



## Progress Grid Year 7

	<b>Foundation</b> Expected outcome: Level 1-2+	<b>Developing</b> Expected outcome: Level 3 – 3+	<b>Secure</b> Expected outcome: Level 4-5+	<b>Excellence</b> Expected outcome: Level 6-7+	<b>Exceptional</b> Expected outcome: Level 8-9
<b>Key expectations of knowledge and Understanding from the Year 7 Programme of Study</b>	<ul style="list-style-type: none"> <li>-Students know what a citizen is</li> <li>-They know what it means to be an active citizen</li> <li>-They know of key concepts (prejudice, stereotype and discrimination)</li> <li>-They know examples of global issues</li> <li>-They understand the process of change in democratic society</li> </ul>	<ul style="list-style-type: none"> <li>-Students can describe a good citizen</li> <li>-Students know what an active citizen is and why is it important</li> <li>-Students can describe the key concepts (prejudice, stereotype and discrimination)</li> <li>-They know examples of some global issues in some detail</li> <li>-They understand the process of change in democratic society and can give examples</li> </ul>	<ul style="list-style-type: none"> <li>-Students can evaluate what makes a good citizen</li> <li>-They know the importance of an active citizen and the effect good citizens have individually, nationally and globally</li> <li>-They understand the key concepts and can describe them in some detail with some examples</li> <li>-They can do the same for global issues</li> <li>- They understand the timeline of change in detail and with real life examples</li> </ul>	<ul style="list-style-type: none"> <li>-Students analyse their role as a citizen and the role of other citizens locally, nationally and globally</li> <li>-They understand the key concepts and can explain them in detail with clear examples</li> <li>-They know a number of global issues and can explain them in detail with clear examples</li> <li>-The understand their role in society and can place themselves in the timeline of change</li> <li>-They are passionate change agents</li> </ul>	<ul style="list-style-type: none"> <li>-Students develop a deep knowledge of their role and the role of other citizens in society</li> <li>-They link this globally and understand different global issues in a lot of detail where their use real-life examples to show their understanding</li> <li>-They can explain all of the key concepts in accurate and clear detail with examples and can link to the bigger picture of citizenship especially when understanding how to make a change in democratic society</li> </ul>
<b>Key expectations of Skills and Processes developed throughout Year 7</b>	<ul style="list-style-type: none"> <li>-Students begin to think about what makes a good citizen</li> <li>-They start to act on this (active citizenship) and link concepts to everyday life</li> <li>-Students begin to develop an opinion and understand the concept of a debate/two sides of an argument</li> </ul>	<ul style="list-style-type: none"> <li>-Students begin to know their role as a citizen and think about what they can do to better themselves and the world round them</li> <li>-Students have developed their own opinion and begin to describe it with some facts to support</li> <li>-Students can listen to a debate and know their opinion</li> </ul>	<ul style="list-style-type: none"> <li>-Students know their role as a citizen and can directly link it to rights and responsibilities and they act on this</li> <li>-Students have developed an opinion and began to back it up with research</li> <li>-They participate in a debate and understand the importance of knowing both sides of the argument</li> </ul>	<ul style="list-style-type: none"> <li>-Students analyse their role as a citizen and act accordingly in line with their rights and responsibilities</li> <li>-They take leadership roles in activities</li> <li>-They have developed opinions on topics covered and can successfully hold a debate with others</li> <li>-They have research to back up their opinions</li> </ul>	<ul style="list-style-type: none"> <li>-Students have clearly grasped the concept of citizenship and act upon this with regard to rights and responsibilities and have evidence to support this</li> <li>-They often take on leadership roles</li> <li>-They have begun to develop critical thinking skills and hold a leading role in debates where they use facts and examples to support their opinion</li> <li>-They begin the analyse the world around them and understand clearing their role and a change agent and active citizen</li> </ul>