



# Mayflower High School

**Year 7**

---

## Assessment without Levels

**2019-2020**

## **Contents**

|  |           |
|--|-----------|
| <b>Assessment without Levels: Introduction</b> ..... | <b>3</b>  |
| <b>Art &amp; Design</b> .....                        | <b>5</b>  |
| <b>Computer Science</b> .....                        | <b>7</b>  |
| <b>Design &amp; Technology</b> .....                 | <b>8</b>  |
| Design .....   | 8         |
| Technical Knowledge.....                             | 10        |
| Making.....  | 13        |
| Evaluating.....                                      | 14        |
| Food & Nutrition.....                                | 15        |
| <b>English</b> .....                                 | <b>17</b> |
| Reading.....   | 17        |
| Writing .....  | 18        |
| <b>Geography</b> .....                               | <b>20</b> |
| <b>History</b> .....                                 | <b>23</b> |
| <b>Mathematics</b> .....                             | <b>24</b> |
| <b>Modern Languages: French &amp; Spanish</b> .....  | <b>25</b> |
| Listening .....                                      | 25        |
| Speaking.....  | 25        |
| Reading.....   | 26        |
| Writing .....  | 26        |
| Grammar.....   | 28        |
| French .....   | 28        |
| Spanish .....  | 30        |
| <b>Music</b> .....                                   | <b>32</b> |
| <b>Physical Education</b> .....                      | <b>36</b> |
| <b>Religious Studies</b> .....                       | <b>38</b> |

|  |           |
|--|-----------|
| <b>Science.....</b>                    | <b>41</b> |
| Biology .....                          | 41        |
| Cells & Microbes.....                  | 41        |
| Classification & the Environment ..... | 42        |
| Chemistry .....                        | 43        |
| Reactions.....                         | 43        |
| Particles .....                        | 44        |
| Physics.....                           | 46        |
| Energy & Electricity .....             | 46        |
| Earth & Space.....                     | 47        |
| <b>Subject Contacts .....</b>          | <b>48</b> |

## Assessment without Levels: Introduction

In response to the changes in the curriculum, Mayflower High School is adopting a mastery approach to assessment in Year 7. Targets have been set for all students across the range of subjects in the curriculum.

The targets are based upon 4 bands:

- **Mastered**
- **Secure**
- **Developing**
- **Emerging**

Students have been allocated into a band, which is linked to their likely progress towards GCSE achievement.

|                   |  |
|-------------------|--|
| <b>Mastered</b>   | Likely to achieve <b>grades 7 to 8 at GCSE</b> |
| <b>Secure</b>     | Likely to achieve <b>grades 5 to 6 at GCSE</b> |
| <b>Developing</b> | Likely to achieve <b>grades 3 to 4 at GCSE</b> |
| <b>Emerging</b>   | Likely to achieve <b>grades 1 to 2 at GCSE</b> |

Students' achievement will be assessed using the 4 main bands each term. Year 7 students will be assessed in the Autumn, Spring and Summer terms.

We have added two categories to cater for students who are working at an exceptionally high level and those who are working towards meeting the expectations of the Emerging band.

Students in Year 7 will be assessed according to the following table:

|                          | <b>Code</b> |
|--------------------------|-------------|
| <b>Mastered - Gifted</b> | <b>G</b>    |
| <b>Mastered</b>          | <b>M</b>    |
| <b>Secure</b>            | <b>S</b>    |
| <b>Developing</b>        | <b>D</b>    |
| <b>Emerging</b>          | <b>E</b>    |
| <b>Working Towards</b>   | <b>W</b>    |
| <b>Not assessed</b>      | <b>N</b>    |

This terminology will feature in the assessment of students in Year 7 – in exercise books, in tests and in reports. Parents will receive three reports during the course of this year:

- January 2020: Progress Report
- March 2020: Progress Report
- June 2020: Full Report

For the reports in March and June, parents will be given an average of achievement across the year.

Moving forward, we will review the targets for each student in each subject at the end of this year. There will be different criteria applied in Year 8. There will be higher expectations of what the students can achieve in Year 8.

This fits into the flightpath model that we are using to chart progress from Key Stage 2 to GCSE.

| Year 7     | Year 8     | Year 9     | GCSE     |
|------------|------------|------------|----------|
|            |            |            | GCSE 9   |
|            |            | Gifted     | GCSE 8-7 |
|            | Gifted     | Mastered   | GCSE 6-5 |
| Gifted     | Mastered   | Secure     | GCSE 4-3 |
| Mastered   | Secure     | Developing | GCSE 2-1 |
| Secure     | Developing | Emerging   |          |
| Developing | Emerging   |            |          |
| Emerging   |            |            |          |

If you have any subject-specific questions, please contact your child's classroom teacher or the named contact on the last page of this booklet. If you have any general questions about assessment in Key Stage 3, please contact Mr J Rowlands, Assistant Headteacher, who will be happy to answer any queries you may have.

In the pages that follow, please find listed the assessment criteria that will be used to assess your child's attainment through Year 7.

## Art & Design

|                 | <b>Develop and record ideas</b>  | <b>Technical Skills</b>  | <b>Understanding of art history and contextual references</b>   | <b>Presenting an informed response</b>   |
|-----------------|--|--|---|--|
| <b>Gifted</b>   | You learn from taking creative risks that help to form and develop your ideas and then help you create purposeful, imaginative work with some originality.                                   | You demonstrate confident understanding of and the use of materials, processes and the formal elements in your work. You combine these thoughtfully to realise your intentions.  | You analyse and comment on your own and others' work, appreciating how codes and conventions are used to express ideas in different genres, styles and traditions. You adapt these styles in your own work with originality and confidence.                       | You produce skilful personal outcomes, showing consistent application, knowledge and understanding. You have created effective and diverse connections in your work and clear intentions in successful final outcomes. |
| <b>Mastered</b> | You accept creative risks, exploring and experimenting with ideas independently and inventively, using a range of appropriate resources imaginatively to develop, design and make your work. | You apply your technical knowledge and skills to realise your intentions, using the qualities of materials, processes and the formal elements effectively.                       | You interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts. You can adapt these styles in your own work with originality. | Your work shows emerging individual qualities and your intentions are appropriately realised in the form of original outcomes. Your personal responses demonstrate original connections between sources and contexts.  |
| <b>Secure</b>   | You take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop your work.                                    | When designing and making your work, you develop and use technical knowledge and skills to manipulate effectively the qualities of materials, processes and the formal elements. | You consider and discuss ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose of their artwork. You can adapt these styles in your own work with some originality.                      | You develop connections between sources and have a clear realisation of intentions which are personal in nature and your responses have sound connections with given or found sources.                                 |

|                        | <b>Develop and record ideas</b>  | <b>Technical Skills</b>  | <b>Understanding of art history and contextual references</b>   | <b>Presenting an informed response</b>  |
|------------------------|--|--|---|---|
| <b>Developing</b>      | You use a variety of approaches to explore and experiment with ideas, information and resources to help develop your intentions. | You investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit your intentions, when designing and making your artwork. | You compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which their work was made. You can adapt these styles in your own work. | Your deliberate, methodical visual responses lead to adequate realisation of intentions. Your personal responses show superficial connections with ideas and sources. |
| <b>Emerging</b>        | You explore and collect visual and other information for your work.  | You investigate visual and tactile qualities of materials and processes introduced in class.   | You comment on similarities and differences between your own work and the work of others.   | You present evidence which shows little connection to sources. You partially realise your intentions through personal responses.                                      |
| <b>Working Towards</b> | You have a basic understanding of colour mixing and basic drawing skills with a developing appreciation of shape and form.       |  |   |   |

# Computer Science

## Success Criteria

### Master

- I can conclude whether my programmed solution was a success or not based on my success criteria.
- I can criticise my own website and offer improvements.
- I can evaluate how successful my programmed solution was and to what extent it met my aims.
- I can interpret a flowchart or a python program and explain using specialist terms, what it is designed to do.
- I can justify with reasons, why I have made my design choices in my website.

### Secure

- I can select suitable multimedia sources for my virtual tour website.
- I can compose a flowchart for a problem I have not come across before.
- I can explain the reasons for my choices of media in my virtual tour.
- I can organise in sequence, the stages required to produce an IF statement in python.

### Developing

- I can convert mathematical formulas into working spreadsheet functions.
- I can distinguish between string data and integer data.
- I can summarise the steps needed to write an IF statement in Excel.
- I can translate a series of basic instructions into a flowchart in Flowol.
- I can analyse the key features of a well-designed website.
- I can compare a well-constructed flowchart to a poorly constructed one.
- I can construct a series of basic programs in python.

### Emerging

- I can define specific basic terms in ICT and Computing.
- I can describe the roles of specific pieces of hardware and software in ICT and Computing.
- I can identify specific hardware and software used in ICT and Computing.
- I can list the major data types used in computer programming.
- I can outline the major steps involved in making a website.
- I can recognise suitably named files and folders in a network area.
- I can state the rules for making a secure password.

# Design & Technology

## Design

### Mastered

- I am able to create a detailed and specific design brief.
- I am able to include all aspects of FACE (Function, Appearance, Customer, Environment) and formulate some additional points.
- I am able to develop a specification that is completely relevant.
- I am able to identify a range of ergonomic and anthropometric design influences and analyse how they may be applied to the torch housing.
- I am able to explain some advantages of CAD.
- I am able to use YENKA independently to model my torch circuit and create my own series and parallel circuits.
- I am able to demonstrate a good understanding of inputs and outputs.
- I am able to describe an oblique shape in detail.
- I am able to add all thick lines correctly
- I am able to draw a range of oblique shape with accuracy
- I am able to add consistent colour with accuracy
- I am able to add consistent tone with accuracy
- I am able to add all thick lines correctly
- I am able to add shading techniques to a range of more complex shapes with accuracy
- I am able to draw accurately in one-point perspective.
- I am able to draw accurately in two-point perspective.
- I am able to draw confidently and creatively "*in the style of Memphis*".
- I am able to design a creative 3D-sculpture with an extensive range of references to my artist.
- Independently, I have drawn a range of ideas for my automata.
- Independently, I have used colour and shading to improve the appearance.
- Independently, I have drawn accurately and neatly.
- Independently, I have identified a range of cams to use and explained why I have chosen them in detail.

### Secure

- I am able to create a more detailed design brief including suitable content.
- I am able to create a developed specification that is mostly relevant.
- I am able to utilise all aspects of FACE.
- I am able to identify a range of ergonomic & anthropometric design influences and how they might be applied to the torch housing.
- I am able to explain some advantages of CAD.
- I am able to use YENKA with minimal help to model my torch circuit and create my own series and parallel circuits.
- I am able to describe an oblique shape in some detail.

- I am able to draw a range of oblique shape with some accuracy.
- I am able to add consistent colour.
- I am able to add consistent tone.
- I am able to add most thick lines correctly.
- I am able to demonstrate a reasonable understanding of inputs and outputs.
- I am able to add shading techniques to a range of more complex shapes with some accuracy.
- I am able to draw accurately in two-point perspective.
- I am able to draw confidently *“in the style of Memphis”*.
- I am able to draw accurately in one-point perspective.
- I am able to design a 3D-sculpture with a range of references to my artist.
- I have drawn a range of ideas for my automata.
- I have used colour to improve the appearance.
- I have drawn neatly.
- I have identified a range of cams to use and explained why I have chosen them.

## Developing

- I am able to create a basic design brief.
- I am able to list some relevant specification points.
- I am able to utilise some aspects of FACE.
- I am able to identify some ergonomic design influences and how they might be applied to the torch housing.
- I am able to explain an advantage of CAD.
- I am able to use YENKA with a little help to model my torch circuit.
- I am able to identify and use some inputs and outputs.
- With some help, I am able to describe an oblique shape.
- With some help, I am able to draw some simple oblique shapes with some accuracy.
- With a little help, I am able to add some consistent colour.
- With a little help, I am able to add some consistent tone.
- With a little help, I am able to add some thick lines.
- With limited help, I am able to draw in 2 point perspective.
- With limited help, I am able to draw *“in the style of Memphis”*.
- With limited help, I am able to draw in one-point perspective.
- With limited help, I am able to design a 3D-sculpture with limited links to my artist.
- With limited help, I have drawn most ideas for my automata.
- I have used colour to improve the appearance.
- With limited help, I have identified some cams to use.

## Emerging

- With help, I am able to create a design brief.
- I am able to list some specification points.
- I am able to add some torch components to a circuit.
- I am able to state what CAD is.
- With help, I am able to recognise an oblique shape.
- With help, I am able to draw a simple 3D-shape with some accuracy.
- With help, I am able to add some colour.
- With help, I am able to add some tone.
- With help, I am able to add some thick lines.
- With help, I am able to draw in two-point perspective
- With help, I am able to draw *"in the style of Memphis"*.
- With help, I am able to draw in one-point perspective.
- With help, I am able to design a 3D-sculpture.
- With help, I have drawn an idea for my automata.
- With help, I have identified which CAM to use.

## Technical Knowledge

### Mastered

- I am able to explain in detail what switches, diodes and LEDs
- I am able to explain three reasons why we use component symbols and recognise at least three of them.
- I am able to use two methods of identifying an LED's polarity.
- I am able to explain what a current limiting resistor is, why it is needed and how it can be identified.
- I am able to explain what a current limiting resistor is, why it is needed and how it can be identified.
- I am able to explain in detail what switches, diodes and LEDs are used for and recognise a range of input and output components.
- I am able to list evaluate the advantages and disadvantages of LEDs.
- I can explain the principles behind leverage and mechanical advantage.
- I can identify a variety of different uses for levers and describe the purpose of a lever.
- I can explain why the input and output move different amounts based on the fulcrum point.
- I can explain why different sized gears rotate at different speeds.
- I can combine cams to perform a specific function.
- I can compare the different functions that levers, gears and cams perform.
- I have explained advantages of using CAD/CAM to produce cams.
- I am able to apply my knowledge of material structures.
- I am able to classify a range of mechanical properties.

- I am able to compare a range of smart materials.
- I am able to analyse what a smart material is.
- I am able to design a complex product using suitable smart materials.
- I am able to create a new program to achieve a desired outcome.
- I am able to design a creative solution.

## **Secure**

- I am able to explain in some detail what switches, diodes and LEDs
- I am able to explain two reasons why we use component symbols or pictures and recognise at least two of them.
- I am able to use one method of identifying an LED's polarity.
- I am able to give examples of input and output components.
- I am able to explain what a current limiting resistor is and why it is needed.
- I am able to explain in some detail what switches, diodes and LEDs are used for and can recognise some input and output components.
- I am able to compare many advantages and disadvantages of LEDs
- I can explain why the input and output move different amounts based on the fulcrum point.
- I can identify a variety of different uses for levers and describe the purpose of a lever.
- I am able label the input, output and fulcrum of a lever.
- I can give many examples of how gears are used.
- I can identify the difference between Driven and Drive gears.
- I can identify the rotation of gears based on drive gear directions.
- I can identify all different types of cams.
- I can give examples of actions some cams can be used to perform.
- I can identify all of the different functions of cams.
- I am able to explain the difference between material structures
- I am able to explain a range of mechanical properties.
- I am able to recognise a range of smart materials.
- I am able to define in detail what a smart material is
- I am able to design a creative product using a suitable smart material
- I am able to predict the outcome of various programs and modify them to achieve a desired outcome.
- I am able to apply my knowledge of programming to devise a solution.

## **Developing**

- I am able to explain in limited detail what switches, diodes and LEDs
- I am able to explain one reason why we use component symbols and pictures and recognise at least one of them.
- I am able to explain what a diode is.
- I am able to explain what a current limiting resistor is.
- I am able to explain in limited detail what switches, diodes and LEDs are used for and if they are input or output components.

- I am able to list some advantages and disadvantages of LEDs
- I am able to label the input, output and fulcrum of a lever.
- I can identify some different uses for levers and describe the purpose of a lever.
- I can identify the parts of a Spur gear.
- I can give some examples of how gears are used.
- I can identify the difference between Driven and Drive gears.
- I have identified some gear rotations.
- I can identify most different types of cams.
- I can give examples of actions some cams can be used to perform.
- I can identify most of the different functions of cams.
- I am able to identify hard woods, soft woods, ferrous and non-ferrous, thermoplastic and thermosetting plastics by their structure.
- I am able to identify a range of mechanical properties.
- I am able to list some smart materials
- I am able to define what a smart material is
- I am able to design a simple product using a suitable smart material
- I am able to name the crumble controller components and identify and use the basic programming commands.
- I am able to explain how a programmable controller could be used in a product.

## Emerging

- I am able to list some components and their uses.
- I am able to recognise some component symbols.
- With help, I am able to explain in limited detail what switches, diodes and LEDs
- I am able to recognise a resistor.
- I am able to list limited advantages and disadvantages of LEDs
- I am able with support calculate voltage drop across a circuit.
- I am able to list limited advantages and disadvantages of LEDs
- I can identify some different uses for levers.
- I am able to label the input and output of a lever.
- I have identified clockwise and anticlockwise with some help.
- I can identify a Spur gear.
- I can give some examples of how gears are used with help.
- I can identify some different types of cams with some help.
- I can identify some functions of cams.
- I am able to list the main material structure types.
- I am able to suggest what mechanical property is.
- I am able to list a smart material
- I am able to design a simple product with links to a smart material
- I am able to suggest how a program could be used.

- I am able to create a partial program containing inputs or outputs.

## **Making**

### **Mastered**

- I am able to create a detailed and correctly ordered sequenced to populate the circuit board, detail all the equipment I will need and include a range of health and safety and quality control considerations.
- I am able to independently solder accurately and safely with good levels of accuracy.
- I am able to identify a range of quality issues.
- I can explain the reason for the safety rules that I have followed.
- I have successfully assembled my product with little help.
- I have used different tools to perform specific functions with little help.

### **Secure**

- I am able to create a correctly ordered sequence to populate the circuit board, detail the majority of equipment needed and to include a range health and safety considerations.
- I am able to independently solder safely and with reasonable levels of accuracy.
- I am able to identify some quality issues.
- I can explain the reason for the safety rules that I have followed.
- I have successfully assembled my product with little help.
- I have used different tools to perform specific functions with little help.

### **Developing**

- I am able to create a reasonable sequence to populate the circuit board, detail some of the equipment needed and include some health and safety considerations.
- I am able to solder safely and with some level of accuracy.
- I am able to identify solder quality issues.
- I have followed the safety rules for the tools that I have been shown how to use.
- I can identify the risks associated with different tools.
- I have successfully assembled my product with some help.
- I have used different tools to perform specific functions with some help.

### **Emerging**

- I am able to list a limited sequence to populate the circuit board.
- With guidance, I am able to solder some components with limited accuracy.
- I have been helped to follow the safety rules for the tools that I have been shown how to use.

- I have successfully assembled my product with help.
- I have used different tools to perform specific functions with help.

## **Evaluating**

### **Mastered**

- I am able to gather constructive feedback from peers and justify modifications.
- I am able to recommend how they could improve the design of their torch or modify their design specification.
- I am able to gather constructive feedback from peers and justify modifications.
- I averaged my survey results independently.

### **Secure**

- I am able to gather constructive feedback from peers and develop modifications.
- I am able to compare how well they have met the design specification.
- I am able to gather constructive feedback from peers and develop modifications.
- I averaged my survey results with little help.

### **Developing**

- I am able to gather feedback from peers and relate modifications.
- I am able to identify how their torch has met the design specification.
- I am able to gather feedback from peers and relate modifications.
- I averaged my survey results with some help.

### **Emerging**

- I am able to gather limited feedback from peers.
- I am able to create a basic evaluation list for the torch.
- I am able to gather feedback from peers and identify modifications.
- I averaged my survey results with help.

## **Food & Nutrition**

### **Mastered**

- Independently demonstrate the ability to identify the main nutrients in each section of the Eatwell Guide and sort their own diet to the Eatwell Guide and make recommendations on how they can improve their diet.
- Independently demonstrate the ability to adapt and use their recipes with success.
- Independently demonstrate the ability to skilfully cook a range of predominantly savoury dishes to feed themselves and others a healthy and varied diet.
- Independently demonstrate the ability to select and prepare ingredients to a high standard.
- Independently demonstrate the ability to use utensils, electrical equipment and apply heat in different ways.
- Independently demonstrate the ability to select the correct way to minimise food waste and recycle food waste and food packaging correctly.
- Independently demonstrate the ability to modify recipes and cook dishes that promote current healthy-eating messages.

### **Secure**

- Demonstrate the ability to identify the main nutrients in each section of the Eatwell guide and sort their own diet to the Eatwell Guide.
- Demonstrate the ability to adapt and use their recipes with some success.
- Demonstrate the ability to cook a range of predominantly savoury dishes to feed themselves and others a healthy and varied diet.
- Demonstrate the ability to select and prepare ingredients to a good standard.
- Demonstrate the ability to use utensils, electrical equipment and apply heat in different ways.
- Demonstrate the ability to select the correct way to minimise food waste and recycle food waste and food packaging correctly.
- Demonstrate the ability to successfully modify recipes and cook dishes that promote current healthy-eating messages.

## **Developing**

- Demonstrate a moderate ability to match and sort their own diet to the Eatwell Guide.
- Demonstrate a moderate ability to adapt and use their recipes.
- Demonstrate a moderate ability cook a range of predominantly savoury dishes to feed themselves and others a healthy and varied diet.
- Demonstrate a moderate ability to select and prepare ingredients.
- Demonstrate a moderate ability to use utensils, electrical equipment and apply heat in different ways.
- Demonstrate a moderate ability to select the correct way to minimise food waste and recycle food waste and food packaging correctly.
- Demonstrate a moderate ability to modify recipes and cook dishes that promote current healthy-eating messages.

## **Emerging**

- Demonstrate some knowledge of the sections of the Eatwell Guide.
- With support, demonstrate some knowledge of how to adapt and use their recipes.
- With support, demonstrate some knowledge to cook a range of predominantly savoury dishes to feed themselves and others a healthy and varied diet.
- With support, demonstrate an ability to select and prepare ingredients.
- With support, demonstrate some ability of how to use utensils, electrical equipment and apply heat in different ways.
- Demonstrate some knowledge of the correct way to minimise food waste and recycle food waste and food packaging correctly.
- Demonstrate limited ability to modify recipes and cook dishes that promote current healthy-eating messages.

# English

## Reading

|                   | <b>AO1: • identify and interpret explicit and implicit information and ideas<br/>• select and synthesise evidence from different texts</b>   | <b>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</b>   | <b>AO3: Show understanding of the relationships between texts and the contexts in which they were written</b>  |
|-------------------|--|--|--|
| <b>Mastered</b>   | <ul style="list-style-type: none"> <li>• Has a clear understanding of the text</li> <li>• Uses PEE securely</li> <li>• Able to explain the effect on the reader, using examples</li> <li>• Selects appropriate, well-chosen quotations</li> </ul>                                | <ul style="list-style-type: none"> <li>• Shows understanding of the whole text</li> <li>• Explains structural elements, including the effect of structure and why the text is organised in the way it is</li> <li>• Able to identify features of language</li> <li>• Uses appropriate terminology to comment on writers' techniques</li> </ul> | <ul style="list-style-type: none"> <li>• Explains the importance of contextual issues</li> <li>• Explains similarities and differences between texts</li> </ul>                      |
| <b>Secure</b>     | <ul style="list-style-type: none"> <li>• Has a reasonably clear understanding of the text and selects some relevant information to support this.</li> <li>• Begins to use PEE</li> <li>• Identifies structural features and can make comments to show understanding</li> </ul>   | <ul style="list-style-type: none"> <li>• Explains the use of words and begins to identify the effect they have</li> <li>• Explain the overall purpose of a text</li> <li>• Understands and begins to explain how the reader feels</li> </ul>   | <ul style="list-style-type: none"> <li>• Makes general comments about similarities and differences</li> <li>• Shows some comments on the background and setting of a text</li> </ul> |
| <b>Developing</b> | <ul style="list-style-type: none"> <li>• Selects relevant information to support comments</li> <li>• Can skim text to find information</li> <li>• Correctly comments on clues given in the text, most of the time</li> <li>• Uses different parts of a text to answer</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies the way in which a writer has ordered a piece of work</li> <li>• Understands why certain words have been used, but not clearly explained</li> <li>• Provides simple comments on the main purpose of the text and offers personal comments on the way the reader feels</li> </ul>           | <ul style="list-style-type: none"> <li>• Shows understanding of similarities and differences between texts</li> </ul>  |
| <b>Emerging</b>   | <ul style="list-style-type: none"> <li>• Can retell information in own words</li> <li>• Shows understanding of main points of the text</li> <li>• Can find some obvious information</li> <li>• Mostly understands the text</li> </ul>  | <ul style="list-style-type: none"> <li>• Comments on very basic aspects of layout and organisation</li> <li>• Can feature spot without explanation</li> <li>• Mostly understands the purpose</li> <li>• Can make a limited personal response</li> </ul>  | <ul style="list-style-type: none"> <li>• Recognises simple similarities</li> </ul>   |

## Writing

|                 | AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.  | AO5 Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts  | AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.   |
|-----------------|---|---|---|
| <b>Mastered</b> | <ul style="list-style-type: none"> <li>• Clear view established with a developing voice</li> <li>• Generally appropriate use of formal or informal language</li> <li>• Uses features that are appropriate to form</li> <li>• Ideas are developed with imaginative detail</li> </ul> | <ul style="list-style-type: none"> <li>• Range of connectives link paragraphs</li> <li>• Secure use of paragraphing</li> <li>• Paragraphs clearly show purpose, using topic sentences</li> <li>• Links between paragraphs</li> <li>• Uses some features to show the direction of writing</li> </ul> | <ul style="list-style-type: none"> <li>• Sentence demarcation is consistently secure and consistently accurate</li> <li>• Wide range of punctuation is used with a high level of accuracy</li> <li>• Uses a full range of appropriate sentence forms for effect</li> <li>• Uses Standard English consistently and appropriately with secure control of complex grammatical structures</li> <li>• High level of accuracy in spelling, including ambitious vocabulary</li> <li>• Extensive and ambitious use of vocabulary</li> </ul> |
| <b>Secure</b>   | <ul style="list-style-type: none"> <li>• Starts to show an individual voice</li> <li>• Ideas are developed in detail</li> <li>• Style matches the task</li> <li>• Shows clear understanding of purpose</li> <li>• Maintains a point of view</li> </ul>                              | <ul style="list-style-type: none"> <li>• Organises writing into paragraphs</li> <li>• Some connectives are used</li> <li>• The main idea is developed</li> <li>• Generally consistent tense used</li> </ul>   | <ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and mostly accurate</li> <li>• Range of punctuation is used, mostly with success</li> <li>• Uses a variety of sentence forms for effect</li> <li>• Mostly uses Standard English appropriately with mostly controlled grammatical structures</li> <li>• Generally accurate spelling, including complex and irregular words</li> <li>• Increasingly sophisticated use of vocabulary</li> </ul>   |

|                   |  |   |   |
|-------------------|--|---|---|
| <b>Developing</b> | <ul style="list-style-type: none"> <li>• Chooses words to suit the writing style</li> <li>• An idea is established</li> <li>• Uses a generally appropriate style</li> <li>• Uses relevant ideas</li> </ul>   | <ul style="list-style-type: none"> <li>• Ideas are organised by clustering related points or in time sequence</li> <li>• Sentences are joined using simple connectives</li> <li>• Uses a logical order but direction is not always clear</li> </ul> | <ul style="list-style-type: none"> <li>• Sentence demarcation is mostly secure and sometimes accurate</li> <li>• Some control of a range of punctuation</li> <li>• Attempts a variety of sentence forms</li> <li>• Some use of Standard English with some control of agreement</li> <li>• Some accurate spelling of more complex words</li> <li>• Varied use of vocabulary</li> </ul> |
| <b>Emerging</b>   | <ul style="list-style-type: none"> <li>• Uses mostly relevant or suitable ideas</li> <li>• Expresses own thoughts and ideas</li> <li>• Adds some details to sentences, such as simple adjectives</li> <li>• Understands the general purpose</li> </ul> | <ul style="list-style-type: none"> <li>• An attempt to organise ideas logically</li> <li>• There is evidence of writing organised into sections</li> </ul>  | <ul style="list-style-type: none"> <li>• Occasional use of sentence demarcation</li> <li>• Some evidence of conscious punctuation</li> <li>• Simple range of sentence forms</li> <li>• Occasional use of Standard English with limited control of agreement</li> <li>• Accurate basic spelling</li> <li>• Simple use of vocabulary</li> </ul>   |

# Geography

Year 7 students will be assessed according to three strands:

- **Geographical knowledge** – of locations, places and geographical features;
- **Understanding** of the conditions, processes and interactions that explains features, distribution patterns and changes over time and space
- **Skills** – geographical enquiry and application of skills in observing, collecting, analysing, evaluating and communicating; map and atlas skills.

**The standard achieve is based on solo taxonomy:-**

- **Mastered** – can extend and apply ideas (extended thinking)
- **Secure** – can link and relate ideas (strategies for thinking and reasoning)
- **Developing** – many ideas (basic skills and concepts)
- **Emerging** – single idea (recall and reproduction)

The main criteria being assessed for each one are listed overleaf.

Geographical enquiries will have separate criteria as outlined in the final table.

|                   | <b>Geographical knowledge</b>  | <b>Understanding</b>  | <b>Skills</b>  |
|-------------------|--|---|--|
| <b>Mastered</b>   | <ul style="list-style-type: none"> <li>I have extensive knowledge relating to the locations of a wide range of world locations and places.</li> <li>I can describe and explain in detail the physical and human characteristics of a range of places.</li> <li>I can compare the physical and human features of different places at a local scale and explain reasons for the locations of some of these features.</li> <li>I can draw on a range of locations, contexts and scales in explanations of the characteristics of places.</li> </ul> | <ul style="list-style-type: none"> <li>I can describe and explain how people can improve or damage environments.</li> <li>I can describe some actions people take to improve and sustain environments that they have damaged.</li> <li>I can compare different approaches to managing environments.</li> <li>I can explain how physical and human processes interact to create diversity and change in places.</li> <li>I can analyse geographical interconnections in a range of locations and contexts and at different scales.</li> <li>I can identify links that make environments interdependent.</li> <li>I have a detailed and secure understanding of places, people and environments and am able to make links between these.</li> </ul> | <ul style="list-style-type: none"> <li>I can use a variety of map and atlas skills confidently (i.e. 4- and 6- figure grid reference).</li> <li>I am able to use evidence from maps to support written answers.</li> <li>I may be able to provide reasons for patterns on maps.</li> </ul> |
| <b>Secure</b>     | <ul style="list-style-type: none"> <li>I can confidently identify a range of world locations and places.</li> <li>I can describe and explain physical and human characteristics of a range of places.</li> <li>I can compare the physical and human features of different places at a local scale and offer some reasons for the locations of some of these features.</li> <li>I can describe places in a wider locational context.</li> </ul>   | <ul style="list-style-type: none"> <li>I can describe and begin to explain how people can improve or damage environments.</li> <li>I can identify some actions people take to improve and sustain environments that they have damaged.</li> <li>I can identify how physical and human activities cause environments to change and affect people's lives.</li> <li>I can begin to explain sustainable development and recognise different views</li> <li>I can describe geographical patterns.</li> <li>I have a good understanding of places, people and environments and am able to make links between these.</li> </ul>   | <ul style="list-style-type: none"> <li>I can use a variety of map and atlas skills.</li> <li>I can confidently use 4-figure grid references and begin to use 6-figure grid references.</li> <li>I can use data from maps to begin to support my written work.</li> </ul>                   |
| <b>Developing</b> | <ul style="list-style-type: none"> <li>I can identify a range of world locations and places.</li> <li>I can describe and begin to explain physical and human features of different places.</li> <li>I can compare the physical and human features of different places at a local scale.</li> <li>I can locate places that are studied.</li> </ul>  | <ul style="list-style-type: none"> <li>I can describe how people can improve or damage environments.</li> <li>I can make simple connections between processes and their impact on environments.</li> <li>I can describe ways in which the lives of people are affected and changed by physical and human processes.</li> </ul>  | <ul style="list-style-type: none"> <li>I have an understanding of basic map skills such as, 4-figure grid references, keys/ symbols and colour coding.</li> </ul>  |
| <b>Emerging</b>   | <ul style="list-style-type: none"> <li>I can identify a few world locations and places.</li> <li>I can describe physical and human features of different places.</li> <li>I can identify similarities and differences between places.</li> </ul>   | <ul style="list-style-type: none"> <li>I can describe how people damage the environment.</li> <li>I can describe how physical and human features give environments their character.</li> </ul>  | <ul style="list-style-type: none"> <li>I have an understanding of basic map skills such as, keys/ symbols and colour coding.</li> </ul>  |

|                   | <b>Year 7 Enquiry and Fieldwork Skills</b>   |
|-------------------|--|
| <b>Mastered</b>   | <ul style="list-style-type: none"> <li>• Plan and develop enquiry independently;</li> <li>• Use a range of primary and secondary evidence;</li> <li>• Design methods of data collection;</li> <li>• Analyse evidence in detail and draw conclusions;</li> <li>• Prepare, carry out and evaluate fieldwork;</li> <li>• Fully explain some geographical processes and patterns;</li> <li>• Use a range of map skills confidently;</li> <li>• Use a wide range of geographical terms;</li> <li>• Spelling, Punctuation and Grammar (SPAG) is excellent.</li> </ul>        |
| <b>Secure</b>     | <ul style="list-style-type: none"> <li>• Start to plan your own enquiry;</li> <li>• Use primary and secondary evidence;</li> <li>• Start to design some data collection methods;</li> <li>• Analyse evidence clearly and draw conclusions;</li> <li>• Prepare and carry out fieldwork tasks with some evaluation;</li> <li>• Clearly explain some geographical processes &amp; patterns</li> <li>• Use a range of map skills;</li> <li>• Use a range of geographical terms;</li> <li>• SPAG is good.</li> </ul>  |
| <b>Developing</b> | <ul style="list-style-type: none"> <li>• Use your own questions in enquiry;</li> <li>• Begin to use primary and secondary evidence;</li> <li>• Collect and record evidence independently;</li> <li>• Analyse evidence and draw conclusions;</li> <li>• Prepare and carry out fieldwork tasks with simple evaluation;</li> <li>• Explain some geographical processes and patterns;</li> <li>• Use basic map skills confidently;</li> <li>• Use some geographical terms in your work;</li> <li>• SPAG shows some mistakes.</li> </ul>                                    |
| <b>Emerging</b>   | <ul style="list-style-type: none"> <li>• Suggest your own questions for enquiry;</li> <li>• Understand primary and secondary evidence;</li> <li>• Collect and record some evidence independently;</li> <li>• Analyse evidence and draw simple conclusions;</li> <li>• Prepare, carry out and evaluate fieldwork tasks with some guidance;</li> <li>• Begin to explain some geographical processes and patterns;</li> <li>• Use basic map skills with some help;</li> <li>• Use basic geographical terms in your work;</li> <li>• SPAG requires improvement.</li> </ul> |

# History

**Skill A: Understanding time and change;**

**Skill B: Cause and Consequence;**

**Skill C: Using sources to interpret the past**

## Mastering

- **Skill A** - I can explain that different changes take place at different speeds
- **Skill B** - I can explain why there are different causes and consequences
- **Skill C** - I can explain different views of the past using historical sources
- **Combined** - I can use knowledge and understanding of historical events to support my explanation

## Securing

- **Skill A** - I can describe the order of events and understand that not everything changes
- **Skill B** - I can describe how a historical event has more than one cause and/or consequence
- **Skill C** - I can describe information using different historical sources
- **Combined** - I can use knowledge and understanding to add detail to my answers

## Developing

- **Skill A** - I can identify a series of changes over time
- **Skill B** - I can identify reasons for a historical event
- **Skill C** - I can identify important information from different historical sources
- **Combined** - I can use knowledge and understanding to list important features of a historical event

## Emerging

- **Skill A** - I can list/state similarities and differences between different times
- **Skill B** - I can list/state important facts about historical events
- **Skill C** - I can list/state information from historical sources
- **Combined** - I can use knowledge and understanding to identify facts about historical events

# Mathematics

| <b>Core Content</b> (Below is a summary of the key topics that will be covered this year.)   |  |   |   |
|--|--|---|---|
| <b>Number</b><br>Multiplication and division.<br>Squares, cubes, roots.<br>Rules of indices.<br>Negative numbers.<br>Order of operations.<br>Rounding.<br>Factors, multiples and primes.<br>Fractions, percentages and decimals. | <b>Algebra</b><br>Simplifying expressions.<br>Expanding and factorising.<br>Substitution.<br>Triangle numbers.<br>Fibonacci numbers.<br>Linear nth term.<br>Linear equations.  | <b>Shape and space</b><br>Triangles and quadrilaterals.<br>Area and perimeter of triangles and quadrilaterals.<br>Conversion of units.<br>Pick's theorem.<br>Symmetry.<br>Reflection and rotation.<br>Angles in triangles, quadrilaterals and polygons. | <b>Handling data</b><br>Averages and range.<br>Stem and leaf diagrams.<br>Bar charts and pictograms.<br>Handling data investigations. |
| <b>Band</b>  | <b>Descriptor</b>  |   |   |
| <b>Gifted(G)</b>   | <ul style="list-style-type: none"> <li>Shows exceptional understanding and is fluent in every aspect of the year's scheme of work, showing a full understanding of mathematics and the way in which it is communicated, driven by a fascination to solve mathematical problems.</li> </ul>   |   |   |
| <b>Mastered(M)</b>   | <ul style="list-style-type: none"> <li>Has a very good understanding of every aspect of the year's scheme of work.</li> <li>Knows all key facts, is able to demonstrate full understanding of all methods (with very few mistakes), presents work carefully and neatly, can communicate mathematically, has developed problem skills and patience for tackling unfamiliar problems.</li> </ul> |   |   |
| <b>Secure(S)</b>   | <ul style="list-style-type: none"> <li>Has a good understanding of much of the year's scheme of work.</li> <li>Knows most key facts, is able to demonstrate good understanding of most methods (with few mistakes), usually presents work carefully and neatly, can communicate mathematically, is developing problem solving skills and patience for tackling unfamiliar problems.</li> </ul> |   |   |
| <b>Developing(D)</b>   | <ul style="list-style-type: none"> <li>Has a moderate understanding of much of the year's scheme of work.</li> <li>Knows some key facts, is able to demonstrate a moderate understanding of some methods (with mistakes), erratic presentation of work, can use some mathematical notation, and at times is able to persevere with unfamiliar problems.</li> </ul>                             |   |   |
| <b>Emerging(E)</b>   | <ul style="list-style-type: none"> <li>Has some understanding of the year's scheme of work.</li> <li>Has some knowledge of the key facts, has some understanding of the key techniques.</li> <li>Work is minimal and or/poorly presented; pupil has limited desire or patience for tackling new problems.</li> </ul>   |   |   |

# Modern Languages: French & Spanish

## Listening

| Band                   | Step | Descriptor  |
|------------------------|------|---|
| <b>Mastered-Gifted</b> | 5    | <ul style="list-style-type: none"> <li>Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to <b>either</b> the present <b>and</b> the past, <b>or</b> the present <b>and</b> the future, spoken clearly (including some grammar up to and including the Mastered-Gifted band, outlined below in the <b>Grammar</b> section).</li> <li>Transcribe short sentences.</li> </ul> |
| <b>Mastered</b>        | 4    | <ul style="list-style-type: none"> <li>Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future (including some grammar up to and including the Mastered band).</li> <li>Transcribe short phrases.</li> </ul>  |
| <b>Secure</b>          | 3    | <ul style="list-style-type: none"> <li>Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly.</li> <li>Transcribe familiar words.</li> </ul>   |
| <b>Developing</b>      | 2    | <ul style="list-style-type: none"> <li>Demonstrate understanding of a range of familiar phrases and opinions, spoken clearly.</li> </ul>  |
| <b>Emerging</b>        | 1    | <ul style="list-style-type: none"> <li>Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary.</li> </ul>  |

## Speaking

| Band                   | Step | Descriptor  |
|------------------------|------|---|
| <b>Mastered-Gifted</b> | 5    | <ul style="list-style-type: none"> <li>Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons.</li> <li>Demonstrate spontaneity by asking some unsolicited questions.</li> <li>Refer to the past <b>or</b> future, <b>as well as</b> the present, using a range of familiar vocabulary and common grammatical structures</li> <li>Include some grammar up to and including the Mastered-Gifted band, outlined below in the <b>Grammar</b> section).</li> <li>Use increasingly accurate pronunciation and intonation.</li> </ul> |
| <b>Mastered</b>        | 4    | <ul style="list-style-type: none"> <li>Take part in simple conversations, referring to the present or the future.</li> <li>Exchange opinions and give simple reasons.</li> <li>Describe and give information in short dialogues using familiar vocabulary and common grammatical structures (including some grammar up to and including the Mastered band).</li> <li>Begin to speak spontaneously (e.g. by giving an unsolicited opinion).</li> </ul>   |
| <b>Secure</b>          | 3    | <ul style="list-style-type: none"> <li>Ask and answer simple questions.</li> <li>Exchange simple opinions.</li> <li>Take part in brief dialogues, using short phrases referring to the present.</li> </ul>  |
| <b>Developing</b>      | 2    | <ul style="list-style-type: none"> <li>Answer simple questions.</li> <li>Give basic information and opinions, using familiar vocabulary. Begin to show awareness of sound patterns.</li> </ul>  |
| <b>Emerging</b>        | 1    | <ul style="list-style-type: none"> <li>Say single words and short phrases with support. Imitate a model of correct pronunciation and intonation.</li> </ul>   |

## Reading

| Band                   | Step | Descriptor  |
|------------------------|------|---|
| <b>Mastered-Gifted</b> | 5    | <ul style="list-style-type: none"> <li>• Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past <b>or</b> future <b>as well as</b> the present.</li> <li>• Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs).</li> <li>• Translate longer sentences into English, showing awareness of familiar grammar (including some grammar up to and including the Mastered-Gifted band, outlined below in the <b><u>Grammar</u></b> section), especially tenses.</li> </ul>   |
| <b>Mastered</b>        | 4    | <ul style="list-style-type: none"> <li>• Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future.</li> <li>• Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems).</li> <li>• Use a bilingual dictionary or glossary to look up unfamiliar words.</li> <li>• Translate simple sentences containing familiar vocabulary and grammar (including some grammar up to and including the Mastered band) into English.</li> </ul> |
| <b>Secure</b>          | 3    | <ul style="list-style-type: none"> <li>• Demonstrate understanding of main points and opinions in short texts using familiar language.</li> <li>• Translate familiar words and short phrases into English.</li> </ul>   |
| <b>Developing</b>      | 2    | <ul style="list-style-type: none"> <li>• Demonstrate understanding of a range of familiar written phrases and opinions.</li> <li>• Match sound to print by reading aloud words and phrases.</li> </ul>  |
| <b>Emerging</b>        | 1    | <ul style="list-style-type: none"> <li>• Demonstrate understanding of familiar written words and phrases.</li> <li>• Read them aloud.</li> </ul>  |

## Writing

| Band                   | Step | Descriptor  |
|------------------------|------|---|
| <b>Mastered-Gifted</b> | 5    | <ul style="list-style-type: none"> <li>• Write short texts giving and seeking information and opinions, referring to the past <b>or</b> future <b>as well as</b> the present.</li> <li>• Translate longer sentences (including some grammar up to and including the Mastered-Gifted band, outlined below in the <b><u>Grammar</u></b> section) into the target language.</li> <li>• Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).</li> </ul> |
| <b>Mastered</b>        | 4    | <ul style="list-style-type: none"> <li>• Write short texts for different purposes using mainly memorised language, referring to the present <b>or</b> the future.</li> <li>• Express opinions and give simple reasons.</li> <li>• Translate simple sentences (including some grammar up to and including the Mastered band) containing familiar words and structures into the target language.</li> <li>• Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.</li> </ul>           |

|                   |   |  |
|-------------------|---|--|
| <b>Secure</b>     | 3 | <ul style="list-style-type: none"> <li>• Write several short sentences with support to give information and express simple opinions.</li> <li>• Translate familiar words and short phrases into the target language.</li> <li>• Generally accurate in using straightforward language and meaning is clear.</li> <li>• Accurate grammar up to and including the Secure band.</li> </ul> |
| <b>Developing</b> | 2 | <ul style="list-style-type: none"> <li>• Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs.</li> <li>• Write some familiar words from memory.</li> <li>• Spelling and accents may not be accurate, but the meaning is clear.</li> <li>• Accurate grammar up to and including the Developing band.</li> </ul>     |
| <b>Emerging</b>   | 1 | <ul style="list-style-type: none"> <li>• Write or copy simple words correctly.</li> <li>• Label items.</li> <li>• Complete short phrases or sentences.</li> <li>• Accurate grammar from Emerging band.</li> </ul>  |

## Grammar

The criteria for grammatical knowledge are language specific.

### French

| Band                   | Step | Descriptor  |
|------------------------|------|---|
| <b>Mastered-Gifted</b> | 5    | <ul style="list-style-type: none"> <li>Understand and use:               <ul style="list-style-type: none"> <li>the perfect tense of regular <i>-er</i> verbs, using <i>avoir</i>;</li> <li>the perfect tense of common irregular verbs: <i>boire, faire, prendre, voir</i>;</li> <li>the present tense of common irregular verbs (full paradigm, plus all plural subject pronouns);</li> <li>two tenses together (present and perfect <b>or</b> present and near future);</li> <li>prepositions followed by <i>de</i> (e.g. <i>à côté de, à droite de, en face de</i>);</li> <li>time expressions for use with the perfect tense (e.g. <i>hier, le weekend dernier, l'année dernière</i>);</li> <li>irregular adjectives (e.g. <i>beau/belle, vieux/vieille</i>);</li> <li>comparative adjectives (<i>plus ... que, moins ... que</i>);</li> <li>regular adverbs;</li> <li>indefinite pronouns (<i>quelqu'un</i>);</li> <li>indefinite adjectives (<i>chaque, quelque</i>);</li> <li>interrogative adjectives: (<i>quel, quelle</i>);</li> <li>the imperfect tense of most common verbs (e.g. <i>j'étais, j'avais</i>).</li> </ul> </li> </ul> |
| <b>Mastered</b>        | 4    | <ul style="list-style-type: none"> <li>Understand and use:               <ul style="list-style-type: none"> <li>the infinitive following verbs of liking (e.g. <i>j'aime + infinitive</i>)</li> <li>modal verbs: the present tense of <i>pouvoir, devoir</i> and <i>vouloir</i>;</li> <li>the present tense of regular verbs (full paradigm);</li> <li>the present tense of reflexive verbs (singular forms only);</li> <li>the near future tense (<i>aller + infinitive</i>);</li> <li>time expressions for use with the near future tense (e.g. <i>demain, ce weekend, ce soir, l'année prochaine</i>);</li> <li>other connectives (e.g. <i>parce que, ou, alors, donc</i>);</li> <li>demonstrative adjectives (<i>ce, cet, cette, ces</i>);</li> <li>use of <i>de</i> after a negative;</li> <li>more common prepositions (e.g. <i>au, à la, à l', aux, du, de la, de l', des</i>);</li> <li>time.</li> </ul> </li> </ul>  |

|                   |   |   |
|-------------------|---|---|
| <b>Secure</b>     | 3 | <ul style="list-style-type: none"> <li>Understand and use:             <ul style="list-style-type: none"> <li>regular adjectives: agreement and position (including plurals);</li> <li>possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses</i>);</li> <li>interrogatives (e.g. <i>comment, quand</i>);</li> <li>the present tense of key irregular verbs: <i>aller, avoir, être, faire</i> (singular forms only);</li> <li>verbs followed by <i>à</i> and <i>de</i> (e.g. <i>jouer au foot, aller à la piscine, faire du sport</i>);</li> <li>simple questions (using <i>est-ce que</i> and <i>qu'est-ce que</i>);</li> <li>the partitive article (<i>du, de la, de l', des</i>);</li> <li>frequency expressions (e.g. <i>quelquefois, tous les jours</i>);</li> <li>modes of address (<i>tu</i> and <i>vous</i>);</li> <li>adverbs of place: <i>ici, là-bas</i>; adverbs of time in the present: <i>aujourd'hui</i>;</li> <li>common simple prepositions: e.g. <i>dans, derrière, sur, sous</i>.</li> </ul> </li> </ul> |
| <b>Developing</b> | 2 | <ul style="list-style-type: none"> <li>Understand and use:             <ul style="list-style-type: none"> <li>regular adjectives (masculine and feminine singular forms only);</li> <li>subject pronouns: <i>je, tu, il, elle, on</i>;</li> <li>verbs of opinion in first person singular, followed by a noun (<i>j'aime, j'adore, je n'aime pas, je déteste</i>);</li> <li>the present tense of regular –er verbs (singular forms only);</li> <li>simple questions: using intonation to change a statement into a question;</li> <li>the simple negative: <i>ne ... pas</i> with present tense verbs</li> <li>simple connectives (<i>et, mais, aussi, puis</i>);</li> <li>intensifiers/qualifiers/quantifiers (<i>très, assez, un peu, trop, beaucoup</i>);</li> <li>dates.</li> </ul> </li> </ul>   |
| <b>Emerging</b>   | 1 | <ul style="list-style-type: none"> <li>Understand the following grammatical terms in English:             <ul style="list-style-type: none"> <li>noun, article, adjective, pronoun, verb, tense.</li> </ul> </li> <li>Understand and use:             <ul style="list-style-type: none"> <li>nouns (singular and plural);</li> <li>gender and articles: definite and indefinite articles (masculine, feminine and plural);</li> <li>key high-frequency verb forms: <i>c'est, j'ai, je suis</i>;</li> <li>numbers.</li> </ul> </li> </ul>  |

## Spanish

| Band                   | Step | Descriptor   |
|------------------------|------|--|
| <b>Mastered-Gifted</b> | 5    | <ul style="list-style-type: none"> <li>Understand and use:               <ul style="list-style-type: none"> <li>the preterite tense of regular <i>-ar, -er</i> and <i>-ir</i> verbs;</li> <li>the preterite tense of <i>ir</i> and <i>ser</i>;</li> <li>two tenses together (present and preterite <b>or</b> present and near/immediate future);</li> <li><i>me gustaría</i> + infinitive</li> <li>comparative and superlative adjectives including <i>mejor, peor, mayor, menor</i>;</li> <li>other negatives: <i>nunca, no... nada</i>;</li> <li>modes of address: <i>tú, vosotros/as, usted, ustedes</i>;</li> <li>past expressions (e.g. <i>el año pasado, el sábado pasado</i>);</li> <li>indefinite pronouns: <i>algo, alguien</i>;</li> <li>adverbs of time and place (e.g. <i>aquí, allí, ahora, ya</i>);</li> <li>disjunctive pronouns: <i>conmigo, para mí</i>;</li> <li>indefinite adjectives: <i>cada, otro, todo, mismo, alguno</i>.</li> </ul> </li> </ul> |
| <b>Mastered</b>        | 4    | <ul style="list-style-type: none"> <li>Understand and use:               <ul style="list-style-type: none"> <li>expressions of opinion followed by the infinitive ( e.g. <i>me gusta mucho, me encanta, no me gusta nada</i>);</li> <li>present tense verbs from 2nd and 3rd steps (plural as well as singular forms);</li> <li>the present tense of <i>estar</i> and use for location;</li> <li>the present tense of <i>querer</i>;</li> <li>the near/immediate future tense (<i>ir a</i> + infinitive)</li> <li>impersonal verbs (most common) (e.g. <i>llueve, nieva, hace sol/frío</i>);</li> <li>other connectives (e.g. <i>porque, cuando</i>);</li> <li>time expressions, including future (e.g. <i>los lunes, por la mañana, a las tres de la tarde, mañana por la tarde</i>).</li> </ul> </li> </ul>  |
| <b>Secure</b>          | 3    | <ul style="list-style-type: none"> <li>Understand and use:               <ul style="list-style-type: none"> <li>common patterns of adjectival agreement (singular and plural): <i>-o, -a, -os, -as</i> plus <i>-e</i> or consonant in singular changing to <i>-es</i> in plural;</li> <li>possessive adjectives: <i>mi/mis, tu/tus, su/sus</i>;</li> <li>the present tense of key irregular verbs (<i>hacer, ir, ser, tener</i>) and the stem-changing verb <i>jugar</i> (singular forms only);</li> <li>expressions of frequency (e.g. <i>a veces, todos los días</i>)</li> <li>simple questions using <i>¿qué?, ¿cómo?, ¿dónde?, ¿te gusta?</i>;</li> <li><i>hay/no hay...</i></li> </ul> </li> </ul>  |
| <b>Developing</b>      | 2    | <ul style="list-style-type: none"> <li>Understand and use:               <ul style="list-style-type: none"> <li>common adjectival agreement (singular forms only): <i>-o, -a</i>;</li> <li>understand and use the present tense of regular <i>-ar, -er</i> and <i>-ir</i> verbs (singular forms only);</li> <li>simple negative using <i>no</i> with regular verbs;</li> <li>simple connectives: <i>y, pero, también</i>;</li> <li>intensifiers/qualifiers: <i>muy, bastante, un poco</i>.</li> </ul> </li> </ul>  |

|                 |   |   |
|-----------------|---|---|
| <b>Emerging</b> | 1 | <ul style="list-style-type: none"> <li>• Understand the following grammatical terms in English: <ul style="list-style-type: none"> <li>• noun, article, adjective, pronoun, verb, tense.</li> </ul> </li> <li>• Understand and use: <ul style="list-style-type: none"> <li>• nouns (singular and plural);</li> <li>• gender and articles: definite and indefinite articles (masculine, feminine and plural);</li> <li>• simple opinions using <i>me gusta</i> and <i>no me gusta</i>;</li> <li>• key high-frequency verb forms: <i>tengo</i>, <i>soy</i>, <i>es</i>.</li> </ul> </li> </ul> |
|-----------------|---|---|

# Music

## Mastered

Students are extremely competent in the skills acquired in music lessons through the year. They take on lead roles in class or group work. Compositional ideas are interesting and effective. Their knowledge and application of theory and aural skills are strong.

## Vocal

- Students are able to sing a solo part with security of tuning, diction and assured projection.
- They pay attention to dynamic contrast and expression that brings the performance to life.
- Will be able to take a leading role in ensemble based singing.

## Theory

- Students are able to identify correct pitch in the treble and bass clef.
- They can identify different rhythms using both the English and American terms.
- They are able to clap rhythms correctly and in time with a count.
- Students will be able to identify different levels of dynamics in music and know the Italian words for each dynamic.
- They will be able to accurately identify instruments of the orchestra by sight and sound.

## Blues

- Students are able to perform the blues chords and the walking bass line either on their own or in pairs with perfect timing.
- Their performance includes an improvised section using exciting rhythms moving in time with the chords.
- Vocals are sung in tune and are in time with the keyboard accompaniment.

## Samba

- Students perform rhythms securely, moving from section to section without hesitation or mistakes.

## Film Music

- Students compose a piece of film music that includes all the elements learnt in class. The music moves in time with each scene and is exciting and effective as a piece of sci-fi film music.

## Listening Skills

- Students are able to identify musical elements and the sections and instruments of the orchestra aurally.
- They can accurately workout pitch in dictation exercises.

## **Secured**

Students are competent in the skills acquired in music lessons through the year. They take on smaller ensemble roles in vocal work. Compositional ideas are interesting and mostly effective. Their knowledge of theory and their aural skills are quite strong.

## **Vocal**

- Students are able to sing with security of tuning, diction and projection as part of a small ensemble.

## **Theory**

- Students are able to identify correct pitch in the treble and bass clef.
- They can identify different rhythms using either the English or American terms.
- They can work out and clap rhythms fairly accurately and know the symbols for each dynamic learnt and most of the Italian words.

## **Blues**

- Students can play either the walking bass line or chords.
- When performing with others, they are mostly in time.
- Vocals are sung in tune and are mostly in time with the keyboard accompaniment.

## **Samba**

- Students perform rhythms securely, moving from section to section with little hesitation or mistakes.

## **Film Music**

- Students compose a piece of film music that includes all the elements learnt in class.
- The music is effective most of the time with the occasional misjudgement.

## **Listening**

- Students are able to identify most of the musical elements and the sections and instruments of the orchestra aurally.
- They can work out most of the notes in dictation exercises.

## **Developing**

Students are quite competent in the skills acquired in music lessons through the year. They work well in large groups. Compositional ideas are quite effective, with some misjudgements. Their knowledge of theory and their aural skills are satisfactory.

### **Vocal**

- Students are able to sing with confidence as part of a large ensemble with attention to tuning and a developing level of projection.

### **Theory**

- Students are able to identify notes of the treble or bass clef.
- They demonstrate knowledge of most rhythms using either the English or American terms.
- They can work out crotchet and quaver rhythms and know the musical symbols for dynamics learnt and some of the Italian words.

### **Blues**

- Students can play either the walking bass line or the chords slowly.
- When performing with others they are in time some of the time.
- Vocals are mostly in tune and occasionally in time with the keyboard accompaniment.

### **Samba**

- Students perform rhythms mostly in time with hesitations between each change of section.

### **Film Music**

- Students compose a piece of film music that includes most of the elements learnt in class.
- The music is quite effective in places with a few misjudgements.

### **Listening**

- Students are able to identify most of the musical elements and of the sections and instruments of the orchestra aurally.
- They can work out some of the notes in dictation exercises.

## **Emerging**

Students have demonstrated some of the skills acquired in music lessons through the year. They work well in large groups. Compositional ideas are quite good, but not always effective, with some misjudgements. Their knowledge of theory and their aural skills are improving.

### **Vocal**

- Students are able to sing mainly in tune but lack projection.
- They will only sing as part of a large ensemble.

### **Theory**

- Students are able to identify some of the notes of the treble or bass clef.
- They know either the English or American rhythmic terms of some of the notes.
- They are aware of crotchet and quaver rhythms and are aware of the symbols for each dynamic learnt.

### **Blues**

- Students can play the chords using one or two notes of the chord only.
- They are occasionally in time with the ensemble.
- Vocals are sometimes in tune and are occasionally in time with the keyboard accompaniment.

### **Samba**

- Students perform rhythms that are occasionally in time with the ensemble.
- Some mistakes may be made when moving between sections.

### **Film Music**

- Students compose a piece of film music that includes some of the elements learnt in class.
- While the music has been programmed into the software, it does not work effectively with the film.

### **Listening**

- Students are able to identify some of the musical elements and some of the sections and instruments of the orchestra aurally.
- They struggle to identify many notes in dictation exercises.

## Physical Education

|                 |  |  |
|-----------------|--|--|
| <b>Mastered</b> | <b>Skills and application</b>              | <ul style="list-style-type: none"> <li>I can select and combined advanced skills, techniques and compositional ideas, adapting them accurately and appropriately to the demands of the activities.</li> <li>I can consistently show precision, control, fluency and originality.</li> </ul>  |
|                 | <b>Tactics &amp; Problem Solving</b>       | <ul style="list-style-type: none"> <li>I can consistently apply advanced strategies, tactics and compositional ideas with proficiency and flair in my own and others' work.</li> <li>I can adapt it appropriately in response to changing circumstances and other performers.</li> <li>I can consistently perform under pressure with appropriate problem solving skills.</li> </ul> |
|                 | <b>Evaluation</b>                          | <ul style="list-style-type: none"> <li>I can analyse and comment on my own and others' work as individuals and team members, showing that I have understood how skills, tactics and composition relate to quality of the performance.</li> <li>I always plan ways to improve my own and other performances.</li> </ul>   |
|                 | <b>Participation &amp; health benefits</b> | <ul style="list-style-type: none"> <li>I can describe the benefits of regular planned activity on health and fitness, and plan their own appropriate exercise and activity programme.</li> <li>I consistently attend extra-curricular sessions.</li> <li>I represent the school and/or local club at a competitive level.</li> </ul>   |
| <b>Secure</b>   | <b>Skills and application</b>              | <ul style="list-style-type: none"> <li>I can select and combine skills, techniques and ideas and apply them accurately and appropriately, showing precision, control and fluency.</li> </ul>   |
|                 | <b>Tactics &amp; Problem Solving</b>       | <ul style="list-style-type: none"> <li>I can understand and describe more advanced tactics and composition.</li> <li>I can start to vary how I respond to tactics and composition without prompting.</li> <li>I can confidently identify and accurately describe specific problems, and provide appropriate solutions and apply them to my work.</li> </ul>                          |
|                 | <b>Evaluation</b>                          | <ul style="list-style-type: none"> <li>I can accurately compare and comment on skills used in my own and others' work, and use this understanding to improve my performance.</li> </ul>  |
|                 | <b>Participation &amp; health benefits</b> | <ul style="list-style-type: none"> <li>I can explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity.</li> <li>I can explain why regular, safe exercise is good for their fitness and health.</li> <li>I show commitment to extra-curricular activities</li> </ul>  |

|                   |  |  |
|-------------------|--|--|
| <b>Developing</b> | <b>Skills and application</b>              | <ul style="list-style-type: none"> <li>I can link skills, techniques and ideas and apply them accurately and appropriately.</li> </ul>   |
|                   | <b>Tactics &amp; Problem Solving</b>       | <ul style="list-style-type: none"> <li>I can identify and understand simple tactics and composition.</li> <li>I can start to vary how I respond to tactics and composition when prompted.</li> <li>I can identify and describe specific problems, and provide some appropriate solutions.</li> </ul> |
|                   | <b>Evaluation</b>                          | <ul style="list-style-type: none"> <li>I can compare and comment on skills used in my own and others' work, and use this understanding to improve my performance.</li> </ul>   |
|                   | <b>Participation &amp; health benefits</b> | <ul style="list-style-type: none"> <li>I can give reasons why warming up before an activity is important.</li> <li>I can identify why physical activity is good for their health.</li> <li>I can perform in a competitive situation.</li> <li>I attend some extra-curricular activities</li> </ul>   |
| <b>Emerging</b>   | <b>Skills and application</b>              | <ul style="list-style-type: none"> <li>I can select and use skills, actions and ideas appropriately, performing them with some co-ordination and control.</li> </ul>   |
|                   | <b>Tactics &amp; Problem Solving</b>       | <ul style="list-style-type: none"> <li>I can identify simple tactics and composition.</li> <li>I can identify simple problems and provide simple solutions.</li> </ul>   |
|                   | <b>Evaluation</b>                          | <ul style="list-style-type: none"> <li>I can talk about differences between my own and others' performances and suggest improvements.</li> </ul>   |
|                   | <b>Participation &amp; health benefits</b> | <ul style="list-style-type: none"> <li>I understand how to exercise safely.</li> <li>I can describe how my body feels during different activities.</li> <li>I show some interest in competition but do not engage with extra-curricular activities</li> </ul>  |

## Religious Studies

|                 | AT1: Learning about religions  | AT2: Learning from religion  |
|-----------------|--|--|
| <b>Mastered</b> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>I have extensive knowledge of different religious and non-religious beliefs and their practices.</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>I can show an extensive understanding of the reason for differences within and between religions and non-religious beliefs.</li> <li>I can show an extensive understanding of the importance of different forms of religious and non-religious expression.</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>I can clearly explain a wide range of sources and explain why they are used differently by different people to provide answers to ultimate questions and ethical issues.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>I can analyse issues and questions of meaning and truth.</li> <li>I can respond critically to religion, spirituality and ethics.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>I can use an extensive range of religious and non-religious vocabulary to show excellent understanding of a range of religions and non-religious beliefs.</li> </ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>I know an extensive range of arguments and examples to explain the links between beliefs, teachings and world issues.</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>I can show an extensive understanding of different views on ultimate and religious questions.</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>I can explain the challenges of belonging to a religion in the modern world and how it may be hard to hold certain values and commitments.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>I can organise evidence, arguments and examples to fully justify my own views and provide a detailed evaluation of the perspectives of others.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>I can use extensive religious and non-religious vocabulary to support the arguments I make.</li> </ul> |

|            |   |   |
|------------|---|---|
| Secure     | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>I have good knowledge of different religious and non-religious beliefs and their practices.</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>I can show good understanding of different reasons why people belong to religions and non-religious belief systems.</li> <li>I can show a good understanding of the importance of different forms of religious and non-religious expression.</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>I can clearly explain a range of religious and non-religious sources are used to provide answers to ultimate and ethical issues.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>I can evaluate reasons for differences and similarities within and between religions and non-religious beliefs.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>I can use a variety of religious and non-religious vocabulary to show good understanding of a range of religions and beliefs.</li> </ul>  | <p><b>Knowledge:</b></p> <p>I can ask a good range of questions and suggest answers to questions about life and religion.</p> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>I can show a good understanding of how beliefs affect my own life and the lives of others.</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>I can explain what inspires and influences myself and others and what may make it hard to belong to a religion.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>I can evaluate the importance of religious and non-religious views about ultimate questions using evidence and examples.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>I can use a good range of religious and non-religious vocabulary to support the arguments I make.</li> </ul> |
| Developing | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>I have some knowledge of different religious and non-religious beliefs and their practices.</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>I can show some understanding of different reasons why people belong to religions and non-religious belief systems.</li> <li>I can show some understanding of the importance of different forms of religious and non-religious expression.</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>I can explain how religions and non-religious beliefs affect a person's life.</li> <li>I can explain how religious and non-religious sources are used to provide answers to ultimate and ethical issues.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>I can form an opinion of why there are similarities and differences between religious and or non-religious beliefs.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>I can use some religious and non-religious vocabulary to show an understanding of religions and beliefs.</li> </ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>I can ask some questions and suggest answers to questions about life and religion.</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>I can show an understanding of how beliefs affect my own life and the lives of others.</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>I can explain what inspires and influences myself and others.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>I can show the importance of religious and non-religious views about ultimate questions using some evidence and examples.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>I can use some religious and non-religious vocabulary to support the arguments I make.</li> </ul>                                 |

|                        |  |  |
|------------------------|--|--|
| <p><b>Emerging</b></p> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I am beginning to gain some knowledge of different religious and non-religious beliefs and their practices.</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• I can begin to recognise different reasons why people belong to religions and non-religious belief systems.</li> <li>• I begin to show some understanding of the importance of different forms of religious and non-religious expression.</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>• I can begin to describe how religious and non-religious sources (holy books, etc.) influence beliefs and affect a person's life.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• I can produce a simple statement about religious and non-religious beliefs and practices.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• I can use simple religious and non-religious vocabulary.</li> </ul> | <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can ask some questions about religious and non-religious beliefs and begin to recognise different answers to these questions.</li> </ul> <p><b>Understanding:</b></p> <ul style="list-style-type: none"> <li>• I can show how my attitudes and behaviour are affected by my values.</li> </ul> <p><b>Explanation:</b></p> <ul style="list-style-type: none"> <li>• I can describe what inspires and influences myself and others.</li> </ul> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• I can recognise the importance of religious and non-religious views.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>• I can use simple religious and non-religious vocabulary to support my answers.</li> </ul> |
|------------------------|--|--|

# Science

## Biology

### Cells & Microbes

| Mastered   | Secure  | Developing  | Emerging  |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>describe how some cells in an organism are specialised/adapted to carry out particular functions</li> </ul> | <ul style="list-style-type: none"> <li>pick out features of a plant cell that differ from an animal cell</li> </ul>   | <ul style="list-style-type: none"> <li>identify specialised features of a cell (e.g. chloroplasts ) and relate these to their function</li> </ul> | <ul style="list-style-type: none"> <li>know all organs are made of cells</li> </ul>   |
| <ul style="list-style-type: none"> <li>explain, with reasons, why a virus is not a cell</li> </ul>   | <ul style="list-style-type: none"> <li>pick out features of a plant cell that are the same as an animal cell</li> </ul>   | <ul style="list-style-type: none"> <li>explain how living things grow through the process of cell division</li> </ul>                             | <ul style="list-style-type: none"> <li>label the main parts of a plant and animal cell, describe the differences between an animal cell and a plant cell</li> </ul> |
| <ul style="list-style-type: none"> <li>interpret secondary sources of information about health issues related to pregnancy.</li> </ul>             | <ul style="list-style-type: none"> <li>distinguish between the process of pollination and fertilisation in flowering plants</li> </ul>                            | <ul style="list-style-type: none"> <li>describe the main functions of the placenta.</li> </ul>  | <ul style="list-style-type: none"> <li>name various organs in a picture of a plant or animal</li> </ul>   |
| <ul style="list-style-type: none"> <li>can use word/symbol equations to compare respiration and combustion</li> </ul>                              | <ul style="list-style-type: none"> <li>describe the stages of the menstrual cycle.</li> </ul>   | <ul style="list-style-type: none"> <li>describe the functions of the previously labelled parts of the human reproductive system.</li> </ul>       | <ul style="list-style-type: none"> <li>recognise pictures of organs</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>relate the structure of egg and sperm to their function.</li> </ul>  | <ul style="list-style-type: none"> <li>find patterns in graphs of diseases</li> </ul>   | <ul style="list-style-type: none"> <li>be able to label diagrams of both the male and female reproductive systems.</li> </ul>                                       |
|  | <ul style="list-style-type: none"> <li>describe the secondary sexual characteristics and the primary reason for these characteristics to be developed.</li> </ul> | <ul style="list-style-type: none"> <li>suggest factors that could improve wine/bread production</li> </ul>  | <ul style="list-style-type: none"> <li>recognise that fertilisation occurs when a sperm meets an egg.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>can identify similarities in aerobic respiration in plants and animals.</li> </ul>   | <ul style="list-style-type: none"> <li>recognise antibiotics are effective against bacteria but not viruses</li> </ul>                            | <ul style="list-style-type: none"> <li>explain how the unborn baby gets the materials needed for healthy growth and development</li> </ul>                          |
|  | <ul style="list-style-type: none"> <li>explain how different conditions can help the growth of bacteria</li> </ul>  |   | <ul style="list-style-type: none"> <li>compare puberty in boys and girls</li> </ul>   |
|  |   |   | <ul style="list-style-type: none"> <li>match pictures and names of fungi, bacteria, viruses and moulds</li> </ul>   |
|  |   |   | <ul style="list-style-type: none"> <li>name some infectious diseases</li> </ul>   |
|  |   |   |   |

## Classification & the Environment

| Mastered   | Secure  | Developing  | Emerging  |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>use secondary data on food chains to construct a food web</li> </ul>  | <ul style="list-style-type: none"> <li>identify and explain some adaptations an organism has and how these give it an advantage in its preferred habitat</li> </ul>   | <ul style="list-style-type: none"> <li>identify and explain some adaptations an organism has and how these give it an advantage in its preferred habitat</li> </ul> | <ul style="list-style-type: none"> <li>identify some differences between habitats</li> </ul>  |
| <ul style="list-style-type: none"> <li>explain how environmental factors can affect some of the features of living things while other features are not affected</li> </ul> | <ul style="list-style-type: none"> <li>predict the consequences of altering the number of organisms in one part of a food web</li> </ul>  | <ul style="list-style-type: none"> <li>describe a number of feeding relationships using a food web</li> </ul>   | <ul style="list-style-type: none"> <li>describe simple feeding relationships using a food chain</li> </ul>                                    |
| <ul style="list-style-type: none"> <li>can explain how/ why changes in a habitat affect specific animals and plants.</li> </ul>  | <ul style="list-style-type: none"> <li>describe some causes of variation between living things</li> </ul>   | <ul style="list-style-type: none"> <li>use written information about organisms to construct a food chain</li> </ul>   | <ul style="list-style-type: none"> <li>construct a food chain from pictures of organisms</li> </ul>   |
| <ul style="list-style-type: none"> <li>can construct models (e.g. pyramids of numbers) from data on food chains and webs.</li> </ul>                                       | <ul style="list-style-type: none"> <li>explain why the classification system of plants and animals does not apply to some organisms</li> </ul>  | <ul style="list-style-type: none"> <li>give a reason why individuals in a species are different from each other</li> </ul>  | <ul style="list-style-type: none"> <li>use keys to be able to group living things</li> </ul>  |
| <ul style="list-style-type: none"> <li>draw pyramids of numbers for given food chains</li> </ul>   | <ul style="list-style-type: none"> <li>able to relate pyramids of numbers to given food chains.</li> </ul>  | <ul style="list-style-type: none"> <li>describe common features of vertebrates and invertebrates</li> </ul>   | <ul style="list-style-type: none"> <li>suggest ways in which species e.g. dogs, humans differ from each other</li> </ul>                      |
| <ul style="list-style-type: none"> <li>suggest reasons for seasonal differences in food webs</li> </ul>  | <ul style="list-style-type: none"> <li>explain how the size of a population depends on a number of resources</li> </ul>   | <ul style="list-style-type: none"> <li>identify some characteristics which are inherited</li> </ul>   | <ul style="list-style-type: none"> <li>explain why a flower head changes the way it faces during the day</li> </ul>                           |
|  | <ul style="list-style-type: none"> <li>can relate changes in a food web/ habitat to changes in the number of animals/ plants.</li> </ul>  | <ul style="list-style-type: none"> <li>apply a simple classification system to a species</li> </ul>   | <ul style="list-style-type: none"> <li>recall the features and characteristics of the main groups of invertebrates and vertebrates</li> </ul> |
|  | <ul style="list-style-type: none"> <li>choose, from a selection, which pyramid represents a given food chain</li> </ul>   | <ul style="list-style-type: none"> <li>can classify plant specimens into the main plant groups (e.g. moss, fern)</li> </ul>   | <ul style="list-style-type: none"> <li>can complete simple food chains.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>describe how changes in the environment may lead to less well adapted organisms being unable to compete and reproduce successfully possibly leading to extinction</li> </ul> | <ul style="list-style-type: none"> <li>produce a food web based on organisms found in a habitat</li> </ul>  | <ul style="list-style-type: none"> <li>use a simple key to identify organisms found during fieldwork</li> </ul>                               |

| Mastered | Secure | Developing  | Emerging   |
|----------|--------|---|--|
|          |        | <ul style="list-style-type: none"> <li>predict the consequences of changing conditions on population numbers</li> </ul>   | <ul style="list-style-type: none"> <li>can give simple relationships between organisms in an environment.</li> </ul> |
|          |        | <ul style="list-style-type: none"> <li>give reasons for differences in observations at two locations e.g. a pond in bright sunlight and a pond in shady conditions</li> </ul>             | <ul style="list-style-type: none"> <li>describe simple adaptations</li> </ul>  |
|          |        | <ul style="list-style-type: none"> <li>can name organisms found in a particular habitat and give a simple description of how they are adapted to the environmental conditions.</li> </ul> |  |
|          |        | <ul style="list-style-type: none"> <li>match food chains to their pyramid shapes</li> </ul>   |  |

## Chemistry

### Reactions

| Mastered   | Secure  | Developing   | Emerging   |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>use secondary sources as evidence to explain how ideas on burning have changed over time- refer to the work of Lavoisier and Priestley</li> </ul> | <ul style="list-style-type: none"> <li>use word equations to describe simple reactions</li> </ul>   | <ul style="list-style-type: none"> <li>describe the tests for carbon dioxide and hydrogen</li> </ul>   | <ul style="list-style-type: none"> <li>label a diagram of the apparatus used to collect and test hydrogen gas</li> </ul> |
| <ul style="list-style-type: none"> <li>have represented some given chemical reactions using symbols</li> </ul>   | <ul style="list-style-type: none"> <li>use observations to decide if a new material has been made</li> </ul>                              | <ul style="list-style-type: none"> <li>predict one of the products of reacting an acid with a metal or a carbonate</li> </ul>                      | <ul style="list-style-type: none"> <li>know that oxygen is needed for burning</li> </ul>                                 |
| <ul style="list-style-type: none"> <li>use evidence where mass appears to be lost in a reaction, to convince somebody that the conservation of mass still holds</li> </ul>               | <ul style="list-style-type: none"> <li>use evidence from practical work to show the conservation of mass in chemical reactions</li> </ul> | <ul style="list-style-type: none"> <li>distinguish between a physical change and a chemical change</li> </ul>                                      | <ul style="list-style-type: none"> <li>name products for some given chemical reactions</li> </ul>                        |
|  | <ul style="list-style-type: none"> <li>use word equations to represent chemical reactions</li> </ul>                                      | <ul style="list-style-type: none"> <li>describe chemical reactions in relation to the products made and the energy changes taking place</li> </ul> | <ul style="list-style-type: none"> <li>describe burning in terms of energy changes</li> </ul>                            |

## Particles

| Mastered  | Secure  | Developing  | Emerging  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>explain how the 'collapsing can' collapses using the gas particle model.</li> </ul>  | <ul style="list-style-type: none"> <li>using the behaviour of particles in a metal bar explain how its length is affected when it is heated.</li> </ul> | <ul style="list-style-type: none"> <li>use a simple particle model of a gas to explain how it causes pressure on the walls of a container</li> </ul>            | <ul style="list-style-type: none"> <li>know that materials can be found as either solid, liquid or gas</li> </ul>                 |
| <ul style="list-style-type: none"> <li>use the particle model of matter to explain how a solvent can be separated from a solute by a process involving a change in state</li> </ul> | <ul style="list-style-type: none"> <li>use a simple particle model to describe the changes that happen in a few common reactions</li> </ul>             | <ul style="list-style-type: none"> <li>use the particle model to explain how a coloured gas mixes with a clear gas</li> </ul>                                   | <ul style="list-style-type: none"> <li>be able to recognise solids, liquids and gases from their particle arrangement.</li> </ul> |
| <ul style="list-style-type: none"> <li>use the pattern of solubility data to predict solubility at higher and lower temperatures</li> </ul>   | <ul style="list-style-type: none"> <li>use a simple model to explain a displacement reaction</li> </ul>   | <ul style="list-style-type: none"> <li>use the particle model to explain how a smell from an open perfume bottle spreads around the room</li> </ul>             | <ul style="list-style-type: none"> <li>know some simple properties of solids, liquids and gases</li> </ul>                        |
| <ul style="list-style-type: none"> <li>make links between the properties of a material and the particles it is made from</li> </ul>   | <ul style="list-style-type: none"> <li>use the particle model of matter to explain why a solution of copper sulphate is blue</li> </ul>                 | <ul style="list-style-type: none"> <li>use knowledge about specific mixtures e.g. sand and water, to suggest how similar mixtures might be separated</li> </ul> | <ul style="list-style-type: none"> <li>describe how to get the salt from salty water</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>given some similar examples, construct the formulae of some simple compounds</li> </ul>  | <ul style="list-style-type: none"> <li>describe the effects of nail varnish remover in terms of particles</li> </ul>                                    | <ul style="list-style-type: none"> <li>explain the meaning of the term 'saturated solution'</li> </ul>  | <ul style="list-style-type: none"> <li>describe some methods used to separate simple mixtures</li> </ul>                          |
| <ul style="list-style-type: none"> <li>classify elements, compounds and mixtures using references to their constituent particles</li> </ul>   | <ul style="list-style-type: none"> <li>explain why mass is conserved when solutions are made</li> </ul>   | <ul style="list-style-type: none"> <li>use the idea of particles to explain what dissolving is</li> </ul>   | <ul style="list-style-type: none"> <li>name some soluble and insoluble solids</li> </ul>  |
| <ul style="list-style-type: none"> <li>represent some compounds by formulae and explain what these mean</li> </ul>  | <ul style="list-style-type: none"> <li>explain how some elements do not fit the general pattern of metals and non-metals</li> </ul>                     | <ul style="list-style-type: none"> <li>use a particle model to show how elements and compounds are different from each other</li> </ul>                         | <ul style="list-style-type: none"> <li>make some generalisations about groups of elements</li> </ul>                              |
| <ul style="list-style-type: none"> <li>use a periodic table to find out the symbol of an element, given its name</li> </ul>   | <ul style="list-style-type: none"> <li>predict the names of chemicals which are made in some simple reactions between two elements</li> </ul>           | <ul style="list-style-type: none"> <li>describe the ways in which elements can vary in their appearance and state</li> </ul>                                    | <ul style="list-style-type: none"> <li>use a key to classify materials</li> </ul>   |
| <ul style="list-style-type: none"> <li>can use simple methods (filtration, distillation) to separate simple mixtures.</li> </ul>  | <ul style="list-style-type: none"> <li>use a particle model to show what happens in a chemical reaction</li> </ul>                                      | <ul style="list-style-type: none"> <li>suggest and use different ways of classifying elements</li> </ul>  | <ul style="list-style-type: none"> <li>sort models into elements or compounds</li> </ul>  |

| <b>Mastered</b>  | <b>Secure</b>   | <b>Developing</b>  | <b>Emerging</b> |
|--|---|--|-----------------|
| <ul style="list-style-type: none"> <li>predict what will be made (element, mixture or compound) when a substance is burnt in oxygen</li> </ul> | <ul style="list-style-type: none"> <li>use a simple model to describe how elements and compounds/mixtures are different</li> </ul>                      | <ul style="list-style-type: none"> <li>use the particle model to help in explaining changes of state</li> </ul>  |                 |
| <ul style="list-style-type: none"> <li>can group named examples into element, mixture and compound</li> </ul>                                  | <ul style="list-style-type: none"> <li>from a given list, recognise whether a substance is an element or compound from its formula or symbol</li> </ul> | <ul style="list-style-type: none"> <li>apply knowledge of elements and compounds to interpret observations i.e. electrolysis</li> </ul>                  |                 |
|  | <ul style="list-style-type: none"> <li>use knowledge about separating mixtures to suggest how other mixtures can be separated.</li> </ul>               | <ul style="list-style-type: none"> <li>use the particle model to represent the differences between mixtures and compounds</li> </ul>                     |                 |
|  | <ul style="list-style-type: none"> <li>explain the difference between compound and mixture</li> </ul>   | <ul style="list-style-type: none"> <li>distinguish between mixtures and pure compounds/ elements by referring to the boiling/ freezing point.</li> </ul> |                 |
|  | <ul style="list-style-type: none"> <li>can identify elements, compounds and mixtures using the particle model</li> </ul>                                |  |                 |

# Physics

## Energy & Electricity

| Mastered  | Secure   | Developing  | Emerging   |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>design a circuit to meet specified criteria using appropriate components in both series and parallel.</li> </ul>             | <ul style="list-style-type: none"> <li>to be able to describe the advantages of parallel circuits in a household lighting circuit</li> </ul>                       | <ul style="list-style-type: none"> <li>alter the brightness of a light bulb by changing a variety of components in a circuit.</li> </ul>                            | <ul style="list-style-type: none"> <li>know the safety rules when using electrical circuits</li> </ul>               |
| <ul style="list-style-type: none"> <li>apply knowledge of a range of energy resources to compare advantages and limitations of their use</li> </ul>                 | <ul style="list-style-type: none"> <li>recognise and give examples of how energy can be transferred by light, sound or electricity</li> </ul>                      | <ul style="list-style-type: none"> <li>describe current flow in both series and parallel circuits and that the total current remains constant.</li> </ul>           | <ul style="list-style-type: none"> <li>construct simple electrical circuits using the appropriate symbols</li> </ul> |
| <ul style="list-style-type: none"> <li>apply abstract ideas to explain the dissipation of energy during energy transfers</li> </ul>                                 | <ul style="list-style-type: none"> <li>describe the operation of a device driven by a renewable energy resource e.g. solar cell, wave generator/turbine</li> </ul> | <ul style="list-style-type: none"> <li>explain the term 'renewable energy resource'</li> </ul>  | <ul style="list-style-type: none"> <li>recognise faults in the design of circuits that will not work.</li> </ul>     |
| <ul style="list-style-type: none"> <li>calculate the cost of running a specific device of known power for a given time</li> </ul>                                   | <ul style="list-style-type: none"> <li>use the conservation of energy to complete simple energy flow diagrams</li> </ul>   | <ul style="list-style-type: none"> <li>use the conservation of energy to complete energy flow diagrams</li> </ul>   | <ul style="list-style-type: none"> <li>name a range of fuels used at home and in industry</li> </ul>                 |
| <ul style="list-style-type: none"> <li>construct a circuit diagram to meet certain criteria (e.g. a household wiring problem)</li> </ul>                            | <ul style="list-style-type: none"> <li>explain why in specific cases the energy transfer process is not 100% efficient</li> </ul>                                  | <ul style="list-style-type: none"> <li>describe how energy from the sun became trapped in oil/coal</li> </ul>   | <ul style="list-style-type: none"> <li>name some renewable energy resources</li> </ul>                               |
| <ul style="list-style-type: none"> <li>explain the differences and similarities between a tungsten filament light bulb and an 'energy saving' light bulb</li> </ul> | <ul style="list-style-type: none"> <li>consider the local environment and give 2 arguments in favour of and 2 against building wind powered generators</li> </ul>  | <ul style="list-style-type: none"> <li>explain why conservation of fuels is important</li> </ul>  | <ul style="list-style-type: none"> <li>recognise that electrical circuits need a power supply</li> </ul>             |
|   |  | <ul style="list-style-type: none"> <li>use a simple model of energy transfer from a battery to components in a circuit</li> </ul>                                   | <ul style="list-style-type: none"> <li>name some energy transfers in everyday changes/toys and devices</li> </ul>    |
|   |  | <ul style="list-style-type: none"> <li>explain the difference between current readings taken around a series circuit and taken around a parallel circuit</li> </ul> | <ul style="list-style-type: none"> <li>state what happens to the current reading in a series circuit</li> </ul>      |
|   |  | <ul style="list-style-type: none"> <li>give a reason why electricity is used widely as a means of transferring energy</li> </ul>                                    | <ul style="list-style-type: none"> <li>recognise the dangers of high voltages</li> </ul>                             |

## Earth & Space

| Mastered  | Secure  | Developing   | Emerging  |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>explain why the pole star does not seem to move</li> </ul>   | <ul style="list-style-type: none"> <li>give two reasons why some stars look brighter than others in the night sky</li> </ul>  | <ul style="list-style-type: none"> <li>use a simple model of the earth orbiting the sun to explain why we have a summer and winter season</li> </ul> | <ul style="list-style-type: none"> <li>know the order of the planets out from the sun</li> </ul>  |
| <ul style="list-style-type: none"> <li>explain why a hot cup of tea will evaporate faster than a cold cup of tea</li> </ul>   | <ul style="list-style-type: none"> <li>describe the conditions you would need to survive on Mars if you were beamed up there from your classroom</li> </ul>   | <ul style="list-style-type: none"> <li>explain, given information, why Neptune and Pluto are the coldest planets</li> </ul>                          | <ul style="list-style-type: none"> <li>describe simple differences between the earth and other planets</li> </ul>                                   |
| <ul style="list-style-type: none"> <li>use a particle model to explain why it is dangerous to heat a sealed container of a liquid or a gas</li> </ul>                     | <ul style="list-style-type: none"> <li>use information from secondary sources (e.g. distances and temperatures) to find patterns in unfamiliar planetary systems</li> </ul>   | <ul style="list-style-type: none"> <li>use knowledge of the orbits of the Earth and Moon around the sun to describe how eclipses occur</li> </ul>    | <ul style="list-style-type: none"> <li>recall that the sun and stars are light sources and the moon reflects light</li> </ul>                       |
| <ul style="list-style-type: none"> <li>consult a range of sources to enable you to evaluate recent information about the origin of the Moon</li> </ul>                    | <ul style="list-style-type: none"> <li>explain where and how convection and conduction are happening, in a cup of tea with a metal spoon in it</li> </ul>   | <ul style="list-style-type: none"> <li>use a particle model to show why a metal spoon is a good conductor of heat</li> </ul>                         | <ul style="list-style-type: none"> <li>complete diagrams which show the apparent movement of the sun across the sky in different seasons</li> </ul> |
| <ul style="list-style-type: none"> <li>calculate your weight on the planets of the solar system, given their gravitational field strength (N/Kg) and your mass</li> </ul> | <ul style="list-style-type: none"> <li>use a range of properties to decide, with reasons, which materials should be used for heating and insulation in a house</li> </ul>   | <ul style="list-style-type: none"> <li>describe how convection currents can be reduced or stopped in a specific situation</li> </ul>                 | <ul style="list-style-type: none"> <li>suggest some uses of good conductors of heat and some good insulators of heat</li> </ul>                     |
|   | <ul style="list-style-type: none"> <li>choose the best thermometer to, decide which one is best to use in three different situations</li> </ul>   | <ul style="list-style-type: none"> <li>use a simple particle model to show the changes, on heating of solid, liquid and gas</li> </ul>               | <ul style="list-style-type: none"> <li>draw an arrow on a to show the direction of energy flow in a spoon in a cup of hot tea</li> </ul>            |
|   | <ul style="list-style-type: none"> <li>explain the meaning of the term 'freezing' when applied to:                             <ul style="list-style-type: none"> <li>magma</li> <li>mercury</li> <li>nitrogen</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>describe how you would distinguish between a good and poor thermal conductor</li> </ul>                       | <ul style="list-style-type: none"> <li>predict that heat energy will flow along metal</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>give some examples of the uses of artificial satellites in orbit in orbit around the Earth and ones that have been sent to other bodies in the solar system</li> </ul>                         | <ul style="list-style-type: none"> <li>decide, with reasons, which has more heat energy: bath at 40°C or a kettle at 100°C</li> </ul>                | <ul style="list-style-type: none"> <li>predict that heat energy will flow along metal</li> </ul>  |

## Subject Contacts

For further information, please contact the following teachers:

|                                |                  |   |
|--------------------------------|------------------|---|
| <b>Art &amp; Design</b>        | Mr A Clarke      | Art & Design: Key Stage 3 Coordinator                 |
| <b>Computer Science</b>        | Miss V McDowell  | Computer Science: Key Stage 3 Coordinator             |
| <b>Design &amp; Technology</b> | Mr S Fowler      | Head of Design & Technology                           |
|                                | Ms J Hardy       | Food Preparation & Nutrition: Key Stage 3 Coordinator |
| <b>English</b>                 | Mrs N Archer     | English: Key Stage 3 Coordinator                      |
| <b>French</b>                  | Mrs L Davis      | Head of French  |
| <b>Geography</b>               | Ms A Reville     | Geography: Key Stage 3 Coordinator                    |
| <b>History</b>                 | Mrs N Ball       | Head of History                                       |
| <b>Mathematics</b>             | Mr T Forshaw     | Head of Mathematics                                   |
| <b>Music</b>                   | Mr J Tuck        | Head of Music   |
| <b>Physical Education</b>      | Mr M Sergeant    | Head of Physical Education                            |
| <b>Religious Studies</b>       | Mrs C Davis      | Acting Head of Religious Studies                      |
| <b>Science</b>                 | Miss C Foreman   | Science: Key Stage 3 Coordinator                      |
| <b>Spanish</b>                 | Miss J Nicholson | Head of Spanish                                       |