



# Year 7 – Assessment Without Levels



In Years 7-9, in most subjects, student achievement is assessed in relation to four of the six thresholds. The descriptors attached to each threshold; emerging, developing, securing, mastering, provide students with a clear indication of how well they are progressing. Very simply, each student’s target is to ‘master’ the knowledge, concepts and skills delivered in each year of the programme of study.

In Mathematics, Science and computing students are taught distinct topics throughout the year. Therefore, students have been assessed on whether they have achieved the Age Related Expectations (ARE) on each topic. These will be continually assessed during the year to ensure the knowledge is remembered. In Maths, Science and Computing you would expect a student to be SECURE throughout the year. In other subjects, the skills are taught through a variety of contexts and those skills develop as the year progresses. As a result, we would expect a student in these subjects to be SECURE by the end of the academic year.

<b>Computing</b>	<b>Term 1</b> Python Programming	<b>Term 2</b> Word Processing	<b>Term 3</b> Computer Science
	<ul style="list-style-type: none"> <li>I understand what is meant by the term algorithm and able to correctly sequence algorithm.</li> <li>I am able to breakdown a problem and draw simple flowcharts.</li> <li>I can interpret simple flowcharts into a program using basic syntax.</li> <li>I can use logical reasoning to compare the suitability of different algorithms.</li> </ul>	<ul style="list-style-type: none"> <li>I can format documents appropriately.</li> <li>I can combine multiple applications when creating a digital project.</li> <li>I can create, re-use, revise and re-purpose digital artefacts for a given audience.</li> <li>I can make appropriate design choices to suit the needs of target audience.</li> <li>I can evaluate my work, suggesting improvements.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and categorise hardware into input, outputs and storage.</li> <li>I understand binary is used to store pictures, text and sound.</li> <li>I understand the units of storage and able to list in order of size.</li> </ul>
<b>Mathematics</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
	<ul style="list-style-type: none"> <li>I understand and can apply place values and measures.</li> <li>I understand and can apply shape and construction</li> <li>I can apply directed number and place value</li> <li>I understand statistical calculations.</li> <li>I can apply variables and equations.</li> </ul>	<ul style="list-style-type: none"> <li>I understand probability.</li> <li>I can apply fractions, decimals and percentages.</li> <li>I can apply calculations and use simple formulae.</li> <li>I can read and interpret simple functions and graphs.</li> </ul>	<ul style="list-style-type: none"> <li>I understand statistical graphs and can interpret diagrams and draw simple conclusions.</li> <li>I understand the relationship between ration and proportions.</li> <li>I apply BODMAS.</li> <li>I understand transformations of 2-D shapes.</li> <li>I apply angles and lines for shapes.</li> </ul>

<b>Science</b>	Biology	<ul style="list-style-type: none"> <li>• I can prepare good slides and view using a microscope under different magnifications.</li> <li>• I can explain the functions of the parts of plant and animals cells.</li> <li>• I can explain how different cells are specialised for their functions.</li> <li>• I can describe changes from fertilisation to birth.</li> <li>• I can describe the menstrual cycle.</li> <li>• I can explain the differences between wind and insect pollinated flowers.</li> <li>• I can relate a model of the lungs to breathing.</li> <li>• I can name some substances that move in and out of cells.</li> <li>• I can apply my scientific knowledge from other investigations to plan an investigation.</li> <li>• I can explain my conclusions using the evidence collected and my knowledge and understanding of science.</li> </ul>	<div style="background-color: #a0c4ff; padding: 5px; text-align: center;"><b>Term 1</b> Cells</div> <div style="background-color: #c4e0c4; padding: 5px; text-align: center;"><b>Term 2</b> Structure &amp; Function of Body Systems</div> <div style="background-color: #ffcc99; padding: 5px; text-align: center;"><b>Term 3</b> Reproduction</div>
	Chemistry	<ul style="list-style-type: none"> <li>• I can use ideas about particles to explain the properties of a substance in its three states.</li> <li>• I can use the particle model to explain boiling.</li> <li>• I can explain sublimation.</li> <li>• I can describe evidence for diffusion.</li> <li>• I can use the particle model to explain gas pressure.</li> <li>• I can compare chemical reactions to physical reactions.</li> <li>• I can write word equations for common reactions.</li> <li>• I can explain what an oxidation reaction is.</li> <li>• I can explain what conservation of mass is.</li> <li>• I can compare exothermic and endothermic reactions.</li> <li>• I can describe some uses of neutralisation reactions.</li> <li>• I can apply my scientific knowledge from other investigations to plan an investigation.</li> <li>• I can explain my conclusions using the evidence collected and my knowledge and understanding of science.</li> </ul>	<div style="background-color: #a0c4ff; padding: 5px; text-align: center;"><b>Term 1</b> Particles and Behaviour</div> <div style="background-color: #c4e0c4; padding: 5px; text-align: center;"><b>Term 2</b> Elements, Atoms &amp; Compounds</div> <div style="background-color: #ffcc99; padding: 5px; text-align: center;"><b>Term 3</b> Acids and Alkalis</div>
	Physics	<ul style="list-style-type: none"> <li>• I can explain what forces do.</li> <li>• I can describe how forces deform objects.</li> <li>• I can evaluate how to reduce drag and friction.</li> <li>• I can contrast the speed of sound with speed of light.</li> <li>• I can describe the link between frequency and pitch.</li> <li>• I can analyse ways hearing can be damaged.</li> <li>• I can describe what ultrasound is.</li> <li>• I can explain how images are formed in a mirror.</li> <li>• I can explain what refraction is.</li> <li>• I can explain how the eye works.</li> <li>• I can describe how primary colours of light combine to make secondary colours.</li> <li>• I can analyse data about planets in the solar system. To explain day and night and why we have seasons.</li> <li>• I can apply my scientific knowledge from other investigations to plan an investigation.</li> <li>• I can explain my conclusions using the evidence collected and my knowledge and understanding of science.</li> </ul>	<div style="background-color: #a0c4ff; padding: 5px; text-align: center;"><b>Term 1</b> Forces</div> <div style="background-color: #c4e0c4; padding: 5px; text-align: center;"><b>Term 2</b> Space</div> <div style="background-color: #ffcc99; padding: 5px; text-align: center;"><b>Term 3</b></div>

<b>English</b>	<b>Term 1</b> Modern Play Text	<b>Term 2</b> Exploration in space: 'War of the Worlds'	<b>Term 3</b> Magic and 'The Tempest'
	<ul style="list-style-type: none"> <li>• I engage, respond and evaluate.</li> <li>• I have contextual understanding.</li> <li>• I can summarise and compare.</li> <li>• I can manage style matched to purpose, context and audience.</li> <li>• I can draw on features from genre and form.</li> <li>• I can manipulate voice and viewpoint.</li> <li>• I have a good selection and sequencing of ideas.</li> <li>• I can link ideas.</li> <li>• I can compose structure and vary sentences in paragraphs.</li> <li>• I have a good word choice, spelling and can punctuate sentences.</li> </ul>		

<b>History</b>	<b>Term 1</b> Medieval Period	<b>Term 2</b> Tudor Period	<b>Term 3</b> English Civil War
	<ul style="list-style-type: none"> <li>• I have a good knowledge of the key terms, events and features.</li> <li>• I can describe some reasons for an event and explain how these reasons caused the event.</li> <li>• I can use evidence to explain where my view comes from.</li> <li>• I can describe the main changes and continuities that happen during a time period.</li> <li>• I am beginning to evaluate the usefulness of sources by considering their reliability.</li> <li>• I am able to consider a range of views.</li> <li>• I am beginning to make supported inferences from a range of sources.</li> <li>• I can work and research independently to answer an enquiry question.</li> </ul>		

<b>Geography</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
	Throughout the year, students are assessed on three strands. These skills will develop throughout the year.		
	Contextual world knowledge	<ul style="list-style-type: none"> <li>• I can name and locate some continents and oceans of the world.</li> <li>• I can describe the characteristics of some of the physical and human features of the UK.</li> <li>• I can recall some basic information about physical and human environments studied.</li> </ul>	
	Understanding conditions, processes and interactions that explain geographical features	<ul style="list-style-type: none"> <li>• I can describe similarities and differences between human and physical.</li> <li>• I can describe the views of different stakeholders.</li> <li>• I can give some reasons to explain some changes that are occurring in our world in a range of scales.</li> </ul>	
Geographical enquiry and skills	<ul style="list-style-type: none"> <li>• I can use simple questions to carry out a basic geographical enquiry.</li> <li>• I can use primary and secondary data and start to formulate my own opinions.</li> <li>• I can construct simple graphs using geographical data and make some basic interpretation. I include some key words.</li> <li>• I can use 4 figure references in relation to maps and give directions using 4 points of a compass and give heights using colour shading.</li> <li>• I can use the contents and index of an atlas effectively.</li> <li>• I can begin to describe distributions of physical and human features on a map and can describe photographs.</li> </ul>		

Religious Education	Term 1	Term 2	Term 3
	Throughout the year, students are assessed and these skills will develop throughout the year.		
	<ul style="list-style-type: none"> <li>• I can give a detailed account of my own vision of life.</li> <li>• I have an understanding of how our visions of life can affect our decisions and choices.</li> <li>• I can explain problems and issues that might get in the way of our vision of life and understand how people can deal with these.</li> <li>• I can explain why key concepts are important to religious and non religious believers.</li> </ul>		

Creative and Technical Arts	Term 1	Term 2	Term 3
	Throughout the year, students are assessed on four strands. These skills will develop throughout the year.		
	Making	<ul style="list-style-type: none"> <li>• I can demonstrate skills and confidence in different materials.</li> <li>• I can explore and experiment with different materials.</li> <li>• I can learn and adapt new approaches.</li> </ul>	
	Ideas	<ul style="list-style-type: none"> <li>• I am inventive and have a personal approach to developing ideas.</li> <li>• I express ideas well in a sketchbook, journal or other personal forms.</li> </ul>	
	Knowledge	<ul style="list-style-type: none"> <li>• I have the knowledge of different work.</li> <li>• I use artists work to enhance my own work.</li> <li>• I independently research and present other work.</li> </ul>	
	Explaining	<ul style="list-style-type: none"> <li>• I understand and explain key words linked to projects.</li> <li>• I act upon feedback and apply to my own work.</li> <li>• I review and evaluate work through annotation.</li> </ul>	

Music	Term 1	Term 2	Term 3
	Throughout the year, students are assessed these skills will develop throughout the year.		
<ul style="list-style-type: none"> <li>• I can play and perform on a range of instruments whilst maintaining a steady beat.</li> <li>• I can play and perform on a range of instruments with accurate pitch.</li> <li>• I can sing in tune with confidence and expression.</li> <li>• I can rehearse individually and with others to improve and refine performances.</li> <li>• I can create, develop and extend musical ideas to improvise and compose.</li> <li>• I can listen with increasing discrimination to a wide range of music.</li> <li>• I am developing a deepening understanding of music.</li> </ul>			

		Term 1	Term 2	Term 3
<b>Languages</b>	Listening	<ul style="list-style-type: none"> <li>• I understand the main points from short spoken passages made up of familiar language.</li> <li>• I can identify and note personal responses.</li> <li>• I may need short sections to be repeated.</li> </ul>		
	Speaking	<ul style="list-style-type: none"> <li>• I ask and answer simple questions and talk about my interests.</li> <li>• I take part in brief prepared tasks, using visual or other clues to help me initiate and respond.</li> <li>• I use short phrases to express personal responses, using mainly memorised language.</li> <li>• I can occasionally substitute items of vocabulary to vary questions or statements.</li> </ul>		
	Reading	<ul style="list-style-type: none"> <li>• I understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences.</li> <li>• I am beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.</li> </ul>		
	Writing	<ul style="list-style-type: none"> <li>• I can write a few short sentences, with support, using expressions that I have already learnt.</li> <li>• I can express personal responses.</li> <li>• I can write short phrases from memory and my spelling is readily understandable.</li> </ul>		

		Term 1	Term 2	Term 3
<b>Physical Education</b>	Throughout the year, students are assessed on the following strands. These skills will develop throughout the year.			
	Skills and Techniques	<ul style="list-style-type: none"> <li>• I can link skills, techniques ideas and apply them accurately in a variety of sporting situations.</li> </ul>		
	Tactics and Strategies	<ul style="list-style-type: none"> <li>• I can effectively use a variety of tactics and strategies to influence the outcome of a game.</li> </ul>		
	Analysis of Performance	<ul style="list-style-type: none"> <li>• I can identify strengths and weaknesses in my own and others performances.</li> </ul>		
	Roles within Sport	<ul style="list-style-type: none"> <li>• I can effectively carry out a variety of roles within a sporting context such as an official captain, coach or leader.</li> </ul>		
	Health and Fitness	<ul style="list-style-type: none"> <li>• I can effectively warm-up and cool down.</li> <li>• I can safely and accurately carry out a variety of fitness tests.</li> <li>• I can identify strengths and weaknesses in my own fitness levels.</li> <li>• I can effectively participate in a variety of fitness training methods.</li> </ul>		
	Athletics	<ul style="list-style-type: none"> <li>• I can apply skills and techniques accurately in a range of running , throwing and jumping events.</li> <li>• I can identify strengths and weaknesses in own and others performances.</li> <li>• I can effectively use a variety of tactics and strategies.</li> </ul>		
	Creative Sports and Activities	<ul style="list-style-type: none"> <li>• I can perform a range of core agility skills effectively and safely.</li> <li>• I can link a series of movements together with control and style.</li> </ul>		
Competitive School Sport	<ul style="list-style-type: none"> <li>• I have participated in a range of competitive sport situations.</li> </ul>			