Year 7

Progress Statements

Term 1: December 2025

Introduction

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

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

You will find each subject criteria in this booklet.

The definitions for these scores are as follows:

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

Contents

Expressive Arts: Art

By the end of the first rotation in Art, pupils in year 7 should be able to:
● investigate the work of landscape artists and document their own judgements and opinions about the work of others;   ● explore ideas and experiment with a variety of materials and processes, reviewing and refining their work as it progresses;   ● use a range of media to record ideas and observations from both primary and secondary sources;   ● present individual and imaginative ideas and outcomes;   ● make clear connections between their work and their chosen artist's work.

Expressive Arts: Drama

By the end of term 1, pupils in year 7 should be able to:
● understand how to use physicality in drama in order to tell a story, looking at how to use their bodies to do this;   ● create atmosphere through the use of voice and body;   ● be able to define and use: Freeze-Frame, Thought tracking, Physical Theatre, Soundscape;   ● be able to evaluate their own performances and the performances of others.

Expressive Arts: Graphics and Textiles

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

Expressive Arts: Music

By the end of term 1, pupils in year 7 should be able to:
● identify the elements of music and give brief descriptions of each; ● understand basic keyboard skills and identify the notes on the keyboard; ● Begin to understand basic music notation.

Health and Well-being: Physical Education

By the end of term 1, pupils in year 7 should be able to:
● understand and apply principles of invasion and net games and demonstrate improving quality in competitive situations;   ● understand and apply the rules and regulations of activities;   ● show an awareness of how to perform a basic warm up for specific activities;   ● improve physical competence across all activities.

Health and Well-being: PSE / Relationships and Sexuality Education

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

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

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

PSE lessons are developed in accordance with:

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

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

Humanities: Geography

By the end of term 1, pupils in year 7 should be able to:
● locate places on a map using a range of different map skills e.g. compass directions, longitude and latitude and four and six-figure grid references; ● use maps to locate, describe and give simple explanations of distinctive features of places in their locality; ● describe and explain the issues related around natural resources; ● Explain the various impacts of exploitation of natural resources e.g. fossil fuels ● use evidence to form, express and discuss their own opinions on the climate change.

Humanities: History

By the end of term 1, pupils in year 7 should be able to:
● show an understanding how the Voyages of Discovery led to exploration of the world; ● explain the impact Europeans had on the people of North America; ● utilise their source work skills to 'write like a historian;' ● begin to describe travel on the Silk Roads.

Humanities: Religious Studies

By the end of term 1, pupils in year 7 should be able to:
● describe the type of person they are; ● explain who or what influences them; ● explain what makes human beings unique.

Languages, Literacy and Communication: English

By the end of term 1, pupils in year 7 should be able to:
● correctly identify the features within a range of genres and demonstrate the conventions of a genre in their own writing; ● begin to understand how to use a variety of sentence types and word classes creatively and correctly; ● begin to develop inference skills through the analysis of specific language choices; ● begin to use persuasive devices in their writing to engage an audience; ● take an active role in a group discussion showing knowledge of the history and importance of stories. ● use different reading strategies (8 reading behaviours) to understand texts that are new to them.

Languages, Literacy and Communication: French

By the end of term 1, pupils in year 7 should be able to:
● demonstrate basic knowledge of French phonetics and pronunciation, including silent letters; ● understand some basic punctuation differences between English and French, including use of accents in French; ● introduce themselves, including name, feelings, age, birthday, nationality and sporting hobbies; ● use a variety of opinions; ● use a variety of connectives.

Languages, Literacy and Communication: Spanish

By the end of term 1, pupils in year 7 should be able to:
● demonstrate basic knowledge of Spanish phonetics and pronunciation, including vowel sounds;   ● understand some basic punctuation differences between English and Spanish, including use of accents in Spanish and upside-down punctuation marks;   ● introduce themselves;   ● begin giving brief opinions;   ● begin using connectives.

Languages, Literacy and Communication: Welsh

By the end of term 1, pupils in year 7 should be able to:
● use present tense sentence structures confidently; both positive and negative;   ● express opinions clearly;   ● pronounce words properly.

Mathematics and Numeracy: Mathematics

By the end of term 1, pupils in year 7 should be able to:

- read and write numbers of any size;

- learn Times Tables;

- addition and subtraction with 3-digit whole numbers;

- long Multiplication and division with 3-digit whole numbers;

- multiply and divide by multiples of 10;

- use BIDMAS to order calculations;

- convert between 12- and 24-hour clock;

- calculate durations including the use of timetables;

- order decimals;

- add and subtract numbers up to 2 decimal places;

- multiplication/ division of decimals & whole numbers by 10 and 100;

- multiply & divide decimals with different number of decimal places;

- multiply & divide whole numbers by 0.5, 0.2, 0.1;

- round to the nearest 10, 100, etc. (Progression Step 2) and rounding to the nearest whole number;

- round to 1 d.p. and 2 dp;

- naming & classifying angles (Progression Step 2);

- measure, draw and label angles to the nearest degree;

- use knowledge of angle types to estimate angles;

- calculate angles using basic angle properties;
    - on a straight line;
    - round a point;
    - vertically opposite.
    -
- calculate angles in triangles – and quadrilaterals.

Science and Technology: Computer Science

By the end of term 1, pupils in year 7 should be able to:

- identify key computer components including input and output devices;

- describe the roles of the key components;

- identify the key components of the Von- Neumann architecture;

- compare and evaluate the different types of storage mediums for a given problem or scenario;

- identify the different types of number systems;

- identify the Binary headings and explain the place value;

- explain the difference between an odd and even binary number;

- convert between different number systems;
    - Binary
    - Denary

- identify, compare and explain the different storage units;

- recognise how computer represent data such as images and number in binary;

- solve binary sequences.

Science and Technology: ICT / Digital Competency

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

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

Science and Technology: Food and Product Design

By the end of the Food rotation, year 7 pupils should be able to:	By the end of the Product Design rotation, year 7 pupils should be able to:
● understand how ingredients can be grown and processed into different food products; ● cook at least 4 edible dishes showing the following skills safely and hygienically: - weighing and measuring - peeling - slicing and dicing; - using the hob safely; - using the oven safely; ● understand health and safety practices and apply them in practical situations; ● identify where foods fit into a healthy, balanced diet using the Eatwell Guide; ● show an understanding of alternative diets.	● creatively respond to the needs and wants of the user, based on the context and on the information collected; ● understand how to use design communication methods to develop and present ideas, and respond to feedback; ● produce designs to communicate ideas in response to particular contexts; ● apply knowledge and skills when making design decisions in order to produce specific outcomes; ● use Computer Aided Manufacture; ● use Computer Aided Design software ● develop a range of interesting innovative design ideas.

Science and Technology: Science

By the end of term 1, pupils in year 7 should be able to:
● work safely in the laboratory; ● be able to identify scientific equipment and select and use the most appropriate piece of equipment for measuring; ● identify the independent, dependent and control variables in an experiment; ● construct results tables and graphs (bar and line graph); ● design experiments to test hypotheses; ● evaluate results of experiments; ● use group roles to carry out investigations and present findings.