Oak Wood School

Year 7 Autumn Term Assessment Criteria 2026

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Art - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Subject knowledge	Application	Refining Practice	Presentation

Year 7 – Still Life Studies

Students learn the basics of observational drawing by studying simple objects and practising how to build accurate drawings using shape, light and shadow. They explore pencil techniques to create texture and depth and learn how arranging objects affects a composition.

By the end of the term, they complete a final still-life drawing that brings all these skills together.

Application	I can draw objects using basic shapes
Refining Practice	I can use tone to create the illusion of form
Presentation	I can apply the full tonal range to my still life study
Practice	I can use mark making techniques to create different textures
Subject Knowledge	I can layer my drawing to show perspective

Computer Science - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3
Digital Literacy	Information Technology	Computer Science

Year 7 – UCSER

Studying computer usage in the modern world and focussing on safe and effective ways for a user to engage with Technology. Students will use this knowledge to create a working file management system for their academic studies throughout their time at Oak Wood.

Additionally, students will produce a multi-part portfolio consisting of an Interactive Advice Guide and a Practical Simulations for computer usage.

	Knowledge & Understanding
Digital Literacy	I can describe how to create a logical nested folder system
	I can explain meaningful, consistent file naming conventions
	I can explain how to move, copy, compress (zip) and back up files across local and cloud drives
	I can explain the permanence of digital footprints left by online posts
	I can explain how to configure privacy settings to block public access to personal data
	I can identify cyberbullying or trolling behaviours and explain how to report them
	I can explain why social media posts must be evaluated to distinguish genuine news from misinformation
	I can explain how to create a complex password using letters, numbers and symbols
	I can spot common phishing indicators in suspicious messages, links or attachments
	I can explain the value of keeping anti-virus definitions and firewalls updated
	I can describe the basic principles of the UK Data Protection Act / GDPR
	I can explain what the To, Cc and Bcc fields are for
	I can describe what makes an email professional: a concise subject line, formal greeting and signature
	I can explain how to use precise, targeted keyword phrases
	I can explain how to use search operators like quote marks (“ ”) for exact phrase matches
	I can explain how to evaluate website credibility by looking at URL domain suffixes (e.g. .gov, .org, .ac.uk)

	Application & Analysis
Digital Literacy	I can look at a file management scenario and recommend a suitable folder structure, naming convention and backup method
	I can look at a profile or post scenario and judge what should and shouldn't be shared, what privacy settings to apply, and what to do if content is inappropriate or harmful
	I can look at a phishing email and identify multiple warning signs (greeting, sender address, link, urgency, spelling)
	I can apply GDPR principles to a given data-handling scenario
	I can compose a professional email with a concise subject line, formal greeting, correct use of To/Cc/Bcc and a signature
	I can construct a targeted search using keyword phrases and quote mark operators
	I can evaluate a website's credibility by checking its domain suffix and other credibility indicators

	Evaluation & Judgement
Digital Literacy	I can weigh up different backup and folder organisation methods and give reasons for my preferred choice
	I can weigh up the consequences of an online posting decision and justify whether it should be reported, removed or changed
	I can weigh up the strength of several passwords and security methods and justify which offers the best protection
	I can weigh up the advantages and disadvantages of email for a given purpose and justify whether it is the most suitable communication method
	I can use credibility criteria (domain suffix, author, date, purpose) to judge a website's reliability and justify my judgement

Drama - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Knowledge & understanding	Responding to Drama	Creating Drama	Performing Drama

Year 7 - Pantomime

	Performance task	Writing tasks
Autumn 1	Midpoint performance: create a short pantomime scene using stock characters, audience participation and exaggeration.	• Live theatre evaluation: the Sheriff as a villain stock character. • Audience participation: describe and explain audience interaction. • Midpoint aims and intentions: explain intended character and convention choices.
Autumn 2	Final performance: create a fuller pantomime scene using the additional pantomime conventions narration, ad-lib, staging and acting skills.	• Narration: describe how narration can tell the story clearly. • Ad-lib: describe how an extra line could respond to the audience. • Final aims and intentions: explain intended performance choices.

Knowledge & Understanding	I can use pantomime terms such as stock character, exaggeration, narration, audience participation and ad lib.
Responding to Drama	I can identify & evaluate acting choices in pantomime and explain what they show.
	I can describe, explain and evaluate drama choices using key words and clear examples.
Creating Drama	I can use a familiar story and pantomime conventions to create a short scene.
Preforming Drama	I can perform an exaggerated pantomime character using clear physical and vocal skills.
	I can rehearse responsibly and improve my group performance.
	I can use gesture, facial expression, movement and posture to show character.
	I can use pace, tone, volume, and emphasis to suit my character.
	I can use space, positioning, and focus so the audience can follow the action.

English Language & Literature - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3
Reading	Writing	Speaking

Year 7 – Oliver Twist by Charles Dickens

Students will read an extract from *Oliver Twist.* They will write one developed analytical paragraph answering the question:

How does Dickens present the Master in this extract?

Students should analyse Dickens' use of language to explain what it suggests about the Master.

Reading	I can write one developed paragraph answering the question.
	I can make a clear point about how a character/theme is presented.
	I can select a quotation that supports my point.
	I can select a key word or phrase from my quotation and explain what it suggests about the character/theme.
	I can identify a method used in my quotation and explain its effect.
	I can link my ideas back to the question.

French & Spanish - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Writing	Listening	Speaking	Reading

Year 7 – French & Spanish

"Me and My World" Midpoint Assessment Tasks

- Writing: Write simple sentences about yourself using learned vocabulary and structures.
- Listening: Identify key details from short modelled sentences.
- Speaking: Read aloud and answer simple questions.
- Reading: Understand short texts containing familiar vocabulary and phonics patterns.

"Family, Friends and School" End of Term Assessment Tasks

- Writing: Write a short paragraph describing yourself, your family and school.
- Listening: Understand the gist and key details from short passages.
- Speaking: Take part in a short conversation using memorised language and sentence builders.
- Reading: Read and respond to an adapted text using familiar language.

Writing	I can use adjectives and basic agreements to describe people, places and things.
	I can use connectives such as *and*, *but* and *because* to make my writing more interesting.
	I can write about what I do regularly and use simple time phrases to give more detail.
Listening	I can identify familiar words and phrases when listening to short conversations.
	I can listen for specific information such as names, ages, dates, times and activities.
	I can use the context and words I recognise to work out the meaning of unfamiliar language.
Speaking	I can pronounce familiar words and phrases clearly enough to be understood.
	I can describe myself, other people and familiar places using simple sentences.
	I can ask and answer questions about familiar topics and take part in a short conversation
Reading	I can find specific information in a short text.
	I can use cognates, near-cognates and context to understand unfamiliar words.
	I can identify whether a text is positive, negative or neutral.

Geography - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Location and place knowledge	Human and physical processes	Geographical skills	Mathematics and statistics

Topic 1 "How do I think like a Geographer?"

Pupils will complete the following tasks:

- Name the 7 continents and 5 oceans, label the 7 continents and 5 oceans on a blank world map, name the 4 most important lines of latitude and longitude
- Label the 4 most important lines of latitude and longitude on a blank world map, name the 8 compass directions & label the 8 compass directions on a blank compass.
- Combine knowledge of continents, oceans and compass directions to describe locations and simple routes. Name 5 map symbols, match the correct map symbol to their name for 5 features on an OS map. Accurately calculate the distance between two places on an OS map using scale & Identify the heigh of a location on an OS map using contour lines

Location and place knowledge	I can name the continents, oceans and key lines of latitude and longitude on a blank world map
	I can locate the continents, oceans and key lines of latitude and longitude on a world map
Geographical skills	I can name the 8 compass directions
	I can label the 8 compass directions on a blank compass
	I can combine knowledge of continents, oceans and compass directions to describe locations and simple routes
	I can name important OS map symbols
	I can match the correct OS map symbol to a feature
	I can identify the height of a location on an OS map using contour lines
Mathematics and statistics	I can accurately calculate the distance between two places on an OS map using scale

Pupils will complete the following tasks:

- Explain one reason why tectonic plates move and two ways in which tectonic plates have shaped the landscape

Human and physical processes	I can identify and explain the initial elements that start the process
	I can identify and explain the actual movements or actions taking place
	I can identify and explain the outcomes generated by the process
	I can use 1 subject-specific word accurately such as convection currents, fold mountains, rift valley, converging or diverging

History - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Period & chronology knowledge	Cause & consequence	Change & continuity	Sources & interpretations	Historical significance

Year 7 – Norman invasion & Medieval religion

Pupils will answer the question 'Why did William win the Battle of Hastings?', these are the success criteria:

Cause & consequence	I can identify a cause
	I can include two pieces of evidence to support the cause
	I can explain how this cause led to the event
	I can use 2 subject-specific words accurately
	I can link back to the question at the end of each paragraph

Pupils will analyse a source about the Crusades and make two inferences from it. These are the success criteria used:

Source & interpretations	I can provide an inference from the source
	I can support my inference with a detail from the source
	I can provide an inference from the source
	I can support my inference with a detail from the source

Maths - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Substantive Mathematical knowledge	Fluency	Mathematical reasoning	Problem solving

Number – Pupils explore number concepts through worked examples, discussion and problem-solving activities.

They develop fluency through regular practice, investigate mathematical relationships and patterns, and use their understanding to explain, justify and solve increasingly complex problems throughout their maths lessons in the Autumn term.

Progress is regularly assessed through exit tickets, with targeted feedforward provided to address misconceptions and support ongoing improvement.

	Fluency	Problem Solving	Reasoning
Unit 1A – Place Value	I can read and write integers and decimals using numerals and words.	I can use place value to solve problems involving integers and decimals.	I can explain the value of a digit based on its position in a number.
	I can identify the place value of digits in integers and decimals.	I can use place value to determine missing digits in a number.	I can justify which of two integers or decimals is greater and explain why.
	I can compare and order integers and decimals using <, > and =.	I can arrange numbers in order when they are presented in different forms.	I can explain how changing the position of a digit changes its value.

	Fluency	Problem Solving	Reasoning
Unit 1B – Directed Numbers	I can recognise and identify positive and negative numbers.	I can use positive and negative numbers to represent real-life situations, such as temperature or changes in value.	I can explain the meaning of positive and negative numbers in different contexts.
	I can identify which positive or negative number has the greatest or smallest value.	I can use a number line to solve problems involving positive and negative values.	I can explain why one negative number is greater or smaller than another.
	I can order positive and negative numbers.	I can solve problems that require me to compare and order directed numbers.	I can justify the order of a set of positive and negative numbers.

	Fluency	Problem Solving	Reasoning
Unit 1C – Rounding	I can round integers to the nearest 10, 100 and 1000.	I can choose an appropriate level of rounding to estimate an answer.	I can explain why a number rounds up or down.
	I can round numbers to a given number of decimal places.	I can use rounded values to estimate solutions to problems.	I can identify possible original numbers when given a rounded value.
	I can round integers and decimals to a given number of significant figures.	I can use significant figures to give sensible approximations in context.	I can compare different levels of accuracy and explain which is appropriate for a situation.

	Fluency	Problem Solving	Reasoning
Unit 1D – Addition and Subtraction	I can add and subtract positive integers of any size.	I can choose addition or subtraction to solve multi-step problems.	I can explain how place value helps me add and subtract accurately.
	I can add and subtract decimals accurately.	I can solve problems involving addition and subtraction of decimal quantities.	I can explain why digits must be aligned according to place value when calculating with decimals.
	I can add and subtract negative numbers.	I can solve contextual problems involving positive and negative changes.	I can use a number line or another representation to justify calculations involving negative numbers.
	I can use inverse operations to check my answers.	I can use inverse operations to find missing values.	I can explain how inverse operations can show whether an answer is correct.
	I can calculate the perimeter of a shape.	I can find missing side lengths when the perimeter is known.	I can explain how different shapes can have the same perimeter.

	Fluency	Problem Solving	Reasoning
Unit 1E – Multiplication and Division	I can multiply and divide numbers by 10, 100 and 1000.	I can use multiplication and division by powers of 10 to solve problems involving measures and decimals.	I can explain how the value of each digit changes when multiplying or dividing by 10, 100 or 1000.
	I can use lattice multiplication to multiply integers and decimals.	I can select and use an appropriate multiplication method to solve a problem.	I can explain why different multiplication methods produce the same answer.
	I can use short division to divide integers and decimal numbers.	I can use division to solve problems involving sharing and grouping.	I can use multiplication to justify or check a division calculation.
	I can multiply and divide with negative numbers.	I can solve problems involving multiplication and division of directed numbers.	I can explain and apply the sign rules when multiplying and dividing positive and negative numbers.
	I can calculate the area of rectangles, parallelograms, triangles and trapezia.	I can choose and apply the correct area formula to solve problems.	I can explain why the formula used is appropriate for a particular shape.
	I can calculate the area of compound shapes by splitting them into simpler shapes.	I can find missing lengths or areas in compound-shape problems.	I can compare different ways of dividing a compound shape and show that they give the same total area.

	Fluency	Problem Solving	Reasoning
Unit 1F – Powers, Roots and Indices	I can recognise and calculate square numbers and square roots.	I can use squares and square roots to solve numerical problems.	I can explain why squaring and finding a square root are inverse operations.
	I can recognise and calculate cube numbers and cube roots.	I can use cubes and cube roots to solve numerical problems.	I can explain why cubing and finding a cube root are inverse operations.
	I can write repeated multiplication using index notation.	I can use index notation to simplify calculations.	I can explain what the base and index tell me about a power.
	I can use the index laws for multiplication, division and powers of powers.	I can select and apply the correct index law to simplify an expression.	I can use expanded multiplication to explain why the index laws work.

	Fluency	Problem Solving	Reasoning
Unit 1G – BIDMAS	I can recall what BIDMAS stands for and identify the correct order of operations.	I can use BIDMAS to solve calculations involving several operations.	I can explain why operations must be completed in a particular order.
	I can calculate expressions involving division, multiplication, addition and subtraction in the correct order.	I can apply the order of operations to unfamiliar numerical problems.	I can identify and explain mistakes in calculations where operations have been completed in the wrong order.
	I can calculate expressions containing brackets and indices.	I can insert brackets into a calculation to produce a required answer.	I can explain how adding or moving brackets changes the value of an expression.

	Fluency	Problem Solving	Reasoning
Unit 2A – Factors and Multiples	I can find factor pairs and list all the factors of an integer.	I can use factors to solve problems involving grouping and arranging quantities.	I can explain how I know that I have found all the factors of a number.
	I can recognise and identify prime numbers.	I can use my knowledge of factors to determine whether a number is prime.	I can explain why a prime number has exactly two factors.
	I can generate and list multiples of an integer.	I can use multiples to solve problems involving repeating patterns and common events.	I can explain the difference between a factor and a multiple.
	I can find the HCF of two integers.	I can use the HCF to solve problems involving grouping or simplifying quantities.	I can justify why a particular number is the highest common factor.
	I can find the LCM of two integers.	I can use the LCM to solve problems involving common multiples.	I can justify why a particular number is the lowest common multiple.
	I can express an integer as a product of its prime factors.	I can use prime factorisation to find the HCF and LCM of two numbers.	I can explain how prime factorisation can be used to identify common factors and multiples.

	Fluency	Problem Solving	Reasoning
Unit 2B – Equivalence	I can identify the numerator and denominator of a fraction and explain what they represent.	I can represent parts of a whole using fractions.	I can explain how the numerator and denominator determine the value of a fraction.
	I can express one quantity as a fraction of another.	I can use fractions to describe relationships between quantities in context.	I can justify the fraction that represents one quantity compared with another.
	I can generate equivalent fractions by multiplying or dividing the numerator and denominator by the same number.	I can find a missing numerator or denominator in equivalent fractions.	I can explain why multiplying or dividing the numerator and denominator by the same number keeps the value of a fraction unchanged.
	I can simplify a fraction using common factors and the HCF.	I can select an efficient method to write a fraction in its simplest form.	I can justify that a fraction has been fully simplified.
	I can convert a mixed number into an improper fraction.	I can convert between mixed numbers and improper fractions when solving problems.	I can use a representation to explain why a mixed number and its equivalent improper fraction have the same value.
	I can convert an improper fraction into a mixed number.	I can choose an appropriate form of a fraction to help me solve a problem.	I can explain the relationship between improper fractions and mixed numbers.

	Fluency	Problem Solving	Reasoning
Unit 2C – Ordering Fractions	I can compare and order fractions with a common denominator.	I can identify the greatest or smallest fraction from a set.	I can explain why fractions with the same denominator can be compared using their numerators.
	I can compare and order fractions when one denominator is a multiple of another.	I can use equivalent fractions to solve ordering problems.	I can justify the order of fractions by converting them to equivalent fractions.
	I can compare and order fractions with different denominators.	I can find an appropriate common denominator to compare several fractions.	I can explain why using a common denominator allows fractions to be compared fairly.

	Fluency	Problem Solving	Reasoning
Unit 2D – Adding and Subtracting Fractions	I can add and subtract fractions with the same denominator.	I can solve problems involving addition and subtraction of fractions with a common denominator.	I can explain why the denominator remains unchanged when adding or subtracting fractions with the same denominator.
	I can find the LCM of denominators to create equivalent fractions.	I can choose an efficient common denominator when adding or subtracting fractions.	I can explain why fractions need a common denominator before they can be added or subtracted.
	I can add fractions with different denominators.	I can solve problems involving the addition of fractions with different denominators.	I can justify each step when adding fractions with different denominators.
	I can subtract fractions with different denominators.	I can solve problems involving the subtraction of fractions with different denominators.	I can identify and explain errors in fraction subtraction.
	I can add mixed numbers.	I can solve contextual problems involving the addition of mixed numbers.	I can compare different methods for adding mixed numbers and explain why they give equivalent answers.
	I can subtract mixed numbers.	I can solve contextual problems involving the subtraction of mixed numbers.	I can explain and justify my method when subtraction requires exchanging between the whole number and fractional parts.

	Fluency	Problem Solving	Reasoning
Unit 2E – Fractions of Amounts	I can recognise a unit fraction as a fraction with a numerator of 1.	I can use unit fractions to divide quantities into equal parts.	I can explain why dividing an amount by the denominator finds a unit fraction of that amount.
	I can calculate a unit fraction of an amount.	I can use a unit fraction to help calculate other fractions of an amount.	I can explain the connection between division and finding a unit fraction.
	I can calculate a fraction of an amount.	I can solve contextual problems involving fractions of quantities.	I can explain why I divide by the denominator and multiply by the numerator.
	I can work backwards from a known fraction of an amount to find the original amount.	I can solve problems where a fractional amount is known but the whole is unknown.	I can use inverse operations or a bar model to justify how I found the original amount.

	Fluency	Problem Solving	Reasoning
Unit 2F – Converting Fractions and Decimals	I can recognise a fraction as a division calculation.	I can use division to convert a fraction into a decimal.	I can explain why the fraction bar represents division.
	I can use short division to convert fractions into decimals.	I can convert fractions to decimals so that I can compare quantities.	I can explain how division produces the decimal equivalent of a fraction.
	I can use place value to convert terminating decimals into fractions.	I can select an appropriate place-value denominator when converting a decimal to a fraction.	I can explain how the place value of the final digit determines the denominator of the fraction.
	I can simplify fractions produced from decimal numbers.	I can convert more complex decimals into fractions and simplify my answer.	I can justify why my fraction and decimal have the same value.
	I can compare the values of fractions and decimals.	I can convert fractions or decimals into a common form to order them.	I can explain and justify which of two fractions or decimals has the greater value.

	Fluency	Problem Solving	Reasoning
Unit 2G – Multiplying and Dividing Fractions	I can multiply an integer by a fraction and simplify my answer.	I can solve problems involving an integer multiplied by a fraction.	I can use a representation or equivalent calculation to explain what happens when an integer is multiplied by a fraction.
	I can recognise when the product is a proper or improper fraction.	I can convert an improper answer to a mixed number when appropriate.	I can explain why multiplying by a fraction less than 1 can produce an answer smaller than the starting value.
	I can multiply a fraction by a fraction.	I can solve contextual problems involving multiplication of fractions.	I can explain why multiplying by a fraction can be interpreted as finding a fraction of another quantity.
	I can convert mixed numbers to improper fractions before multiplying.	I can multiply fractions and mixed numbers accurately.	I can explain why converting a mixed number to an improper fraction makes multiplication easier.
	I can multiply two mixed numbers.	I can solve multi-step problems involving multiplication of mixed numbers.	I can estimate my answer first and use this to check whether my final answer is reasonable.
	I can identify the reciprocal of a fraction.	I can use reciprocals when solving fraction-division problems.	I can explain the relationship between a fraction and its reciprocal.
	I can divide one fraction by another by multiplying by the reciprocal.	I can solve problems involving division of fractions with different denominators.	I can explain why dividing by a fraction can result in an answer greater than the starting number.
	I can divide between integers and fractions.	I can choose and apply an appropriate method when dividing integers and fractions.	I can use multiplication as the inverse operation to check a fraction-division calculation.
	I can divide fractions involving mixed numbers.	I can solve multi-step problems involving division of fractions and mixed numbers.	I can justify each stage of a fraction-division calculation and check that my answer is reasonable.

Music - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Sound production	Musical Grammar	Sound Creation	Musical Literacy

Year 7 – Rhythm & Notation

Students create a short rhythm in 4/4, notate it accurately, rehearse it and perform it individually and/or as part of an ensemble. They clap or vocalise rhythms from notation, recognise familiar rhythms within melodies, and identify a familiar piece from its rhythm alone.

They also identify and use the rhythmic notation and musical vocabulary studied during the unit.

Sound Production	I can keep a steady pulse.
	I can perform my rhythm while keeping in time with an ensemble of peers.
	I can clap and/or vocalise rhythms accurately from notation.
Sound creation	I can create my own rhythm that fits into 4/4 time.
	I can perform rhythms accurately, with a sense of pulse in 4/4 time.
	I can recognise how many beats there are per bar.
Musical literacy	I can recognise and name the note values we have learned.
	I can write my rhythm, using correct musical notation.
	I can use the musical terms ‘pulse’, ‘rhythm’, ‘beat’, ‘quaver’, ‘crotchet’, and ‘minim’ correctly.

Physical Education - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Performance	Understanding	Personal Development	Health & Safety	Engagement & Leadership

Across the Autumn Term, students will participate in six different sports and physical activities, with each lesson focusing on the development of specific skills and techniques relevant to the activity. During Autumn Term 1, students will take part in Table Tennis, Rugby and Basketball, while Autumn Term 2 will focus on Football, Performing at Maximal Levels and Netball.

	TABLE TENNIS	RUGBY	BASKETBALL	FOOTBALL	PAML	NETBALL
Performance	I can perform a serve	I can tackle an opposing player	I can perform the 4 passes in basketball	I can perform different types of passes in football	I can complete the 12 minute Cooper run to measure my cardiovascular endurance	I can perform the 3 passes in netball
	I can perform a forehand push	I can perform a lateral pass	I can dribble the ball	I can dribble the ball	I can complete a circuit training session	I can step, land and pivot when receiving the ball
	I can perform a backhand drive	I can use a blitz defence	I can shoot the ball with balance and accuracy	I can jockey a player while defending	I can control my breathing during a long distanced race	I can shoot with balance and accuracy
Understanding	I can manipulate my opponents around the table	I can exploit space in attack	I can use man-to-man marking	I can pass the ball into space for my teammate to run on to	I can define cardiovascular endurance	I can use the over two thirds passing rule in netball
	I can umpire a game using basic rules	I can enforce the passing rule in rugby	I can use zonal marking	I can name the 3 steps involved in dribbling	I can set up a circuit with exercises for muscular endurance	I can enforce the footwork rule in netball
	I can keep score in a game	I can enforce the offside rule in rugby	I can enforce the travelling rule when officiating	I can tackle my opponent of the ball	I can explain what happens to our breathing rate when exercising	I can rebound a missed shot in netball

Alongside the development of physical skills, students will also develop their knowledge and understanding of rules and tactics, as well as their ability to apply these effectively in competitive situations. There will be a continued focus on personal and social development, including communication, teamwork, resilience and respect for others.

Students will also develop their understanding of health and safety, demonstrate positive engagement and participation, and have opportunities to develop their leadership skills through roles such as officiating, coaching and supporting others.

Personal development	I can show respect and kindness to others by encouraging my teammates listening to different ideas
	I can work cooperatively with others by communicating clearly, sharing responsibilities and helping my team succeed
	I can demonstrate resilience by staying positive, learning from mistakes and continuing to try when activities are challenging
Health & Safety	I can use equipment responsibly to keep myself and others safe
	I can follow the rules of the game to keep myself and others safe
	I can prepare for physical activity by using the Oak Wood Warm-Up
Engagement & leadership	I can participate positively in every lesson by trying my best and encouraging others to get involved
	I can take on a leadership role by organising activities, supporting my peers and setting a positive example
	I can communicate confidently and make responsible decisions that help my team learn, improve and succeed together

Religious Studies - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Knowledge	Use of Evidence	Explanation	Evaluative Judgements

Year 7 – Judaism & Christianity

In Autumn Term pupils answer the question, evaluate this statement:

‘Abraham is more important than Moses in Judaism’.

These are the success criteria:

Knowledge	I can make a clear first point that answers the question.
	I can make a clear second point that answers the question.
Use of evidence	I can use a relevant source of authority, quotation, or teaching to support my first point.
	I can use a relevant source of authority, quotation, or teaching to support my second point.
Explanation	I can explain my first point in detail
	I can explain my second point in detail.
Evaluative judgements	I can link my first point back to the question.
	I can link my second point back to the question.

Science - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Biology	Chemistry	Physics	Working Scientifically

Students will complete end of topic assessments in each topic listed above. In each topic, they will complete a mid-topic assessed task in a feed forward lesson which will assist them in preparing for the end of topic assessment.

Biology

Cell structure Students explore living structures and processes through diagrams, models, practical activities and written explanations.

Cell processes They compare structures, investigate how cells and organs are adapted to their functions, and apply their knowledge to explain biological processes.

Organisation and Transport systems The students will develop and demonstrate their scientific knowledge through factual recall, practical investigations, observation, data analysis, application of knowledge, scientific explanations and evidence-based conclusions.

Biology	I can identify animal, plant and specialised cells
	I can describe the function of cell organelles
	I can compare plant and animal cells
	I can explain adaptations of specialised cells
	I can explain diffusion
	I can explain osmosis
	I can explain active transport
	I can compare methods of transport
	I can describe the hierarchy from cells to organisms
	I can identify tissues and organs
	I can explain organ system functions
	I can link structure to function
	I can describe the circulatory system
	I can explain gas exchange
	I can explain the role of blood components
	I can relate transport systems to cell function

Chemistry

Particle model Students explore the behaviour of substances using particle models, practical investigations and observations.

Acids & Alkalis They investigate acids, alkalis and neutralisation, using indicators and the pH scale to identify and explain chemical properties. The students will develop and demonstrate their scientific knowledge through factual recall, practical investigations, observation, data analysis, application of knowledge, scientific explanations and evidence-based conclusions.

Chemistry	I can describe particle arrangement
	I can explain particle movement
	I can explain kinetic theory
	I can apply particle models
	I can use the pH scale
	I can explain neutralisation
	I can interpret indicator colours
	I can describe everyday acids and alkalis

Physics

Contact Forces Students explore different types of forces through diagrams, practical activities and predictions. They investigate how balanced and unbalanced forces affect objects and use their understanding to explain and predict changes in motion. The students will develop and demonstrate their scientific knowledge through factual recall, practical investigations, observation, data analysis, application of knowledge, scientific explanations and evidence-based conclusions.

Physics	I can identify different types of forces
	I can draw force diagrams
	I can explain balanced and unbalanced forces
	I can predict the effects of forces

Working Scientifically Students develop their scientific enquiry skills by asking questions, making predictions and planning fair tests. They safely collect and present evidence, analyse results and use scientific knowledge to explain observations, draw conclusions and justify claims.

The students will develop and demonstrate their scientific knowledge through factual recall, practical investigations, observation, data analysis, application of knowledge, scientific explanations and evidence-based conclusions.

Students will complete end of topic assessments in the Biology, Chemistry and Physics topics topic listed previously. Each end of topic or mid-topic assessment may feature different elements of Working Scientifically at different points in a variety on contexts.

Working Scientifically	I can identify a scientific problem or question
	I can distinguish between scientific and non-scientific questions
	I can make predictions using scientific knowledge
	I can identify independent, dependent and control variables
	I can plan a fair test
	I can follow a method accurately
	I can make and record observations
	I can identify potential hazards
	I can suggest control measures
	I can construct tables and charts
	I can name scientific structures and processes
	I can describe relationships between concepts
	I can apply knowledge to familiar contexts
	I can apply knowledge to unfamiliar contexts
	I can use scientific understanding to explain observations
	I can produce labelled diagrams accurately
	I can use models to represent scientific ideas
	I can explain scientific phenomena
	I can link cause and effect
	I can use evidence to justify explanations
	I can connect explanations to scientific theory
	I can support claims with evidence

Technology (Graphics) - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Visual communication	Drawing & Technical skills	Digital Skills	Design Process	Audience & purpose

Year 7 – Branding Box

Tonal Blend – Students create different tonal blends.

Visual Communication	I can create a range of light and dark tones.
Drawing & Technical Skills	I can use tone to communicate light and shadow.

Rendering Objects – Students render the shape outlines to enhance the form.

Visual Communication	I can use tone to make my drawing look realistic.
Drawing & Technical Skills	I can identify where the light source is coming from.

Typeface Analysis – Students i**dentify different type styles.**

Design Process	I can identify features of different typefaces.
	I can explain how a typeface communicates a particular feeling or message.

Design Ideas – Students generate a range of design ideas.

Design Process	I can understand the design brief.
	I can produce a range of design ideas.
	I can use colour, text and images to communicate my ideas.

Branding Box – Students finalize the design and make your box.

Making Skills	I can use digital tools to develop my design.
	I can combine text, images and colour effectively.
Audience & Purpose	I can evaluate and improve my final product.

Technology (Cooking & Nutrition) - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Practical Skills	Nutrition	Food Safety	Planning	Creativity

Year 7 – Pizza Project

Food Safety & Hygiene – Students observe the image, then write down three hazards you found and how you would prevent it.

Food Safety	I can explain the importance of good food hygiene.
	I can follow good food hygiene practices.
	I can identify hazards when working in a kitchen.
	I can wash my hands correctly before preparing food.
	I can keep my workstation clean and safe.

Pizza Pinwheel – Students create their own following the recipe and step by step guide.

Practical Skills	I can use the oven safely.
	I can identify the main food groups shown on the Eatwell Guide.
Planning	I can explain the importance of eating a balanced diet.
Creativity	I can collect the correct ingredients and equipment.

Pineapple Upside-Down Cake – Students create your own following the recipe and step by step guide.

Planning	I can follow a recipe in the correct order.
Food Safety	I can use the oven safely.
Creativity	I can develop a final idea that meets my design brief.

Stir Fry Practical – Students will make stir fry

Nutrition	I can prepare ingredients using appropriate cutting techniques.
	I can explain why vegetables are included in a healthy diet.
	I can prepare and cook my stir fry safely.
Practical Skills	I can evaluate the texture and appearance of my dish.

Pizza – Students make pizza dough and add toppings of your choice.

Creativity	I can follow the correct method to make a pizza.
	I can make appropriate choices about my toppings.
	I can evaluate my finished pizza and suggest an improvement.

Technology (Resistant Materials) - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Health & Safety	User & Purpose	Design Process	Making Skills	Evaluate

Year 7 – Keyring

Health & Safety – Students will match the correct explanation for each of the rules.

Health & Safety	I can identify the main workshop safety rules.
	I can explain why workshop safety rules are important.
	I can use basic tools safely.
	I can follow instructions when using workshop equipment.

Analysing Existing Products – Students examine existing products, identify which age group will use the product and what material it is made from.

Design Process	I can identify the target user of an existing product.
	I can identify how materials have been used.
	I can explain how the product meets the needs of its user.

Questionnaire – Students complete questionnaires to gain insight of likes and dislike about their keyring ideas.

User & Purpose	I can identify what information I need from my user.
	I can write suitable questions for my target user.
	I can use my findings to help develop my design.

Analysis of Research – Students write about the specifications of your keyring.

Design Process	I can identify useful information from my research.
Making skills	I can identify the needs of my target user.
Evaluate	I can identify useful features from existing products.

Design Ideas – Students create design ideas with the user in mind.

Design Process	I can understand the design brief.
	I can produce a range of initial design ideas.
	I can annotate my design ideas.
	I can explain why I have selected my final design.

Keyring – Students create keyring from acrylic.

Making skills	I can measure and mark out accurately.
	I can select the correct tools for the task.
	I can use hand tools safely and correctly.
Evaluation	I can test whether my product works as intended.
	I can write an evaluation for the final product.