Year 7

Progress Statements

Term 3: July 2025

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 second 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 how to selectively apply colour theory to artwork; ● research, record and present work on different cultures and celebrations; ● explore ideas and experiment with a variety of materials and processes, reviewing and refining their work as it progresses; ● 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 chosen area of study.

Expressive Arts: Drama

By the end of term 1 and 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.	● 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 a brand; ● 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, analyse and compare sources from Textile artists Victoria Villasana and Han Cao; ● record and apply a range of hand embroidered stitches that are skillfully 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 throughout the project.

Expressive Arts: Music

By the end of year 7 pupils in Music should be able to:
● identify the elements of music and give brief descriptions of each; ● understand basic keyboard skills and identify the notes on the keyboard; ● Begin to understand basic music notation.

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 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 technique 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: PSE / Relationships and Sexuality Education

Relationships and Sexuality Education (RSE) is taught as a statutory requirement in the Curriculum for Wales. It is covered in PSE (Personal Social Education) lessons and 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.

PSE lessons are developed in accordance with:

- RSE policy guidance 2022
- Schools Health Research Network (SHRN) data 2023
- Needs that are individual to year group or class

PSE aims to support the holistic development of our students, create positive relationships, allowing learners to thrive in an environment that is consistent, positive and safe for all. There is no assessment, internally or externally, in PSE.

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:
● locate places on a map using a range of different map skills e.g. compass directions, longitude and latitude and four and six-figure grid references; ● use maps to locate, describe and give simple explanations of distinctive features of places in their locality; ● describe the main features of the continent of Antarctica; ● carry out research to gather information and become more knowledgeable about how animals have adapted to Antarctica's harsh environment; ● use maps and geographical data to explore how and why Antarctica is changing; ● use evidence to form, express and discuss their own opinions on the future of Antarctica.	● describe the main features of Africa; ● represent and analyse geographical data in a variety of ways; ● use evidence to form, express and discuss their own opinions on a range of challenges and opportunities, including the use of Sustainable Development Goals; ● develop and show empathy as to how others live; ● describe and explain the challenges and possible solutions to problems facing urban areas; ● evaluate the use of tourism to help different regions of Africa develop; ● carry out research using appropriate methods to gather information about Africa.	● describe importance of the planet's oceans and marine ecosystems; ● use maps and geographical data to describe location of the world's coral reefs; ● use evidence to form and discuss their opinions on the range of challenges facing marine ecosystems; ● evaluate the solutions to ocean plastic waste; ● carry out independent research to gather information on 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:
● show an understanding how the Voyages of Discovery led to exploration of the world; ● explain the impact Europeans had on the people of North America; ● utilise their source work skills to 'write like a historian;' ● begin to describe travel on the Silk Roads.	● build on their understanding of travel on the Silk Roads to explain how the world was shaped by trade and exploration; ● explain their views on exploration and exploitation in the past.	• 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.

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 out research in groups and confidently deliver their own presentation on a Greek myth of their choice; ● begin to understand how to use a variety of sentence types and 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 different 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; ● begin to analyse extracts from complex texts, such as 'A Midsummer Night's Dream'.	● explain their 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). ● respond to a text orally.

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 use of accents in French; ● introduce themselves, including name, feelings, age, birthday, nationality and sporting hobbies; ● use a variety of opinions; ● use a variety of connectives.	● introduce family members and friends, including ages, names and birthdays; ● talk about their pets; ● use correct masculine/feminine adjectival endings; ● name colours.	● name countries around the world; ● give opinions about holidays in the past tense; ● talk about near future holiday activities.

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 English and Spanish, including use of accents in Spanish and upside-down punctuation marks; ● introduce themselves; ● begin giving brief opinions; ● begin using connectives.	● say what subjects you study on different days; ● use a variety of verbs to describe classroom activities; ● give opinions on school subjects and teachers; ● justify opinions; ● use correct masculine/feminine adjectival endings; ● say what you eat and drink at break.	● ask basic questions and make requests in real life contexts; ● use every day 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; both positive and negative; ● express opinions clearly; ● pronounce words properly.	● express opinions clearly using a range of adjectives and sentence starters; ● question 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; ● multiply and divide whole numbers by 0.5, 0.2 and 0.1; ● calculate fractions of quantities; ● simplify and find equivalent fractions; ● apply addition, subtraction, multiply and divide to fractions; ● find percentages of quantities without a calculator; ● increase and decrease by a percentage without a calculator; ● convert percentages into decimal multipliers; ● convert between simple fractions, decimals and percentages; ● recognise that some fractions are recurring decimals; ● order fractions, decimals and percentages; ● express two or more quantities as a ratio; ● simplify a given ratio.	● add, subtract, multiply and divide negative numbers; ● record temperatures in appropriate temperature scales; ● 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; ● apply BIDMAS to calculations; ● learn the value of budgeting and be able to create budgets; ● be able to make informed decisions relating to discounts and special offers; ● round to the nearest multiple of ten, the nearest whole number and a given number of decimal places; ● round to one significant figure and use rounding to estimate; ● convert and calculate between 12/24 clock; ● be able to read timetables and calculate durations; ● recognise time expressed as a decimal; ● calculate across different time zones; ● measure and record time.	● read & plot coordinates in all four quadrants; ● multiply in algebra; ● collect like terms; ● expand single brackets including two single brackets; ● substitute positive and negative numbers into expressions and worded formulae; ● express the output and input from a function machine; ● solve one and two step equations (including with brackets on one side); ● measure, draw and label angles to the nearest degree; ● use knowledge of angle types to estimate angles; ● calculate angles using basic angle properties; ● identify different types of triangles; ● calculate angles in triangles including isosceles triangles, and equilateral triangles; ● calculate angles in quadrilaterals

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 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 computers represent data such as images and number in binary;
 	
● solve binary sequences.
	● 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 and Selection;
	
	● analyse scenarios and problems;
	
	● design solutions to the given problems and scenarios;
	
	● evaluate your solution and its effectiveness.
		• 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:
		  o Storyline.
		  o Static objects.
		  o Moving objects (programmed)
		  o Trigger events for objects.
		  o Scoring variables.
		  o Other variable (lives, health, etc).
		  o 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: ICT / Digital Competency

Pupils are taught Digital Competency across the curriculum and in their Information Communication Technology (ICT) lessons.

Pupils learn how to stay safe online and how to protect themselves from online dangers such as, phishing and scam websites. Pupils learn how to identify risks and the benefits of sharing the personal information such as their location. Pupils think carefully about what they post and share online, they learn about the dangers of sharing personal information. They explore what cyberbullying is, how to report it online and the serious consequences it can have. Pupils also discuss how technology affects society, both in good and bad ways. Finally, pupils learn about digital rights and how to use search engines in a strategic way to help them source credible information.

Pupils learn basic functions and features of spreadsheet software, including how to input, organise and analyse data. Pupils learn how to enter data accurately into a spreadsheet and use basic formatting techniques to ensure the data is readable. Pupils use their understanding of formulas and functions to perform calculations across multiple cells. Pupils demonstrate competence when organising data efficiently, by sorting and filtering data. Pupils learn about creating charts to visually represent data. Pupils learn about analysing data and identifying patterns, which allows them to use their skills to solve real-world problems.

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.	● creatively respond to the needs and wants of the user, based on the context and on the information collected; ● understand how to use design communication methods to develop and present ideas, and respond to feedback; ● produce designs to communicate ideas in response to particular contexts; ● apply knowledge and skills when making design decisions in order to produce specific outcomes; ● use Computer Aided Manufacture; ● use Computer Aided Design software ● develop a range of interesting innovative design ideas.

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.