



**Kings Langley School**  
Unlocking Potential for Life

# Year 7

## Curriculum Tracking Statements Spring Term

**January 2022**



Dear Year 7 Parent and KLS student

***At the end of each term we want to ensure you are fully aware of what your child has been taught and what they should know. This document has been designed to help remind you of all the curriculum skills and knowledge that your child has been taught over the past Spring Term in all of your subjects.***

*We have talked about how to retain information in your long term memory in your child's character programme during registration and also PSHE, we hope they will remember that reviewing work at varied intervals supports the retention of knowledge and ideas.*

*We would therefore ask that over the quieter days of this holiday period, you and your child take the opportunity to look at this booklet and review the information we hope they have retained by rating it either:*

- *Red - I do not remember this and need to revisit it*
- *Amber - I remember this but still struggle with it and need to practise it more*
- *Green - I remember this well and would be able to answer questions correctly about it*

*The potential next step is also up to you and your child. A true test of their stickability; self-regulation and independence.*

*As topics often spiral or build from one another, it is important that all the foundation knowledge is solid and any gaps are filled before moving onto the next section. Meaning that any red or amber ratings would benefit from a review or re-learning.*

*To do this you may find it may be useful to consider:*

- *BBCBitesize <https://www.bbc.co.uk/bitesize/levels/z4kw2hv>*
- or*
- *Oak Academy <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3>*

*Alternatively our school website, the curriculum pages <https://www.kls.herts.sch.uk/learning/subject-pages/> may also be helpful to support any additional independent learning that they may wish to do as they will remind them of any additional software packages that they would find useful.*

*Remember to keep a note of any questions your child may still have, so that they can ask their teacher about them in their lessons next term.*

*We hope that you and your child will find this exercise useful and productive,  
Good Luck and Best Wishes for the Holidays!*



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Knowledge and Skills Tracker			
Portraiture	R	A	G
<ul style="list-style-type: none"> <li>I understand the influences on art (political, social, cultural, technological and environmental)</li> </ul>			
<ul style="list-style-type: none"> <li>I understand that styles of art can be categorised into movements or periods</li> </ul>			
<ul style="list-style-type: none"> <li>I know that periods or movements of art can be distinguished by specific characteristics and aesthetic styles</li> </ul>			
<ul style="list-style-type: none"> <li>I can recognise celebrated artists are those who significantly impact the development of visual arts and how they encourage people to interpret everyday life through visual communication</li> </ul>			
<ul style="list-style-type: none"> <li>I know how historical events and changes in society are documented through visual art</li> </ul>			
<ul style="list-style-type: none"> <li>I know key information about the significant periods or movements of art</li> </ul>			
<ul style="list-style-type: none"> <li>I know how to use a basic mono-print process to create artwork</li> </ul>			
<ul style="list-style-type: none"> <li>I know how to produce artwork in the style of a specific artist by identifying specific characteristics and formal elements.</li> </ul>			
<ul style="list-style-type: none"> <li>I understand “art without subject matter” - a revolutionary concept in the early 20<sup>th</sup> Century.</li> </ul>			
<ul style="list-style-type: none"> <li>I know the importance and significance of music on this form of art. If music could be abstract, ordered, and emotionally charged, then so too could art.</li> </ul>			
<ul style="list-style-type: none"> <li>I understand that the removal of identifiable people and objects and the use of colour, shape, and line became important.</li> </ul>			
<ul style="list-style-type: none"> <li>I understand the connections with design, architecture, and music.</li> </ul>			



<b>Knowledge and Skills Tracker (On a rotation with other D&amp;T subjects, so may be at a different time of year)</b>			
<b>IT skills</b>	<b>R</b>	<b>A</b>	<b>G</b>
• I can identify the location, parts and functions of the ribbon in Microsoft Word			
• I can identify the document area in Microsoft Word			
• I can insert, select and delete text in Microsoft Word			
• I can change the font, font style and font effect in Microsoft Word			
• I can show how to use different fonts to change the appearance of text in Microsoft Word			
• I can use editing tools to copy and paste text in Microsoft Word			
• I can use editing tools to cut and paste text in Microsoft Word			
• I know when to use the spelling and grammar check in in Microsoft Word			
• I know when to use the thesaurus in Microsoft Word			
• I can identify the location, parts and functions of the ribbon in Microsoft Excel			
• I can identify the difference between a row of cells, a column of cells and a cell in Microsoft Excel			
• I can identify the difference between the workbook and worksheet in Microsoft Excel			
• I can show how to select individual and multiple cells, rows and columns in Microsoft Excel			
• I can enter data and text into cells confidently in Microsoft Excel			
• I can change the font, amend cell alignments and format numbers in Microsoft Excel			
• I can insert, select and delete text in Microsoft Excel			
• I can use editing tools to copy, cut and paste text in Microsoft Excel			
• I can identify a cell reference in Microsoft Excel			
• I can open a new Microsoft PowerPoint presentation			
• I know how to use different templates in Microsoft PowerPoint			
• I can identify the different presentation views in Microsoft PowerPoint			
• I can apply different themes to a presentation in Microsoft PowerPoint			
• I can edit and format text in Microsoft PowerPoint			
• I can confidently add text and images in Microsoft PowerPoint			
• I can insert, resize and move textboxes and images in Microsoft PowerPoint			
• I can use editing tools to copy and paste text in Microsoft PowerPoint			
• I can use the WordArt function in Microsoft PowerPoint			
• I can use keyboards shortcuts across all Microsoft Applications			
<b>E-Safety</b>	<b>R</b>	<b>A</b>	<b>G</b>
• I can recognise potentially unsafe, dangerous or risky situations and behaviours online			
• I can identify the rules for avoiding potentially unsafe, dangerous or risky situations and behaviours online			
• I can identify ways to use when encountering potentially unsafe, dangerous or risky situations and behaviours online			



Knowledge and Skills Tracker			
Theatre In A Nutshell	R	A	G
<ul style="list-style-type: none"> <li>I can recall key knowledge linked to Ancient Greek, Medieval and Elizabethan/Jacobean Theatre</li> </ul>			
<ul style="list-style-type: none"> <li>I can explain the speech 'All the World's a Stage' from As You Like It and bring this to life using a range of techniques</li> </ul>			
<ul style="list-style-type: none"> <li>I can recognise the key performing skills (facial expressions, body language, voice, gesture and movement) and how these can be adapted to play a role</li> </ul>			
<ul style="list-style-type: none"> <li>I can explain and apply drama techniques such as: improvisation, mime, still image, soundscape, thought tracking and script</li> </ul>			
<ul style="list-style-type: none"> <li>I can apply and adapt performance skills to take on a simple role</li> </ul>			
<ul style="list-style-type: none"> <li>I can work productively in a group to develop a scene for performance from a brief</li> </ul>			
<ul style="list-style-type: none"> <li>I can take on a role and deliver lines in a performance</li> </ul>			
<ul style="list-style-type: none"> <li>I can understand what is meant by 'audience awareness' and apply this to my work</li> </ul>			
<ul style="list-style-type: none"> <li>I can reflect on my work and identify areas of strength and areas for improvement</li> </ul>			



Knowledge and Skills Tracker			
Growing Up	R	A	G
• I can tailor the structure and vocabulary of talk to clarify ideas			
• I can use some verbal and non-verbal techniques to make talk interesting for listeners			
• I can recognise different conventions and forms in speech			
• I can use the main conventions of standard English when appropriate			
• I can make clear and relevant contributions to group discussion			
• I can help discussions succeed by acknowledging and responding to the contributions of others			
• I contribute to discussions in different ways such as promoting, opposing, exploring and questioning			
• I use skimming and scanning to locate the main points and relevant information from a text or source			
• I use inference and deduction to recognise implicit meanings at sentence and text level			
• I make relevant notes when gathering ideas from texts			
• I identify and understand the main ideas, viewpoints themes and purposes in texts			
• I can make a personal response to a text and provide some textual reference in support			
• I make informed personal choices of texts and express their preferences			
• I understand how readers choose and respond to texts			
• I understand the different ways in which texts can reflect their social, cultural and historical contexts and/or the literary traditions in which they were written			
• I can identify and describe the effect of writers' use of specific literary, rhetorical and grammatical features			
• I recognise and comment on how writers' choices and techniques have an effect on readers			
• I explore the range of different ways writers use layout, form and presentation in a variety of texts			
• I explore the variety and range of ways the content of texts can be organised and structured			
• I can develop different ways of generating, organising and shaping ideas, and choose from a range of planning formats			
• I draw on the conventions of written forms to plan writing and develop ideas to fit a specific task			
• I can develop character and voice in my own writing through my understanding of narrative voice in fiction			
• I can develop my own viewpoint, drawing on evidence, opinions and the particular purpose of the task and my understanding of what a personal viewpoint is in non-fiction texts			
• I can use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech			
• I can vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader			
• I can use vocabulary precisely to clarify and extend meaning and create specific effects, drawing on my own word knowledge and a range of reference sources or other reading			
• I can develop in my own writing some of the key linguistic and literary techniques used by writers, and deploy them for deliberate effect on the reader			



<ul style="list-style-type: none"> <li>I can make ideas and purpose clear by appropriate use of paragraphs and by choosing from a range of linking words and phrases</li> </ul>			
<ul style="list-style-type: none"> <li>I can shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively</li> </ul>			
<ul style="list-style-type: none"> <li>I can understand the conventions of standard English and how to use them consistently in their writing</li> </ul>			
<ul style="list-style-type: none"> <li>I understand and use degrees of formality in a range of texts according to context, purpose and audience</li> </ul>			
<ul style="list-style-type: none"> <li>I understand and use appropriately in their own writing the conventions of sentence grammar</li> </ul>			
<ul style="list-style-type: none"> <li>I can spell common words correctly</li> </ul>			
<ul style="list-style-type: none"> <li>I have an increased knowledge of word families, roots, derivations, morphology and regular spelling patterns</li> </ul>			
<ul style="list-style-type: none"> <li>I can identify some of the changes that have happened in the English language over time</li> </ul>			



Knowledge and Skills Tracker (On a rotation with other D&T subjects, so may be at a different time of year)			
Fruits, Vegetables and The Art of Soup Making	R	A	G
• I can wash my hands			
• I can prepare myself for cooking			
• I can wash up hygienically			
• I can dry up equipment			
• I can use the bridge/arch cut			
• I can use the claw cut			
• I can use a saucepan			
• I can use the hob safely			
• I can use a sharp knife safely			
• I can measure ingredients			
• I can use a zester			
• I can use a juicer			
• I can use a sieve			
• I can use the correct colour chopping board			
• I can store food correctly			
• I can use the rubbing in technique			
• I can use the oven safely			
• I can use a grater			
• I can use a peeler			
• I can make a dough			
• I can use a pastry cutter			
• I can work as a team			
• I can explain dissolving			
• I can explain enzymic browning			
• I can explain a convection current			
• I can explain shortening			
• I can explain raising agents			
• I can explain what happens to food when cooked in water			
• I can identify the sections of the eat well guide and the foods that go in them			
• I can accurately identify and spell a range of equipment and utensils used in food practical's			
• I can classify fruits and vegetables			
• I can list what information should be on a food label by law			
• I can make suggestions for improving my practical work			
• I can suggest alternative ingredients to modify my practical's to make them more healthy			
• I can identify the KLS Character traits used in my practicals.			



Knowledge and Skills Tracker			
Food (Present and Conditional Tenses)	R	A	G
• I can say what I eat and drink at different mealtimes.			
• I can give opinions on food and drinks.			
• I can say where I like to eat out			
• I can order food in a cafe			
• I can use quantities			
• I can understand recipes			
• I can talk about food specialities			
• I can use partitive articles			
• I can use the present tense of manger and boire			
• I can use j'aime and j'aimerais			
• I can use je voudrais			
• I can use il faut			



Knowledge and Skills Tracker			
World Climatic Regions	R	A	G
<ul style="list-style-type: none"> <li>I can name the different climate regions around the world</li> </ul>			
<ul style="list-style-type: none"> <li>I can locate the different climate regions around the world</li> </ul>			
<ul style="list-style-type: none"> <li>I can interpret a climate graph</li> </ul>			
<ul style="list-style-type: none"> <li>I can draw a climate graph</li> </ul>			
<ul style="list-style-type: none"> <li>I can compare climate graphs for different climatic regions</li> </ul>			
<ul style="list-style-type: none"> <li>I can explain the role of latitude, altitude and the maritime effect in the pattern of climate regions</li> </ul>			
<ul style="list-style-type: none"> <li>I can calculate the range of data for a particular location – for rainfall and temperature</li> </ul>			
<ul style="list-style-type: none"> <li>I can identify what is required when a question is asking for mean, modal or medium average values</li> </ul>			
<ul style="list-style-type: none"> <li>I can provide examples of plant and animal adaptations in the hot desert biome</li> </ul>			
<ul style="list-style-type: none"> <li>I can evaluate the role that climate has on the pattern of population distribution in different parts of the world</li> </ul>			
<ul style="list-style-type: none"> <li>I can provide examples of human adaptation to living in different climatic conditions</li> </ul>			
Kenya	R	A	G
<ul style="list-style-type: none"> <li>I can identify Kenya on regional maps of East Africa</li> </ul>			
<ul style="list-style-type: none"> <li>I can identify the main physical and human features of Kenya on a map</li> </ul>			
<ul style="list-style-type: none"> <li>I can identify the contrasts between climate graphs of four different regions of Kenya</li> </ul>			
<ul style="list-style-type: none"> <li>I can calculate the range of data for these four regions</li> </ul>			
<ul style="list-style-type: none"> <li>I can link the map of population density with the map of climate regions</li> </ul>			
<ul style="list-style-type: none"> <li>I can identify the physical geography opportunities for economic growth in Kenya</li> </ul>			
<ul style="list-style-type: none"> <li>I can describe the structure of the earth</li> </ul>			
<ul style="list-style-type: none"> <li>I can identify the different types of plate boundary within the crust and recognise that the Rift Valley is a constructive plate boundary</li> </ul>			
<ul style="list-style-type: none"> <li>I can compare the advantages and disadvantages of the location of the Rift Valley within Kenya</li> </ul>			
<ul style="list-style-type: none"> <li>I can identify the competing challenges of economic growth and elephant conservation</li> </ul>			
<ul style="list-style-type: none"> <li>I can evaluate the role of safari tourism within Kenya at a local scale</li> </ul>			
<ul style="list-style-type: none"> <li>I can identify the contemporary issues of human geography that affect the people of Kenya</li> </ul>			



<b>Knowledge and Skills Tracker</b>			
<b>The Development of Parliament 1199-1307</b>	<b>R</b>	<b>A</b>	<b>G</b>
• I know who King John was			
• I can give examples to show the different ways King John created political instability in the country			
• I can explain what the Magna Carta was			
• I can describe the short term impact of the Magna Carta			
• I can describe the long term impact of the Magna Carta			
• I can explain what the provisions of Oxford were			
• I can explain the importance of the first calling of Parliament			
• I know who Edward I was			
• I can describe the model parliament			
• I can make a judgement about how far Edward I strengthened the monarchy			
<b>Medieval Society 1307-1377</b>	<b>R</b>	<b>A</b>	<b>G</b>
• I can describe the features of a typical medieval village in England			
• I can describe what a medieval town was like in England in the period c1307- c1377			
• I can explain how trade changed in medieval England under Edward I			
• I can describe how people were deterred from Crime			
• I can describe the social hierarchy system in England in the medieval period			
• I can explain who was considered a second class citizen in England during the medieval period and why			
• I can explain the ideas about the causes of the Black Death in England			
• I can give examples about the different methods of prevention and cures used during the Black Death			
• I can make a judgement about the consequences of the Black Death on England			



Knowledge and Skills Tracker			
<b>Fractions</b>	R	A	G
• I can use fraction notation and express one quantity as a fraction of another			
• I can convert between improper fractions and mixed numbers			
• I can identify equivalent fractions, simply fractions and compare fractions			
• I can find the reciprocal of a number			
• I can perform the four operations on fractions and on mixed numbers			
• I can calculate fractions of quantities			
• I can apply fractions to practical situations			
• I can identify fractions as rational numbers			
<b>Introduction to Algebra</b>	R	A	G
• I can use letters to represent numbers			
• I can interpret simple algebraic notations			
• I can substitute integers into simple expressions and formulae			
• I can write simple expressions and formulae			
• I can simplify expressions by collecting like terms			
• I can add and subtract linear expressions			
• I can expand a single bracket			
<b>Solving Equations in One Variable</b>	R	A	G
• I understand the concept of equations			
• I can solve equations in one variable			
• I can solve simple equations involving brackets			
• I can write simple equations in one variable to solve problems			
<b>Collecting, Organising and Displaying Data</b>	R	A	G
• I can recognise different methods of collecting data			
• I can identify and write appropriate survey questions			
• I can organise data			
• I can create frequency tables			
• I can construct, analyse and interpret pictograms, vertical line charts, bar charts and compound (dual) bar charts			

Angles, Parallel Lines and Triangles	R	A	G
<ul style="list-style-type: none"> <li>I can describe a point, a line, a line segment, a ray and a plane</li> </ul>			
<ul style="list-style-type: none"> <li>I can construct lines, line segments and angles using geometry equipment</li> </ul>			
<ul style="list-style-type: none"> <li>I can identify different types of angles</li> </ul>			
<ul style="list-style-type: none"> <li>I can recognise the properties of vertically opposite angles, angles on a straight line and angles on a point</li> </ul>			
<ul style="list-style-type: none"> <li>I can recognise the properties of angles formed by parallel lines and transversals</li> </ul>			
<ul style="list-style-type: none"> <li>I can find unknown marked angles in a diagram using the above properties</li> </ul>			
<ul style="list-style-type: none"> <li>I can classify triangles based on their sides and angles</li> </ul>			
<ul style="list-style-type: none"> <li>I can understand the general properties of sides and angles of a triangle</li> </ul>			
<ul style="list-style-type: none"> <li>I can construct triangles where 3 sides are given</li> </ul>			



Knowledge and Skills Tracker			
Keyboard Skills	R	A	G
• I know what the word 'pitch' means			
• I can work out the names of the white keys on the piano keyboard			
• I can work out the notes of the treble clef stave			
• I can draw notes using the treble clef stave			
• I can draw and recognise a treble clef			
• I can use all 5 fingers of my right hand to play a short melody on the keyboard			
• I can play note durations correctly on the keyboard (e.g. a minim note lasts 2 beats)			
• I know what a dotted note is and can recognise a dotted minim and dotted crotchet			
• I know what the word 'melody' means			
• I know what the word 'rhythm' means			





<b>Knowledge and Skills Tracker</b>			
Judaism	R	A	G
• I know what makes a person Jewish			
• I can recognise some basic facts about Judaism			
• I can recognise how Jewish people have contributed to society			
• I can name some different Jewish groups			
• I can explain why Judaism is divided into separate groups			
• I know what Jewish people believe about God			
• I can explain what is meant by the Jewish Messiah			
• I know how important God and the Messiah are to Jewish people			
• I know why obeying God is important for Jewish people			
• I know what Derech Eretz is and why it is important to Jewish people			
• I know why the Jewish Bible is called the Tenakh			
• I know what a Synagogue is			
• I can recognise parts of the synagogue and explain their importance			
• I can explain the role and functions of the Synagogue			
• I know who Abraham is			
• I can explain why the story of Abraham is important to Jewish people			
• I know who Moses is			
• I can explain how events in Moses life have shaped Judaism			
• I know what happens at Pesach			
• I can explain the symbolism of the Seder meal			
• I can explain how Jewish teachings affect their daily life			
• I know how halakhah is applied in daily life			



Knowledge and Skills Tracker			
<b>Dance</b>	R	A	G
<ul style="list-style-type: none"> <li>I understand what is a genre</li> </ul>			
<ul style="list-style-type: none"> <li>I can recognise the Jive, The Twist, Disco, and Rock n Roll.</li> </ul>			
<ul style="list-style-type: none"> <li>I can warm-up appropriately.</li> </ul>			
<ul style="list-style-type: none"> <li>I know what a motif is.</li> </ul>			
<ul style="list-style-type: none"> <li>I know how to give constructive criticism.</li> </ul>			
<ul style="list-style-type: none"> <li>I know what choreography is.</li> </ul>			
<ul style="list-style-type: none"> <li>I know how to effectively adapt a motif.</li> </ul>			
<ul style="list-style-type: none"> <li>I am able to link motifs and set pieces together.</li> </ul>			
<ul style="list-style-type: none"> <li>How are you able to adapt, change, and work with the music given?</li> </ul>			
<ul style="list-style-type: none"> <li>I am able to adapt, change, and work with the music given.</li> </ul>			
<ul style="list-style-type: none"> <li>I know what mirroring, unison, and cannon are.</li> </ul>			
<b>Health Related Fitness</b>	R	A	G
<ul style="list-style-type: none"> <li>I know what the 5 components of a warm-up are.</li> </ul>			
<ul style="list-style-type: none"> <li>I know what heart rate is and why it changes.</li> </ul>			
<ul style="list-style-type: none"> <li>I know why it is important to stretch and how long to hold a stretch for in a warm-up.</li> </ul>			
<ul style="list-style-type: none"> <li>I can recall what the 2 components of a cool-down are.</li> </ul>			
<ul style="list-style-type: none"> <li>I know how long to hold a stretch for in a cool-down.</li> </ul>			
<ul style="list-style-type: none"> <li>I know what relaxation is and how to relax.</li> </ul>			
<ul style="list-style-type: none"> <li>I can recall the different types of fitness.</li> </ul>			
<ul style="list-style-type: none"> <li>I know what the benefits of Circuit Training are.</li> </ul>			
<ul style="list-style-type: none"> <li>I understand why is pacing important within an activity.</li> </ul>			
<ul style="list-style-type: none"> <li>I know what an active recovery is.</li> </ul>			
<b>Gymnastics</b>	R	A	G
<ul style="list-style-type: none"> <li>I know how to warm-up effectively for Gymnastics.</li> </ul>			
<ul style="list-style-type: none"> <li>I can define the terms body tension and posture.</li> </ul>			
<ul style="list-style-type: none"> <li>I know what an axis is.</li> </ul>			
<ul style="list-style-type: none"> <li>I know what the three axes used in Gymnastics are.</li> </ul>			
<ul style="list-style-type: none"> <li>I can define the term flight.</li> </ul>			
<ul style="list-style-type: none"> <li>I know how to land safely after flight.</li> </ul>			
<ul style="list-style-type: none"> <li>I know how someone can take-off prior to flight.</li> </ul>			
<ul style="list-style-type: none"> <li>I know what types of travelling are available to Gymnasts.</li> </ul>			
<ul style="list-style-type: none"> <li>I know how to travel safely and effectively.</li> </ul>			
<ul style="list-style-type: none"> <li>I know how to travel safely and effectively across apparatus.</li> </ul>			

Rugby	R	A	G
• I know how, and am able to carry a ball correctly.			
• I am able to complete a pop and lateral pass.			
• I know what a knock-on is.			
• In am able to complete a dummy pass and reverse pass.			
• I know when to drop my shoulder.			
• I am able to fall over safely.			
• I can describe and complete the ring of steel.			
• I know what a ruck is, when it occurs, and why it is important.			
• I know what a scrum is, when it occurs, and why it is important.			
• I can demonstrate good sportsmanship when playing a game of Rugby.			
Outdoor & Adventurous Activities	R	A	G
• I can explain the positive and negative effects of working as a team.			
• I can explain how everyone is listened to and involved within the team.			
• I can explain how we increase trust within a team.			
• I can explain the effects low levels of trust have on final outcomes.			
• I can define and demonstrate non-verbal communication.			
• I know what verbal/linguistic intelligence is.			
• I know what a map key is, and am able to recognised map symbols.			
• I know how to orientate a map?			



<b>Knowledge and Skills Tracker</b>			
Learning the Skills to Craft a Pinewood Car and Designing Appropriate Packaging	R	A	G
• I can use a pencil and steel ruler to mark out			
• I can use a Tenon saw correctly and safely			
• I can use a Coping saw correctly and safely			
• I can use a Chisel and Mallet correctly and safely			
• I can name the parts of the pillar drill			
• I can use a Pillar drill correctly and safely			
• I can use PVA glue correctly and safely			
• I can use sand paper correctly and safely			
• I can use a Band facer correctly and safely			
• I can use a bench hook and Tenon saw correctly and safely			
• I can use paint neatly			
• I can wash up paint brushes and pots after using paint			
• I can design a free product that goes with my pinewood car			
• I can use 2D design on laptops			
• I can change the colours of the lines of my design on 2D design so the laser cutter can cut it			
• I can design a net			
• I can design a net appropriately for the product it is holding			
• I can render my net appropriately for the product it is holding			



Knowledge and Skills Tracker			
<b>My Community</b>	R	A	G
• I can define human rights in my own words			
• I can explain why I think some school rules are fair or unfair			
• I can describe how human rights can conflict using examples			
• I can explain how social justice is linked to human rights			
• I can explain how human rights conflict is resolved			
• I can decide which human rights are the most important			
<b>Causes of Racism</b>	R	A	G
• I can describe the main causes of racism			
• I can describe the negative and positive consequences of our actions.			
• I am able to give examples of racist incidents in modern Britain			
<b>Knife Crime</b>	R	A	G
• I know why some people carry knives			
• I know some of the consequences of carrying a knife			
• I know what I would do if someone that I know carries a knife			
<b>Peer Pressure and Gangs</b>	R	A	G
• I understand the meaning of peer pressure			
• I know how to handle peer pressure			
• I know why some people join gangs			
• I understand how belonging to a gang could lead to crime			
• I know what I would do if someone that I know carries a knife			



Knowledge and skills tracker			
Assertive Communication and Negotiation	R	A	G
<ul style="list-style-type: none"> <li>I can remember the skills learnt so far in Resilience.</li> </ul>			
<ul style="list-style-type: none"> <li>I know what assertive communication mean</li> </ul>			
<ul style="list-style-type: none"> <li>I know what passive and aggressive communication means</li> </ul>			
<ul style="list-style-type: none"> <li>I understand the meaning of compromise and negotiation</li> </ul>			
Coping Strategies, Visualised Relaxation and Procrastination	R	A	G
<ul style="list-style-type: none"> <li>I know how to cope with stressful and high emotion situations</li> </ul>			
<ul style="list-style-type: none"> <li>I know how to use visualisation technique</li> </ul>			
<ul style="list-style-type: none"> <li>I know how to use hot seating to challenge negative thoughts</li> </ul>			
<ul style="list-style-type: none"> <li>I can explain what procrastination is</li> </ul>			
<ul style="list-style-type: none"> <li>I know how to overcome procrastination</li> </ul>			



Knowledge and skills tracker			
Atoms, Molecules and Mixtures	R	A	G
• I can describe an atom			
• I can define a subatomic particle			
• I can name the three subatomic particles			
• I can describe how the subatomic particles are arranged in an atom			
• I can define charge			
• I can state the charges of protons, neutrons and electrons			
• I can explain the variety of atoms			
• I can use a periodic table to state the proton (atomic) number and mass number of an atom			
• I can calculate the proton number for different atoms			
• I can explain why conventions are used to represent atoms as symbols			
• I can define an element			
• I can use the periodic table to find the symbol representing an atom			
• I can state the chemical symbols for oxygen, carbon, hydrogen, calcium, chlorine, magnesium, sodium			
• I can define a molecule			
• I can describe a chemical bond			
• I can define a compound			
• I can represent atoms and molecules as particle diagrams			
• I can define a property			
• What is a property?			
• I can explain why an initial input of energy is needed in order for a chemical reaction to take place			
• I can explain how compounds get their names			
• I can define a pure substance			
• I can define a mixture			
• I can describe how to identify a pure substance			
• I can define a suspension			
• I can name some examples of suspensions			
• I can describe how to separate suspensions			
• I can describe filtration			
• I can define a colloid			
• I can name some colloids			
• I can describe how to separate substances in a colloid			
• I can define a solution			
• I can describe what happens when a solute dissolves			
• I can define a solvent			

• I can define a solute			
• I can define solubility			
• I can state the factors that affect solubility			
• I can name the apparatus is used for filtration			
• I can state the principle behind filtration			
• I can name the apparatus that is used for evaporation			
• I can state the principle behind evaporation			
• I can describe how to collect a solute from a solution			
• I can state when distillation is used			
• I can explain how distillation separates a mixture			
• I can state the principle behind chromatography			
• I can explain how chromatography can be used to tell if a substance is pure or a mixture			
• I can describe some further uses for chromatography			
• I can define acids and alkalis			
• I can describe the tests for acids or alkalis			
• I can name some examples of acids or alkalis			
• I can explain how neutralisation occurs			
• I can state the products of neutralisation reactions			
• I can give some uses of neutralisation reactions			
• I can give some uses of neutralisation			
Chemical reactions 1	R	A	G
I can describe the features of a physical change			
I can explain how a chemical change is different to a physical change			
I can define a chemical reaction			
I can explain how elements can be changed into compounds			
I can state observations that are proof of chemical reactions			
I can define a word equation			
I can define reactants			
I can define products			
I can define a molecular substance			
I can name five molecular substances			
I can describe a chemical formula			
I know what the small numbers in a chemical formula represent			
I can state the chemical formula for hydrogen			
I can state the chemical formula for oxygen			
I can state the chemical formula for water			
I can state the chemical formula for methane			
I can state the chemical formula for carbon dioxide			
I can state the chemical formula for nitrogen			
I can define air			



I can define a symbol equation			
I can explain how to balance an equation			
I can state the law of conservation of mass			
I can define photosynthesis			
I can state the reactants of photosynthesis			
I can state the products of photosynthesis			
I can represent photosynthesis with a word equation			
I can represent photosynthesis with a symbol equation			
I can state the type of chemical reaction that is photosynthesis			
I can explain why plants photosynthesise			
I can state where the energy needed for photosynthesis comes from			
I can explain where is the energy transferred to			
I can define aerobic respiration			
I can explain what 'aerobic' means			
I can state the reactants of respiration			
I can state the products of respiration			
I can represent respiration with a word equation			
I can represent respiration with a symbol equation			
I can explain what type of chemical reaction respiration is			
I can explain why does respiration occur			
I can explain where the energy is released from			



Knowledge and Skills Tracker			
My Hobbies (Present tense)	R	A	G
• I can name a range of hobbies			
• I can say what my favourite hobbies are			
• I can use the regular present tense with support			
• I can combine adverbs of frequency with opinions			
• I can say what hobbies people I know do			
• I can name many different sports			
• I can conjugate the verbs hacer and jugar in the present tense			
• I can work out new words by using cognates			
• I can use adjectives to describe sports			
• I can use verbs of opinion			
• I can talk about different types of weather			
• I can understand the profile of a famous musician in Spanish			
• I can write a profile of someone else			
• I can use mas and menos in comparasons			



<b>Knowledge and Skills Tracker</b>			
The Crafts Within Cushion Making	R	A	G
• I can identify safety hazards and work safely			
• I can identify key pieces of textiles equipment and spell correctly			
• I can analyse a task			
• I can identify and use ACCESSFM			
• I can draw a bar graph			
• I can produce an annotated mood-board			
• I can sketch and annotate a range of ideas			
• I can pin correctly			
• I can thread a needle and tie a knot			
• I can explain and use tacking correctly			
• I can identify the parts and set up the sewing machine			
• I can sew straight and zig zag stitches on a sewing machine			
• I can explain a seam allowance and tolerances			
• I can explain and sew a seam			
• I can explain and sew a double folded hem			
• I can use the over-locker			
• I can explain and produce tie dye samples			
• I can explain and use applique on fabric correctly			
• I can explain and use transfer fabric paint			
• I can produce an accurate equipment list			
• I can produce a detailed plan of making			
• I can evaluate my product			
• I can identify fabric stock forms and their sources			
• I can identify and explain the properties of natural fibres			
• I can identify types of weaving and produce a sample			

