Year 7

Progress Statements

Summer 2024

Introduction

In your child's Progress Report, they have been awarded a *Current Performance Score* from 1 to 4 in each subject area.

This number represents a judgement of your child's progress against the subject criteria outlined in this booklet.

You will find each subject criteria in this booklet.

The definitions for these scores are as follows:

1	Your child is able to demonstrate **all** of the statements for this term in this subject area. They are able to demonstrate these skills and this knowledge independently and with confidence.
2	Your child is able to demonstrate **most** of the statements for this term in this subject area. They are able to demonstrate these skills and this knowledge with increasing confidence and growing independence. At times they need some prompting from a teacher to fully demonstrate some of the statements.
3	Your child is able to demonstrate **several** of the statements for this term in this subject area. Whilst they are able to demonstrate some of the skills and knowledge independently, they require scaffolding from a teacher to demonstrate most of the statements. They will continue to develop their knowledge, skills and independence over the next term.
4	Your child is still working towards being able to meet the statements for this term in this subject. At this time, they are being supported by the teacher to develop their knowledge and skills in these statements.

Contents

Expressive Arts: Art

By the end of the first rotation in Art, pupils in year 7 should be able to:	By the end of the first rotation in Art, pupils in year 7 should be able to:
● Investigate the work of landscape artists and document their own judgements and opinions about the work of others. ● Explore ideas and experiment with a variety of materials and processes, reviewing and refining their work as it progresses. ● Use a range of media to record ideas and observations from both primary and secondary sources. ● Present individual and imaginative ideas and outcomes. ● Make clear connections between their work and their chosen artist's work.	● Understand the 'elements of art' and understand how to selectively apply colour theory to their artwork. ● Research, record and present the art movement Pop Art and critically analyse artwork. ● Critically self-reflect upon art work as it progresses and record positives, improvements and next steps. ● Present a personal, imaginative response and make a clear connection to the art movement Pop Art.

Expressive Arts: Drama

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
● Understand how to use physicality in drama in order to tell a story, looking at how to use their bodies to do this. ● Create atmosphere through the use of voice and body. ● Be able to define and use: Freeze-Frame, Thought tracking, Physical Theatre, Soundscape. ● Be able to evaluate their own performances and the performances of others.	● Understand how to create a character and develop this character in performance. ● Reflect upon creating character and applying their reflections in performance. ● Use a stimulus for creating a story and characters. ● Use drama techniques with increasing confidence. This includes: Voice work, Body Language, Gesture, Characterisation, Performance Skills, Physical Theatre, Soundscape, evaluating, performance skills, Narration and contribution to work.	● Develop characters and explore new techniques in order to tell a story. ● Apply techniques through characters and storyline. ● Explore the themes and issues of a dramatic piece. ● Create a devised group piece of drama using the techniques developed throughout the year. ● Evaluate their own performance and that of others.

Expressive Arts: Graphics and Textiles

By the end of the Graphics rotation, year 7 pupils should be able to:	By the end of the Textiles rotation, year 7 pupils should be able to:
● Research and critical analyse sources including images and written text on the brand, Pepsi. ● Record their creative ideas through initial sketches/illustrations and communicate their thoughts with written annotation. ● Respond to research and develop creative, personal and meaningful designs and experiments in a variety of digital and hand techniques/tools/skills. ● Reflect on their creative and design responses through written annotation, identifying the positives and improvements of their work. ● Refine their creative and design ideas, through developed experiments and refined techniques/tools/skills to reflect the topic identity. ● Review and evaluate their progress and outcome rigorously for the project.	● Research and critically analyse sources from the Textile artist Victoria Villasana. ● Record and apply a range of hand embroidered stitches that are skilfully controlled. ● Respond to research through developing ideas using sources and experiments as inspiration. ● Critically self-reflect upon work as it progresses and annotate next steps. ● Refine skills to design and produce personal and imaginative hand embroidered self-portraits. ● Review and evaluate their outcome rigorously demonstrating connections to research.

Expressive Arts: Music

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
● Identify the musical features that creates a successful piece of music for their composition assessment work. ● Understand the musical knowledge of key feature such as music notation, the pitch and duration. ● Identify various musical instruments by using timbre and being able to explain their knowledge of the musical instruments.	● Understand the story of 'Gelert the Dog' and why the story is important to our module. ● Gain the knowledge of the History of Welsh Music (traditional and modern) and how it has evolved throughout the years; instrument wise, song wise, technology wise, language wise. ● Working in groups to work on creating a composition that would work with our story book of 'Gelert The Dog'	● Understand rhythm and pulse and identify musical notes and their lengths. ● Learn drumming techniques and be able to follow various rhythmic patterns whilst maintaining the beat. ● Working in groups to work in order to create their own rhythm grids and perform these to the class.

Health and Well-being: Physical Education

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
● Understand and apply principles of invasion and net games and demonstrate improving quality in competitive situations. ● Understand and apply the rules and regulations of activities. ● Show an awareness of how to perform a basic warm up for specific activities. ● Improve physical competence across all activities.	● Understand and apply principles of invasion and net games and demonstrate improving quality in a competitive situation. ● Understand and apply the rules and regulations of activities. ● Show an awareness of how to perform a basic warm up for specific activities. ● Improve physical competence across all activities. ● Develop competence and understanding in various strength and conditioning exercises with improved techniques and control.	● Understand and apply principles of striking and fielding games and demonstrate improving quality in competitive situations. ● Understand how to perform a range of running, throwing and jumping activities. ● Lead an effective warm up independently to prepare themselves for exercise. ● Improve physical competence across all activities.

Health and Well-being: Relationships and Sexuality Education

Relationships and Sexuality Education (RSE) is taught as a statutory requirement in the Curriculum for Wales. It is not assessed.

The RSE curriculum focuses on **three** broad strands which are developmentally appropriate:

1. **Relationships and identity:** helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
2. **Sexual health and well-being:** helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
3. **Empowerment, safety and respect:** helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

Humanities: Geography

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
● Identify and distinguish between the natural and human features of a distinctive place. ● Use maps to locate, describe and give simple explanations distinctive features of places in their locality, Wales and the wider world. ● Explain why different landscape features are important to an area, eg, to the people, the economy and the environment. ● Carry out independent research, using appropriate methods to gather information ad become more knowledgeable about the world's many unique places. ● Interpret and present information in a variety of ways.	● Describe the main features of the continent of Africa. ● Represent and analyse geographical data in a variety of ways, eg, Climate graphs for different locations in Africa. ● Use maps and geographical data to explain how Africa's population is changing. ● Use evidence to form, express and discuss their own opinions on a range of different challenges and opportunities facing the continent of Africa. ● Develop and show empathy as to how others in the world live. ● Describe and explain the challenges and possible solutions to problems facing urban areas in Africa. ● Evaluate the use of tourism to help different regions of Africa develop. ● Carry out research using appropriate methods to gather information and become more knowledgeable about one of Africa's many unique places.	● Describe the social, economic and environmental importance of the planet's oceans and marine ecosystems. ● Use maps and geographical data to locate and describe the location of the world's coral reefs. ● Use evidence to form, express and discuss their own opinions on the range of different challenges and threats facing marine ecosystems. ● Evaluate the solutions to ocean plastic waste. ● Carry out independent research, using appropriate methods to gather information and become more knowledgeable about ocean conservation.

Humanities: History

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
● Explain why there was conflict over who should rule England in 1066. ● Outline the main events that led to William becoming king in 1066 and make links between them. ● Consider the utility and reliability of a historical source. ● Reach a judgement about the impact the events of 1066 had on our local area, including the building of Margam Abbey.	● Build on their understanding of the Normans and explain how the Norman Conquest shaped our area. ● Explain why Wales became known as the 'Land of the Castles.' ● Describe how castles have changed over time, putting these changes in their historical context and make links between different events.	● Carry out independent research about Welsh Castles and thinking critically about whether Wales deserves to be known as 'Castle Capital of the World.' ● Describe and explain the impact the Glyndwr Rebellion had on Wales. ● Consider different interpretations of the Glyndwr Rebellion and reach a judgement about how valid these views are.

Humanities: Religious Studies

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
● Describe the type of person they are. ● Explain who or what influences them. ● Explain what makes human beings unique.	● Describe the various attitudes towards God. ● Explain your opinion on the existence of God. ● Explain the various attitudes about the nature of God.	● Describe the concept of the soul. ● Explain a range of beliefs about the soul. ● Evaluate the arguments for and against the existence of the soul.

Languages, Literacy and Communication: English

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
● Explain the development and history of storytelling. ● Correctly identify the features within a range of genres and demonstrate the conventions of a genre in their own writing. ● Carry our research in groups and confidently deliver their own presentation on a Greek myth of their choice. ● Understand how to use a variety of sentence types ad word classes creatively and correctly. ● Begin to develop inference skills through the analysis of specific language choices.	● Investigate and understand a range of character types that can be used in their own writing. ● Begin to adapt their writing and speaking effectively for difference purposes. ● Use creative writing tools to write an engaging adaptation of a fairy tale story. ● Understand and explain what life was like during Shakespeare's time.	● explain the opinions and use evidence to support them. ● Apply their knowledge of character types when responding to a new text. ● Read fluently with expression. ● Use basic punctuation accurately in their writing (full stops, capital letters, question marks and exclamation marks).

Languages, Literacy and Communication: French

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
● Demonstrate basic knowledge of French phonetics and pronunciation, including silent letters. ● Understand some basic punctuation differences between English and French, including the use of accents in French. ● Introduce themselves. ● Begin to give brief opinions. ● Begin to use connectives.	● Introduce others including family members and friends. ● Use correct masculine / feminine adjectival endings. ● Use a variety of verbs to describe others.	● Ask basic questions and make requests in real life contexts. ● Use everyday polite expressions. ● Understand questions in real life contexts.

Languages, Literacy and Communication: Spanish

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
● Demonstrate basic knowledge of Spanish phonetics and pronunciation, including vowel sounds. ● Understand some basic punctuation differences between Spanish and English, including the use of accents in Spanish and upside-down punctuation marks. ● Introduce themselves. ● Begin to give brief opinions. ● Begin to use connectives.	● Give opinions on school subjects and teachers. ● Justify opinions. ● Use correct masculine / feminine adjectival endings. ● Use a variety of verbs to describe classroom activities.	● Ask basic questions and make requests in real life contexts. ● Use everyday polite expressions. ● Understand questions in real life contexts.

Languages, Literacy and Communication: Welsh

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
● Use present tense sentence structures confidently. ● Be confident with both positive and negative sentences. ● Identify and use verbs accurately. ● Pronounce words properly. ● Begin to respond to their peers in Cymraeg.	● Express opinions clearly using a range of adjectives and sentence starters. ● Questions their peers. ● Spell words correctly.	● Use a range of idioms within all aspects of their work. ● Extend their written work using a range of connectives. ● Use third person sentences confidently.

Mathematics and Numeracy: Mathematics

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
● Read and write numbers of any size. ● Multiply and divide by multiples of 10. ● Apply addition, subtraction, short and long multiplication and division to whole numbers. ● Place decimals in ascending and descending order. ● Multiply and divide decimals by multiples of 10. ● Apply addition, subtraction, multiplication and division to numbers up to 2 decimal places. ● Calculate fractions of quantities. ● Simplify and find equivalent fractions. ● Apply addition, subtraction, multiply and divide to fractions. ● Find percentages of quantities without and with a calculator.	● Convert between simple fractions, decimals and percentages. ● Simplify a given ratio. ● Add, subtract, multiply and divide negative numbers. ● Apply BIDMAS to calculations. ● Identify types of number – odd, even, prime, square number, square roots, cube number, factors and multiples. ● Identify the Lowest common multiples and Highest common factors. ● Round to the nearest multiple of ten, the nearest whole number and a given number of decimal places. ● Tell the time on an analogue and digital clock. ● Convert and calculate between 12/24 clock.	• Use financial terminology • Understand advantages and disadvantages of credit and debit • Calculate wages and salaries and use to budget • Make informed decisions about discounts and special offers • Name a type of angle, measure and draw angles. • Use knowledge of angles on a straight line, around a point and vertically opposite angles. • Name 2D shapes including regular and irregular polygons. • Define solid shapes by their properties using the terms edges, faces, vertices, prism and pyramid. • Find the perimeters of basic and compound shapes. • Use formulae for the area of rectangles and triangles. • Use formulae for the volume of cubes and cuboids.

Science and Technology: Computer Science

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
- Identify and navigate an Integrated Development Environment - Create a basic program by using commands to perform tasks/actions. - Solves problems using programming techniques such as: - Iteration - Selection - Analyse scenarios and problems. - Design solutions to the given problems and scenarios. - Evaluate your solution and its effectiveness	- Identify key computer components including input and output devices. - Describe the roles of the key components. - Identify the key components of the Von-Neumann architecture. - Compare and evaluate the different types of storage mediums for a given problem or scenario - Identify the different types of number systems. - Identify the Binary headings and explain the place value. - Explain the difference between an odd and even binary number. - Convert between different number systems: - Binary - Denary - Identify, compare and explain the different storage units - Recognise how computer represent data such as images and number in binary. Solve binary sequences.	- Identify the different tools and features in the game development environment. - Identify the different objects. - Plan a game. - Create a game that allows player interactivity, including: - Storyline. - Static objects. - Moving objects (programmed). - Trigger events for objects. - Scoring variables. - Other variable (lives, health, etc). - An objective/s in the game - Perform testing, which includes testing other games. Providing feedback to others. - Evaluate your game and respond to feedback.

Science and Technology: Food and Product Design

By the end of the Food rotation, year 7 pupils should be able to:	By the end of the Product Design rotation, year 7 pupils should be able to:
● Understand how ingredients can be grown and processed into different food products. ● Cook at least 4 edible dishes showing the following skills safely and hygienically: - weighing and measuring - peeling - slicing and dicing; - using the hob safely; - using the oven safely. ● Understand health and safety practices and apply them in practical situations. ● Identify where foods fit into a healthy, balanced diet using the Eatwell Guide. ● Show an understanding of alternative diets.	● Have a basic understanding about business enterprise, including how to meet the basic needs of a client. ● Know how to use CAD; ● Develop 3D printing skills; ● Develop understanding of investigation work; ● Complete a product analysis and use this information to help inform the design process.

Science and Technology: Science

By the end of term 1, pupils in year 7 should be able to:	By the end of term 2, pupils in year 7 should be able to:	By the end of term 3, pupils in year 7 should be able to:
● Work safely in the laboratory. ● Be able to identify scientific equipment and select and use the most appropriate piece of equipment for measuring. ● Identify the independent, dependent and control variables in an experiment. ● Construct results tables and graphs (bar and line graph). ● Design experiments to test hypotheses. ● Evaluate results of experiments. ● Use group roles to carry out investigations and present findings.	● Identify the different forms of energy and state energy transfers. ● Use particle theory to explain changes of state. ● Apply particle theory to explain density of objects. ● Apply knowledge of particle theory to design an experiment to test the properties of unknown substances. ● Summarise information on the history of the atom and be able to label the atom. ● Compare and contrast the structure of plant and animal cells. ● Confidently use the microscope to visualise and draw specimens. ● Describe the complexity of multicellular organisms.	● Draw and construct series and parallel circuits. ● Investigate current and voltage in series circuits. ● Experimentally determine conductivity of materials. ● Define an element and use the periodic table to identify elements. ● Experimentally investigate the properties of metals and non-metals. ● Observe and describe the ways in which materials change when mixed together. ● Describe a variety of habitats and explain how organisms are adapted to survive. ● Construct food webs and pyramids of number using food chains.