



Finham Park School



KS3 Biology Assessment Statements – Year 7 Biology

| Working Towards | | Working At | | Greater Depth | |
|--|--------------------------|--|--------------------------|---|--------------------------|
| I can identify differences within a species and between different species. | <input type="checkbox"/> | I know the difference between continuous and discontinuous variation and how to represent it. | <input type="checkbox"/> | I can interpret graphs displaying data on continuous and discontinuous data. | <input type="checkbox"/> |
| I can interpret a food chain. | <input type="checkbox"/> | I can interpret a food web and create a food web using information about an ecosystem. | <input type="checkbox"/> | I can explain the effects on a food web if a species is removed. | <input type="checkbox"/> |
| I can use a microscope to observe cells. | <input type="checkbox"/> | I can use a microscope and identify parts of a cell. | <input type="checkbox"/> | I can create a biological drawing of cells under the microscope. | <input type="checkbox"/> |
| I can identify the parts of the cell. | <input type="checkbox"/> | I can state the function of the parts the cell and tell the difference between plant and animal cells. | <input type="checkbox"/> | I can describe how specialised cells are adapted to their function. | <input type="checkbox"/> |
| I know the difference between a unicellular and multicellular organism. | <input type="checkbox"/> | I know how unicellular organisms are adapted so they can survive. | <input type="checkbox"/> | I can explain the benefits of being multicellular. | <input type="checkbox"/> |
| I can name parts of the human skeleton. | <input type="checkbox"/> | I know the functions of the human skeleton and that muscles work antagonistically. | <input type="checkbox"/> | I can describe how to measure the force exerted by different muscles. | <input type="checkbox"/> |
| I can label the male and female reproductive systems. | <input type="checkbox"/> | I can describe the function of the male and female reproductive parts. | <input type="checkbox"/> | I can describe the effects if parts of the reproductive system aren't working. | <input type="checkbox"/> |
| I know how long the menstrual cycle lasts for and how long menstruation is on average. | <input type="checkbox"/> | I can describe the stages of the menstrual cycle. | <input type="checkbox"/> | I can explain the stages of the menstrual cycle referring to hormones. | <input type="checkbox"/> |
| I know what must happen for a human to get pregnant. | <input type="checkbox"/> | I can describe the process of fertilisation using the word gametes. | <input type="checkbox"/> | I know how identical and non-identical twins are formed. | <input type="checkbox"/> |
| I know how long pregnancy is in humans. | <input type="checkbox"/> | I can describe the stages of pregnancy and birth. | <input type="checkbox"/> | I can explain why animals have different gestation periods. | <input type="checkbox"/> |
| I know what things pregnant women should avoid during pregnancy as they are harmful. | <input type="checkbox"/> | I can describe how certain maternal lifestyles e.g. smoking affect the foetus. | <input type="checkbox"/> | I can describe the consequences of certain maternal lifestyle factors have on the foetus. | <input type="checkbox"/> |
| I can label the reproductive parts of a plant and state how plants spread their seeds. | <input type="checkbox"/> | I can describe how new plants are made and how plants spread their seeds. | <input type="checkbox"/> | I can explain why plants spread their seeds. | <input type="checkbox"/> |
| I know the difference between wind pollination and insect pollination. | <input type="checkbox"/> | I can identify whether plants are insect or wind pollinated. | <input type="checkbox"/> | I can identify whether plants are insect or wind pollinated and explain how I know. | <input type="checkbox"/> |
| I know what types of food people should have for a balanced diet. | <input type="checkbox"/> | I know why different food groups are important in the diet and can calculate energy requirements. | <input type="checkbox"/> | I can suggest improvements to someone's diet, based on their personal requirements. | <input type="checkbox"/> |
| I can label the digestive system. | <input type="checkbox"/> | I know the function of the digestive organs and how they are adapted. | <input type="checkbox"/> | I can explain the effects if parts of the digestive system aren't working. | <input type="checkbox"/> |

CURRICULUM INTENT: Finham Park Science department aims to instill a love of learning and provide students with powerful knowledge needed to understand the world around them. We promote curiosity by equipping students with the skills they need to question processes. We explore scientific principles such as analysing data, drawing conclusions and problem solving as well as ensuring students are scientifically literate. We want all of our students to have the depth of knowledge and skills to be successful and to make a positive contribution to society.



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KS3 Chemistry Assessment Statements – Year 7 Chemistry

| Working Towards | | Working At | | Greater Depth | |
|---|--------------------------|---|--------------------------|---|--------------------------|
| I can recall the properties of solids, liquids and gases. | <input type="checkbox"/> | I can use particle model diagrams to explain the properties of different states. | <input type="checkbox"/> | I can use the particle model to explain the changes in state and deduce the state from melting and boiling point data. | <input type="checkbox"/> |
| I can state what diffusion is. | <input type="checkbox"/> | I can describe factors affecting the rate of diffusion. | <input type="checkbox"/> | I can use the particle model to explain diffusion. | <input type="checkbox"/> |
| I can use the particle model to explain boiling. | <input type="checkbox"/> | I can interpret data from tables and graphs about changes of state. | <input type="checkbox"/> | Can predict state of matter from data on boiling and melting points. | <input type="checkbox"/> |
| I can recall a simple (Dalton) atomic model. | <input type="checkbox"/> | I can describe what elements, compounds and mixtures are. | <input type="checkbox"/> | I can explain the differences between elements, compounds and mixtures including their physical and chemical properties. | <input type="checkbox"/> |
| I can write word equations. | <input type="checkbox"/> | I can write and interpret chemical formulae. | <input type="checkbox"/> | Can write balanced symbol equations for common reactions. | <input type="checkbox"/> |
| I can recognise key areas of the Periodic Table, namely metals and non-metals, the noble gases and groups 1, 2 and 7. | <input type="checkbox"/> | I can describe the physical and chemical properties of metals and non-metals and their compounds. | <input type="checkbox"/> | I recognise the Periodic Table as a means of arranging elements and can describe the physical and chemical properties of elements in terms of their position. | <input type="checkbox"/> |
| I can recall what 'pure' is in chemistry. | <input type="checkbox"/> | I can describe the difference between pure substances and mixtures. | <input type="checkbox"/> | I can explain how melting and boiling point data can be used to identify pure substances. | <input type="checkbox"/> |
| I can identify some methods for separating compounds. | <input type="checkbox"/> | I can carry out simple distillation and filtration. | <input type="checkbox"/> | I can use ideas about states of matter to explain each stage during distillation. | <input type="checkbox"/> |

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KS3 Physics Assessment Statements – Year 7 Physics

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| I can name the different stores of energy. | <input type="checkbox"/> | I can give examples which illustrate the different stores of energy. | <input type="checkbox"/> | I can explain the energy transfers in a range of situations. | <input type="checkbox"/> |
| I can identify what appliances are the most powerful using power ratings. | <input type="checkbox"/> | I can describe what power is and calculate it. | <input type="checkbox"/> | I can calculate energy and time using the power equation. | <input type="checkbox"/> |
| I can identify which appliances cost the most to run using power ratings. | <input type="checkbox"/> | I can calculate an electricity bill using given usage. | <input type="checkbox"/> | I can calculate the time an appliance has been on for. | <input type="checkbox"/> |
| I know what a renewable and non-renewable energy resource is. | <input type="checkbox"/> | I can identify renewable and non-renewable energy resources and identify the pros and cons of each. | <input type="checkbox"/> | I can describe the energy changes that happen for different energy resources. | <input type="checkbox"/> |
| I can name some forces and give examples. | <input type="checkbox"/> | I can name contact and non-contact forces. | <input type="checkbox"/> | I can say how forces interact when they are act in the same or opposite directions | <input type="checkbox"/> |
| I can use arrows to represent forces. | <input type="checkbox"/> | I can draw force diagrams and explain what happens when forces are balanced and unbalanced. | <input type="checkbox"/> | I can describe how a resultant force affects the motion of an object. | <input type="checkbox"/> |
| I know that speed increases as time taken decreases. | <input type="checkbox"/> | I can calculate speed when given distance travelled and time taken. | <input type="checkbox"/> | I can use the speed equation to calculate distance travelled and time taken. | <input type="checkbox"/> |
| I can interpret a distance-time graph. | <input type="checkbox"/> | I can draw a distance-time graph from a description of a journey and label changes in motion. | <input type="checkbox"/> | I can compare speeds at different points in the journey. | <input type="checkbox"/> |
| I know the units for mass and weight. | <input type="checkbox"/> | I can calculate weight when given mass and gravitational field strength. | <input type="checkbox"/> | I can compare mass and weight. | <input type="checkbox"/> |
| I can name the planets of our solar system in order of their distance from the sun. | <input type="checkbox"/> | I know that the sun is a star and that there are lots of other stars in the universe. | <input type="checkbox"/> | I can compare the gravitational field strengths for different planets and state any patterns observed. | <input type="checkbox"/> |
| I can name and draw the circuit symbols for a variety of components | <input type="checkbox"/> | I can set up series and parallel circuits | <input type="checkbox"/> | I can explain why different circuits are used in a range of situations. | <input type="checkbox"/> |
| I know what piece of equipment is used to measure current and potential difference and the units for both. | <input type="checkbox"/> | I can describe how current and potential difference is different in series and parallel circuits. | <input type="checkbox"/> | I can explain why current and potential difference are different in series and parallel | <input type="checkbox"/> |
| I know what piece of equipment is used to measure resistance and the units for resistance. | <input type="checkbox"/> | I can investigate resistance and explain what it is and how it affects charges trying to move in a circuit | <input type="checkbox"/> | I can explain the link between resistance and the energy needed. | <input type="checkbox"/> |
| I can identify which materials electrical insulators and electrical conductors. | <input type="checkbox"/> | I can describe how materials become positively and negatively charged and how this causes static electricity. | <input type="checkbox"/> | I can explain some applications of static electricity in terms of positive and negative charges | <input type="checkbox"/> |

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