



Year 7 Art: Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
The Natural World			
Develop observational drawing by 'looking like a scientist'. Looking at Austin's Butterfly; practicing line, tone, texture and Form			
Add shade and tone so we can develop 3D shapes to draw natural objects realistically and accurately			
Experimenting using Charcoal, focusing on blending and mark making.			
Experimenting using Oil Pastel, focusing on layering colour, blending texture.			
Working in the style of Vincent Van Gogh, using rich and thick mark making to create an artwork.			
Understanding the formal elements of art that have been studied so far: Line, Tone, Texture, Shape			

Red: I do not understand this topic

Amber: I am not confident in explaining this topic

Green: I can confidently demonstrate understanding of this topic

Reflect on your learning:

I need to improve my understanding of the following key topics:

1. _____
2. _____
3. _____

I need more help:	Yes	Some	No
Understanding the topic information taught			
Remembering the topic information taught			
Applying the topic information taught and putting it into practice			

Year 7 Drama: Learning checklist

Term 1 and 2

What have you learned in term 1 and 2?

Why have you been learning this?

Topic	Red	Amber	Green
Performance Skills			
Facial expressions			
Body language			
Vocal colour			
Performance Techniques			
Freeze-frames/still image			
Flash back			
Narration			
Step-out/Thought-track			
Staging			
Stage directions			
Proscenium arch			
Thrust			
Traverse			
In the round			
End on			

Red: I do not understand this topic

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Understanding the topic information taught			
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Year 7 DT Subject: Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
Subtopic title – Analysing			
Intro to what is Design			
Intro to what is Technology			
Design Brief			
The Specification			
Planning the manufacture			
Designs			
Subtopic title - Designing			
Generating ideas – themes			
Design – Identifying why the user will like/dislike it			
Understanding Joints – construction			
ACCESS FM			
Design – presentation			

Red: I do not understand this topic

Amber: I am not confident in explaining this topic

Green: I can confidently demonstrate understanding of this topic

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I need more help:	Yes	Some	No
Understanding the topic information taught			
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Applying the topic information taught and putting it into practice			

Year 7 Food Subject: Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
Subtopic title – Key Lessons			
Pasta Salad Design			
Pizza Bread Analyses			
Pastry Design			
Pastry Evaluation			
Subtopic title – Lesson tasks			
Reviewing Dishes – WWW/EBI			
Identifying how the dish meets customer need			
ACCESS FM			
Identifying how the design meets the user need/want			

Red: I do not understand this topic

Amber: I am not confident in explaining this topic

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Applying the topic information taught and putting it into practice			

Year 7 English: Unit 1 – Some Places More Than Others - Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
	I do not understand this topic	I am not confident in explaining this topic	I can confidently demonstrate understanding of this topic
Some Places More Than Others – Plot and characters Amara, her mother and father, Ava, Nina, Grandpa Earl, Uncle Charles			
Themes – Identity, belonging, family, conflict, cultural heritage, growing up, maturing			
Methods – Word choice, speech/dialogue, simile			
Literary Heritage and Wider Significance – Identity, heritage, belonging, community, consumerism			
Key Vocabulary –			
Responding in detail to an extract-based essay question.			

Reflect on your learning:

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Understanding the topic information taught			
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Applying the topic information taught in practice			

Year 7 Geography - Learning Checklist

Term 1 and 2

Topics: Where do I Live in the UK & Unique Environments - Case Study the Lake District	Red	Amber	Green
Describing Where you Live			
Know major Continents and Oceans			
Understand Longitude & Latitude			
Understanding Geography Scales - Global, National & Local			
Describing the Location of Weston in the UK			
Describe the Physical and Human Landscapes			
Difference between Physical and Human Geography			
Urban and Rural Landscapes			
Locating Places: 4-figure and 6-figure Grid References			
Collecting, Collecting & Presenting Data			
The Location and Importance of the Lake District			
Location and Importance the Lake District			
Explain the Importance of National Parks			
Explain Honey-pot Sites			
The Physical and Human Landscapes of the Lake District			
Understand and Describe the Relief, Including Contours			
Identify and Explain Glacial Processes			
Understand the Main Land Use in the Lake District			
Explain the Opportunities and Challenges in the Lake District			

Red: I do not understand this topic

Amber: I am not confident in explaining this topic

Green: I can confidently demonstrate understanding of this topic

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I need more help:	Yes	Some	No
Understanding the topic information taught			
Remembering the topic information taught			
Applying the topic information taught and putting it into practice			

Year 7 History: Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
Simon Schama's Interpretation of the Battle of Hastings			
Who had the most power in England – King Edward the Confessor or Harold Godwinson			
Edward the Confessor's death and the Succession Crisis – Harold Godwinson, Harald Hardrada and William Duke of Normandy			
The Battle of Stamford Bridge – Impact on Harold Godwinson's soldiers			
The Battle of Hastings – Shield Wall, Feigned Retreat			
Life in Medieval England			
The Feudal System – Hierarchy of Society			
The Harrying of the North – Challenge to William I			
Life in Medieval Towns and Villages – Opportunity and work in towns vs villages			
The Power of the Medieval Church – Hope, Help and Power			
The Black Death and Responses to it – Fleas, God sent it, quarantine			
The Impact of the Black Death – 1/3 Britain dead, Peasants Revolt			

Red: I do not understand this topic

Amber: I am not confident in explaining this topic

Green: I can confidently demonstrate understanding of this topic

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Year 7 RE - Learning Checklist

Term 1 and 2

Topics: Stories of the Prophets	Red	Amber	Green
Introduction to RE			
What is the point of RE?			
Introduction to Religious Faiths			
Role Models			
What Makes a Good Role Model			
Examples of Role Models			
The Prophets			
The Story of Abraham & Sarah - Three Abrahamic Faiths			
The Story of Creation - Were Adam & Eve Good Role Models			
The Story of Noah and the First Covenant			
The Story of Moses - The Rescue from Egypt			
Keywords			
Definition of keywords such as Covenant, Exodus, Atheist, Agnostic, Theist, Pharaoh, Hebrew, Israelites, Passover			

Green: I can confidently demonstrate understanding of this topic

Amber: I am not confident in explaining this topic

Red: I do not understand this topic

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Understanding the topic information taught			
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Year 7 French: AP1 Learning checklist

Term 1 and 2	Red	Amber	Green	
Assessment Point 1 Listening, Reading and Translation (French → English)	I do not understand this topic	I am not confident in explaining this topic	I can confidently demonstrate understanding of this topic	
Module 1 – Languages and me				
Being a language detective	<ul style="list-style-type: none"> To be able to use language patterns, cognates and false friends to understand the French language. 			
Introductions and say how you feel	<ul style="list-style-type: none"> To be able to pronounce the French alphabet, recognise key phonic sounds, say and spell your name To be able to say how I am feeling 			
Numbers and dates	<ul style="list-style-type: none"> To learn months and numbers 1-31, and use them to describe my age and birthday 			
Classroom and pencil case items (nouns)	<ul style="list-style-type: none"> To be able to use French nouns accurately To understand the patterns of gender (masculine/feminine) and number (singular/plural) To learn vocabulary in French for items in a pencil case and a classroom 			
Colours and adjectival agreements	<ul style="list-style-type: none"> To be able to use French adjectives and make them agree where necessary 			
Present Tense of key verbs	<ul style="list-style-type: none"> To be able to use key verb conjugations in French (I am / I have / I haven't / There is / There are) 			
Module 2 – People around me				
Introducing family members	<ul style="list-style-type: none"> To say who is in their family. To identify nouns with articles. 			
Hair and eye colour	<ul style="list-style-type: none"> To describe different hair and eye colours To use adjective agreements 			

	<ul style="list-style-type: none"> To start to use 3rd person of the verb 'avoir – to have'. 			
Physical appearances/ characteristics	<ul style="list-style-type: none"> To describe height To use the verb 'to be' in French - 'être' Learn how to use comparisons and superlatives 			
Personality characteristics	<ul style="list-style-type: none"> To use adjectives in French to personality traits To use the verb 'être', adjective agreements and comparisons. 			
Animals / Pets	<ul style="list-style-type: none"> To know animal/pet vocab in French and use to adjectives/colours to describe your pets 			

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Understanding the topic information taught			
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Year 7 Spanish: AP1 Learning checklist

Term 1 and 2	Red	Amber	Green
Assessment Point 1 Listening, Reading and Translation (Spanish → English)	I do not understand this topic	I am not confident in explaining this topic	I can confidently demonstrate understanding of this topic
Module 1 – Languages and me			
Being a language detective	<ul style="list-style-type: none"> To be able to use language patterns, cognates and false friends to understand the Spanish language. 		
Introductions and say how you feel	<ul style="list-style-type: none"> To be able to pronounce the Spanish alphabet, recognise key phonic sounds, say and spell your name To be able to say how I am feeling 		
Numbers and dates	<ul style="list-style-type: none"> To learn months and numbers 1-31, and use them to describe my age and birthday 		
Classroom and pencil case items (nouns)	<ul style="list-style-type: none"> To be able to use Spanish nouns accurately To understand the patterns of gender (masculine/feminine) and number (singular/plural) To learn vocabulary in Spanish for items in a pencil case and a classroom 		
Colours and adjectival agreements	<ul style="list-style-type: none"> To be able to use Spanish adjectives and make them agree where necessary 		
Present Tense of key verbs	<ul style="list-style-type: none"> To be able to use key verb conjugations in Spanish (I am / I have / I haven't / There is / There are) 		
Module 2 – People around me			
Introducing family members	<ul style="list-style-type: none"> To say who is in their family. To identify nouns with articles. 		
Hair and eye colour	<ul style="list-style-type: none"> To describe different hair and eye colours 		

	<ul style="list-style-type: none"> • To use adjective agreements • To start to use 3rd person of the verb 'tener – to have'. 			
Physical appearances/ characteristics	<ul style="list-style-type: none"> • To describe height • To use the verb 'to be' in Spanish - 'ser' • Learn how to use comparisons and superlatives 			
Personality characteristics	<ul style="list-style-type: none"> • To use adjectives in Spanish to personality traits • To use the verb 'ser', adjective agreements and comparisons. 			
Animals / Pets	<ul style="list-style-type: none"> • To know animal/pet vocab in Spanish and use to adjectives/colours to describe your pets 			

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Year 7 Maths: Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
Number			
Place Value (Including positive and negative whole numbers as well as decimals)			
Equivalent fractions			
Four operations with whole numbers, negatives and fractions			
Algebra			
Collecting like terms			
Writing algebraic expressions from descriptions			
Substitution into algebraic expressions			
Simplifying algebraic expressions including by multiplying and dividing.			
Expanding and simplifying single brackets			
Probability			
Calculating using probabilities			

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QR Codes from the back of your exercise books to help you revise

Probability			
	Scales	Theoretical	Experimental
How I can revise			
Fractions			
	Simplifying and Ordering	Adding and Subtracting	Improper and Mixed
How I can revise	 		
Directed Number			
	Ordering Negatives	Addition and subtractions with negatives	Multiplying and dividing with negatives
How I can revise			
Manipulating Algebra			
	Simplifying Expressions	Substitution	Multiplying single brackets
How I can revise			

Year 7 Music: Learning checklist

Term 1 and 2

How does music capture the spirit of the carnival?

Topic	Red	Amber	Green
Context			
Origin of Carnival			
Purpose of Carnival			
4 main aspects of carnival			
Famous carnivals local, national and worldwide			
Typical Samba Instruments			
Rhythm and Pulse			
What is the pulse in music?			
How is rhythm different to the pulse			
Why is it important for music to have a steady pulse			
Different note lengths: Minim, Crotchet, Quaver, Semi-Quaver			
Time Signatures 4/4 and $\frac{3}{4}$			
Ensemble Performance			
Reading and performing rhythms in time with a pulse			
Understanding how to work effectively as part of a group			
The role of the leader in a Samba Band			

Red: I do not understand this topic

Amber: I am not confident in explaining this topic

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Year 7 Subject: Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
Subtopic title: Atoms, Elements and Compounds			
Describe the difference between atom, elements, compounds and mixtures.			
Describe the different aspects of the Periodic Table including: periods, groups, mass number, atomic number			
Use the Periodic Table to write chemical formulae and chemical equations.			
Subtopic title: Forces			
Define and calculate a resultant force, using information from force diagrams.			
Describe the differences between mass and weight and calculate weight.			
Describe Hooke's Law, including how to investigate it.			
Subtopic Title: Nutrition and Digestion			
Describe what is meant by the term healthy diet and name different food groups.			
Describe what different parts of the digestive system do.			
Explain the role of enzymes in digestion.			

Red: I do not understand this topic

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