

Hele's School

Year 7 IA1 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 Scaled Score (Reading and Maths)	Average Score and	Target Grades (new grades)	GCSE (new)	Target Grades (old grades for comparison)	GCSE
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 IA1:

1. Observing
2. Controlling media
3. Developing ideas

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 IA1:

1. Understanding YouTube
2. Digital Citizenship

Emerging	Developing	Securing	Mastering
<p>Be familiar with what safety mode is, why you should use it and how to enable it for you and your family.</p> <p>Understand the environment and scale of YouTube.</p>	<p>Appreciate potential short-term and long-term consequences of irresponsible social networking.</p> <p>Develop skills of critical analysis when encountering online content.</p> <p>Understand what cyber-bullying is and its effects. Understand the dos and don'ts of posting content on YouTube. Understand the YouTube keywords and meanings.</p>	<p>Write answers at length where the quality of written communication is assessed.</p> <p>Explain another way to report content on YouTube. Understand the flagging process, when to flag content on YouTube and how YouTube enforces policy.</p>	<p>Understand what content is and is not copyrighted.</p>

Drama

Key Concepts taught and assessed in Year 7 at IA1:

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 - Reading

Key Concepts taught and assessed in Year 7 at IA1:

1. Clear academic paragraph structure
2. Evidencing points with quotations
3. Anchoring points to techniques used by the writer
4. Explaining how this language achieves a specific effect (excitement) on the reader

Emerging	Developing	Securing	Mastering
<p>I can write my ideas clearly. I can explain words and phrases that usually link to the question. I can begin to explain why I have chosen particular words or phrases from the text. I can use a PEEL structure to write paragraphs though this may sometimes be muddled. I can use simple connectives to link my paragraphs. I remember to use quotation marks to show which words I have taken from the original text. I can spell and punctuate with reasonable accuracy in order to communicate clearly. I try to use technical names of words but not always accurately. My sentence structures generally allow me to communicate my ideas.</p>	<p>I am beginning to use language to make my writing sound professional. I can always choose relevant language examples to explain. I can write explanations of language which clearly relate to the question. I can use paragraphs to ensure that all of my points use the text and are explained. I can use a range of connectives/ discourse markers to link between paragraphs. I can sometimes select the key words to explain in my examples. I can spell and punctuate with considerable accuracy. I show signs of using technical names of words and language techniques with accuracy. My sentence structures allow me to communicate my ideas clearly though perhaps with some error.</p>	<p>I can write in a professional sounding way. I can analyse less obvious examples of language. I can sometimes consider more than one possible effect of language examples. I can always write clear paragraphs with topic sentences and developed explanations. I can use more advanced discourse markers to sequence paragraphs. I can often embed short quotations fluently in my writing. I can spell and punctuate with consistent accuracy. I can consistently use technical names of word classes and language techniques accurately. I can write grammatically correct sentences to contribute to the clarity of my writing.</p>	<p>A professional critical voice with use of tentative language to show that language examples might have more than one meaning. Sophisticated use of discourse markers and connectives to achieve natural links between and within paragraphs. Some awareness of the writer's background and explanation of how this affects the writing.</p>

English - Writing

Key Concepts taught and assessed in Year 7 at IA1:

1. Adding detail to clause and sentences through extending noun phrases;
2. Applying a variety of punctuation for effect;
3. Writing to interest a reader through variation in vocabulary
4. Applying features of an autobiography (first person; anecdotes etc.);
5. Structuring an extended piece of writing using paragraphs and non-chronological structures.

Emerging	Developing	Securing	Mastering
<p>I can include simple facts and opinions. I can sometimes write in the first person voice. I can extend some noun phrases to add detail. I can sequence events in chronological order. I can use simple time connectives to sequence events. I can write with a clear beginning and end. I can spell and punctuate with reasonable accuracy in order to communicate clearly. I can use a reasonable range of vocabulary. I can use a reasonable range of sentence structures which convey clear meaning.</p>	<p>I can include carefully chosen facts and opinion to maintain interest. I can create and partially sustain a confident first person voice. I can extend noun phrases in a variety of ways to add description. I can use paragraphs effectively to sequence my events. I can use a range of connectives/discourse markers to sequence events. I can make clear and logical links between parts of my writing. I can spell and punctuate with considerable accuracy. I can use a considerable range of vocabulary to create specific effects. I can use a full range of sentence structures to achieve clear meaning and maintain interest.</p>	<p>I can use facts and opinions to show a biased point of view. I can sustain an appropriate first person voice. I can create specific effects by thoughtfully extending noun phrases using a wide range of techniques I can experiment with non-chronological structures to create specific effects. I can use sophisticated discourse markers to sequence events. I can maintain fluency despite using interesting structures. I can spell and punctuate with consistent accuracy. I can consistently use vocabulary to achieve effective control of meaning. I can consistently and creatively use sentence structures to create specific effects.</p>	<p>The use of an engaging and wholly convincing first person voice with biased presentation of facts and opinions and thoughtfully extended noun phrases to create balanced/exaggerated descriptions. A sophisticated and creative structure showing flair and which manipulates the emotional response of the reader. Complete accuracy of spelling, punctuation and grammar with a full range of punctuation, sentence structures and sophisticated vocabulary.</p>

French

Key Concepts taught and assessed in Year 7 at IA1:

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>Some common words pronounced correctly but need a lot of support when confronted with new words.</p> <p>Beginning to be able to talk about learning styles & how there are different ways of learning.</p> <p>Understand what a cognate is but struggle to give any examples.</p> <p>Able to recognise adjectives which are cognates, yet adjectival agreement & possessive adjective grammar rules are not understood.</p> <p>Spelling inconsistent</p> <p>Can use target language phrases with support but struggles to understand all but the most basic teacher TL instructions</p>	<p>Can pronounce common words correctly but need support with more difficult phonics</p> <p>Aware of their learning style but not always secure on how that knowledge can help them to learn</p> <p>Understand what a cognate is but can only give limited examples.</p> <p>Able to recall a few adjectives yet still in need of support from Home Learning booklet when communicating in full sentences. Possessive adjectives are sometimes incorrect.</p> <p>Spelling of familiar words accurate but less accurate with unfamiliar words</p> <p>Occasionally uses target language phrases when prompted & can understand some teacher TL phrases</p>	<p>Beginning to use their knowledge of phonics to help pronounce most words correctly</p> <p>Aware of their own preferred learning style & able to discuss how they learn best.</p> <p>Show an understanding of cognates & give some examples. They understand how cognates can help comprehension.</p> <p>Articulates adjectival agreement & possessive adjective rules yet does not consistently apply these accurately in their own work.</p> <p>Spelling generally accurate.</p> <p>Beginning to use target language phrases when appropriate & can recognise some key information from teacher TL instructions</p>	<p>Show that they can use their knowledge of phonics to help pronounce words correctly so that they could be understood by a native speaker.</p> <p>Aware of their preferred learning style but able to discuss many different ways of learning. Able to discuss how they learn best.</p> <p>Show a clear understanding of cognates & can give many examples. They understand how cognates can help comprehension but are also aware of 'false friends'.</p> <p>Adjectival agreement & possessive adjectives have been well-understood & students apply these accurately in their own creative descriptions.</p> <p>Spelling secure.</p> <p>Uses target language phrases at every opportunity & can recognise key information from teacher TL.</p>

Geography

Key Concepts taught and assessed in Year 7 at IA1:

1. Building place knowledge
2. Developing a sense of place
3. Identifying, describing and explain patterns and trends

Emerging	Developing	Securing	Mastering
<p>Can identify features of places from map evidence using symbols and key and from photos.</p> <p>Can collect data using familiar techniques and identify similarities and differences .</p>	<p>Can describe places using map and photo evidence.</p> <p>Can describe patterns in spatial data.</p>	<p>Can suggest reasons for the features of places using map and photo evidence.</p> <p>Can suggest explanations for spatial patterns.</p>	<p>Can analyse reasons for change in places based on map and photo evidence.</p> <p>Can explain spatial patterns by linking different factors in a coherent way.</p>

German

Key Concepts taught and assessed in Year 7 at IA1:

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>Some common words pronounced correctly but need a lot of support when confronted with new words. Beginning to be able to talk about learning styles & how there are different ways of learning. Understand what a cognate is but struggles to give any examples. Unable to form simple sentences about themselves. Still in need of support from Home Learning booklet/exercise book. Spelling inconsistent Can use target language phrases with support but struggles to understand all but the most basic teacher TL instructions</p>	<p>Can pronounce common words correctly but need support with more difficult phonics Aware of their learning style but not always secure on how that knowledge can help them to learn Understand what a cognate is but can only give limited examples. Able to form simple coherent sentences about themselves. Can ask simple questions but not necessarily answer them all accurately. Spelling of familiar words accurate but less accurate with unfamiliar words Occasionally uses target language phrases when prompted & can understand some teacher TL phrases</p>	<p>Beginning to use their knowledge of phonics to help pronounce most words correctly. Aware of their own preferred learning style & is able to discuss how they learn best. Show an understanding of cognates & give some examples. They understand how cognates can help comprehension. Able to ask questions & form full sentence answers, yet some support still needed to ensure accuracy. Spelling generally accurate. Beginning to use target language phrases when appropriate & can recognise some key information from teacher TL instructions</p>	<p>Show that they can use their knowledge of phonics to help pronounce words correctly so that they could be understood by a native speaker. Aware of their preferred learning style but able to discuss many different ways of learning. Able to discuss how they learn best. Show a clear understanding of cognates & can give many examples. They understand how cognates can help comprehension but are also aware of 'false friends'. Ask spontaneous questions & answer questions in full sentences about themselves using 'haben' & 'sein' with a high degree of accuracy. Spelling secure. Uses target language phrases at every opportunity & can recognise key information from teacher TL.</p>

History

Key Concepts taught and assessed in Year 7 at IA1:

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

Emerging	Developing	Securing	Mastering
<p>Describe why William won the Battle of Hastings with reference to simple reasons explaining his victory.</p> <p>Clear attempt is made to answer the question in extended writing and to produce accurate written work.</p>	<p>Produce an argument explaining why William won the Battle of Hastings, providing clear evidence to support the different reasons.</p> <p>Extended writing is accurate and structured, using paragraphs including an introduction and conclusion. Spelling and grammar are often accurate.</p>	<p>Analyse the reasons why William won the Battle of Hastings, providing detailed evidence to support the different factors and beginning to prioritise them, making a clear judgement.</p> <p>Extended answers are well structured using accurate PEEL paragraphs and including an introduction and conclusion. Ideas are supported with well-chosen historical knowledge and spelling and grammar are mainly accurate.</p>	<p>Evaluate in depth the reasons why William won the Battle of Hastings, judging the relative importance of different factors and identifying links between them. Clear and well substantiated judgement. Evidence of critical thinking, original thinking or independent research.</p> <p>Confident, controlled and accurate communication of ideas, using accurate paragraphing including an appropriate introduction and well-judged conclusion.</p>

Maths

Key Concepts taught and assessed in Year 7 at IA1:

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>Read and write whole numbers in figures and words Use decimal notation for tenths and hundredths; know what each digit represents in numbers with up to two decimal places. Add and subtract using written methods. Add and subtract with decimals. Multiply and divide by 10, 100 and 1000</p>	<p>Understand and use decimal notation and place value; multiply and divide integers and decimals by 10, 100, 1000, and explain the effect. Ordering positive and negative integers, use the number line and the symbols =, ≠, <, >, ≤, ≥ Use standard column procedures to add and subtract any whole numbers. Add and subtract with decimals up to 3 decimal places. Use informal pencil and paper methods to support, record or explain additions and subtractions. Recognise relationships between addition and subtraction including inverse operations. Recognise the relationship between multiply and divide including reverse operations</p>	<p>Rounding numbers to an appropriate degree of accuracy (decimal places and significant figures) Understand and use decimal notation and place value; multiply and divide integers and decimals by 10, 100, 1000, and explain the effect. Add and subtract integers using a range of methods. Calculate and solve problems involving perimeter multiply and divide integers using a range of methods. E.g.: grid method, long multiplication and Chinese multiplication. Find the prime decomposition of a number</p>	<p>Calculate and solve problems including area of rectangles, triangles and parallelograms Calculate the mean average. Use approximation through rounding to estimate answers and calculate possible resulting errors expressed using inequality notation $a < x \leq b$ Multiply and divide using decimals, integers and a mixture of both in problem solving</p>

Music

Key Concepts taught and assessed in Year 7 at IA1:

1. Organisation of sounds
2. Performance as an individual

Emerging	Developing	Securing	Mastering
Can recognise how sounds have been organised. Can perform simple pieces in time. Can organise sounds to create a simple piece of music.	Can describe how different sounds have been used to give the music expression. Can perform simple parts with the correct rhythm.	Can tell what a piece of music is for and describe how the composer uses different sounds to achieve the intended result. Can perform a tune by ear or from simple notation.	Can recognise when a piece of music was written or where it comes from. Can perform longer tunes from memory, play music that is written down differently.

PE

Key Concepts taught and assessed in Year 7 at IA1:

1. Understanding the importance of warming up

Emerging	Developing	Securing	Mastering
Identify all aspects of a warm up. Some aspects of skill based components of fitness demonstrated. Some indecision resulting in undesirable outcomes. No or little commitment to extra-curricular sport.	Identify all aspects of a warm up and reasons for warming up. Skill based components of fitness demonstrated across a range of sports. Decision making is usually correct although may not be made quick enough. Inconsistent attendance at extra-curricular sporting opportunities.	Lead a warm up for a small group. Explain the psychological and physiological reasons for warming up. Precision and accuracy when performing skill based components of fitness across a range of sports. Decision making is clear resulting in desired outcome with fewer errors. Consistent attendance at extra-curricular sporting opportunities.	Lead a whole class warm up. Evaluate the differences between warm ups in specific sports. Advanced levels of precision and accuracy when performing skill based components of fitness across a range of sports. Decision making is of a high level. A range of options are considered before the correct option is executed on a regular basis. Attends a wide range of extra-curricular sporting opportunities.

Religious Studies

Key Concepts taught and assessed in Year 7 at IA1:

1. Religious stories
2. How religion fits in with the modern world
3. Beliefs into action

Emerging	Developing	Securing	Mastering
Can recall the parables of Jesus	Explain the meaning of the parables of Jesus	Apply the meaning of the parables of Jesus to events today.	Use developed reasons for & against supported by good examples, evidence, religious teachings or quotations

Science – Biology

Key Concepts taught and assessed in Year 7 at IA1:

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 IA1:

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
Understand that there are three states of matter. Recall the physical properties of the three states of matter.	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.	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.	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.

Science - Physics

Key Concepts taught and assessed in Year 7 at IA1:

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 IA1:

1. Developing cooking skills
2. The importance of nutrition

Emerging	Developing	Securing	Mastering
<p>Students can name the Eat Well Guide and briefly explain what it's purpose is.</p> <p>Students can identify some basic equipment and name some cooking techniques such as rubbing in, baking and boiling.</p>	<p>Students are able to re-call parts of the cooker and explain the terms; bridge, claw, rubbing in and boiling.</p> <p>Students can re-call the food groups on the Eat Well Guide giving examples.</p>	<p>Students are able to use the correct terminology to explain what has been cooked (methods, techniques and equipment).</p> <p>Students can explain some of the nutrients that are "high-profile" on the Eat Well Guide.</p>	<p>Students work totally independently, able to solve simple problems and produce food consistently to a good standard.</p> <p>Students are able to make links about the Eat Well Guide using knowledge about nutrients and healthy eating.</p>

Technology – Resistant Materials Modules

Key Concepts taught and assessed in Year 7 at IA1:

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>