

Cycle 3

May to July 2017

Year 7 Learning Guide



Dear Parents / Carers

Re: Up-coming End of Year KS3 Exams

As we approach the end of the year, we are now preparing students to take the last set of exams. These exams will not only support teachers' planning but also help students deepen their learning by being able to revise and recall information in different contexts.

The exams will take place between 13th and 27th June. Students have already received details of the English and maths times on their revision timetables and further details will be available shortly on Firefly. Most exams take place in the hall but some will also be sat in their normal lessons. Students will be tested on areas that they have learnt since joining Shoreham Academy.

It is impossible for students to revise everything they have learnt and instead they should practise the knowledge and skills they are not yet secure in. To help students do this they have been given a revision timetable that they should use to plan their time and subjects. From Monday 22nd May, students will be set revision homework by their classroom teachers which may be a set task to support students prepare or may be independent revision time. To do this students should:

1. Maths – use their last report to find out what KPIs they did not previously meet and then watch the films and practise these skills using Hegarty Maths.
2. English – download the work packs provided by the English department. These can be found on Firefly. Once a week the English department will be setting a task from the pack.
3. Students should ask to take home their class book to revise from. The best way to do this is for students to read through the material and write questions. These flash cards can then be used by students to quiz themselves and each other.

I am so pleased with the hard work of KS3 students this year. It is now important that your son/daughter is well prepared for their exams so that they can perform to the best of their ability. Please support your son/daughter by making sure that they have prepared their revision timetable and are accessing the resources in this guide. If you have any questions then please do not hesitate to get in touch.

Yours sincerely



Ms V Penney
Assistant Principal

YEAR 7

ENGLISH KPIs - CYCLE 3

Pupils will be looking at improving their skills of analysis of writer’s viewpoints and perspectives. The students will be working on how to summarise the differences between two texts picking out details from both. Students will be working on analysing the *effect* of the writer’s choice of language to describe events. Students will also be making detailed comparisons across two texts to ensure that they can identify the differences and similarities. Year 7 will be focusing on transactional writing and on newspaper writing, autobiographical writing, letter writing and writing for magazines.

KPI No.	KPI and Success Criteria
7.1	<p>(Understanding) I can independently select the information I need to support my ideas and comments.</p> <p>Students should be able to pick out quotations from a text to support and demonstrate that they have fully understood a text. They should be able to justify their opinion using evidence picked from the text.</p>
7.2	<p>(Understanding) I can infer characters’ feelings, thoughts and motives, and select supporting evidence.</p> <p>This KPI requires students to use the skill of inference to ‘read between the lines’. They must show that they are able to make judgements about characters thoughts and feelings based on what they have read.</p>
7.3	<p>(Analysis) I can comment on why specific words, language techniques and features of organisation have been used.</p> <p>This KPI requires students to demonstrate that they are able to make comments about how writers create specific effects within a piece of writing: for example short sentences are used to build tension.</p>
7.4	<p>(Themes and Ideas) I can identify the purpose of a text and justify my point of view.</p> <p>Students should be able to identify what the purpose of a text is and say if it is designed to inform, persuade, advise or argue. They should be able to pick out key parts of the text which show this purpose.</p>
7.5	<p>(Themes and Ideas) I can recognise and comment on the conventions of a specific genre.</p> <p>Students should be able to identify which genre a piece of writing falls within and be able to say how they know this and give reasons for their thoughts and opinions using quotations.</p>

7.6	<p>(Themes and Ideas) I can express my views on a text, using words and phrases from the text to justify my views?</p> <p>This KPI requires students to make a judgement based on what they have read in a text - It may ask students how far they agree with a statement and students should be able to provide evidence from the text to back up their point of view.</p>
7.7	<p>(Themes and Ideas) I can compare and contrast characters and events in a text.</p> <p>Students should be able to compare how characters behave and interact across two different texts and be able to compare the similarities and differences with these across the two texts.</p>
7.8	<p>(Writing) I can use the appropriate structure, conventions and vocabulary for both formal and informal letter writing.</p> <p>Students should be able to lay out a formal letter using the correct structure and write using formal language. They should know the difference between a formal letter and an informal letter and should be able to explain this difference as well as demonstrate an ability to write one.</p>
7.9	<p>(Writing) I can use standard English in my writing.</p> <p>Students should be able to demonstrate that they can write using standard English and not write in slang or use phrases which are not considered formal or standard.</p>
7.10	<p>(Writing) I can accurately use the past and present tense.</p> <p>This KPI requires students to be able to write coherently in the correct tense throughout their work.</p>
7.11	<p>(Writing) I can accurately use the first and third person in my writing.</p> <p>This KPI requires students to be able to use the correct agreement throughout their work. They should show that they can remain in the same agreement all the way through their work.</p>

YEAR 7 CYCLE 3 ENGLISH REVISION

Year 7 students should use their English Cycle 3 revision packs which have already been shared through Firefly.

These guides will walk students through their cycle 3 exam and will be looked at by the class teacher. They should be completed to the best of the student's ability and should be completed in full. It is vital that this revision pack is completed as students who do not will be putting themselves at a real disadvantage. If there are any questions then students should speak with their English teacher.

YEAR 7

Maths KPIs – CYCLE 3

In year 7 students will be working towards a number of KPIs covering the areas of BIDMAS rules, basic rules of algebra, substitution, percentages, decimals and fractions. The students will be assessed throughout the year to ensure they are meeting the KPIs associated with each topic.

KPI No	KPI and Success Criteria
7.17	<p>Solve calculations requiring understanding of B-I-DM-AS (know that the inverse of squaring is 'square rooting').</p> <ul style="list-style-type: none"> • Understand the rules and application of BIDMAS. • Apply understanding of all operations. • Understand and use the term inverse operation, addition is the inverse of subtraction and division is the inverse of multiplication. <p>Understand that squaring a number is the inverse to square rooting.</p>
7.18	<p>Use the basic rules of algebra.</p> <ul style="list-style-type: none"> • Simplify expressions by collecting like terms. • Understand that $a \times b$ is written as ab. • Understand basic rules of indices $a^2 \times a^3 = a^5$.
7.19	<p>Simplify and manipulate algebraic expressions to maintain equivalence by multiplying a single term over a bracket or by taking out common factors.</p> <ul style="list-style-type: none"> • Understand expanding brackets, a single term outside a bracket. • Apply understanding of factorising by establishing common factors, • Show an understanding that expanding brackets is the opposite of factorising.
7.20	<p>Substitute into simple formulae (including negative numbers).</p> <ul style="list-style-type: none"> • Substitute given values into an expression. • Substitute given positive values into an equation and solve. <p>Substitute given negative values into an equation and solve.</p>
7.21	<p>Understands percentages as 'parts per hundred'.</p> <ul style="list-style-type: none"> • Define percentages as part of a hundred. <p>Apply understanding of percentages larger than 100%.</p>
7.22	<p>Use the equivalence of fractions, decimals and percentages.</p> <ul style="list-style-type: none"> • Apply understanding of equivalent fractions, decimals and percentages. • Convert fractions into decimals and percentages. • Express one quantity as a percentage of another. <p>List fractions, decimals and percentages in size order.</p>

7.23	<p>Interpret fractions and percentages as operators.</p> <ul style="list-style-type: none"> Mentally calculate simple percentage amounts. Compare two percentage amounts.
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YEAR 7 CYCLE 3 - MATHS REVISION

The exam may cover topics studied across the year or Key Stage. Previous revision guides can be accessed on the school website.

You will need to use your exercise book to help you revise for your cycle 3 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

All Hegarty topics start at the lowest numbered clip and work your way up.

KPI 7.17

Resources

Hegarty Maths; in search tab → order of operations.

Mymaths → algebra → expressions and formulae → order of operations

Mymaths → number → add subtract mental → mixed sums all numbers.

Mymaths → number → multiply divide mental → mixed tables 3, 4, 6.

Mymaths → number → multiply divide mental → mixed tables 7, 8, 9.

Mymaths → number → multiply divide mental → mixed tables 2 to 12.

Mymaths associated games.

Also see firefly → subject maths → year 7 → KPI revision 7.17

KPI 7.18

Resources

Hegarty Maths; in search tab → indices.

Mymaths → algebra → algebraic manipulation → simplifying 1.

Mymaths → algebra → algebraic manipulation → simplifying 2.

Mymaths → number → powers and roots → indices 1.

Mymaths → number → powers and roots → indices 2.

Mymaths → number → powers and roots → indices 3.

Mymaths associated games.

Also see firefly → subject maths → year 7 → KPI revision 7.18

KPI 7.19

Resources

Hegarty Maths; in search tab → expanding brackets.

Hegarty Maths; in search tab → factorising linear.

Mymaths → algebra → algebraic manipulation → single brackets.

Mymaths → algebra → algebraic manipulation → brackets.

Mymaths → algebra → algebraic manipulation → factorising linear.
Mymaths associated games.
Also see firefly → subject maths → year 7 → KPI revision 7.19

KPI 7.20

Resources

Hegarty Maths; in search tab → rearranging
Mymaths → algebra → expressions and formulae → rules of formulae.
Mymaths → algebra → expressions and formulae → order of operations.
Mymaths → algebra → expressions and formulae → rearranging 1.
Mymaths → algebra → expressions and formulae → rearranging 2.
Mymaths associated games, flower beds, frogs, hidden faces, how many squares, windows, skysolver formulae.
Also see firefly → subject maths → year 7 → KPI revision 7.20

KPI 7.21

Resources

Hegarty Maths; in search tab → percentages
Mymaths → number → percentages → percentage amounts 1.
Mymaths → number → percentages → percentage amounts 2.
Mymaths → number → percentages → percentage amounts 3.
Mymaths → number → percentages → percentage amounts 4.
Mymaths associated games.
Also see firefly → subject maths → year 7 → KPI revision 7.22

KPI 7.22

Resources

Hegarty Maths; in search tab → fractions.
Hegarty Maths; in search tab → decimals.
Mymaths → number → fractions → fractions and decimals.
Mymaths → number → percentages → fractions decimals percentages 1.
Mymaths → number → percentages → fractions decimals percentages 2.
Also see firefly → subject maths → year 7 → KPI revision 7.23

KPI 7.23

Resources

Hegarty Maths; in search tab → percentages.
Mymaths → number → percentages → comparing quantities.
Mymaths → number → percentages → percentage amounts 1.
Mymaths → number → percentages → percentage amounts 2.
Mymaths → number → percentages → percentage amounts 3.
Mymaths associated games. Tug of war, percentages golf.
Also see firefly → subject maths → year 7 → KPI revision 7.24

YEAR 7

Science KPIs – CYCLE 3

Through the summer term students will study two modules; one called Reproduction and Variation and the second called Energy.

In the first module students will learn about reproductive systems (in plants and animals), fertilisation, variation and how to analyse data about variation within a species.

In the second module students will be able to name different forms of energy and discuss how energy transformations occur. Students will discuss energy efficiency and look at renewable and non renewable energy resources.

These will form the foundation of further understanding of these topic areas as students move through the KS3 Curriculum.

KPI No.	KPI and Success Criteria
7BR1 Date of Assessment KPI No.	Describe the structure and function of the male and female reproductive system. ✓ Identify the structures in each reproductive system Describe the functions of each structure Week beginning Monday 20th March ✓ Describe the functions of each structure KPI and Success Criteria
SCIENCE 7CP 1 7BR2 SCIENCE 7CP 2	Describe the processes of menstruation and fertilisation, and identify the stages of gestation and birth. Describe the arrangement of particles in a solid, liquid and gas, and link this to their properties. ✓ Identify changes during puberty and describe the reasons for these changes. Identify the states of matter. ✓ Explain the stages in menstruation. Describe the properties of different states ✓ Describe the differences between internal and external fertilization. Compare particle arrangements of different states. ✓ Explain the role of gametes in fertilisation. Explain changes of state in terms of the particle model Identify the changes of state. ✓ Describe the stages of pregnancy, foetal development and birth. Describe changes of state in terms of energy. ✓ Describe factors that affect foetal development. Explain how particle energy affects change of state. ✓ Describe what IVF is.
SCIENCE 7CP 3 7BR3	Describe the function of each part of the flower and explain how pollination occurs. Classify substances as pure and mixtures, and describe techniques to separate mixtures. ✓ Describe substance structure and describe their function. Identify simple techniques to separate mixtures.
SCIENCE 7CP 4 7BR4	Evaluate the differences between reversible and non reversible reactions. ✓ Identify reactions as reversible or irreversible. ✓ Describe changes in chemical reactions.

SCIENCE 7PF 1

Use diagrams with correctly labelled force arrows to display a range of forces in different situations

- ✓ **Identify forces occur when two objects interact.**
- ✓ **Describe the effect forces have on objects.**

SCIENCE 7PF 2

interpret force diagrams to determine the motion of an object

- ✓ **Describe forces using arrows on diagrams.**

7BR5	<p>Identify variation between individuals of a species and state the differences between species, describing the difference between continuous and discontinuous variation.</p> <ul style="list-style-type: none"> ✓ Describe what is meant by variation ✓ Describe the meaning of the term species ✓ Describe how inherited and environmental factors can influence variation. ✓ Identify features that show discontinuous variation. ✓ Describe features that show continuous variation and analyse data.
7PE1	<p>Describe examples of energy transfers.</p> <ul style="list-style-type: none"> ✓ Identify stores of energy and how to measure energy. ✓ Describe when energy is transformed.
7PE2	<p>Describe how thermal energy transfers from one place to another.</p> <ul style="list-style-type: none"> ✓ Explain how energy is transferred through different materials. ✓ Explain the difference between heat and temperature. ✓ Describe how energy can be lost.
7PE3	<p>Describe the law of conservation of energy to situations involving energy transfers.</p> <ul style="list-style-type: none"> ✓ Use Sankey diagrams to show energy transformations. ✓ Calculate the efficiency of a device.
7PE4	<p>Distinguish between power and energy.</p> <ul style="list-style-type: none"> ✓ Define power ✓ Calculate power
7PE5	<p>Compare values of energy and power using appropriate SI values.</p>
7PE6	<p>Compare different fuels and energy resources.</p> <ul style="list-style-type: none"> ✓ Identify energy stored in food. ✓ Identify fuels and describe how fossil fuels are formed. ✓ Evaluate the use of nuclear power ✓ Describe how renewable energy resources can be used to generate energy.

Reproduction and Variation

7BR1

http://www.bbc.co.uk/bitesize/ks3/science/organisms_behaviour_health/reproduction/revision/2/ (male reproductive system)

http://www.bbc.co.uk/bitesize/ks3/science/organisms_behaviour_health/reproduction/revision/3/ (female reproductive system)

7BR2

http://www.bbc.co.uk/bitesize/ks3/science/organisms_behaviour_health/reproduction/revision/4/ (menstruation)

http://www.bbc.co.uk/bitesize/ks3/science/organisms_behaviour_health/reproduction/revision/5/ (fertilisation, role of gametes and foetal development)

<https://www.sciencelearn.org.nz/resources/1761-fertilisation-to-adulthood-timeline>

http://www.bbc.co.uk/bitesize/ks3/science/organisms_behaviour_health/reproduction/revision/6/ (puberty)

http://www.bbc.co.uk/bitesize/standard/biology/animal_survival/reproduction_and_responding_to_the_environment/revision/2/ (internal and external fertilization)

7BR3

<http://www.bbc.co.uk/education/guides/zs7thyc/revision/1> (Plant structures and functions)
pages 1-3

<http://www.differencebtw.com/difference-between-wind-pollinated-and-insect-pollinated-plants/> (wind Vs insect pollination)

7BR4

<http://www.bbc.co.uk/education/guides/zs7thyc/revision/4> (dispersal)

<https://www.sciencelearn.org.nz/resources/103-seed-dispersal>

7BR5

<http://www.bbc.co.uk/education/guides/z9gk87h/revision> (variation, continuous and discontinuous data pages 1-3)

Overviews and quizzes

Reproduction quizzes

<http://www.bbc.co.uk/bitesize/quiz/q47607571>

http://www.kscience.co.uk/revision/reproduction/reproduction_test.htm

<http://www.docbrown.info/ks3biology/7BmcHP6.htm>

Plant reproduction and seed dispersal

<http://www.bbc.co.uk/education/guides/zs7thyc/test>

<http://www.sciencequiz.net/jcscience/jcbiology/plantreprod/plantreprod1a.htm>

<http://www.teachitscience.co.uk/resources/ks3/plants/biology/plant-reproduction-pollination-and-fertilisation/22739>

Internal and External fertilisation overview and questions.

http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=13&ved=0ahUKEwiz0ciZytTAAhVkd8AKHVCMcv0QFghdMAw&url=http%3A%2F%2Fwww.noadswoodscience.co.uk%2Fclasswork%2FfewExternalFiles%2FInternal%2520%2526%2520External%2520Fertilisation%25202.ppt&usg=AFQjCNHPPecXL3_gnoWh_-qSYZCbryAvaA&sig2=6kcvSjjHZhC26A75-gQxFw

Variation

<http://www.bbc.co.uk/education/guides/z9gk87h/test>

Word	Meaning
Uterus	Womb – where baby grows.
Fallopian Tube	Tube that connects ovary to uterus.
Ovary	Where ovum are stored.
Sperm ducts	Carries sperm from testes, via glands.
Gametes	Male and female sex cells (sperm and eggs)
Puberty	The age where you are able to reproduce.
Menstruation	Periods – process where uterus lining is discharged
Foetus /Fetus	Developing baby, growing in the uterus
Embryo	Fertilised egg cell
Fertilisation	When the nuclei of an egg and sperm cell fuse to form an embryo (conception)
IVF	In vitro fertilisation – fertilization in glass (outside of the body)
Gestation	Time taken for a baby to grow in the womb.
Internal fertilisation	Where sperm and egg fuse inside the body
External fertilisation	Where gametes (sperm and egg) fuse outside the body
Pollination	Where pollen fertilises ovum in a plant
Seed dispersal	Where seeds (fertilised ovum) are spread away from the parent plant.
Anther	Produces pollen (male sex cell).
Ovum	Female sex cell in a plant.
Stigma	Female part of plant where pollen lands.
Stamen	Male part of the plant, which include anther and filament.
Variation	Differences between members of the same species.
Species	Organisms are members of the same species if they are able to reproduce together to produce fertile offspring.
Offspring	New individual formed through reproduction.
Inherited	Something that is passed from parent to offspring through genes.
Environmental factors.	Factors that influence an organism's appearance that have not been inherited from parents.

Energy

7PE1

<http://www.bbc.co.uk/education/guides/z99jq6f/revision/1>

<http://www.ducksters.com/science/energy.php>

7PE2

<http://www.bbc.co.uk/education/guides/z99jq6f/revision/3>

<http://www.bbc.co.uk/education/guides/z99jq6f/revision/5>

<http://www.bbc.co.uk/education/guides/z99jq6f/revision/6>

<http://www.ducksters.com/science/heat.php>

7PE3

<http://www.bbc.co.uk/education/guides/z99jq6f/revision/4>

<http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/energyefficiency/energytransfersrev3.shtml>

7PE4

<http://www.bbc.co.uk/education/guides/zyfgr82/revision/2>

7PE5

<http://www.bbc.co.uk/education/guides/zyfgr82/revision/1>

7PE6

http://www.ducksters.com/science/environment/renewable_energy.php

Quizzes and Tests

<http://www.bbc.co.uk/education/guides/z99jq6f/test>

http://www.ducksters.com/science/quiz/energy_questions.php

http://www.ducksters.com/science/quiz/heat_questions.php

http://www.ducksters.com/science/quiz/renewable_energy_questions.php

Word	Meaning
chemical energy	The kind of energy stored in chemicals. Food, fuels and cells (batteries) all contain chemical energy.
coal	A fossil fuel made from the remains of plants.
electrical energy	The kind of energy carried by electricity.
fossil	A dead organism that has been trapped in mud and whose body has not completely rotted away.
fossil fuels	Coal, oil and natural gas – all fuels that were formed from the remains of dead plants and animals.
fuel	Anything that stores energy that can be converted into heat energy – includes fossil fuels and nuclear fuel.
generate	Make electricity by turning a magnet inside coils of wire.
heat energy	The hotter something is, the more heat energy it has.
kinetic energy	The kind of energy in moving things.
law of conservation of energy	The idea that energy can never be created or destroyed, only changed from one form into another.
light energy	The kind of energy given out by light bulbs, candles, etc.
natural gas	Fossil fuel formed from the remains of dead plants and animals that lived in the sea.
nuclear energy	Energy stored inside the particles that things are made out of.
oil	Fossil fuel formed from the remains of dead plants and animals that lived in the sea.
sound energy	The kind of energy made by anything that is making a noise.
uranium	A fuel used in nuclear power stations.
non-renewable energy resource	Any energy resource that will run out and we cannot renew our supplies of it (e.g. oil).
alternative energy resources	Another name for renewable energy resources.
generator	Large coil of wire with a magnet inside. When the magnet is turned, electricity is produced in the coil of wire.
nuclear energy	Energy stored inside the particles that things are made out of.
radiation	Dangerous particles and energy given off by uranium and other radioactive materials.
renewable energy resource	An energy resource that will never run out (e.g. solar power).
solar power	Making electricity by using light or heat energy from the Sun.
turbine	The machine in a power station that is pushed round by water or steam and turns the generator.

joule (J)	The unit for measuring energy.
kilojoule (kJ)	There are 1000 joules in 1 kilojoule.
conduction	The way heat travels through solids.
conductor	A material which lets energy flow through it easily.
insulator	A material which does not let energy flow through it easily.

YEAR 7

Art KPIs – CYCLE 3

This term students have been looking at the Ceramic vessels with a focus on African art. They will be learning how to make their own coil pots from clay and will be looking at how they can add surface decoration and texture.

During the summer test they will be assessed on the KPIs we have been looking at across the year.

KPI No.	KPI and Success Criteria
7.1	<p>I can create a range of tones with my pencil</p> <ul style="list-style-type: none"> ● You can vary the pressure on your pencil to achieve a range of different tones from light to dark.
7.4	<p>I can list the hot/cold/primary/secondary colours</p> <ul style="list-style-type: none"> ● You can list the hot, cold, primary and secondary colours
7.5	<p>I can find facts and give my opinion about an artist's work</p> <ul style="list-style-type: none"> ● You can read information about an artist's work, take the important parts and re write it in your own words. You write in full sentences using correct spelling and punctuation.
7.6	<p>I can use hot and cold colours to add depth to my work</p> <ul style="list-style-type: none"> ● You use hot colours in the foreground (red, yellow, orange) and cold colours in the background (blue, green, turquoise) of your work to create a feeling of depth
7.8	<p>I can identify the complementary colours</p> <ul style="list-style-type: none"> ● You know that the complementary colours are: <ul style="list-style-type: none"> ○ Red and green ○ Yellow and purple ○ Blue and orange ○ You know that they make each other stand out (complement each other).
7.9	<p>I can list the visual elements of art</p> <ul style="list-style-type: none"> ● You know that the visual elements are: <ul style="list-style-type: none"> ● Colour ● Pattern

	<ul style="list-style-type: none"> • Tone • Texture • Line • Form • Shape • Space
7.12	<p>I can identify repeat, tessellated and rotated patterns</p> <ul style="list-style-type: none"> • You can look at patterns and recognize the differences between the different types of patterns
7.13	<p>I can use a range of marks within my drawings to show pattern and texture</p> <ul style="list-style-type: none"> • You can use your pencil in different ways to achieve a range of different marks

YEAR 7 CYCLE 3 - ART REVISION

Revision material can be found on Firefly by following this link

<https://shoreham.fireflycloud.net/the-arts/art/yr-7-art/summer-term>

YEAR 7

Drama KPIs CYCLE 3

This term we will be assessing the students on the following KPIs through written homework, written work in class and practical participation. We will be looking at allegory through our “Wizards scheme of work. The students will be practically examined starting the week beginning 13th June where they will be tested on all dramatic techniques learnt this year.

KPI No.	KPI and Success Criteria
7.10	<p>To participate in group work and in practical tasks creating work using some basic drama skills.</p> <ul style="list-style-type: none"> • In small groups prepare improvisations, whole group/small group and spontaneous. • Give ideas or practically to show how levels can be used in the improvisations. • Communicate ideas to your group. Participate in all practical tasks. • Discuss how to stage your work. Use stage positions and stage directions to direct each other in your groups.
7.11	<p>To be able to use drama skills in your acting and have knowledge of them</p> <ul style="list-style-type: none"> • Use your body language, facial expression, vocal expression, gesture and movement when you perform and try to think about how you would have acted in difficult situations. • Using your research from the internet think about what costumes you could create for a fantasy drama • How does lighting enhance your drama work? Research into various lanterns. • Creating a prop to use in performance • Tested on drama skills, stage positions and stages

<p>7.12</p>	<p>To perform and share your work with the class. To be able to be seen and heard in the space.</p> <ul style="list-style-type: none"> • To be able to use a thought-track and still image • To be able to create a piece of work that will involve an aside • To be able to perform your work without laughing • To be able to project your voice so it is heard • To participate in the performance using mime, dialogue and non-verbal communication
<p>7.13</p>	<p>To be able to evaluate your work and others' verbally and in written form</p> <ul style="list-style-type: none"> • You will perform a piece of assessed drama and then write about it as a formal assessed piece of work. • Learn how to evaluate your work using drama key words <p>Evaluate others' work identifying how they can improve either their acting skills or the way they have staged the drama.</p>
<p>7.14</p>	<p>To be able to use costume, props, sound and lighting in a prepared piece of work</p> <ul style="list-style-type: none"> • Using costume, props, sound and lighting that is appropriate for the drama that you are performing • Creating mood boards to show your designs <p>Write a technical script.</p>

YEAR 7

EBacc KPIs - Cycle

In Term 3, year 7 students will be working towards a number of KPIs covering the topic of Local Community and Global Communities. The students will be assessed throughout the learning cycles to ensure they are meeting the set KPIs for that topic.

PLEASE NOTE: The following KPIs, primarily Science, History and Geography, will form the focus for Cycle 3. It will be assessed in two formal written examination papers. There will also be a selection of English KPIs, which have been covered in class that can be used to answer the questions.

<u>KPI within sub-topic</u>	<u>KPI Success Criteria</u>
<p>GEOG 7.1 Geographical Skills: trends on maps/data sets/graphs</p> <p>GEOG 7.2 Geographical Skills: differences on maps /graphs/sets</p> <p>GEOG 7.10 Location and place: I can identify and describe different environmental regions (including key countries, continents and oceans)</p> <p>GEOG 7.11 Patterns and Processes: I can apply a case study (human & physical) to describe the causes of, impacts of and responses to an event</p> <p>GEOG 7. 12 Patterns and Processes: I can describe how humans can improve or damage an environment</p>	<p>PAPER A</p> <ul style="list-style-type: none"> • Discussing local community and creating a map • Drawing a flow diagram to explain the development of Shoreham town throughout the ages • Environmental: Pros and Cons of areas in our local community • Creating a local community survey and analysis • Creating a map of their local community using grid references • Regeneration ideas of Shoreham • Creating a demonstration strategy and resources in groups <p>PAPER B</p> <ul style="list-style-type: none"> • Knowledge of following and being able to apply to a world map (<u>Oceans:</u> Pacific, Indian, Southern and Atlantic. <u>Continents:</u> North America, South America, Europe, Asia, Oceania, Africa. <u>Focus Countries:</u> South Africa, Egypt, Somalia, Argentina, Brazil, USA, Canada, Mexico, China, India, Japan, Australia, New Zealand, Indonesia, England, Scotland, Wales, Ireland, France, Germany, Spain, Italy) • Climate graphs (Temperature and Rainfall) – analyse • Environmental knowledge – Krugar National Park (Big 5/Tourism), Amazon (Resources and Damage) <p>Human Geography – Disparity/Diversity in South Africa and Brazil – Compare and contrast - Tribes</p>

<p>LITERACY 7.2 Use a wide range of sentence types</p> <p>LITERACY 7.3 Use appropriate structure: Informal, Formal, Tense & Person.</p> <p>LITERACY 7.6 Use a varied range of appropriate Punctuation</p>	<ul style="list-style-type: none"> • Writing a letter of complaint (Environment office council) • Writing to persuade (Tourism) • Create a poster advertising one of the local attractions in the area and present to the class • Writing to describe (Indigenous Tribes) • Writing a report (Police Report) • Creating an itinerary for a day trip around Shoreham
<p>SCIENCE 7.1 Energy: Energy Transfer</p> <p>SCIENCE 7.5 Earth Science: Natural Resources</p>	<p>PAPER A</p> <ul style="list-style-type: none"> • Note taking and creating an annotated Power Station diagram • Understand the different changing states of energy (Electrical, Heat, Kinetic, and Chemical). Can you label on a graph of the power station? • Draw the table and discuss what is: renewable energy & non-renewable energy
<p>HISTORY 7.1 Using Sources: I am able to identify facts from a source with examples and references from evidence</p> <p>HISTORY 7.2 Knowledge: I am able to identify and describe key details of an event/period/person being studied</p> <p>HISTORY 7.3 Similarity and Difference: I can begin to identify and describe how events can be similar and different.</p> <p>HISTORY 7.4 Change and Continuity: I am able to identify</p>	<p>PAPER B</p> <ul style="list-style-type: none"> • History of Apartheid – What is it - Definition? When did it occur? • Who was Nelson Mandela? • What is the ‘Ladder in Life’? • History of colonisation – South Africa and Brazil (illnesses, westernisation, religious spread) • Reasons for conflict in colonised areas? (Natural resources, Slavery, Land)

examples of change and or continuity with a simple description.	
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YEAR 7 CYCLE 3 (Local community and Global community) EBacc REVISION

You will need to use your exercise book to help you revise for your cycle 3 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

Point Evidence Explain (KPI ENGLISH 7.3+ 7.4)

<http://www.bbc.co.uk/bitesize/ks3/english/reading/character/revision/6/>

http://www.bbc.co.uk/schools/gcsebitesize/geography/geographical_skills/maps_rev1.shtml

<http://www.shorehambysea.com/shoreham-by-sea-history-portal.html>

<http://www.adur-worthing.gov.uk/shoreham-harbour-regeneration/about/>

<http://www.infoplease.com/world.html>

http://www.bbc.co.uk/schools/gcsebitesize/geography/geographical_skills/graphs_rev4.shtml

http://www.krugerpark.co.za/Kruger_National_Park_Wildlife-travel/images-of-kruger-the-big-five.html

<http://www.bbc.co.uk/education/clips/zkn76sg>

<http://www.telegraph.co.uk/news/worldnews/southamerica/brazil/11002162/Isolated-indigenous-tribe-make-contact-with-outside-world-in-Brazil.html>

<http://www.bbc.co.uk/news/business-16811925>

<http://www.brazil.org.za/social-issues.html>

<http://www.bbc.co.uk/education/topics/zcmfb9q>

http://www.bbc.co.uk/bitesize/ks3/science/energy_electricity_forces/energy_transfer_storage/revision/8/

http://www.bbc.co.uk/bitesize/ks3/science/energy_electricity_forces/energy_transfer_storage/revision/6/

http://www.bbc.co.uk/bitesize/ks3/science/energy_electricity_forces/energy_transfer_storage/revision/7/

http://www.bbc.co.uk/bitesize/ks3/science/energy_electricity_forces/energy_transfer_storage/activity/ (IMPORTANT ONE!)

<http://www.historyforkids.net/apartheid.html>

<http://www.history.com/topics/apartheid>

YEAR 7

Food Technology KPIs – CYCLE 3

In year 7 students will study Food and Nutrition for 1 hour a week for half of the academic year. During this time they will work towards achieving the KPIs through written and practical tasks. Practical tasks will include fruit salad and vegetable kebabs for knife skills, fruit scones and cheese straws for the rubbing in method, focaccia and pizza for bread dough and burgers and chilli for preparation of raw meat. Students will also learn how to use the hob, grill and oven safely and correctly.

KPI No.	KPI and Success Criteria
7.1	<p>Use a knife safely applying the bridge and claw method:</p> <ul style="list-style-type: none"> • Naming the different methods of using a knife • Using the knife safely and correctly when preparing fruit
7.2	<p>Apply safety and hygiene rules during practical work</p> <ul style="list-style-type: none"> • Applying rules for Food Tech when completing practical tasks • Using equipment safely as demonstrated
7.3	<p>To know and understand the 'Eatwell Guide'</p> <ul style="list-style-type: none"> • What the 'Eatwell guide' tells us • The names of the sections and examples of food found in these sections.
7.4	<p>Understand the meaning of seasonal, organic and Fair trade</p> <ul style="list-style-type: none"> • Explain the meaning of each • Give examples of foods
7.5	<p>To know how to complete the rubbing in method</p> <ul style="list-style-type: none"> • Explain the method • Give examples of foods made using this method • To be able to use the method
7.6	<p>Use digital scales to weigh ingredients</p> <ul style="list-style-type: none"> • Explain how to weigh ingredients • To weigh ingredients accurately
7.7	<p>Use an oven safely and correctly</p> <ul style="list-style-type: none"> • To use oven gloves and follow safety rules • To select the correct function and temperature
7.8	<p>To select ingredients based on their sensory properties</p> <ul style="list-style-type: none"> • Identify sensory properties for a range of ingredients • Students can label sensory properties on their design ideas
7.9	<p>To use a grill safely and correctly</p> <ul style="list-style-type: none"> • Use oven gloves and follow safety rules • Select the correct function and temperature
7.10	<p>To know how to make bread dough</p> <ul style="list-style-type: none"> • To be able to explain what yeast does in bread making • To demonstrate bread making skills in practical lessons

7.11	<p>To handle raw meat safely and follow all hygiene and safety rules</p> <ul style="list-style-type: none"> • Know to wash hands after touching raw meat • Know not to touch taps after touching raw meat • Demonstrate safety rules for preparing raw meat during practical lessons
7.12	<p>To understand the appropriate use of colour coded equipment when preparing food</p> <ul style="list-style-type: none"> • Know the 6 colours • Know which colour is used for which food.

YEAR 7 CYCLE 3 REVISION

Below you will find useful links to help you revise the topics covered by each KPI.

FOOD & NUTRITION 7.1 - I can use a knife safely applying the bridge and claw method

www.foodafactoflife.org.uk

<http://www.bbc.co.uk/education/subjects/zb8jmp3>

FOOD & NUTRITION 7.3 - I know and understand the 'Eatwell guide'

<https://www.gov.uk/government/publications/the-eatwell-guide>

FOOD & NUTRITION 7.4 - I understand the meaning of seasonal, organic and Fair trade

<http://www.lovebritishfood.co.uk/british-food-and-drink/fruit-and-vegetables>

<https://www.soilassociation.org/organic-living/why-organic/?gclid=CISEqtbTts8CFcEp0wod7iIPvw>

<http://www.fairtrade.org.uk/en/what-is-fairtrade>

FOOD & NUTRITION 7.5 - I know how to complete the rubbing in method

<http://www.bbcgoodfood.com/videos/techniques/how-rub-butter-and-flour>

FOOD & NUTRITION 7.6 - Use digital scales to weigh ingredients

<https://www.youtube.com/watch?v=JyFuyk64zc>

FOOD & NUTRITION 7.7 – To use an oven safely and correctly

<http://www.which.co.uk/reviews/built-in-ovens/article/oven-symbols-and-controls>

<https://www.leaf.tv/articles/how-to-bake-in-an-electric-oven/>

FOOD & NUTRITION 7.8 – To select ingredients based on their sensory properties

<http://www.foodafactoflife.org.uk/attachments/f35b0666-2f16-41f1cf819859.ppt>

<http://www.foodafactoflife.org.uk/sheet.aspx?siteId=19§ionId=83&contentId=308>

FOOD & NUTRITION 7.9 - To use a grill safely and correctly

<http://www.foodafactoflife.org.uk/VideoActivity.aspx?siteId=19§ionId=108&contentId=502&titleId=556>

FOOD & NUTRITION 7.10 - To know how to make bread dough

<http://www.bbcgoodfood.com/videos/techniques/how-make-bread>

FOOD & NUTRITION 7.11 - To handle raw meat safely and follow all hygiene and safety rules

<https://www.food.gov.uk/news-updates/campaigns/campylobacter/fsw-2014>

FOOD & NUTRITION 7.12 - To understand the appropriate use of colour coded equipment when preparing food

<http://ajstuart.co.uk/shop/category/0163/colour-coded-chopping-boards>

YEAR 7

French KPIs – CYCLE 3

In Cycle 3 students will be learning to talk about where they live, where they go and what they can do in the town. They will also be moving on to cover holidays and future plans.

KPI No.	KPI and Success Criteria
7.11	Speaking. <ul style="list-style-type: none">• Can ask and answer simple questions about yourself
7.12	Writing. <ul style="list-style-type: none">• Can write a simple paragraph about where you live using nouns, verbs and adjectives. You should also be able to join sentences using conjunctions; give opinions and use qualifiers (e.g. words like very and quite).
7.13	Reading and Listening. <ul style="list-style-type: none">• Can understand the main details of both short written and spoken texts of mostly familiar language. Also beginning to tell the difference between present and future events described.
7.14	Skills / Grammar <ul style="list-style-type: none">• Can use the verb 'aller' in the present tense with a variety of pronouns and with an infinitive to make the near future tense.
7.15	Skills / Grammar <ul style="list-style-type: none">• Can use à with the definite article (au, à la and aux) to say where you are going to.

YEAR 7 CYCLE 3 FRENCH REVISION

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under French, Year 7, cycle 3 revision.

GENERAL

Use your personal password on www.vocabexpress.com and work your way through as many exercises for Studio 1 Units 4 and 5 as you can (even if you have done them before)

Go on www.funwithlanguages.vacau.com

Go to FRENCH → KS3 → TOPIC 4 Ma Zone and TOPIC 5 Partez to practise vocabulary from these modules.

KPI 7.11 Speaking.

You will prepare your answers to learn in class – make sure you learn them thoroughly for homework

KPI 7.12 Writing.

Vocab for revision on firefly and you will have put together a paragraph in class to learn at home. Make sure you can do it properly.

KPI 7.13

Reading and Listening

Use all the resources mentioned for other KPIs and make absolutely sure you use Vocabexpress as explained at top of page so that you understand the essential vocabulary from FRENCH TO ENGLISH

KPI 7.14 Grammar.

Using 'aller' – see resources on Firefly. To practise conjugating the verb 'aller' go to the following link: <http://www.language-gym.com/#/verb-trainer> and select these options:



See Firefly for resources on using aller + infinitive.

KPI 7.15 Grammar

Using au/ à la/ à l'/ aux to say where you are going to – see resources on Firefly for revision.

YEAR 7

German KPIs – CYCLE 3

In cycle 3 students are covering the topics of their home and town. The students will be assessed throughout the learning cycles to ensure they are meeting the set KPIs for each learning phase.

	KPI and Success Criteria
7.11	<p>Speaking.</p> <ul style="list-style-type: none"> • Can ask and answer simple questions about yourself.
7.12	<p>Writing.</p> <ul style="list-style-type: none"> • Can write a simple paragraph about where you live using nouns, verbs and adjectives. You should also be able to join sentences using conjunctions; give opinions and use qualifiers (e.g. words like very and quite).
7.13	<p>Reading and Listening.</p> <ul style="list-style-type: none"> • Can understand the main details of both short written and spoken texts of mostly familiar language. Also beginning to tell the difference between present and future events described.
7.14	<p>Skills / Grammar.</p> <ul style="list-style-type: none"> • Can identify different common parts of speech in a piece of text e.g. verbs, nouns, adjectives, conjunctions and pronouns.
7.15	<p>Skills / Grammar.</p> <ul style="list-style-type: none"> • Can demonstrate good knowledge of regular and key irregular verbs. You need to know thoroughly the verb “to be” – sein and the verb “to have” – haben.

YEAR 7 CYCLE 3 GERMAN REVISION

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under German, Year 7, cycle 3 revision.

GENERAL

Use your personal password on www.vocabexpress.com and work your way through as many exercises for Echo1 Unit 5 as you can (even if you have done them before).

Go on www.funwithlanguages.vacau.com

Go to GERMAN → KS3 → TOPIC 7 MEIN ZUHAUSE (My Home). **Concentrate on doing all of the exercise in the sections about**

1. Location and house types
2. Rooms in the house
3. Describing your room

KPI 7.11 Speaking.

You will prepare your answers to learn in class – make sure you learn them thoroughly for homework

KPI 7.12 Writing.

Vocab for revision on firefly and you will have put together a paragraph in class to learn at home. Make sure you can do it properly. **KPI 7.8 Reading and Listening**

Key vocab for revision on firefly

KPI 7.13

Reading and Listening

Use all the resources mentioned for other KPIs and make absolutely sure you use vocabexpress as explained at top of page so that you understand the essential vocabulary from GERMAN TO ENGLISH

KPI 7.14 Grammar.

Identifying parts of speech. Revision materials on firefly

KPI 7.15 Grammar.

Use this link to practise regular verbs

<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

Learn haben and sein off by heart – on firefly

YEAR 7

Spanish KPIs – CYCLE 3

In cycle 3, year 7 students are learning to talk about their free time, sports, to tell the time, and to say what they are going to do. They then move on to describe their town, to make and respond to invitations, and to talk about the weather.

	KPI and Success Criteria
7.11	Speaking. <ul style="list-style-type: none"> • Can ask and answer simple questions about yourself
7.12	Writing. <ul style="list-style-type: none"> • Can write a simple paragraph about where you live using nouns, verbs and adjectives. You should also be able to join sentences using conjunctions; give opinions and use qualifiers (e.g. words like very and quite).
7.13	Reading and Listening. <ul style="list-style-type: none"> • Can understand the main details of both short written and spoken texts of mostly familiar language. Also, beginning to recognise events described in the present.
7.14	Skills / Grammar <ul style="list-style-type: none"> • Can use the near future tense with 'ir' (all persons + a + infinitive)
7.15	Skills / Grammar <ul style="list-style-type: none"> • Can recognise infinitives and use opinions.

YEAR 7 CYCLE 3 SPANISH REVISION

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under Spanish, Year 7, Cycle 3 revision.

GENERAL

A. Use your personal password on www.vocabexpress.com and work your way through as many exercises for Mira 1 Unit 4 & 5 as you can (even if you have done them before)

Go on www.funwithlanguages.vacau.com

Go to SPANISH → KS3 → TOPICS 4, 5, 7 and GRAMMAR. **Concentrate on doing all of the exercises in the sections about:**

1. Location and house types
2. Rooms in the house
3. Where you live
4. Daily routine

KPI 7.11 Speaking.

You will prepare your answers to learn in class – make sure you learn them thoroughly for homework.

KPI 7.12 Writing.

Vocab for revision on firefly and you will have put together a paragraph in class to learn at home. Make sure you can do it properly.

Key vocab for revision on firefly.

KPI 7.13

Reading and Listening

Use all the resources mentioned for other KPIs and make absolutely sure you use vocabexpress as explained at top of page so that you understand the essential vocabulary from SPANISH TO ENGLISH.

KPI 7.14 Grammar.

Identifying parts of speech. Revision materials on firefly.

KPI 7.15 Grammar.

Use this link to practise regular verbs

<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

YEAR 7 COMPUTING KPIs – CYCLE 3

Cycle 3: students will be working towards a number of KPIs covering the areas of Flowol (flowcharts) and DTP (Desktop Publisher). Flowol: students will learn how to create plan processes and create flowcharts for various controlled systems. DTP: students will learn how to use advanced tools on Desktop Publishing software and how to design graphics/advertisements/documents efficiently.

KPI	Success Criteria
7.23	Flowol - Create flowchart diagrams <ul style="list-style-type: none"> • Focus on learning flowchart symbol meanings and practice drawing/creating flowcharts.
7.24	Flowol - Use a decision in flowchart diagrams <ul style="list-style-type: none"> • Students should be able add decisions into a flow chart. Ensure you know which symbol is the decision symbol and how to include it in a flowchart.
7.25	Flowol - Write pseudocode for a flowchart diagram <ul style="list-style-type: none"> • Students should understand what pseudocode is and be able to write out pseudocode for a given scenario.
7.26	DTP - Use the text tool <ul style="list-style-type: none"> • Students should be able identify and insert/create text for their document.
7.27	DTP - Combine texts and graphics <ul style="list-style-type: none"> • Students should be able identify and use the group tool to combine text and graphics.
7.28	DTP - Use appropriate types of images (clipart, photo etc.) <ul style="list-style-type: none"> • Students should chose and use appropriate images that suit their given task. Students should be aware of Copyright Act when using images.
7.29	DTP - Enhance texts e.g. using bullet points, numbered lists, tabs <ul style="list-style-type: none"> • Students should be able to identify tools and use them to enhance text. Tools such as bullet points, numbered lists.

YEAR 7 CYCLE 3 COMPUTING REVISION

You will need to use your exercise book, homework tasks and **firefly resources** to help you revise for your cycle 3 assessment.

On Firefly go to Subjects - COMPUTING\COMPUTING - KS3 Computing - Year 7 Computing – Cycle 3 Learning

Firefly resources you will find for all topics:

- PowerPoint notes (for all KPIs)
- Useful website links
- Revision tasks

Flowol KPIs:

Websites:

- Flowchart symbols (KPI: 7.23 + 7.24): www.bbc.co.uk/bitesize - Use the KS3 **COMPUTING – Measurement and control section** (page 2) – Flowcharts and sequencing
- Pseudocode (KPI: 7.25): www.bbc.co.uk/bitesize - Use the KS3 **Computer Science section – Algorithms** (page 2 + 3) – Pseudocode

Firefly PowerPoint notes: COMPUTING\COMPUTING - KS3 Computing - Year 7 Computing – Cycle 3 Learning – 7.5 Flowol

- Flowchart symbols (KPI: 7.23 + 7.24): Lesson 2 Flowcharts
- Decisions and pseudocode (KPI: 7.24 + 7.25): Lesson 3 Decisions and flowcharts
- Use all PowerPoints for understanding of flowcharts, control technology and practicing drawing out flowcharts

KPI DTP (Desktop Publisher):

Website

- www.bbc.co.uk/bitesize Key Stage 3 - COMPUTING, revise the software applications section for understanding of DTP

Firefly notes on tools and definitions, KPIs (7.26 – 2.29):

- On firefly go to Subjects - *COMPUTING\COMPUTING - KS3 Computing - Year 7 Computing – Cycle 3 Learning – 7. 6 DTP – KPI 7.26 – 7.29 (tools)*

Remember – K13 and D06 are available after school which you can practice using all the software

YEAR 7 MUSIC KPIs – CYCLE 3

This cycle students have been studying a unit of work on singing.

KPI No.	KPI and Success Criteria
7.9	Use appropriate musical notation when playing and singing. Students will sing in unison, and will demonstrate their ability to sing well, and in tune.
7.10	Demonstrate ensemble listening skills in a group task. Students will work in small groups, preparing their songs. They will listen to original versions, and will select together the appropriate backing track to perform their piece to.
7.11	Co-ordinate their musical role with other performers, considering time and balance. Students will prepare their song in their group, and will perform in time. They will achieve balance between each other, and with their backing tracks / or live backing.

YEAR 7 CYCLE 3 - MUSIC REVISION

For the Performance Test, students are required to sing their chosen song, as part of “The Voice” project. Further preparation should take place at home. Some students will have the opportunity to practice during lunch times.

To prepare for the Listening/Written test, students are required to learn the key words and definitions linked to the Singing Unit of Work:

- **Melody:** The main tune.
- **Lyrics:** The words to the song.
- **Vibrato:** A “wobble” of the voice.
- **Chorus:** A part of the song that recurs (also known as a refrain).
- **Verse:** A group of lines that form a unit of a song (stanza; different words to each verse).
- **Tempo:** The speed of the music.
- **Dynamics:** Loud/Quiet.
- **A Capella:** Singing in harmony, unaccompanied.
- **Call & Response:** A succession of two phrases, performed by 2 people, one after the other.
- **Backing Vox/vocals:** The singers which support the soloist.
- **Sustained Note:** A long note held on, often when other parts of the music change.
- **Timbre/Tone:** The tone colour (sound) produced by the voice / Instrument.

YEAR 7

PE and Health Assessment KPIs

In year 7 students will be working on improving their skill, fitness, problem solving and leadership, as well as focusing on KPIs of growth mind-set and analysis. Within the United Learning PE and Health Curriculum students will be assessed under three separate strands (**Fit to Perform, Fit to Lead and Fit for Life**). The KPIs must be achieved across at least one individual sport and one (different) team sport. This will encourage mastery over the various assessment areas over the year.

KPI No	KPI and Success Criteria
7.1	<p>Skills - Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.</p> <ul style="list-style-type: none"> • Accurate passing and controlled receiving during a practice or conditioned game. • Make consistent contact when batting and catch a modestly paced ball with good technique in a striking and fielding game. • Perform individual skills in gymnastics such as balances, forward rolls, handstands and headstands with control and quality.
7.2	<p>Decision Making: Successfully employs simple tactics or creative processes in practical settings.</p> <ul style="list-style-type: none"> • Varying the placement of shots to move the opponent in net sports. • Use a side-step or dodge in an invasion game to create space for a pass. • Improve the quality of an aesthetic performance through applying tension and extension to improve the control and quality.
7.3	<p>Analysis of Performance - Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.</p> <ul style="list-style-type: none"> • When performing the role of a coach a student should be able to identify the technique points which another student is performing correctly and incorrectly when performed in isolation or small group setting. <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons</i></p>
7.4	<p>Leading in Activity - Successfully leads a simple activity individually or as part of a group, showing respect and empathy for others and good cooperation skills in doing so.</p> <ul style="list-style-type: none"> • Lead a three part warm up for a specific activity to prepare different students for physical activity. • Help to lead a skill or game based activity to be inclusive for all students. • Help to create a simple routine in an aesthetic activity collaborating with others to include all ideas.

7.5	<p>Communicating tactics - Understands simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</p> <ul style="list-style-type: none"> • Change the positions of players or the team formation in a game activity to improve team’s performance. • Change the dynamics of a routine to improve the quality of the performance (e.g. mirror, cannon, unison, speed or pathways).
7.6	<p>Growth Mind-set - Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.</p> <ul style="list-style-type: none"> • Show high task persistence within challenging tasks / activities and when challenged to think hard. • Encourage and support other students to be resilient within lessons. • Show enthusiasm for all sports and activities.
7.7	<p>Fitness Level - Demonstrates appropriate strength, stamina and suppleness across activities, including being able to complete short periods of sustained exercise.</p> <ul style="list-style-type: none"> • Complete a PE lesson whilst working at a medium to high intensity. • Have the cardiovascular fitness and physical strength to complete a lesson at a medium exercise intensity. As a guide the student should be able to jog 2 laps of a football pitch without stopping and hold a press up position for 30 seconds.
7.8	<p>Principles of training - Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</p> <ul style="list-style-type: none"> • Lead a warm up which includes a pulse raiser, dynamic stretches & mobility exercise and accurately describe the benefits of a warm up. <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons.</i></p>
7.9	<p>Healthy Lifestyles - Knows and can explain how physical activity contributes to a balanced, healthy lifestyle.</p> <ul style="list-style-type: none"> • Know the short term (increased HR, increased breathing rate, sweating, red faced) and long term effects (cardiac hypertrophy / increased size and strength of heart, muscle hypertrophy / increased size and strength of muscles, more efficient delivery of oxygen and removal of waste products) of exercise. • Know the daily recommendations for exercise and can explain activities that would be beneficial to improving health and fitness. “At least 60 minutes of physical activity every day... On three days a week, these activities should involve <u>exercises for strong muscles</u>, such as push-ups, and <u>exercises for strong bones</u>, such as jumping and running” http://www.nhs.uk/Livewell/fitness/Pages/physical-activity-guidelines-for-young-people.aspx

YEAR 7

Resistant Materials and Graphics KPIs

In year 7 students will be working towards a number of KPIs for Resistant Materials and Graphics. Students will complete two projects over the course of the half year. One where they make a microbot learning about plastics, electronics and soldering and the second where they learn about CAD and CAM.

KPI No.	KPI and Success Criteria
7.1	<p>To know and understand the types and characteristics of thermoforming and thermosetting polymers (in class assessment/exam).</p> <ul style="list-style-type: none"> Students know the physical characteristics of thermoforming and thermosetting polymer in terms of density and durability. Students can name different types of polymers and are able to explain why they are most suitable for a particular use
7.2	<p>To know where thermoforming and thermosetting polymers are resourced and manufactured (in class assessment/exam)</p> <ul style="list-style-type: none"> To explain the basic process from oil to finished product.
7.3	<p>To know about the ecological footprint of producing and using thermoforming and thermosetting polymers (in class assessment/exam)</p> <ul style="list-style-type: none"> Students can explain some of the key ecological issues involved with the production of polymers.
7.4	<p>To know how to apply their understanding of ergonomics to create design ideas (in class assessment)</p> <ul style="list-style-type: none"> Students understand what ergonomics means Students can consider different products and how ergonomics has been used to make them an effective design Students can create their own design ideas explaining how they have applied an understanding of ergonomics to make their design more effective.
7.5	<p>Students can use a ruler and engineers square to accurately mark out measurements from a design onto their material (in class assessment)</p> <ul style="list-style-type: none"> Independently use a ruler and engineers square correctly to mark materials out accurately.
7.6	<p>To be able to identify inputs, processes and outputs devices (exam)</p> <ul style="list-style-type: none"> Students can name examples of input devices Students understand what a process is Students can name examples of output devices
7.7	<p>Students can competently solder components (in class assessment)</p> <ul style="list-style-type: none"> Students understand and apply this knowledge to solder safely Students successfully solder different components without overheating the components or using excessive amounts of solder.
7.8	<p>To use CAD to produce ideas suitable for CAM manufacturing (in class assessment)</p>

	<ul style="list-style-type: none"> • Students can create a new page and use a variety of drawing tools to create a single colour ideogram • Students can create a design that is suitable to be cut on the vinyl cutter
7.9	<p>To know what CAD/CAM is and the advantages and disadvantages of using it (exam)</p> <ul style="list-style-type: none"> • Students know what CAD and CAM stand for • Students identify how CAD/CAM can be used in industry • Students are able to explain at least 2 advantages and 1 disadvantage of CAD/CAM
7.10	<p>Students can evaluate products by comparing to a specification and suggesting improvements (in class assessment)</p> <ul style="list-style-type: none"> • Students can explain how a product has met a specification point • Students can suggest improvements to the product so that it can meet the specification.
7.11	<p>To know about different production techniques and systems (in class assessment)</p> <ul style="list-style-type: none"> • Students to be able to explain what is meant by the terms batch, one off and mass production • Students are able to explain why a product would be best suited to being produced using batch, one off and mass production methods
7.12	<p>Students to be able to calculate the quantity of materials required (in class assessment)</p> <ul style="list-style-type: none"> • Students are able to calculate the area of rectangles and triangles and work out the amount of materials required for a project.

YEAR 7 CYCLE 3 - Resistant Materials and Graphics REVISION

Please use the resources provided on Firefly to revise the topics covered by each KPI.