



Year 7 Annual Exam for Science

Lesson	Know	Apply	Extend
2.1.1 Potential difference	I can state the unit of potential difference. <input type="checkbox"/>	I can describe what is meant by potential difference. <input type="checkbox"/>	I can explain why potential difference is measured in parallel. <input type="checkbox"/>
	I can name the equipment used to measure potential difference. <input type="checkbox"/>	I can describe how to measure potential difference. <input type="checkbox"/>	I can predict the effect of changing the rating of a battery or bulb in a circuit. <input type="checkbox"/>
	I can describe the effect of a larger potential difference. <input type="checkbox"/>	I can describe what is meant by the rating of a battery or bulb. <input type="checkbox"/>	I can set up and measure potential difference across various components in a circuit. <input type="checkbox"/>
	I can use appropriate equipment to measure potential difference. <input type="checkbox"/>	I can set up a simple circuit and use appropriate equipment to measure potential difference. <input type="checkbox"/>	I can explain the difference between potential difference and current. <input type="checkbox"/>
2.1.2 Resistance	I can calculate the resistance from values of p.d. and current with support. <input type="checkbox"/>	I can describe what is meant by resistance. <input type="checkbox"/>	I can explain the causes of resistance. <input type="checkbox"/>
	I can compare simply the resistance of conductors and insulators. <input type="checkbox"/>	I can calculate resistance of a circuit. <input type="checkbox"/>	I can explain what factors affect the resistance of a resistor. <input type="checkbox"/>
	I can list examples of conductors and insulators. <input type="checkbox"/>	I can describe the difference between conductors and insulators in terms of resistance. <input type="checkbox"/>	I can compare the effect of resistance in different materials. <input type="checkbox"/>
	I can identify some of the variables in the investigation. <input type="checkbox"/>	I can identify independent, dependent, and control variables. <input type="checkbox"/>	I can independently select and control all the variables in the investigation, considering accuracy and precision. <input type="checkbox"/>
2.1.3 Series and parallel circuits	I can state one difference between series and parallel circuits. <input type="checkbox"/>	I can describe the difference between series and parallel circuits. <input type="checkbox"/>	I can predict the effect of changing the resistance of a circuit component on the resistance of the circuit. <input type="checkbox"/>
	I can state how potential difference varies in series and parallel circuits. <input type="checkbox"/>	I can describe how potential difference varies in series and parallel circuits. <input type="checkbox"/>	I can explain why potential difference varies in series and parallel circuits. <input type="checkbox"/>
		I can identify the pattern of potential difference in series and parallel circuits. <input type="checkbox"/>	I can explain the pattern in potential difference readings for series and parallel circuits, and draw conclusions. <input type="checkbox"/>



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Lesson	Know	Apply	Extend
2.2.1 Current	I can state what current is. <input type="checkbox"/>	I can describe how current changes in series and parallel circuits when components are changed. <input type="checkbox"/>	I can use a model to explain how current flows in a circuit. <input type="checkbox"/>
	I can use an ammeter to measure current. <input type="checkbox"/>	I can describe how to measure current. <input type="checkbox"/>	I can predict the current in different circuits. <input type="checkbox"/>
	I can identify the pattern of current in series and parallel circuits. <input type="checkbox"/>	I can set up a circuit including an ammeter to measure current. <input type="checkbox"/>	I can measure current accurately in a number of places in a series circuit. <input type="checkbox"/>
			I can explain the pattern in current readings for series and parallel circuits, and draw conclusions. <input type="checkbox"/>
2.2.2 Charging up	I can describe how to charge insulators. <input type="checkbox"/>	I can use a sketch to explain how objects can become charged. <input type="checkbox"/>	I can explain, in terms of electrons, why something becomes charged. <input type="checkbox"/>
	I can state the two types of charge. <input type="checkbox"/>	I can describe how charged objects interact. <input type="checkbox"/>	I can predict how charged objects will interact. <input type="checkbox"/>
	I can state what surrounds charged objects. <input type="checkbox"/>	I can describe what is meant by an electric field. <input type="checkbox"/>	I can suggest ways to reduce the risk of getting electrostatic shocks. <input type="checkbox"/>
	I can describe what happens when you bring similarly charged objects together, and when you bring differently charged objects together. <input type="checkbox"/>	I can interpret observations, and identify patterns linked to charge. <input type="checkbox"/>	I can use observations to make predictions. <input type="checkbox"/>

Lesson	Know	Apply	Extend
3.1.1 Food and fuels	I can identify energy values for food and fuels. <input type="checkbox"/>	I can compare the energy values of food and fuels. <input type="checkbox"/>	I can calculate energy requirements for various situations, considering diet and exercise. <input type="checkbox"/>
	I can describe energy requirements in different situations. <input type="checkbox"/>	I can compare the energy in food and fuels with the energy needed for different activities. <input type="checkbox"/>	I can suggest different foods needed in unusual situations, for example, training for the Olympics. <input type="checkbox"/>



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Lesson	Know	Apply	Extend
	I can interpret data on food intake for some activities. <input type="checkbox"/>	I can explain data on food intake and energy requirements for a range of activities. <input type="checkbox"/>	I can explain why an athlete needs more energy from food using data provided. <input type="checkbox"/>
3.1.2 Energy resources	I can name renewable and non-renewable energy resources. <input type="checkbox"/>	I can describe the difference between a renewable and a non-renewable energy resource. <input type="checkbox"/>	I can compare renewable and non-renewable resources. <input type="checkbox"/>
	I can state one advantage and one disadvantage of fossil fuels. <input type="checkbox"/>	I can describe how electricity is generated using a fossil fuel or a renewable resource. <input type="checkbox"/>	I can explain how a range of resources generate electricity, drawing on scientific concepts. <input type="checkbox"/>
	I can use one source of information. <input type="checkbox"/>	I can choose an appropriate source of secondary information. <input type="checkbox"/>	I can justify the choice of secondary information. <input type="checkbox"/>
	I can name a renewable resource used to generate electricity. <input type="checkbox"/>	I can explain the advantages and disadvantages of different energy resources. <input type="checkbox"/>	I can suggest actions a government or communities could take in response to rising energy demand. <input type="checkbox"/>
3.1.3 Energy and power	I can state the definitions of energy and power. <input type="checkbox"/>	I can explain the difference between energy and power. <input type="checkbox"/>	I can compare the power consumption of different appliances. <input type="checkbox"/>
	I can state that power, fuel used, and cost are linked. <input type="checkbox"/>	I can describe the link between power, fuel used, and cost of using domestic appliances. <input type="checkbox"/>	I can calculate and compare energy costs in different scenarios. <input type="checkbox"/>
	I can predict which equipment is more powerful when given a selection of appliances. <input type="checkbox"/>	I can predict the power requirements of different home devices, and compare their energy usage and how much they cost to run. <input type="checkbox"/>	I can predict the effect on energy bills of changing the power of equipment. <input type="checkbox"/>

Lesson	Know	Apply	Extend
5.1.1 The particle model	I can state that materials are made up of particles. <input type="checkbox"/>	I can explain, in terms of particles, why different substances have different properties. <input type="checkbox"/>	I can evaluate particle models that explain the properties of substances. <input type="checkbox"/>
	I can state that the properties of substances can be described in terms of particles in motion. <input type="checkbox"/>	I can explain properties, such as density, based on the arrangement and mass of particles. <input type="checkbox"/>	I can use data about particles to predict and explain differences in properties such as density. <input type="checkbox"/>



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Lesson	Know	Apply	Extend
	I can state what toy building blocks are representing when they are used to model substances. <input type="checkbox"/>	I can use models to investigate the relationship between the properties of a material and the arrangement of its particles. <input type="checkbox"/>	I can design and explain a new model for representing the particle model. <input type="checkbox"/>
5.1.2 States of matter	I can describe the properties of a substance in its three states. <input type="checkbox"/>	I can compare the properties of a substance in its three states. <input type="checkbox"/>	I can argue for how best to classify substances that behave unusually as solids, liquids, or gases. <input type="checkbox"/>
	I can state that the properties of substances can be described in terms of the arrangement and movement of its particles. <input type="checkbox"/>	I can explain the properties of solids, liquids, and gases based on the arrangement and movement of their particles. <input type="checkbox"/>	I can justify whether a given property of a substance in a given state can be explained by the arrangement, or by the movement, of its particles. <input type="checkbox"/>
	I can make the relevant observations needed to decide if a substance is in its solid, liquid, or gas state. <input type="checkbox"/>	I can use observations to decide if a substance is in its solid, liquid, or gas state. <input type="checkbox"/>	I can evaluate a representation of the particle model. <input type="checkbox"/>
5.1.3 Melting and freezing	I can describe how the properties of a substance change as it melts. <input type="checkbox"/>	I can use words, and annotated before and after diagrams of particles, to explain observations about melting and freezing. <input type="checkbox"/>	I can explain, in detail, the difference between melting and freezing. <input type="checkbox"/>
	I can recognise an energy transfer during a change of state. <input type="checkbox"/>	I can explain melting and freezing in terms of changes to the energy of particles. <input type="checkbox"/>	I can suggest reasons for the different melting points of different substances based on the arrangement, movement, and energy of their particles. <input type="checkbox"/>
	I can describe the changes in state of matter as stearic acid cools. <input type="checkbox"/>	I can use cooling data to identify the melting point of stearic acid. <input type="checkbox"/>	I can explain why there is a period of constant temperature during melting and freezing based on the arrangement and movement of particles, and energy transfers. <input type="checkbox"/>
5.1.4 Boiling	I can describe how the properties of a substance change as it boils. <input type="checkbox"/>	I can use words, and annotated before and after diagrams of particles, to explain observations about boiling. <input type="checkbox"/>	I can explain why there is a period of constant temperature during boiling based on the arrangements and movement of particles, and energy transfers. <input type="checkbox"/>



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Lesson	Know	Apply	Extend
	I can recognise an energy transfer during a change of state. <input type="checkbox"/>	I can explain why different substances boil at different temperatures in terms of changes to the energy of particles. <input type="checkbox"/>	I can suggest reasons for the different melting points of different substances based on the arrangement, movement, and energy of their particles. <input type="checkbox"/>
	I can draw straightforward conclusions from boiling point data presented in tables and graphs. <input type="checkbox"/>	I can select data and information about boiling points and use them to contribute to conclusions. <input type="checkbox"/>	I can assess the strength of evidence from boiling point data, deciding whether it is sufficient to support a conclusion. <input type="checkbox"/>
5.1.5 More changes of state	I can state the names of changes of state involving gases. <input type="checkbox"/>	I can draw annotated before and after diagrams of particles, and use words, to explain observations about evaporation, condensing, and subliming. <input type="checkbox"/>	I can make predictions about what will happen during an unfamiliar physical process – deposition – in terms of particles and their energy. <input type="checkbox"/>
	I can describe one difference between evaporation and boiling. <input type="checkbox"/>	I can explain the differences between evaporation, sublimation, and boiling based on the arrangement and movement of particles. <input type="checkbox"/>	I can compare evaporation, boiling, and sublimation based on the arrangement, movement, and energy transfers of particles. <input type="checkbox"/>
	I can write a fair test enquiry question about evaporation, and plan the method and how to control the variables. <input type="checkbox"/>	I can explain why it is important to control variables to provide evidence for a conclusion in an evaporation investigation. <input type="checkbox"/>	I can justify the procedure and evaluate the results in an evaporation investigation. <input type="checkbox"/>
5.1.6 Diffusion	I can describe examples of diffusion. <input type="checkbox"/>	I can describe the evidence for diffusion. <input type="checkbox"/>	I can evaluate observations that provide evidence for the existence of particles. <input type="checkbox"/>
	I can state that observations about diffusion can be explained in terms of particles in motion. <input type="checkbox"/>	I can draw annotated before and after diagrams of particles, and use words, to explain diffusion. <input type="checkbox"/>	I can draw annotated before and after diagrams of particles, and use words, to predict the relative speed of diffusion when the value of a given independent variable is changed. <input type="checkbox"/>



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Lesson	Know	Apply	Extend
	I can write a fair test enquiry question on diffusion, identify the independent and dependent variables, and plan the method and how to control the variables. <input type="checkbox"/>	I can explain why it is important to control variables to provide evidence for a conclusion in a diffusion investigation. <input type="checkbox"/>	I can justify the procedure and evaluate the results in a diffusion investigation. <input type="checkbox"/>
5.1.7 Gas pressure	I can describe examples of gas pressure. <input type="checkbox"/>	I can draw annotated particle diagrams, and use words, to explain gas pressure. <input type="checkbox"/>	I can draw annotated before and after particle diagrams, and use words, to explain what happens to gas pressure as conditions are changed. <input type="checkbox"/>
	I can use words to explain gas pressure simply. <input type="checkbox"/>	I can explain unfamiliar observations about gas pressure in terms of particles. <input type="checkbox"/>	I can predict what will happen to gas pressure as conditions are changed in terms of particles and their energy. <input type="checkbox"/>
	I can collect and interpret simple data to provide evidence for gas pressure. <input type="checkbox"/>	I can collect, analyse, and draw a conclusion from data providing evidence for gas pressure. <input type="checkbox"/>	I can evaluate how well a conclusion about gas pressure is justified by the evidence collected. <input type="checkbox"/>

Lesson	Know	Apply	Extend
5.2.1 Pure substances and mixtures	I can state what a mixture is and give examples of mixtures. <input type="checkbox"/>	I can use the particle model to explain what a mixture is. <input type="checkbox"/>	I can use particle models to compare mixtures and pure substances. <input type="checkbox"/>
	I can state that a mixture can be separated due to the different melting points of its components. <input type="checkbox"/>	I can explain how to use melting temperatures to distinguish mixtures from pure substances. <input type="checkbox"/>	I can comment on the purity of a substance by interpreting temperature change data. <input type="checkbox"/>
	With help, I can choose a simple technique to separate the substances in a mixture. <input type="checkbox"/>	I can come up with suitable techniques to separate mixtures, based on their properties. <input type="checkbox"/>	I can justify the suitability of separation techniques in terms of the properties of constituent substances. <input type="checkbox"/>
5.2.2 Solutions	I can describe solutions when provided with the key words. <input type="checkbox"/>	I can explain how substances dissolve using the particle model. <input type="checkbox"/>	I can explain the relationship between solutes, solvents, and solutions. <input type="checkbox"/>
	I can describe observations when a substance dissolves. <input type="checkbox"/>	I can draw annotated before and after particle diagrams to represent dissolving. <input type="checkbox"/>	I can justify whether a given particle diagram represents a solution or a pure substance. <input type="checkbox"/>



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Lesson	Know	Apply	Extend
	I can use observations or data to draw a conclusion about whether something is a solution or a pure liquid. <input type="checkbox"/>	I can use data to draw a conclusion about the mass of solute dissolved in solution. <input type="checkbox"/>	I can explain the applications of solution chemistry to different contexts. <input type="checkbox"/>
5.2.3 Solubility	I can use key words to describe dissolving. <input type="checkbox"/>	I can explain observations about dissolving. <input type="checkbox"/>	I can suggest a reason for the effect of temperature on solubility for a given solute. <input type="checkbox"/>
	I can interpret a bar chart of solubility data. <input type="checkbox"/>	I can use the solubility curve of a solute to describe and explain simply observations about solutions. <input type="checkbox"/>	I can analyse and interpret solubility curves. <input type="checkbox"/>
	I can write a fair test enquiry question on solubility, and plan the method and how to control the variables. <input type="checkbox"/>	I can explain why it is important to control variables in order to provide evidence for a conclusion in a solubility investigation. <input type="checkbox"/>	I can justify the procedure and evaluate the results of a solubility investigation. <input type="checkbox"/>
5.2.4 Filtration	I can state that mixtures can be separated due to differences in their physical properties. <input type="checkbox"/>	I can identify a physical property that must be different in order for a given separation technique to work. <input type="checkbox"/>	I can explain why a stated physical property must be different in order for a given separation technique to work. <input type="checkbox"/>
	I can state that the method chosen to separate a mixture depends on which physical properties of the individual substances are different. <input type="checkbox"/>	I can choose the most suitable techniques to separate a mixture of substances. <input type="checkbox"/>	I can justify a chosen technique for separating a mixture of substances. <input type="checkbox"/>
	I can describe how to filter a mixture, with support. <input type="checkbox"/>	I can use annotated before and after particle diagrams, and words, to explain how filtration works. <input type="checkbox"/>	I can design a model to explain filtration, and identify advantages and disadvantages of the model. <input type="checkbox"/>
5.2.5 Evaporation and distillation	I can state that mixtures can be separated due to differences in their physical properties. <input type="checkbox"/>	I can identify a physical property that must be different in order to separate a mixture by evaporation or distillation. <input type="checkbox"/>	I can compare evaporation and distillation. <input type="checkbox"/>
	I can state that the method chosen to separate a mixture depends on which physical properties of the individual substances are different. <input type="checkbox"/>	I can use annotated before and after particle diagrams, and words, to explain how evaporation and distillation work. <input type="checkbox"/>	I can justify whether evaporation or distillation would be suitable for obtaining given substances from solution. <input type="checkbox"/>



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Lesson	Know	Apply	Extend
	I can label distillation apparatus and describe what happens in distillation. <input type="checkbox"/>	I can use the particle model to explain observations made during the distillation of inky water. <input type="checkbox"/>	I can consider the physical property utilised when interpreting observations from distillation. <input type="checkbox"/>
5.2.6 Chromatography	I can describe what happens to a mixture when it undergoes chromatography. <input type="checkbox"/>	I can explain how chromatography separates mixtures. <input type="checkbox"/>	I can justify the use of chromatography in different scenarios. <input type="checkbox"/>
	I can describe what a chromatogram looks like. <input type="checkbox"/>	I can identify one physical property that must be different and one physical property that must be the same in order to separate a mixture by chromatography. <input type="checkbox"/>	I can consider how chromatography can be used to monitor the progress of reactions. <input type="checkbox"/>
	I can use evidence from chromatography to identify unknown substances in mixtures, and to identify the pen or plant a sample is from. <input type="checkbox"/>	I can use evidence from chromatography to explain how to identify unknown substances in mixtures, and to identify the pen or plant a sample is from. <input type="checkbox"/>	I can suggest some possible issues to consider when using chromatography to identify unknown substances. <input type="checkbox"/>

Lesson	Know	Apply	Extend
8.2.1 Observing cells	I can state what a cell is. <input type="checkbox"/>	I can describe what a cell is. <input type="checkbox"/>	I can explain what all living organisms are made of. <input type="checkbox"/>
	I can describe how to use a microscope to observe a cell. <input type="checkbox"/>	I can explain how to use a microscope to observe a cell. <input type="checkbox"/>	I can explain what each part of the microscope does and how it is used. <input type="checkbox"/>
	I can use a microscope to observe a prepared slide, with assistance. <input type="checkbox"/>	I can use a microscope to observe a prepared slide and state the magnification. <input type="checkbox"/>	I can use a microscope to observe a prepared slide, calculating a range of magnifications. <input type="checkbox"/>
8.2.2 Plant an animal cells	I can identify one similarity and one difference between a plant and an animal cell. <input type="checkbox"/>	I can describe the similarities and differences between plant and animal cells. <input type="checkbox"/>	I can explain the similarities and differences between plant and animal cells. <input type="checkbox"/>
	I can match some components of a cell to their functions. <input type="checkbox"/>	I can describe the functions of the components of a cell. <input type="checkbox"/>	I can explain the functions of the components of a cell by linking them to life processes. <input type="checkbox"/>



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Lesson	Know	Apply	Extend
	With support, I can prepare and observe a microscope slide safely. <input type="checkbox"/>	I can prepare and observe cells on a microscope slide safely. <input type="checkbox"/>	I can prepare and observe cells on a microscope slide safely, using scale and magnification. <input type="checkbox"/>
8.2.3 Specialised cells	I can name some specialised animal cells. <input type="checkbox"/>	I can describe examples of specialised animal cells. <input type="checkbox"/>	I can describe examples of specialised animal cells, linking structure to function. <input type="checkbox"/>
	I can name some specialised plant cells. <input type="checkbox"/>	I can describe examples of specialised plant cells. <input type="checkbox"/>	I can describe examples of specialised plant cells, linking structure to function. <input type="checkbox"/>
	I can state structural adaptations of plant and animal cells. <input type="checkbox"/>	I can describe structural adaptations of plant and animal cells. <input type="checkbox"/>	I can compare and contrast structural adaptations of plant and animal cells. <input type="checkbox"/>
8.2.4 Movement of substances	I can identify substances that move into or out of cells. <input type="checkbox"/>	I can name some substances that move into and out of cells. <input type="checkbox"/>	I can explain which substances move into and out of cells. <input type="checkbox"/>
	I can state what diffusion is. <input type="checkbox"/>	I can describe the process of diffusion. <input type="checkbox"/>	I can explain the process of diffusion. <input type="checkbox"/>
	I can make sets of observations or measurements for diffusion of coloured gel, identifying the ranges and intervals used. <input type="checkbox"/>	I can collect data for diffusion of coloured gel, choosing appropriate ranges, numbers, and values for measurements and observation. <input type="checkbox"/>	I can choose and justify data collection methods for investigating the diffusion of coloured gel that minimise error, and produce precise and reliable data. <input type="checkbox"/>
8.2.5 Uni-cellular organisms	I can name an example of a uni-cellular organism. <input type="checkbox"/>	I can describe what a uni-cellular organism is. <input type="checkbox"/>	I can explain what a uni-cellular organism is and give detailed examples. <input type="checkbox"/>
	I can identify some structures in an amoeba. <input type="checkbox"/>	I can describe the structure of an amoeba. <input type="checkbox"/>	I can describe the structure and function of an amoeba. <input type="checkbox"/>
	I can identify some structures in a euglena. <input type="checkbox"/>	I can describe the structure of a euglena. <input type="checkbox"/>	I can describe the structure and function of a euglena. <input type="checkbox"/>
	I can select the appropriate apparatus to observe an amoeba and a euglena cell. <input type="checkbox"/>	I can select the appropriate magnification to observe an amoeba and a euglena cell through a microscope. <input type="checkbox"/>	I can give justifications for the choice of magnification when observing an amoeba and a euglena cell through a microscope. <input type="checkbox"/>



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Lesson	Know	Apply	Extend
10.2.1 Adolescence	I can state the definitions for adolescence and puberty. <input type="checkbox"/>	I can state the difference between adolescence and puberty. <input type="checkbox"/>	I can explain the difference between adolescence and puberty. <input type="checkbox"/>
	I can state changes to the bodies of boys and girls during puberty. <input type="checkbox"/>	I can describe the main changes that take place during puberty. <input type="checkbox"/>	I can explain the main changes that take place during puberty. <input type="checkbox"/>
	I can interpret observations given, as changes that occur in boys or in girls. <input type="checkbox"/>	I can interpret observations given, to categorise the changes during adolescence. <input type="checkbox"/>	I can interpret observations given, to categorise and explain physical and emotional changes during adolescence. <input type="checkbox"/>
10.2.2 Reproductive systems	I can name the main structures of the male and female reproductive systems, including gametes. <input type="checkbox"/>	I can describe the main structures in the male and female reproductive systems. <input type="checkbox"/>	I can explain how different parts of the male and female reproductive systems work together to achieve certain functions. <input type="checkbox"/>
	I can state a function of the main structures of the male and female reproductive systems. <input type="checkbox"/>	I can describe the function of the main structures in the male and female reproductive systems. <input type="checkbox"/>	I can explain the adaptations of some of the main structures that help them function. <input type="checkbox"/>
	I can extract information from text to state structures and functions of the key parts of the reproductive systems in a table. <input type="checkbox"/>	I can extract information from text to describe structures and functions of the key parts of the reproductive systems in a table. <input type="checkbox"/>	I can extract information from text to explain structures and functions of the key parts of the reproductive systems in a table. <input type="checkbox"/>
10.2.3 Fertilisation and implantation	I can state what is meant by a person being infertile. <input type="checkbox"/>	I can describe some causes of infertility. <input type="checkbox"/>	I can discuss some causes of infertility and how these may be treated. <input type="checkbox"/>
	I can state what is meant by fertilisation. <input type="checkbox"/>	I can describe the process of fertilisation and where it occurs in the body. <input type="checkbox"/>	I can explain the sequence of fertilisation and implantation. <input type="checkbox"/>
	I can state that if an egg is fertilised it settles into the uterus lining. <input type="checkbox"/>	I can use a diagram to show the main steps that take place from the production of sex cells to the formation of an embryo. <input type="checkbox"/>	
10.2.4 Development of a fetus	I can state the definition of gestation. <input type="checkbox"/>	I can describe what happens during gestation. <input type="checkbox"/>	I can describe accurately the sequence of events during gestation. <input type="checkbox"/>
	I can state how long a pregnancy lasts. <input type="checkbox"/>	I can describe what happens during birth. <input type="checkbox"/>	I can explain in detail how contractions bring about birth. <input type="checkbox"/>



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Lesson	Know	Apply	Extend
		I can explain whether substances are passed from the mother to the fetus or not. <input type="checkbox"/>	I can predict the effect of cigarettes, alcohol, or drugs on the developing fetus. <input type="checkbox"/>
10.2.5 The menstrual cycle	I can state the length of the menstrual cycle. <input type="checkbox"/>	I can state what the menstrual cycle is. <input type="checkbox"/>	I can explain why pregnancy is more or less likely at certain stages of the menstrual cycle. <input type="checkbox"/>
	I can state the main stages in the menstrual cycle. <input type="checkbox"/>	I can identify key events on a diagram of the menstrual cycle. <input type="checkbox"/>	I can make deductions about how contraception methods work. <input type="checkbox"/>
	I can present key pieces of information in a sequence. <input type="checkbox"/>	I can present information in the form of a graphical timeline. <input type="checkbox"/>	I can present information in the form of a scaled timeline or pie chart. <input type="checkbox"/>