



CAMDEN SCHOOL
— FOR GIRLS —

Year 7 Subject Specific End of Academic Year Expectations

There are six academic stages in year 7

- **FOUNDATION** - you are currently finding it difficult to access the year 7 curriculum in this subject.
- **BEGINNING** to acquire the knowledge and skills you need in order to progress towards year 7 expectations
- **DEVELOPING** your knowledge, understanding and skills in order to reach year 7 expectations.
- **SECURE IN** your knowledge, understanding and skills and meeting year 7 expectations.
- **EXTENDING** your knowledge, understanding and skills and broadening year 7 expectations.
- **EXCELLING** in your knowledge, understanding and skills and surpassing year 7 expectations.

Each subject is divided up into specific areas and each area has a set of criteria. At each reporting stage students are assessed against the criteria and assigned an academic stage.

The criteria for **SECURE IN** are what a student is expected to be able to do by the end of the academic year. On the following pages you can see what the **SECURE IN** criteria are in each subject.

Art

Understanding Art and Artists	Using Materials	Drawing	Ideas and Creativity
Can analyse art work using subject specific vocabulary. Secure knowledge of key ideas, explained verbally and in writing. Written work is clearly presented. Visual responses are completed and show sound understanding.	Is secure in using a wide range of art materials and techniques.	Shows secure skill and understanding of observational drawing from primary and secondary sources.	Can make some good independent decisions. Has a firm grasp of techniques and can apply drawing, practical skills and imagination to tasks.

English

Drama	Spoken Language (Speaking & Listening)	Writing	Spelling, Punctuation and Grammar	Reading & Comprehension	Literature
Secure ability to sustain a role; to work within a group and to analyse and evaluate own work and that of others.	Secure ability to speak in both formal and informal situations; to use Standard English where appropriate and to respond to questions and to the views of others.	Secure ability to produce coherent texts; to use effective literary, rhetorical and structural devices; to write in a range of forms and for a variety of audiences.	Secure ability to use vocabulary, sentence structure, grammar and punctuation for effect. Spells regular words and some irregular words accurately.	Secure ability to read and understand a range of fiction and non-fiction texts, to select information, identify key points and to summarise accurately.	Secure ability to be able to analyse and evaluate the language, form and structure of texts; to use literary terminology and support opinions with apt textual references. Secure ability to make clear links and comparisons between texts.

Modern Foreign Languages

French & Spanish

Listening	Speaking	Reading	Writing	Translation
Can understand the overall message and key vocabulary in a long recording (a paragraph) including opinions, using clear and familiar language. May need to hear it twice.	Can narrate and share my opinions on one topic.	Can understand key vocabulary and the overall message in a long text including opinions using familiar language.	Can write 3-4 sentences from memory to give facts and opinions on one topic.	Can translate short sentences from French/ Spanish into English

Geography

Places	Skills	Geographical Understanding	Geographical Aptitude
Can locate the places studied and describe them at a range of scales. Can demonstrate a sense of place.	Can use many OS mapwork skills and use different maps appropriately. Can use a limited number of simple presentation techniques. Shows awareness of simple GIS. Can communicate effectively. With help can use simple mathematics. Can extract some useful information from research sources. With support can conduct primary research.	Uses some geographical vocabulary appropriately. Understands some simple geographical concepts. Can transfer some skills to new circumstances. Begins to see links between physical and human geography. Can describe some human and physical geographical features.	Asks questions. May make some links with experiences outside the classroom. Some evidence of teamwork. Enthusiasm for some topics.

History

Chronology	Historical understanding	Interpretations of history	Historical enquiry	Organisation and communication
Usually able to use dates, terms and conventions of historical periods.	Usually able to identify reasons for, and results of, historical change and continuity.	Is aware that the past can be represented in different ways.	Can extract relevant information from sources to find out about the past.	Can communicate historical information in a structured way. Few errors in spelling, punctuation and grammar.

ICT

Digital Literacy	Computing	ICT	E-safety
Uses search tool, search engines and Boolean logic correctly. Selects, uses and combines a variety of software correctly to complete projects. Knows and takes into account copyright when using information from the web. Is a competent user of the school network for accessing, creating, modifying and saving files.	Computational abstractions - is able to produce algorithms using flowchart symbols. Programming - demonstrates a good understanding of how to program solutions to problems using Scratch and HTML. Can convert independently between denary and binary number systems.	Hardware and software - is able to name components and what they are used for. Understands basic network topologies and networking components.	Considerately recognises a range of ways to use technology safely, respectfully, responsibly and securely. Knows the need for, and implications of, not protecting their online identity and privacy.

Mathematics

Number	Algebra	Ratio, proportion and rates of change	Geometry and measure	Probability	Statistics
Orders, adds and subtracts negative numbers in context.	Constructs and expresses in symbolic form, collects like terms and uses simple formulae involving one or two operations.	Reduces a fraction to its simplest form by cancelling common factors.	Understands and uses the formula for the area of a rectangle and triangle.	Uses probability scale from 0 to 1.	Understands and uses the mean of discrete data.

Music

Composing and Arranging	Performing	Listening and Appraising
Secure in the skills needed to use short ideas expressively within simple musical structures	Secure in the musical skills to perform with accuracy and fluency as a soloist or in an ensemble.	Secure in using musical language. Recognises and describes simple musical elements and their expressive character

Physical Education

Use of Tactics	Techniques	Dance techniques	Analysis of Performance	Outdoor Adventurous Activities (OAA)	Knowledge of fitness and health
Ability to make tactical and strategic decisions. Demonstrates some technique and accuracy in the performance. Occasionally demonstrates ability to select and apply appropriate skills. Occasionally outwits opponents.	Trampolining: Drops (minimum one) - front/back/seat. Skateboarding - confident, fast pushes on board; up/down ramps on own; drop in from mid leg height; can tik-tak	Competent in copying basic travel, stepping and pathways.	Able to identify what is good about another student's performance.	Start to make decisions of how to overcome problems in OAA activities	Give reasons why warming up before an activity is important, and why physical activity is good for their health.

Science

Chemistry	Biology	Physics	Investigations	Working with Data
Can use the particle model to explain diffusion and why different materials have different properties. can identify elements within compounds and use conservation of mass to calculate masses in reactions. can use patterns to predict properties of elements. Can describe how pH changes during neutralisation reactions and the difference between concentrated and dilute solutions of acid.	Can describe the main features and functions of cells, organs and systems used in plants and animals, especially those relating to reproduction, the skeletal system and digestion.	Can state definitions of some physical quantities and their units. Can identify examples of balanced and unbalanced forces and how they affect objects. Can interpret distance-time graphs. Can use some equations appropriately. Can describe examples of how energy is transferred or stored including electricity generation and waves. Can describe the main properties of light.	Can make simple predictions and can design a method to test the prediction. Can set up equipment and carry out investigations safely.	Can identify independent, dependent and some control variables. Can present data in a table and a graph. Can identify patterns or trends from data.

Technology

Designing	Making	Evaluate	Technical Knowledge
Is able to explore the themes posed by the task to generate a range of feasible ideas and develop designs using basic mathematical modelling which meet the brief.	Is able to select appropriate tools and materials to manufacture outcomes that meet the main requirements of the task. Products are made safely and demonstrate attention to detail and an awareness of quality.	Can analyse the design features in existing products and critically evaluate their strengths and weaknesses. Evaluation of their own work is objective and shows an understanding of the need to meet set criteria.	Evidences basic technical understanding including how the properties of materials, manufacturing processes, mechanical systems and computerised technologies can be used to manufacture a range of items. Can apply appropriate subject specific vocabulary.

Theology

Using key words	Explaining beliefs	Explaining practices	Applying ideas to life, self and others	Evaluating ideas
Can use keywords with some understanding of context.	Can explain a range of religious or philosophical beliefs in some detail.	Can explain a religious lifestyle, give range of examples.	Is able to take a range of ideas and express them in people's lives.	Can give arguments for or against an idea and come to a conclusion about which idea is the better.