



CHESSINGTON
SCHOOL

Year 7

Grade Descriptors

Grade descriptors consist of characteristics of performance at each grade. They help inform what students need to do in order to achieve higher marks in future assessment.

ART YEAR 7



	Grade 3/4	Grade 5/6	Grade 7/8
Knowledge	I can recall some of the formal elements	I can recall all of the formal elements and some understanding of how they are connected	I have a strong understanding of the formal elements and clear understanding of how they are connected
	I can recognise and describe the work of chosen artist	I have a good understanding of the artists work with some inconsistencies	I have a highly developed understanding of the artists work
	I can use basic vocabulary to describe art works in writing and oracy	I am developing my visual and written vocabulary to describe and analyse artworks	I have a strong visual and written vocabulary, and displays high level of visual literacy
Experimenting	I can use traditional media with basic level competency and reflection	I can use traditional media with a good level of competency but loses confidence in more challenging details.	I can use traditional media to a high level of competence and have consistent confidence to maintain detail.
		I demonstrate some independent reflection to inform next steps.	I demonstrate highly developed reflective practice and the continuously informs the work
Recording	I can use shape and line to create recognisable forms	I can use shape and line with a consistent level of skill in composition and proportion	I can use shape and line with a high level of accuracy in composition and proportion
	I can use tone with minimal variation	I can use tone with some success in variation. Needs to demonstrate understanding of value and	I can use tone with high level of variation and gradation demonstrating a high level accuracy

Everyone valued • Every day an opportunity • Every moment focused on success

COMPUTER SCIENCE

YEAR 7



Grade 3/4	Grade 5/6	Grade 7/8
I can define algorithms and recognise simple sequences in daily activities.	I am able to explain algorithms with examples and identify loops and sequences in tasks.	I can design algorithms for specific tasks and analyse their efficiency and effectiveness. (SCRATCH)
I can use Scratch to create basic animations or games, and write simple programs to solve straightforward problems.	I can create more complex programs in Scratch to solve moderately challenging problems.	I can apply problem-solving strategies, decomposing problems and analysing their components thoroughly.
I can break down simple problems into smaller steps and fix basic errors in programs.	I can decompose problems effectively and debug programs with moderate complexity	I can convert numbers to binary and manipulate ASCII to solve problems.
I understand basic binary representation.	I can convert numbers to binary and manipulate ASCII to solve basic problems.	I can evaluate the interactions between hardware and software, understanding their impact on system performance and functionality.
I can recognise major computer components and differentiate between hardware and software.	I am able to describe the functions of major computer components and explain the relationship between hardware and software.	I can demonstrate a comprehensive understanding of online risks and exhibit exemplary digital citizenship behaviours.
I can identify common online risks and understand the concept of cyberbullying.	I can demonstrate understanding of online risks and exhibit responsible behaviour online.	

DRAMA YEAR 7



Grade 3/4	Grade 5/6	Grade 7/8
I can demonstrate a clear understanding of my role/character	I can demonstrate a clear understanding of my role/character	I can demonstrate a clear understanding of my role/character
I can clearly communicate with the audience and other performers	I can clearly communicate with the audience and other performers	I can clearly communicate with the audience and other performers
I am exploring physical delivery, including the use of facial expressions	I am exploring physical delivery, including the use of facial expressions	I can use physical delivery including the use of facial expressions, though this is not sustained or consistent
I am exploring vocal techniques	I am exploring vocal techniques, including pitch, pace and pause	I can use vocal techniques, including pitch, pace and pause, but am still learning technical control
I am learning how to engage with the process of collaboration, rehearsal, and refinement	I can offer explanations of the creative intentions of the performance, but these can be lacking depth	I can offer some developed explanations of the creative intentions for the performance.
I can sometimes use drama terminology, though it may not always be used appropriately.	I can engage with the process of collaboration, rehearsal, and refinement	I can engage with the process of collaboration, rehearsal, and refinement, and will lead the group at times
	I can sometimes use drama terminology, though it may not always be used appropriately.	I can sometimes use drama terminology.

GEOGRAPHY

YEAR 7



Grade 3/4	Grade 5/6	Grade 7/8
I can describe detail from figures.	I can provide basic explanations, supported with description of details from figures.	I can provide detailed and relevant explanations, which are supported with specific selection of detail from figures.
I can provide basic description of places, including location	I can provide a detailed description of places, with reference to examples.	I can use TEA and PEE structure in written work, including relevant examples. Some explanation, and stated judgements.
I have basic subject knowledge of key concepts. (Term 1, 2 & 3)	I have good subject knowledge, shown through my ability to use examples in my written work to support key points/evidence.	I have secure subject knowledge shown through description of figures, ability to use examples and ability to evaluate a geographical issue
I can demonstrate map skills such as compass directions and 4 figure grid references	I have good map skills including some use of 6 figure grid references, and use of map symbols and compass directions	I have excellent map skills including accurate use of 6 figure grid references, and interpretation of scale and distance
I can describe graphs and maps which reference the overall trend	I can provide a good description of graphs and maps which references the overall trend and use of evidence from the graph	

HISTORY

YEAR 7



Grade 3/4	Grade 5/6	Grade 7/8
I can write a detailed description using historical sources	My writing includes basic, logical inferences made, supported with description of details from sources.	My writing includes precise and relevant inferences, which are supported with specific selection of detail from sources.
I can write a narrative account of events, outlining the basic story of the past.	I can write a detailed description of events, with reference to examples.	I can use the PEE structure in written work, with clarity on point and provide relevant examples. Some basic explanation, and stated judgements.
I have basic subject knowledge of key events.	I have good subject knowledge shown through the ability to use several examples in written work to support key points/arguments.	I have secure subject knowledge shown through description of events, and ability to place events in chronological order.

MUSIC YEAR 7



	Grade 3/4	Grade 5/6	Grade 7/8
Performing	I can keep to a musical pulse and can repeat simple musical ideas on their own and in a group.	I can perform simple pieces with reasonable fluency and accuracy.	I can perform more complex pieces with fluency, accuracy and some expression.
	I can complete partial melody for pieces given in keyboard skills	I can maintain an independent part in an ensemble with a fair degree of security.	I can maintain a separate part in an ensemble with some security
		I can perform with both hands keyboard skills.	I can play chords and melody with some mastery in keyboard skills, will complete extension tasks/pieces.
Composing	I can improvise and compose simple musical ideas using basic musical elements.	I can compose pieces using rhythmic and melodic ideas on different instruments.	I can compose pieces using rhythm, melody, harmony and texture more extensively.
		I can successfully combine different layers of musical texture.	I can use music software confidently to sequence more complex ideas
		I can use music software to sequence simple ideas.	
Listening and Appraising	I can recognise and identify simple changes of dynamics and tempo.	I can recognise and describe dynamics, tempo and timbre.	I can recognise and describe dynamics, tempo, timbre and rhythmic or melodic features.
	I can describe basic dynamics.	I can give basic appraisal of my own and others' work.	I can give appraisal of my own and others' work, suggesting improvements.

PHYSICAL EDUCATION

YEAR 7



	Grade 3/4	Grade 5/6	Grade 7/8
Skills	I can complete basic skills in isolation but there are some errors in the performance of techniques.	I can complete some skills with good technique, but these deteriorate in more challenging practices.	I can exhibit an excellent level of technique in some skills.
			I can adapt when faced with progressively challenging situations.
Full Context	I can show a basic understanding for tactical and strategic decisions.	I can show some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played.	I can make significant and effective contributions which are sustained for most of the performance
	I can contribute but my contributions could be more consistent to make them more effective		I can select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted myself.
Cognitive	I can identify key terminology.	I can use key terminology, but this is sometimes not always consistent or used within the correct context.	I can fully explain key terminology.

RELIGIOUS STUDIES

YEAR 7



Grade 3/4	Grade 5/6	Grade 7/8
I can recognise and recall some main points of key religious beliefs and practices.	I can raise important questions about religion and morality and express their own opinion.	I can make precise and relevant inferences, which are supported with specific selection of detail from sources.
I can identify and retell, in detail, key religious beliefs and practices	I can recall detailed descriptions of events, with reference to examples.	I can use PEE structure in written work, with clarity on point and most relevant examples. Some basic explanation, and stated judgements.
I can identify key features of religious beliefs and practices and begin to recognise the impact religion has on people's lives.	I can demonstrate good subject knowledge through an ability to use several examples in written work to support key point/arguments.	I can show secure subject knowledge through description of beliefs, and ability to raise important questions about religion and morality and express their own opinion.

SPANISH YEAR 7



	Grade 3/4	Grade 5/6	Grade 7/8
Productive language	I can manipulate verb tenses with some errors in order to write in the present 'I' form.	I can use present tense verbs confidently but may have variable success when using these to talk about others ('he/she' form).	I can manipulate verb tenses accurately in order to write in the present 'I' form and occasionally 'he/she' form of the verb.
	I have limited success in completing a 40-50 word foundation tier, written question, but have more success in 20-30 word, foundation tier questions.	I can write 40-50 words on four bullet points with some success and occasional errors which may hinder clarity of communication.	I can use language creatively in order to narrate an event and tell a story in the present tense.
		I can recall high frequency structures and apply these in written and spoken work.	I can use language creatively and adapt and build on structures seen across the year and all topics with confidence.
			I can write 80-90 words on four bullet points and achieve close to full marks.
		I can use structures from memory in writing and speaking.	
Receptive language	I can recognise high frequency structures taught throughout Year 7 but may struggle to recall and apply these in written and spoken work.	I can recognise a range of language, in listening and reading papers.	I can recognise a range of language, in listening and reading papers and use context to help understand unknown words.

TECHNOLOGY YEAR 7



Grade 3/4	Grade 5/6	Grade 7/8
I can explain some of the key words used.	I can name equipment used in lessons and explain what it is used for.	I can explain all of the key words, what they mean and use them correctly to name equipment and processes.
I can work with some equipment safely and explain how to use it safely.	I can work safely with everything I have been shown and wear PPE correctly at all times.	I can work safely with all equipment, wearing correct PPE at all times and demonstrating high precision. I can explain the correct techniques to others.
I can write about and/or draw my work neatly, using some of the key words.	I can draw and write about my ideas and explain them using key words.	I can communicate ideas in a range of different ways, and use examples when drawing or writing about my work. Key words are annotated or explained throughout.



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