



Somervale School

**Year 7 Assessment
Flightpath Descriptors**

Art Year 7		Studying the work of other Artists	Using Materials, Processes and Technique	Recording	Creating a Personal Response
Exceeding	All	I can evaluate some thoughts, feelings or intentions expressed in the work of other artists.	I can experiment and control materials, processes and techniques.	I can record my ideas with increasing confidence.	I can produce an outcome which demonstrates some learning and creativity.
	Most	I can explore the work of other artists practically through my creative developments.	I can refine my work as I use media, techniques and processes.	I can use lines with expression and some imagination.	I can create a response that demonstrates creative use of media.
	Some	I can annotate my work using some subject specific vocabulary.	I can experiment with materials, processes and techniques.	I can show tone, texture and patterns creatively in my work.	I can produce a response that shows I have met my objectives, intentions and ideas.
Meeting	All	I can show some understanding of the work of other artists in my own work and developments.	I can show control with varying approaches to media, techniques and processes.	I can record with some skill and control appropriate to the task.	I can produce a response that shows some ability to meet objectives.
	Most	I can develop my ideas after seeing the work of others.	I can select different materials, processes and techniques to use in my work.	I can use line to describe shape.	I can select appropriate media to realise my intentions.
	Some	I can record my ideas and annotate in my own words, showing emerging understanding of critical vocabulary.	I can refine my work when using different materials, processes and techniques.	I can show tone, texture and patterns in my work.	I can create a response that sometimes achieves my objectives and ideas.
Developing	All	I can explain and describe what I see using basic terms.	I can use some materials, processes and techniques.	I can use line to show simple shapes.	With support, I can create a response that demonstrates limited ideas.
	Most	I can reproduce the work of others showing some understanding.	I can try to use some materials, processes and techniques.	I try to show tone, texture and pattern in my work.	I try to use different materials to realise my intentions.
	Some	I can do limited research about the work of others and collect information or visuals.	I can try to use some materials, processes and techniques with support.	I can attempt, with support, to record my ideas and thoughts.	I can evaluate my work once prompted and with guidance.

Design Technology Year 7		<i>Investigation and Context</i>	<i>Design, development and planning</i>	<i>Making</i>	<i>Testing and Evaluation</i>	<i>Knowledge</i>
Exceeding	All	I can write a specification independently. At least 7 points are measurable. I can give basic justification to a few points. I can use my research to influence my designing/planning.	I can say how suitable my ideas are for my user. My designs meet a few of my specification points. My plan of making considers basic Health and Safety points.	I have started to include some high level skills/processes and I have clearly mastered use of tools and equipment.	I can compare my product with the main points of my specification/plan and suggest how the specification/product/plan could be changed to improve the final outcome.	I understand the properties and performance of the materials/ingredients I have used and how this can effect social/moral/cultural situations.
	Most	I can write a specification independently. At least 6 points are measurable. My research relates closely to the context or user needs.	I can label materials and justify why I have chosen these, based on their properties. My plan of making refers to equipment.	I worked mostly independently. Parts of the product are accurately made giving a good overall finish.	I can accurately test my product and use this feedback to suggest changes.	I can apply some aspects of my knowledge and understanding to the context.
	Some	I can write a specification independently. At least 5 points are measurable. I can begin to independently choose the types of research I will gather.	I can sketch a range of original ideas. I have modelled my idea with a degree of accuracy. My detailed plan of making refers to quantities.	I worked mostly independently. My product works effectively and has a few imperfections.	I can test some aspects of my product and use the results to write evaluative comments.	I can name and describe all of the key information, skills, techniques and equipment I have used.
Meeting	All	I can write a thorough specification with some guidance. It has a minimum of 7 points, 4 of which are measurable. I can research from a range of sources and analyse it.	My designs meet at least two of my specification points. My plan of making includes information about techniques and materials.	I rarely needed help while making my product. My finished product was made with a range different materials/ingredients and skills/processes.	I can reflect on my own work and suggest ways to improve.	I can name and explain the health and safety issues related to the tools/equipment/processes I have used.
	Most	My specification is detailed with most points relating to my research. I have 3+ measurable points. I collect accurate information that considers the context given. I can briefly explain what I have found out and say how useful this information is.	I can label my ideas to show how the different parts of my products will be made. I have explained how the designs work. I can independently produce a basic plan of making.	During the making of my product I have used a few basic skills with growing independence.	I can say or write www/EBI for both practical and written work.	I can name and describe most of the key information, skills, techniques and equipment I have used.

	Some	I can write a basic specification with support from my teacher. It has a minimum of 5 points, 2 of which are measurable. I have collected accurate information on existing products/materials/Ingredients.	I can create a range of ideas. I have modelled one idea. I have had a little help to create my own accurate step by step plan of making.	My completed product functions as intended but has a few imperfections.	I can identify something that works well and something that could be improved about my product.	I can name and describe some of the key information, techniques, equipment and machinery I have used.
Developing	All	I need guidance to write a simple list of criteria for my specification. A couple of points are explained/justified. I collect accurate information that considers the context given.	My ideas consider at least one point of my specification. I have adapted a version of the plan of making.	In my product I have successfully completed one basic skill.	I can make accurate simple suggestions about how to improve my work.	I can list some of the health and safety implications of the tools/equipment/processes I have used.
	Most	I have adapted an existing specification. I have collected information about products/materials/ingredients	I can label my ideas with materials, joining methods and sizes. With guidance I have adapted an existing step by step plan of making.	I needed some help making and selecting my equipment.	I can collect feedback from others to improve my work	I can identify most key knowledge, appropriate ingredients, equipment, materials, components and techniques.
	Some	I have used an existing specification. I have collected some research with guidance.	I can sketch a few ideas some of which are original. I have used an existing plan of making.	I needed a lot of help making my product. My product has some imperfections.	I can make simple suggestions on how to improve my work. I can make a single judgment on the final product/outcome.	I can recall key information from the project as well as names of some of the materials/ingredients and equipment I have used.

Music Year 7		Performing	Composing	Listening	Appraising	Music Technology
Exceeding	All	I can perform accurately, confidently and fluently using the correct hand technique	I can successfully improvise a melody using a range of pitches and rhythms within a given style	I can describe how instruments, tempo, pitch, dynamics and rhythm work together in a range of musical styles	I can compare and contrast different pieces of music using the correct musical terms	I can record/input several parts accurately and create a balanced piece of music
	Most	I can accurately perform using the correct hand technique	I can improvise using a given set of notes and rhythms	I can describe how instruments, tempo, pitch and dynamics work together in a range of musical styles	I can compare and contrast different pieces of music using some correct musical terms	I can record/input two parts together and change track/instrument volumes
	Some	I can accurately perform using mostly correct hand technique	I can improvise a simple melody using repeated notes and rhythms	I can describe how instruments, tempo and pitch work together in a range of musical styles	I can compare different pieces of music using some correct musical terms	I can edit mistakes within a project
Meeting	All	I can perform a more complex melody with accurate pitch and rhythm	I can compose an extended melody using question and answer phrasing technique	I can identify instruments, tempo, pitch and dynamics in some musical styles	I can provide accurate and useful feedback to others using WWW and EBI	I can accurately record/input two parts
	Most	I can perform a more complex melody with mostly accurate pitch and rhythm	I can compose part of a melody using question and answer phrasing technique	I can identify instruments, tempo and pitch in some musical styles	I can suggest improvements to the work of others using WWW and EBI	I can record/input with mostly accurately pitch and rhythm
	Some	I can perform part of a more complex melody with some accuracy of pitch and rhythm	I can compose part of melody using movements by step and leap	I can identify instruments and tempo in some musical styles	I can give feedback to others using EBI	I can record/input simple parts with some accuracy
Developing	All	I can perform a simple melody with mostly correct pitch and rhythm	I can compose a short melody with limited pitch and rhythm	I can identify loud and quiet dynamics	I can suggest improvements to my own work using WWW and EBI	I can set up a track/file and use the control functions to record, play and stop
	Most	I can perform all of a simple melody with mostly correct pitch	I can compose a short phrase using a given set of notes	I can identify high and low pitch	I can using EBI to suggest improvements to my own work	I can set up a track/file and change instrument sounds

	Some	I can perform part of a simple melody	I can compose a simple melody using repeated notes	I can identify simple instrument sounds	I can give limited feedback to my own work	I can open a new project and set up a track
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MFL Y7		PHONICS	VOCABULARY	GRAMMAR
Exceeding	All	I can read, pronounce and use a range Spanish/French words with some accuracy, attempting unfamiliar vocabulary by applying some knowledge of graphemes and phonemes studied	I can use a range of vocabulary correctly in a variety of contexts and apply my knowledge of vocabulary accurately in new contexts with some success. I can produce/understand interesting texts	I can use two tenses accurately, including some irregular verbs and negative forms. I know how to apply a range grammatical rules to produce interesting texts
	Most	I can read, pronounce and use a range Spanish/French words with some accuracy, occasionally attempting unfamiliar vocabulary by applying some knowledge of graphemes and phonemes studied	I can use a range of vocabulary in a variety of contexts and apply my knowledge of vocabulary in new contexts with some success. I can produce/understand interesting texts	I can use two tenses accurately, attempting some irregular verbs and negative forms. I know how to apply a range grammatical rules to produce interesting texts
	Some	I can read, pronounce or use familiar Spanish/French words with some accuracy, occasionally attempting unfamiliar vocabulary by applying some knowledge of graphemes and phonemes studied	I can use familiar vocabulary in a variety of contexts and apply my knowledge of vocabulary in new contexts with some success. I can produce/understand interesting text	I can attempt two tenses with some accuracy, attempting some irregular verbs or negative forms. I know how to apply grammatical rules to produce texts
Meeting	All	I can read, pronounce or use familiar Spanish/French words with some accuracy, occasionally attempting unfamiliar vocabulary but with limited knowledge of graphemes and phonemes	I can use familiar vocabulary in a variety of contexts and apply my knowledge of vocabulary in some new contexts with some success. I can produce/understand interesting text	I can use the present tense accurately, including some irregular verbs or negative forms. I know how to apply grammatical rules to produce texts about familiar themes
	Most	I can read, pronounce or use familiar Spanish/French words with some confidence, only occasionally attempting unfamiliar vocabulary but with limited knowledge of graphemes and phonemes	I can use familiar vocabulary in a variety of contexts and apply my knowledge of vocabulary in new contexts with occasional success. I can produce/understand interesting texts	I can use the present tense accurately, attempting irregular verbs or negative forms. I know how to apply grammatical rules to produce texts about familiar themes
	Some	I can read, pronounce or use familiar Spanish/French words with some confidence, but with limited knowledge of graphemes and phonemes	I can use familiar vocabulary in a variety of contexts and sometimes apply my knowledge of vocabulary in new contexts with occasional success. I can produce/understand interesting texts	I can use regular present tense accurately, including some negative forms. I know how to apply grammatical rules to produce short texts about familiar themes
Developing	All	I can recognise how to pronounce familiar Spanish/French words with some confidence, but with little knowledge of relevant graphemes and phonemes	I can use familiar vocabulary in a variety of familiar contexts. I can produce/understand short texts	I can use regular present tense with some accuracy. I know how to apply grammatical rules to produce short phrases about familiar themes
	Most	I can recognise how to pronounce familiar Spanish/French sounds with some confidence, but with little knowledge of relevant graphemes and phonemes	I can use familiar vocabulary in some familiar contexts. I can produce/understand short texts	I can use regular present tense with some accuracy. I know how to apply some grammatical rules to produce short phrases
	Some	I can recognise how to pronounce some familiar Spanish/French sounds, but with little knowledge of relevant graphemes and phonemes	I can recognise some familiar vocabulary that has been studied.	I can attempt regular present tense. I know some grammatical rules and can sometimes produces short phrases

Year 7 Geography

Exceeding	All	<input type="checkbox"/> I can use basic information about physical and human environments <input type="checkbox"/> I can use limited types of scales <input type="checkbox"/> I can show a basic level of knowledge of specific locations <input type="checkbox"/> I can use a wide range of subject specific geographical language <input type="checkbox"/> I can show I understand the reasons why places have different regions
	Most	<input type="checkbox"/> I can show some understanding of geographical ideas and theories <input type="checkbox"/> I can recognise physical and human processes <input type="checkbox"/> I can recognise that people have different values and attitudes <input type="checkbox"/> I can describe in detail using appropriate geographical terminology <input type="checkbox"/> I can compare information <input type="checkbox"/> I can begin to explain why things happen <input type="checkbox"/> I can fully recognise patterns
	Some	<input type="checkbox"/> I can construct more sophisticated diagrams with labels <input type="checkbox"/> I can use a wide range of map skills <input type="checkbox"/> I can use GIS appropriately <input type="checkbox"/> I can use numerical skills with ease <input type="checkbox"/> I can conduct a geographical enquiry and can collect data <input type="checkbox"/> I can present their findings using a range of techniques
Meeting	All	<input type="checkbox"/> I can begin to understand that physical and human geography create particular characteristics <input type="checkbox"/> I can start to analyse physical and human characteristics <input type="checkbox"/> I can understand the different ways to categorise countries <input type="checkbox"/> I can recognise that physical and human processes interlink <input type="checkbox"/> I can begin to analyse geographical patterns at a variety of scales <input type="checkbox"/> I can understand that a variety of factors can influence decisions on sustainable management and their consequences/ conflicts. <input type="checkbox"/> I can describe the main characteristics of something
	Most	<input type="checkbox"/> I can describe the steps in a process <input type="checkbox"/> I can classify information into different geographical categories <input type="checkbox"/> I can define geographical terms well <input type="checkbox"/> I can describe distributions of physical and human features at different scales <input type="checkbox"/> I can understand map skills such as grid references, symbols, scale and direction <input type="checkbox"/> I can draw and interpret a range of graphical techniques

	Some	<input type="checkbox"/> I can understand data with an increasing attempt to understand trends reflected in the data and can use increasing numeracy such as working out the mean and median values <input type="checkbox"/> I can start to plan my own sequence of investigations <input type="checkbox"/> I can draw together a summary of my investigation using appropriate vocabulary <input type="checkbox"/> I can reach simplistic conclusions
Developing	All	<input type="checkbox"/> I can show basic knowledge and understanding of local physical and human geography <input type="checkbox"/> I can recognise/identify physical and human features <input type="checkbox"/> I can recognise and start to describe geographical patterns <input type="checkbox"/> I can understand that people can impact both physical and human environments <input type="checkbox"/> I can give reasons for my own views, but will also start to recognise that other people have different opinions
	Most	<input type="checkbox"/> I can describe patterns as well as draw and label a sketch map <input type="checkbox"/> I can make simplistic observations <input type="checkbox"/> I can recognise and use map symbols and begin to have a working understanding of grid references <input type="checkbox"/> I can construct a basic range of graphs such as a bar and line graph
	Some	<input type="checkbox"/> I can use my own knowledge and understanding of environments to suggest suitable geographical enquiry questions <input type="checkbox"/> I can use a range of geographical skills to investigate physical and human geography <input type="checkbox"/> I can begin to present my findings using basic key terminology

History Year 7

Exceeding	All	<ul style="list-style-type: none"> I can fully explain the key issues surrounding the time period/ event I am studying, using detailed information (names, dates, statistics and facts). I can produce well-structured, fluent answers to historical questions which answer the question well. I can use detailed examples and key words, spelt correctly. My writing is largely error free.
	Most	<ul style="list-style-type: none"> I can identify different historical interpretations and can begin to explain why they are different. I can recognise different time periods and make basic comparisons between them. I can recognise and describe different types and amounts of change, and can begin to make judgements about the pace of change.
	Some	<ul style="list-style-type: none"> I can fully explain reasons for an historical event and explain how they are linked together. I can begin to explain why some people/ events are significant in comparison to others. I can recognise that people's lives have been different throughout History and can describe these differences, as well as similarities. I can understand historical sources and begin to judge how useful and reliable they are.
Meeting	All	<ul style="list-style-type: none"> I can produce structured answers to historical questions which mostly answer the question. I can read and understand historical sources and use them to make some conclusions about the past. I can describe different historical interpretations in detail. I can describe the pace and type of change across a time period.
	Most	<ul style="list-style-type: none"> My spelling and grammar are reasonable, but I have made some mistakes. I can use some examples and basic key words. I can show how the past can be split up into different time periods. I can identify reasons for an historical event and make some basic links between the causes.
	Some	<ul style="list-style-type: none"> I can describe the time period/ event I am studying, using several key details, e.g. names/dates. I can recognise that people's lives have been different throughout History, both within a time period and across time periods. I can describe in detail why some people/ events are significant.
Developing	All	<ul style="list-style-type: none"> I can answer historical questions using a basic structure. I can read/study some historical sources. I can name different ways the past has been viewed. I can say how people's lives have been different from each other's in a time period.
	Most	<ul style="list-style-type: none"> I can begin to describe the time period/ event I am studying, using one or two key details, e.g. names/dates. I can place events into time order and recognise some time periods. I can say what has changed and what has stayed the same.

		<ul style="list-style-type: none">I can get my meaning across through writing.
	Some	<ul style="list-style-type: none">I can name some important people or events in History.I can give a few reasons for an event.

Year 7 PB

Exceeding	All	<ul style="list-style-type: none"> ○ I can give reasons for people's beliefs and explain where these beliefs come from. ○ I can use religious language and examples when discussing beliefs. ○ I can ask searching questions about things that are important to me. ○ I can offer some sophisticated answers to the questions I have posed. ○ Give detailed reasons for people's beliefs. ○ I can explain where these beliefs come from using examples. ○ I can use wide religious vocabulary and sources.
	Most	
	Some	
Meeting	All	<ul style="list-style-type: none"> ○ I can explain how people's beliefs affect their lives. ○ I can ask ultimate questions and questions about moral decisions. ○ I can also offer my own answers to these questions. ○ I can explain how people's beliefs affect their lives using religious language. ○ I begin to explain my own beliefs. ○ I can use religious language in my work.
	Most	
	Some	
Developing	All	<ul style="list-style-type: none"> ○ I can describe what some people believe. ○ I can identify what some people have in common. ○ I can describe what is important to me. ○ I can describe how people believe and act differently, both religious people and non-religious people. ○ I can begin to compare my beliefs to others. ○ I begin to explain why people might have different beliefs.
	Most	
	Some	

Year 7 PE		Competitive Team	Competitive Individual	Creative	Health
Exceeding	All	I have excellent knowledge of what I need to do in some situations & I have an excellent knowledge of the rules.	I have an excellent knowledge of what I need to do in some scenarios & I have an excellent knowledge of the rules.	I show a good knowledge of basic and advanced theoretical content.	I show a good knowledge of basic and advanced theoretical content.
	Most	I can accurately evaluate performance and give detailed feedback for improvement.	I Can accurately evaluate performance and give detailed feedback for improvement.	I can accurately evaluate performance and give detailed feedback for improvement.	I can accurately evaluate performance and give detailed feedback for improvement.
	Some	I can apply basic and advanced skills in a game situation. I can occasionally demonstrates good leadership qualities. I am sometimes able to plan & execute ways to improve my performance.	I can apply basic and advanced skills in a competitive situation. I occasionally demonstrate good leadership qualities. I am sometimes able to plan & execute ways to improve my performance.	I can combine advanced movements with success is starting to show consistency. I occasionally demonstrate good leadership qualities. I am sometimes able to plan & execute ways to improve my performance.	My effort levels are high and I am able to sustain a good level of fitness across a range of activities. My technique for certain exercises is usually accurate. I can occasionally demonstrate good leadership qualities. I am sometimes able to plan & execute ways to improve my performance.
Meeting	All	I have a good knowledge of what I need to do in certain situations and I know some rules of the game.	I have a good knowledge of what I need to do in certain scenarios and I know some rules of the game.	I show a good knowledge of a range of basic theoretical content.	I can show a good knowledge of a range of basic theoretical content.
	Most	I can evaluate performance and give generic feedback for improvement.	I can evaluate performance and give generic feedback for improvement.	I can evaluate performance and give generic feedback for improvement.	I can evaluate performance and give generic feedback for improvement.
	Some	I can complete basic skills in a game situation and advanced skills in a practise situation. I can take responsibility for their own development and can work well in a team.	I can complete basic skills in a competitive situation and advanced skills in a practise situation. I can take responsibility for my own development and can work well with others.	I can combine basic movements with success and attempt advanced moves in isolation. I can take responsibility for my own development and can listen to others.	My fitness is average across a range of activities & my technique is showing signs of improvement. I can take responsibility for my own development and can listen to others.
	All	I have some knowledge of what my role is in the team.	I have some knowledge of what my role is in the activity.	I show some understanding of basic theoretical content.	I show some understanding of basic theoretical content.

Developing	Most	I can give 2* and 1W using some basic teaching points.	I can give 2* and 1W using some basic teaching points.	I can give 2* and 1W using some basic teaching points.	I can give 2* and 1W using some basic teaching points.
	Some	<p>I can sometimes apply basic skills in a game situation.</p> <p>I can follow instructions from peers and work in a team.</p>	<p>I can sometimes apply basic skills in a competitive situation.</p> <p>I can follow instructions from peers and work well with others.</p>	<p>I can perform basic movements with some success.</p> <p>I can follow instructions from peers and work well with others.</p>	<p>I can attempt to complete fitness activity with some success.</p> <p>I can follow instructions from peers and work well with others.</p>

IT Year 7		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Getting Started - Intro to ICT	Computer Crime and Cyber security	Control Systems with Flowol	Games Programming in Scratch	Understanding Computers	Introduction to coding through Kodu
Exceeding	All	Know how to use an email signature Know how to use the advanced features of a search engine including + - and " Know why the information they find may not be accurate Know how to search inbox and sent items for emails	Know how to respond effectively and appropriately to emails Know the effects on individuals and companies of illegally downloading copyright material, e.g. music, images and movies	Know how to produce control solutions for problems that include variables	Know how to use the broadcast function in Scratch effectively Know how to use a range of 'event handlers' effectively to create a complex project	Identify input and output devices for more complex scenarios Know how characters are encoded using the ASCII system Be able to use an ASCII reference chart to convert a character into binary and its decimal equivalent	Know a range of skills used to modify and create a simple game world which interacts with objects Know how to modify a game to make a Kodu move in response to behaviours Know how to use scoring and methods such as colour winning and power-ups to add additional depth to their games
	Most						
	Some						
Meeting	All	Know how to type correctly using the suggested methods in typing.com Know the advantages and disadvantages of email as a method of communication Know how to protect their identities online	Know the content of the major Acts concerning computer use Know how to find out what data is held about them by companies such as Google Recognise fraudulent emails and protect themselves effectively from unwittingly giving	Know why control systems might fail and how this might impact on safety Know how to produce control solutions for problems that include subroutines	Know how to write their own instructions to create and use a simple list (inventory) Know how to use the broadcast function in Scratch at a simple level Know how to use operators Know how to	Know simple binary arithmetic Know strengths and weaknesses of different storage devices Understand at a basic level how data is stored on a CD	Know why it is important to define program steps in a series of very specific instructions Know the steps involved in programming at least two different methods to make a Kodu move, one manual and one automatic Know the difference between cloning and

		Know how to change privacy settings on social media	personal information (e.g. account numbers and passwords) or otherwise being defrauded		Incorporate a range of sprites which can be controlled in different ways		creatable techniques and give the advantages of each in terms of ease of program maintenance
	Most		Know how to protect their online identity using Privacy settings and by not uploading personal details		Know how to systematically test their own projects to ensure that few errors remain		Know how the selection concept of pages in Kodu can be used in order to code different behaviours
	Some		Know how to use computers sensibly and safely with regard to physical hazards such as backache, eyestrain, RSI etc.				Know a range of techniques for creating a landscape which is suitable for a given purpose
Developing	All	Know how to use the google classroom to find assignments which have been set	Name the major Acts concerning computer use	Know everyday situations where computer control is used	Know how to relate computational abstractions and simple programming code to on-screen actions	Distinguish between hardware and software	Know what the terms program, navigate, object and world mean in computer games design
		Know how to access the portal to find merits, timetable and sanctions	Know briefly some of the dangers of putting personal data on social networking sites	Know common types of sensors used by control systems	Know how to design simple algorithms to solve problems	Give examples of computer hardware and software	Know that a computer program requires a precise series of instructions to operate
		Keep their files in well organised and appropriately named folders	Know some ways of protecting online identity	Identify control flowchart symbols and understand how they are used to break down problems	Sequence instructions in order to make things happen	Name different types of permanent storage device	Create and alter basic landscape features in Kodu
		know what constitutes a “strong” password for an online account	Know some of the signs of fraudulent emails and respond appropriately	Know how to produce basic flowchart-based solutions for control systems that include sequences and loops	Use variables in programming structures	Suggest appropriate input and output devices for a simple scenario	Know the possible ways in which a character can be made to move within Kodu
		Know the purpose a code	Know basic Copyright Law when using written		Assemble code in	Know what RAM and ROM are used for	Know a range of game techniques such as pathing,
						Show how numbers and	

		of conduct Know some of the dangers and drawbacks of social networking sites Know how to send and reply to emails and send attachments	text, downloading music etc. Know some of the Health and Safety hazards associated with computer use Know how to safely dispose of an old computer		procedural blocks Use simple Boolean operators in programming code Know how to use screen based objects	text can be represented in binary Know the impact of future technologies	clones and creatables Know how behaviours can change for a character Know what is meant in programming by the term selection
	Most	Know how to use a search engine to find information					
	Some	Be able to take a screenshot and place this into an ePortfolio					

Maths Year 7		Number & Ratio	Algebra & Graphs	Geometry & Measure	Probability & Statistics
Exceeding	All	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>80n Calculating an upper or lower bound for xy or x/y</p> <p>70n Calculate compound interest using a percentage multiplier</p> <p>67n Using percentage multipliers for change and understand the effect of multiplying by numbers above or below 1</p> <p>66n Writing a change as a percentage</p> <p>65n Calculate compound interest using repeated percentage change</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>61a Changing the subject of a formula by using up to 4 inverse operations (including powers and roots)</p> <p>55a Changing the subject of a formula by using $1/2$ inverse operations</p> <p>49a Write algebraic formulae from a written description</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>65s Calculate lengths in similar 2D shapes</p> <p>64s Calculating the arc length or area of a sector</p> <p>57s Calculate the volume of a cylinder giving answers approximately or in terms of π</p> <p>53s Calculate angles using parallel lines (including reversing bearings) and provide full geometric arguments</p> <p>44s Solve speed-distance-time problems (including converting minutes to hours when necessary)</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>70d Distinguish between interpolation and extrapolation in line of best fit estimates and comment on reliability</p> <p>63d Calculate the mean from a grouped frequency table</p> <p>50d Define mutually exclusive and calculate the probability of either event happening</p>

	Most	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>61n Dividing by decimals using an equivalent calculation and short division</p> <p>39n Use HCF or LCM in context</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>78a Finding the nth term of a quadratic sequence</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>61s Know and use the sum of angles in polygons and find angles in diagrams including regular polygons</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>68d Complete a tree diagram with independent probabilities and use it to calculate probabilities</p> <p>67d Define independent and calculate the probability of independent events both happening</p> <p>59d Calculate the mean, mode or median from a frequency table</p> <p>56d Draw up and use a two-way table from a list of information</p> <p>51d Draw a scatter graph, comment on correlation and use a line of best fit to make estimates</p>
	Some	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>62n Use inequalities to specify error due to truncation or rounding</p> <p>58n Rounding to significant figures</p> <p>55n Using a Venn diagram with prime factors to evaluate LCM of bigger numbers</p> <p>32n Use a written method to multiply decimals</p> <p>28n Use a written method of division and utilising remainders to give an accurate or approximate answer</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>46a Finding the nth term of an arithmetic sequence</p> <p>44a Using the nth term rule of a sequence to find a given term</p> <p>38a Using an algebraic formula both forwards and backwards</p> <p>34a Using BIDMAS to evaluate numerical expressions (without powers and roots)</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>50s Calculating the area or circumference of a circle giving answers approximately or in terms of π</p> <p>49s Calculate the volume of a prism or the surface area of a cuboid</p> <p>39s Calculate the area of a compound shape</p> <p>37s Reading timetables and using them to plan journeys</p> <p>35s Calculate the area of a parallelogram or a triangle</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>62d Plot frequency polygons and state the modal class or the class containing the median from a grouped frequency table</p> <p>58d Calculate the angles and draw a pie chart from data in a table</p> <p>54d Work out the expected number of successes given the probability and number of trials</p> <p>47d Draw and read from stacked bar charts</p> <p>40d Distinguish between types of data: discrete, continuous and categorical</p>

Meeting	All	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>54n Using a Venn diagram with prime factors to evaluate HCF of bigger numbers</p> <p>53n Write a number as a product of primes using a factor tree and know that this product is unique</p> <p>37n Multiplying and dividing integers</p> <p>30n Estimate answers by rounding including word problems</p> <p>24n Put decimals in order and round to decimal places</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>26a Recognise and continue sequences of patterns or diagrams</p> <p>23a Recognising arithmetic, geometric, quadratic or Fibonacci patterns and continuing sequences</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>34s Converting between metric units (and to imperial given the conversion factor)</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>57d Understand that by increasing sample size outcomes will tend towards theoretical probabilities</p> <p>48d Read and interpret pie charts including working out fractions or totals for each category</p> <p>46d Sort sets of numbers into a Venn diagram</p> <p>42d Calculate the mean from a list of data and compare which is the best average to use</p> <p>39d Calculate probability based on equally likely outcomes</p>
	Most	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>51n Increase or decrease an amount by a percentage and calculate simple interest</p> <p>36n Identify prime numbers and checking if a number is prime</p> <p>34n Subtracting integers</p> <p>23n Use a written method of multiplication with 2/3 digit whole numbers</p> <p>18n Know and use the symbols $<$, $>$, \leq, \geq and \neq including with negative numbers in the context of temperature</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>36s Calculate the volume of shapes made from 1 cm cubes and cuboids</p> <p>33s Calculate the perimeter of compound shapes</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>60d Use averages to work out the values of missing data</p> <p>55d Draw up a frequency tree from a list of information and use it to solve problems</p> <p>53d Calculate probability based on relative frequency</p> <p>49d Draw and read from tables and line graphs for time series data</p> <p>44d Use the fact that probabilities sum to 1</p>
	Some	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>38n Converting between decimals and percentages (and to fractions)</p> <p>31n Adding integers</p> <p>26n Finding any percentage of an amount by combining simple percentages</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>28a Using a two-step formula written in words both forwards and backwards</p> <p>22a Use inverse operations to find the input of function machines</p> <p>16a Writing out a sequence from a term-to-term rule</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>32s Know and use the sum of angles in a triangle or quadrilateral to work out angles</p> <p>27s Calculate the area and perimeter of a rectangle</p>	<p>In a formal assessment I have demonstrated I can answer questions on the following topics:</p> <p>45d List possible combinations and use your list to calculate probabilities</p> <p>43d Complete a two-way table</p> <p>31d Calculate the median from an odd or even list of data</p> <p>30d Calculate the range from a list of data or a bar chart</p>

		15n Find simple percentages of an amount like 50%, 25%, 10%, 5%, 1% 14n Multiplying or dividing by 10, 100 or 1000		26s Use the sum of angles at a point or on a line or vertically opposite to calculate angles	
Developing	All	In a formal assessment I have demonstrated I can answer questions on the following topics: 20n Put integers in order 13n Rounding to whole numbers, 10s, 100s, 1000s 12n Use a written method for subtracting 2/3/4 digit numbers	In a formal assessment I have demonstrated I can answer questions on the following topics: 21a Determine the functions in 1/2 step function machines from a list of inputs and outputs 17a Evaluating the output of multi-step function machines	In a formal assessment I have demonstrated I can answer questions on the following topics:	In a formal assessment I have demonstrated I can answer questions on the following topics: 37d Decide if events are random or not or fair or not 32d Describe likelihood using the language of probability 26d Draw a pictogram for categorical data, including deciding what key to use 24d Read a pictogram for categorical data given a simple key
	Most	In a formal assessment I have demonstrated I can answer questions on the following topics: 35n Find the HCF by listing factors or LCM by listing multiples	In a formal assessment I have demonstrated I can answer questions on the following topics: 14a Filling in gaps in a sequence or on a number line, including steps of 2, 3, 5, 10, 50, 100 13a Continuing arithmetic sequences	In a formal assessment I have demonstrated I can answer questions on the following topics: 23s Area and perimeter of shapes made from 1 cm ² 13s Know there are 360° in a full turn (180° = half turn; 90° = quarter turn) and recognising types of angle: acute, obtuse, reflex or right 12s Knowledge of time units, including how many seconds in minute, minutes in a hour, hours in a day, days in week, weeks in a year	In a formal assessment I have demonstrated I can answer questions on the following topics: 25d Read from or complete a bar chart for categorical data with a simple scale

	Some	<p>In a formal assessment I have demonstrated <u>I can</u> answer questions on the following topics:</p> <p>9n Times table knowledge up to 10 and converting multiplication facts into division facts</p> <p>8n Use a written method for adding 2/3/4 digit numbers</p> <p>7n Sharing an amount into equal groups eg using counters or tallies</p> <p>6n Halving and doubling numbers from 1 to 100</p> <p>5n Increase or decrease a number by 10, 100 or 1000</p>	<p>In a formal assessment I have demonstrated <u>I can</u> answer questions on the following topics:</p> <p>15a Evaluating the output of one-step function machines</p> <p>10a Continue a repeating sequence of colours or shapes</p>	<p>In a formal assessment I have demonstrated <u>I can</u> answer questions on the following topics:</p> <p>10s Deciding which measuring instrument to use</p>	<p>In a formal assessment I have demonstrated <u>I can</u> answer questions on the following topics:</p> <p>28d Recognise the mode from a list of data or a bar chart</p> <p>23d Complete a tally chart for discrete or categorical data</p>
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Science Year 7 Term 1-2: Assessment 1		Biology	Chemistry	Physics
		1B - Cells	1C - State & Particles	1P - Energy
Exceeding	All	I can make deductions about how medical treatments work based on cells, tissues, organs and systems.	I can evaluate observations that provide evidence for the existence of particles.	I can explain why processes such as swinging pendulums or bouncing balls cannot go on forever.
	Most	I can explain how specialised cells are adapted to carry out their functions.	I can explain the properties of solids, liquids and gases based on the arrangement and movement of their particles.	I can suggest the mechanism responsible for energy changing form one store to another.
	Some	I can suggest what kind of tissue or organism a cell is part of, based on its features.	I can draw before and after diagrams of particles to explain observations gas pressure and diffusion.	I can illustrate energy transfer by particles in conduction and convection, and by radiation.
Meeting	All	I can complete labelled diagrams of specialised cells.	I can explain changes in states in terms of changes to the energy of particles.	I can draw simple diagrams to show how energy changes from one store to another.
	Most	I can use a light microscope to observe and draw cells.	I can describe movement and energy of particles in solid, liquids and gases.	I can calculate wasted energy when given values of input and output energy.
	Some	I can name some common cells, tissues, organs and organ systems in the human body.	I can identify what is meant by melting, freezing, condensing, sublimation.	I can identify thermal conductors and insulators.
Developing	All	I can describe features an animal cell and a plant cell.	I can identify solids, liquids and gases from particle diagrams.	I can state energy content of food is measured in kilojoules (kJ) or calories.
	Most	I can state multicellular organisms are composed of cells.	I can arrange unknown substances in solids liquids and gases.	I can name 5 energy stores.
	Some	I can identify parts of a microscope.	I can state properties of solids, liquids and gases.	I can state energy is measured in Joules.
Term 2-3: Assessment 2		Biology	Chemistry	Physics
		2B - Body structure & systems	2C - Atoms, elements and compounds	2C - Forces
Exceeding	All	I can predict the consequences of damage to a joint, bone or muscle, and research how technology can improve human movement.	I can compare and contrast the properties of elements and compounds and give a reason for their differences.	I can explain how the effects of drag and other forces on falling or accelerating objects change as they move.
	Most	I can explain how exercise, smoking and asthma affect the gas exchange system.	I can predict displacement reactions using word equations.	I can compare the behaviour of different materials when stretched and squashed using the idea of proportionality.
	Some	I can suggest why organs such as heart or a chicken wing contain muscle tissue.	I can represent atoms, molecules and elements, mixtures and compounds using particle diagrams.	I can hypothesise how sports or vehicle technology reduces frictional or drag forces.

Meeting	All	I can explain how the parts of the gas exchange system are adapted to their function.	I can translate chemical formulae to give the name and number of elements present.	I can calculate resultant force on an object and describe the effect on motion.
	Most	I can describe muscles create movement when one contracts and the other relaxes.	I can use symbols to represent the elements in a sulphate, nitrate and hydroxide group.	I can use formula: weight (n) = mass (kg) x gravitational field strength (n/kg).
	Some	I can describe the role of oxygen in respiration using the word equation.	I can describe rules for naming simple compounds e.g. - non-metal: -ide.	I can investigate what happens to the length of a spring when the force on it changes.
Developing	All	I can measure and compare your heart rate in bpm before and after exercise.	I can name compounds using their chemical formulae.	I can describe balanced and unbalanced forces using simple free body diagrams.
	Most	I can identify the parts of the human skeleton.	I can state the chemical symbols for some common elements.	I can name common force pairs.
	Some	I can name organs in the respiratory system.	I can identify elements, mixtures and compounds from particle diagrams.	I can state a force can cause a push pull or twist.
Term 3-4: Assessment 3		Biology	Chemistry	Physics
		3B Human reproduction	3B - Separating techniques	3P - Sound & Waves
Exceeding	All	I can research and evaluate the use of various fertility treatments according to the couple's needs.	I can suggest a combination of methods to separate a complex mixture and justify the choices.	I can suggest the effects of particular ear problems on a person's hearing.
	Most	I can explain why pregnancy is more or less likely at certain stages of the menstrual cycle.	I can explain how substances dissolve using the particle model.	I can explain how sound waves are used for echolocation/sonar.
	Some	I can suggest how contraception and fertility treatments work.	I can choose the most suitable technique to separate out a mixture of substances.	I can use drawings of waves to describe how sound waves change with volume or pitch.
Meeting	All	I can use diagram to show stages in development of a foetus from the production of sex cells to birth.	I can investigate factors effecting solubility.	I can describe the function of different parts of the ear.
	Most	I can complete labelled diagrams of a of male and female reproductive organs.	I can describe the main stages and apparatus in filtration and distillation.	I can describe how amplitude and frequency of a wave affects volume and pitch.
	Some	I can describe key events on a diagram of the menstrual cycle.	I can draw simple particle diagrams to show mixtures and dissolved substances e.g. air, sea water, fruit juice.	I can complete a labelled diagram showing parts of the ear.
Developing	All	I can identify foetus relies on mother for nutrients and oxygen.	I can state mixtures may be separated due to differences in their physical properties.	I can complete diagrams of longitudinal waves.
	Most	I can state the egg must fertilised by a sperm for a foetus to develop.	I can state a pure substance consists of only one type of particle and has its own boiling/melting point.	I can describe the movement of particles as a wave moves through a medium.
	Some	I can state menstrual cycle last approx. 28 days.	I can identify common physical and chemical changes.	I can state all waves carry energy.

Term 5-6 Summer Term		<i>Biology</i>	<i>Chemistry</i>	
		Interdependence	Introduction to reactions	
Exceeding	All	I can evaluate the link between instinct and survival.	I can explain the difference between combustion or thermal decomposition.	
	Most	I can construct classification keys to distinguish between a groups of organisms based on their features.	I can compare the pros and cons of fossil fuels in terms of their products of combustion and their effect on the environment.	
	Some	I can suggest how specific behavioural and physical adaptations can be an advantage for an animal.	I can explain the dangers of carbon monoxide.	
Meeting	All	I can suggest effects of environmental changes on a species' population.	I can describe the mains steps in fractional distillation.	
	Most	I can suggest benefits of adaptations for various predators and their prey.	I can complete word equations for complete/incomplete combustion.	
	Some	I can describe features used to classify into 5 different groups.	I can use the fire triangle to suggest the best method to extinguish a fire.	
Developing	All	I can describe typical adaptations of herbivores and carnivores.	I can describe what is meant by a hydrocarbon and give some examples.	
	Most	I can name the 5 animal classes.	I can state the meaning of combustion.	
	Some	I can identify predators are dependent on their prey for survival.	I can identify common fuels.	

Year 7 English Writing	Applied Knowledge Checklist	Y7
Step 5	<ul style="list-style-type: none"> • My work ethic and attitude to learning is exemplary • I can communicate my ideas with fluency and sophistication • I can adapt my register convincingly to suit the purpose and audience • I can structure my writing seamlessly with structural devices uses to shape the reader's response • I can link and connect my ideas with fluency and precision • I can choose sophisticated vocabulary and a range of advanced linguistic techniques to influence the reader • I can vary sentence types and openers with confidence and precision • My spelling is almost always accurate including a range of ambitious and sophisticated vocabulary • I can use a range of punctuation to clarify meaning with accuracy and precision 	Exceeding All
		Exceeding All
		Exceeding All
Step 4	<ul style="list-style-type: none"> • I show pride in my work and a thirst for learning • I can communicate my ideas with confidence • I begin to adapt my register convincingly to suit the purpose and audience • I can structure my writing to shape the reader's response • I begin to link and connect my ideas with fluency and precision • I can choose sophisticated vocabulary and advanced linguistic techniques to shape the reader's response • I begin to vary sentence types and openers with confidence and precision • I can spell most words accurately including ambitious and sophisticated vocabulary • I can use a range of punctuation with accuracy and precision 	Exceeding All
		Exceeding All
		Exceeding All
Step 3	<ul style="list-style-type: none"> • My work shows I care about doing well • I can communicate my ideas clearly and for effect • I can match my register to the purpose and audience • I can structure my writing into clearly sequenced paragraphs • I can link and connect my ideas within and between paragraphs • I can choose some ambitious vocabulary and linguistic techniques to create specific effects • I can vary sentence types and openers for effect • I can spell most complex words correctly including some ambitious vocabulary • I can use a range of punctuation correctly including commas and semicolons 	Exceeding All
		Exceeding Most
		Exceeding Some
	<ul style="list-style-type: none"> • I take some care in my work • I can communicate my ideas with some success • I begin to match my writing to the purpose and audience 	Meeting All

Step 2	<ul style="list-style-type: none"> I can structure my writing into paragraphs I begin to link and connect my ideas within and between paragraphs I begin to choose vocabulary and some techniques for effect I begin to use a range of sentences types and openers I can spell most simple and common words correctly (including homophones) I can punctuate sentences correctly with full stops and capital letters 	Meeting Most
		Meeting Some
Step 1	<ul style="list-style-type: none"> I begin to communicate my ideas with some success My ideas are sometime connected I can use basic vocabulary and attempt to use simple techniques for effect I can write in sentences I sometimes spell simple and common words correctly I attempt to punctuate my work and sometimes use capital letters correctly 	Developing All
		Developing Most
		Developing Some

Year 7 English Speaking	Applied Knowledge Checklist For use in a range of contexts including formal presentations, improvised and planned performance and participation in debate	Y7
Step 5	<ul style="list-style-type: none"> I can explore sophisticated ideas and issues with insight and fluency I can speak with fluency and precision with a strong command of Standard English I can organise and structure my ideas to shape my audience's response I vary my tone, volume and emphasis with sophistication I use facial expression, hand gestures and eye-contact with subtlety and precision I keep my audience engaged and entertained with a range of effective techniques <ul style="list-style-type: none"> I listen to others with maturity and insight 	Exceeding All
		Exceeding All
		Exceeding All
Step 4	<ul style="list-style-type: none"> I can explore complex ideas and issues with confidence I can speak with confidence using Standard English I can organise and structure my ideas with confidence and for effect I vary my tone, volume and emphasis in a convincing way I use facial expression, hand gestures and eye-contact to aid communication with confidence I can engage my audience with confidence using a range of effective techniques <ul style="list-style-type: none"> I listen to others with interest and sensitivity 	Exceeding All
		Exceeding All
		Exceeding All

Step 3	<ul style="list-style-type: none"> I can express and explain relevant ideas and emotions with clarity I can speak clearly with appropriate use of Standard English I can organise and structure my ideas clearly to meet the needs of the audience I can adapt my tone, volume and pitch for effect I use facial expression, hand gestures and eye-contact to aid communication I can engage my audience and maintain their interest I listen to others with understanding and respect 	Exceeding All
		Exceeding Most
		Exceeding Some
Step 2	<ul style="list-style-type: none"> I can express straightforward ideas and emotions with some relevant detail I begin to speak clearly with some use of Standard English I begin to organise and structure my ideas I begin to adapt my tone, volume and pitch for effect I begin to use facial expression, hand gestures and eye-contact to aid communication I begin to engage my audience I begin to listen to others with understanding and respect 	Meeting All
		Meeting Most
		Meeting Some
Step 1	<ul style="list-style-type: none"> I can express simple ideas and emotions with some relevant detail I attempt to communicate my ideas, feeling and emotions I attempt to organise and structure my ideas I attempt to engage my listener(s) I attempt to listen to others 	Developing All
		Developing Most
		Developing Some

Year 7 English Reading	Applied Knowledge Checklist	Y7
Step 5	<ul style="list-style-type: none"> My work ethic and attitude to learning is exemplary I can respond to tasks and texts with perceptive ideas I can embed a range of quotations/references with precision I can zoom in to examine details and zoom out to explore big ideas I can identify a range of methods using precise and sophisticated terminology I can confidently evaluate the effects of writers' methods and their intended effects on the reader/audience I demonstrate perceptive understanding of the significance of contexts I can make perceptive comparisons within and/or between texts I can write with an academic style and extend my ideas fully 	Exceeding All
		Exceeding All
		Exceeding All

Step 4	<ul style="list-style-type: none"> • I show pride in my work and a thirst for learning • I begin to respond to tasks and texts with perceptive ideas • I can embed a range of quotations/references with increasing fluency • I can zoom in to examine details and zoom out to consider big ideas • I can identify a range of methods including some sophisticated terminology • I begin to explore the effects of writers' methods and their intended effects on the reader/audience • I demonstrate some perceptive awareness of the significance of contexts • I begin to make perceptive comparisons within and/or between texts <p>I begin to write with an academic style and extend my ideas in detail</p>	Exceeding All
		Exceeding All
		Exceeding All
Step 3	<ul style="list-style-type: none"> • My work shows I care about doing well • I can respond to tasks and texts with clarity and detail • I can embed a range of quotations/references to support my ideas • I can zoom in on details for close examination • I can identify a range of writer's methods using relevant terminology • I can examine the effects of writers' methods and their effects on the reader/audience • I show clear awareness of relevant contexts • I can make clear comparisons within and/or between texts <p>I can write with an appropriate style and develop my ideas</p>	Exceeding All
		Exceeding Most
		Exceeding Some
Step 2	<ul style="list-style-type: none"> • I take some care in my work • I can respond to texts with my own thoughts and ideas • I can select some quotations/references to support my ideas • I begin to zoom in on details • I can identify some writers' methods using basic terminology • I can explain the effect of writers' choices and their effect on the reader/audience • I show some awareness of contexts • I can make some comparisons within and/or between texts • I begin to write in an appropriate style and attempt to develop my ideas 	Meeting All
		Meeting Most
		Meeting Some
Step 1	<ul style="list-style-type: none"> • I show basic understanding of the topic • I begin to respond to texts with my own ideas • I begin to select some quotations/references to support my ideas • I begin to comment on the effect of writers' choices • I make some attempt to respond to the task 	Developing All
		Developing Most
		Developing Some