>Pupils will be able to sometimes hit the ball but with limited success. Play a limited range of different shots in cooperative situations but may struggle in competitive situations.</p> <p>They struggle to bowl with any control or variation of the speed and flight of the ball. In the field they may on occasions intercept and catch the ball but lack the consistency and when throwing lack the power and accuracy to dictate the play</p> <p>Pupils can perform some of running, jumping and throwing skills (events) but with little control and inconsistent technique.</p> <p>Pupils will demonstrate limited fitness levels over the different times and distances</p> <p>Pupils approach new skills and activities with trepidation and have a fixed mindset i.e “I am no good at this activity, I can’t do this”.</p> <p>They attend no extra- curricular clubs.</p> <p>Pupils struggle to cope with emotions attached to both success and failure.</p> <p>They are lacking the skills and understanding and currently would</p>	<p>Pupils will demonstrate that they can hit the ball but play shots that may lack direction and control. They can bowl with some control but struggle to vary the speed and flight of the ball. In the field they can intercept and catch the ball but may lack the consistency and when throwing lack the power and accuracy to dictate the play.</p> <p>Pupils can perform a range of running, jumping and throwing skills (events such as javelin and long jump) with some control but technique is not consistent.</p> <p>Pupils will demonstrate fitness levels over different times and distances but will have a preference for one either short sprint distances or middle distances.</p> <p>Pupils approach new skills and activities with some confidence and they are developing a growth mindset .</p> <p>They are involved in extra- curricular activities now and then.</p> <p>Pupils can cope with success but the emotions associated with failure are sometimes difficult to keep in perspective. Pupils demonstrate some sportsmanship.</p>	<p>In a variety of striking and fielding activities such as cricket and rounders they can hit the ball playing a range of shots whilst maintaining control of the ball. In both cooperative and competitive situations they perform with consistency and can influence the game.</p> <p>They can bowl with control varying the speed and flight of the ball. In the field they can intercept and catch the ball consistently and throw accurately.</p> <p>Pupils can perform a range of running, jumping and throwing skills (events such as javelin and long jump) with control and sound technique.</p> <p>Pupils will demonstrate good fitness levels over different times and distances and the ability to vary them to suit the needs of the activity or event.</p> <p>Pupils approach new skills and activities with confidence and a growth mindset.</p> <p>They are involved in some extra- curricular clubs and represent the school.</p> <p>Pupils can cope with success and failure and keep their emotions in</p>	<p>In a variety of striking and fielding activities such as cricket and rounders they can hit the ball playing a range of controlled shots. In both cooperative and competitive situations they perform with consistency and precision and can dictate where they place their shots. They can bowl with control varying the speed , spin, direction and flight of the ball. In the field they can intercept and catch the ball consistently and throw accurately over stumps or bases.</p> <p>Pupils can perform a range of running, jumping and throwing skills (events such as javelin and long jump) with control , accuracy , power and sound technique.</p> <p>Pupils will demonstrate very good fitness levels over different times and distances and the ability to vary them to suit the needs of the activity or event. They are able to sustain sprints and middle distance runs whilst maintaining good technique.</p> <p>Pupils approach all new skills and activities with confidence, enthusiasm and a growth mindset i.e I can become better in this activity with practice.</p>

<p>not be a good role model for younger students.</p> <p>They are able to select and implement some simple shot combinations, strategies and tactics but fail to move their opponent(s) out of position and create scoring/winning opportunities.</p> <p>They have limited knowledge and struggle to explain where and how to bowl.</p> <p>They struggle to describe any strengths and weaknesses and how they might set a field to stop a batter scoring.</p> <p>Select an area of fitness needed in the different activities and explain how involvement in these events contribute to their fitness , health and wellbeing.</p> <p>They are struggling to manage themselves in a safe manner.</p>	<p>They are becoming a better role model for younger students.</p> <p>They are able to select and implement some simple shot combinations, strategies and tactics which move their opponent(s) out of position.</p> <p>They can explain where to aim but lack the knowledge to explain the variations needed to make it difficult to score</p> <p>They can describe a batters strengths and weaknesses and work as a team in the field to make it difficult to score.</p> <p>Identify areas of fitness needed in the different activities and explain how involvement in these athletic activities contribute to their fitness , health and wellbeing.</p> <p>They can explain the risk in some activities and follow instructions.</p>	<p>check. Pupils demonstrate good sportsmanship.</p> <p>They are a good role model for younger students.</p> <p>They are able to select and implement simple shot combinations, strategies and tactics which move their opponent(s) out of position to create scoring/winning opportunities.</p> <p>They can explain where to aim and how to change the speed and direction of their bowling.</p> <p>They can evaluate and describe a batters strengths and weaknesses and work as a team to place a field that makes it difficult to score.</p> <p>Identify and describe areas of fitness most needed in the different athletic activities and explain how involvement in these games contribute to their fitness , health and wellbeing.</p> <p>They can manage themselves effectively in risk activities such as javelin and shot putt.</p>	<p>They are involved in many extra-curricular clubs and regularly represent the school.</p> <p>Pupils can cope with success and failure and keep the emotional aspects of the activity in perspective.</p> <p>Pupils demonstrate excellent sportsmanship.</p> <p>They are an excellent role model for younger students. Probably involved in the Leadership Academy</p> <p>They are able to identify when to attack and when to defend selecting appropriate shots relating to the game situation.</p> <p>They can explain where to aim and how to change the speed, spin, flight and direction and bowl to their field.</p> <p>They can evaluate and analyse a batters strengths and weaknesses and work as a team to place and adapt a field that makes it difficult to score.</p> <p>Identify and evaluate the areas of fitness most needed in the different athletic events and explain how involvement in these games contribute to their fitness , health and wellbeing.</p> <p>They can give clear feedback using technical language appropriate for the activity.</p> <p>They contribute to the safe running of risk activities such as javelin and shot putt.</p>
--	---	--	--

Religious Studies

Key Concepts taught and assessed in Year 7 at IA3:

- ‘The World is so intricate and complicated only God could have designed it.’

Emerging	Developing	Securing	Mastering
<p>Write simple statements about religions and beliefs and use some keywords. Give simple reasons. Talk about what different religions teach. Write in simple sentences.</p>	<p>Write accurately about religions and beliefs with some detail using some keywords. Use simple, convincing reasons and examples and religious beliefs. Identify simple similarities & differences between religions. Write in sentences and use paragraphs. Explain the meaning of religious teachings.</p>	<p>Write more detailed paragraphs about religions and beliefs using a range of keywords accurately. Use developed reasons for & against supported by examples, evidence and religious teachings. Identify important similarities, differences, strengths, weaknesses between religions. Apply the meaning of the teachings to events today.</p>	<p>Write detailed paragraphs about religions and beliefs using a range of philosophical and religious keywords accurately. Use developed reasons for & against supported by good examples, evidence, religious teachings or quotations. Identify important similarities, differences, strengths, weaknesses within and between religions.</p>

Science – Biology

Key Concepts taught and assessed in Year 7 at IA3:

1. Analyse: Analyse patterns, discuss limitations, draw conclusions, present data
2. Communicate: Communicate ideas, construct explanations, critique claims, justify opinions
3. Enquire: Collect data, devise questions, plan variables, test hypothesis
4. Solve: Estimate risks, examine consequences, review theories, interrogate sources

Emerging	Developing	Securing	Mastering
<p>Label a plant and animal cell. Remember the functions of the parts of a cell. State the similarities and differences between plant and animal cells.</p>	<p>Describe the role of diffusion in the movement of substances. Describe what a unicellular organism is Identify structures such as cells, tissues, organs or organ systems. State the functions of the skeleton. How muscles and joints work</p>	<p>Explain the importance of microscopes to the understanding of cell biology. Apply knowledge of cell structure to recognise structures in unfamiliar cells. Describe the link between surface area and rate of diffusion. Link cell structures to their function in survival. Order structures to show how living organisms are organised. Explain the functions of the skeleton and how antagonistic muscles provide movement. Label a synovial joint and explain the function of each part.</p>	<p>Analyse how advances in microscopes have allowed scientists to discover more about cells. Evaluate models of cells. Explain how the structure of specialised cells relates to their function. Explain the importance of diffusion in cell processes. Synthesise knowledge of diffusion in cells with diffusion and the particle model in physics and chemistry</p>

Science – Chemistry

Key Concepts taught and assessed in Year 7 at IA3:

1. Analyse: Analyse patterns, discuss limitations, draw conclusions, present data
2. Communicate: Communicate ideas, construct explanations, critique claims, justify opinions
3. Enquire: Collect data, devise questions, plan variables, test hypothesis
4. Solve: Estimate risks, examine consequences, review theories, interrogate sources

Emerging	Developing	Securing	Mastering
<p>Understand that there are three states of matter. Recall the physical properties of the three states of matter.</p>	<p>Recognise the particle diagram for the three states of matter, a pure chemical and a mixture. Recall the main separating techniques and describe what they can be used to separate.</p>	<p>Explain the difference between the three states of matter in terms of density, movement and properties. Draw the particle diagrams for the three states of matter, a pure chemical and a mixture. Outline a brief method for each of the main separating techniques. Explain how a mixture could be separated.</p>	<p>Explain the properties of the three states of matter using the particle model. Draw the particles diagrams for a mixture and a pure chemical in the three states of matter and for the state changes. Use the particle model to explain how each main separating technique works. Evaluate then justify the best separating technique to separate a particular mixture.</p>

Science - Physics

Key Concepts taught and assessed in Year 7 at IA3:

1. Analyse: Analyse patterns, discuss limitations, draw conclusions, present data
2. Communicate: Communicate ideas, construct explanations, critique claims, justify opinions
3. Enquire: Collect data, devise questions, plan variables, test hypothesis
4. Solve: Estimate risks, examine consequences, review theories, interrogate sources

Emerging	Developing	Securing	Mastering
<p>With support, use the speed equation to calculate speed with simple units.</p> <p>Represent forces as single arrows.</p> <p>State that weight is a force caused by 'gravity' and varies from planet to planet.</p>	<p>Describe the motion of an object from a single-phase distance–time graph.</p> <p>Make simple measurements of density.</p> <p>Describe the relationship between the force acting on a spring and its length in simple terms.</p> <p>State that water and air resistance are frictional forces which oppose motion.</p> <p>Accurately draw a range of diagrams showing scaled forces acting on bodies.</p>	<p>Calculate the speed of objects using the equation and a range of units.</p> <p>Describe the changes in motion of objects by interpreting multi-phase graphs.</p> <p>Use the concept of relative speed in description of motion.</p> <p>Correctly represent forces between objects with pairs of force arrows.</p> <p>Carefully select forcemeters of appropriate range and precision to measure a range of forces.</p> <p>Calculate the weights of objects using the masses and gravitational field strength.</p> <p>Outline the gravitational forces acting between the Sun, Earth and Moon.</p> <p>Calculate density appropriately from experimental data.</p> <p>Describe the behaviour of springs in terms of Hooke's Law and proportionality.</p> <p>Describe factors that will increase resistance such as increase in speed or 'thickness' of fluid.</p>	<p>Rearrange the speed equation finding distance travelled or time taken</p> <p>Describe the movement of objects that are accelerating or decelerating.</p> <p>Extract information from graphs to calculate speed.</p> <p>Use scale diagrams to represent pairs of forces acting between objects.</p> <p>Use rearrangements of the weight equation to calculate masses or the gravitational field strength.</p> <p>Describe gravitational attraction between bodies in terms of a pair of equal and opposite non-contact forces.</p> <p>Apply Hooke's Law by predicting the expected extension of a spring when a load is applied using a graph or the spring constant.</p> <p>Use the concepts of balanced and unbalanced forces (weight and drag) to describe motion through a fluid.</p>

Technology – Food Modules

Key Concepts taught and assessed in Year 7 at IA3:

1. Developing cooking skills
2. The importance of nutrition

Emerging	Developing	Securing	Mastering
<p>Students can identify equipment and name cooking techniques for the products that they are making.</p> <p>Students can name some of the 8 Healthy Eating Tips.</p>	<p>Students are able to use different parts of the cooker and demonstrate the bridge and claw and safe meat handling skills.</p> <p>Students can name all of the 8 Healthy Eating Tips and make some links with the Eat Well Guide.</p>	<p>Students are able to use the correct vocabulary to confidently explain, and where appropriate give reasons, what has been cooked (methods, techniques and equipment).</p> <p>Students can start to make links with ingredients, food groups and nutrients and their function.</p>	<p>Students work totally independently, able to solve problems and produce food consistently to a good standard.</p> <p>Students are able to make appropriate links about the Eat Well Guide, the Healthy Eating Tips and ingredients in the food that they have made.</p>

Technology – Resistant Materials Modules

Key Concepts taught and assessed in Year 7 at IA3:

1. Developing tool skills
2. Accuracy and precision
3. Awareness of end user needs
4. Evaluating product situations and outcomes

Emerging	Developing	Securing	Mastering
<p>I can recognise some of the tools that I have used.</p> <p>I can recognise some of the materials that I have been using.</p> <p>I can recognise when prompted a process that I have used in my practical work like, soldering, drilling.</p> <p>My work is sometimes accurate but needs improving.</p> <p>I sometimes forget about safety and need to be reminded.</p>	<p>I can recognise and name some of the tools that I use.</p> <p>I can correctly name some of the materials that I use.</p> <p>I can recognise and name some of the processes that I use when making my product: Soldering, Drilling, Finishing.</p> <p>My work is mostly accurate.</p> <p>I work safely wearing goggles when using machine tools and soldering, obeying Health & Safety rules in the workshop.</p>	<p>I can select the correct tools and equipment that I use in my practical work and can explain their function.</p> <p>I make good choices when I select the materials for my practical work.</p> <p>I can explain the best process to use when making my products and justify why I have chosen them for that job.</p> <p>I am accurate in my work.</p> <p>I always work safely wearing goggles when using machine tools, obeying Health & Safety rules in the workshop.</p>	<p>I can select the correct tools for working with different materials and I can justify my choice tools and the materials I am using them on.</p> <p>I justify the reasons for my choice of materials. Taking into consideration their properties.</p> <p>I can correctly choose from a variety of manufacturing processes and I can justify why I have chosen it. I can use CAD/CAM to expand my work.</p> <p>I am accurate and precise and pay attention to detail when I work. Making corrections to ensure quality.</p> <p>I always work safely when in a workshop and can demonstrate this to others.</p>