



Year 7		Term 1- Biomes			11 Lessons	
	Emerging	Developing	Secure	Excellence		
<b>Memory Recall</b>	Knowledge recall questions will be assessed as one mark questions (command words: identify, state, define, draw) on assessments and through ROCK tests that are undertaken twice per term reviewing Core Knowledge taught in the unit of study. All Core knowledge is displayed on students' Knowledge Organiser glued into the front of exercise books. This will be recorded on each PLC. <b>Emerging = &gt;10%</b>	Knowledge recall questions will be assessed as one mark questions (command words: identify, state, define, draw) on assessments and through ROCK tests that are undertaken twice per term reviewing Core Knowledge taught in the unit of study. All Core knowledge is displayed on students' Knowledge Organiser glued into the front of exercise books. This will be recorded on each PLC. <b>Developing 10-39%</b>	Knowledge recall questions will be assessed as one mark questions (command words: identify, state, define, draw) on assessments and through ROCK tests that are undertaken twice per term reviewing Core Knowledge taught in the unit of study. All Core knowledge is displayed on students' Knowledge Organiser glued into the front of exercise books. This will be recorded on each PLC. <b>Secure = 40-69%</b>	Knowledge recall questions will be assessed as one mark questions (command words: identify, state, define, draw) on assessments and through ROCK tests that are undertaken twice per term reviewing Core Knowledge taught in the unit of study. All Core knowledge is displayed on students' Knowledge Organiser glued into the front of exercise books. This will be recorded on each PLC. <b>Excellence = 70%</b>		
<b>Explain Skill</b>	<ul style="list-style-type: none"> <li>Question not attempted or no awardable content</li> </ul>	<ul style="list-style-type: none"> <li>One point made with no development</li> </ul>	<ul style="list-style-type: none"> <li>One point made with some attempt to explain</li> <li>Explanation may not fully answer the question</li> <li>May attempt a second point but this may not be relevant or may be a repetition of the 1st in different words</li> </ul>	<ul style="list-style-type: none"> <li>Full explanation of one point.</li> <li>Connectives such as 'which means' are being used to support explanation</li> <li>Explanation is mainly linked to the question.</li> <li>A 2<sup>nd</sup> point is made that is different to the first</li> <li>May have a named example</li> </ul>		
<b>Assess Skill</b>	<ul style="list-style-type: none"> <li>Question not attempted or no awardable content</li> </ul>	<ul style="list-style-type: none"> <li>An isolated idea with no support</li> </ul>	<ul style="list-style-type: none"> <li>2 relevant ideas that are described. May attempt to explain but not always accurately</li> </ul>	<ul style="list-style-type: none"> <li>At least 2 ideas discussed with some attempt to explain ideas</li> <li>A sentence to conclude an overall judgement (e.g. Overall, I think that methods to protect endangered species are successful)</li> </ul>		