



Mayflower High School

Year 8

Assessment without Levels

2019-2020



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Assessment without Levels: Introduction

In response to the changes in the curriculum, Mayflower High School has chosen a mastery approach to assessment in Year 8. 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.

Mastered	Likely to achieve grades 7 to 8 at GCSE
Secure	Likely to achieve grades 5 to 6 at GCSE
Developing	Likely to achieve grades 3 to 4 at GCSE
Emerging	Likely to achieve grades 1 to 2 at GCSE

Students' achievement will be assessed using the 4 main bands each term. Year 8 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 working towards meeting the expectations of the Emerging band.

Students in Year 8 will be assessed according to the following table:

	Code
Mastered - Gifted	G
Mastered	M
Secure	S
Developing	D
Emerging	E
Working Towards	W
Not assessed	N

This terminology will feature in the assessment of students in Year 8 – in exercise books, in tests and in reports. Parents will receive three reports during the course of this year:

- November 2019: Progress Report
- January 2020: Full Report
- July 2020: Progress Report

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

Please be aware that there are different criteria applied in Year 8. These new criteria reflect the increased level of difficulty and challenge expected of Year 8 students. Therefore, there will be higher expectations of what students can achieve in Year 8.

So, a student who achieved Mastered in a subject in Year 7, for example, will be making progress, if he or she were to be assessed as Mastered using the Year 8 criteria.

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 8.

Art & Design

	Develop and record ideas	Technical Skills	Understanding of art history and contextual references	Presenting an informed response
Gifted	You develop, express and realise your ideas in original ways, confidently exploring what you have learnt in class and from your understanding of the creative processes.	You exploit the potential of materials and processes independently, making both intuitive and analytical judgements to develop and realise your intentions in the artwork you produce.	You analyse, engage with and question critical aspects of your own and others' work, identifying how beliefs, values and meanings are expressed and shared. You can adapt these styles in your own work with originality and confidence.	Your intentions are confidently realised in personal outcomes. You demonstrate excellent use of technical skills and thoughtfully present your work with a creative connection to sources.
Mastered	You learn from taking creative risks that help you to form and develop your ideas and, then, help you create purposeful, imaginative work with some originality.	You demonstrate confident understanding and 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.	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.
Secure	You accept creative risks, exploring and experimenting with ideas independently and inventively, using a range of 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 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.

	Develop and record ideas	Technical Skills	Understanding of art history and contextual references	Presenting an informed response
Developing	You take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop your work with confidence.	When designing and making your work, you develop and use some technical knowledge and skills to manipulate 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 make deliberate and methodical visual responses that lead to adequate realisation of intentions. Your personal responses show some connections with ideas and sources.
Emerging	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 work.	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.	You collect and present evidence which shows you are starting to make connections to sources. You show development in realising your intentions through personal responses.

Computer Science

Unit 1: Scratch

Planning	
Emerging	Define what makes a successful computer game
Developing	Sets measureable success criteria for a successful simple computer game
Securing	Explain your choice of sprites and level design
Mastering	Explain your choice of sprites and level design with reference to your target audience
Game making	
Emerging	Creates a functioning game using basic but accurate sequences of simple instructions to control the sprites
Developing	Creates a functioning game which makes use of subroutines and 'forever if' statements
Securing	Creates a functioning game which makes use of more complex variables
Mastering	Creates a functioning game which makes use of more complex variables to control features such as scores or timers
Evaluating	
Emerging	Evaluates the success of their game based on their criteria from their planning
Developing	Takes into account feedback from a fellow student and incorporates these into their evaluation
Securing	Makes changes to their game based on feedback
Mastering	Makes changes to their game based on feedback and includes 'before and after' evidence

Unit 2: Python

Basic program structure	
Emerging	Creates a program that outputs a single word
Developing	Creates a program in python that stores 3 different data types as variables and outputs them
Securing	Can also explain what a variable is
Mastering	Can explain what a variable is and explain what the different data types are used for
IF statements	
Emerging	Creates a basic IF statement which will output an answer with some assistance
Developing	Creates an IF statement that makes use of nested IF to give a wider variety of answers
Securing	Creates a program that makes use of IF and ELIF
Mastering	Can explain why the use of ELIF makes a program more efficient to write and execute
Functions and challenge	
Emerging	Can import 'random' function and use it to output random numbers
Developing	Can use the 'random' function to produce a basic magic 8 ball game with assistance
Securing	Can produce a program that meets the aims of the programming challenge
Mastering	Can evaluate the success of their program against success criteria, using programming specific language and offer suggestions for improvement

Unit 3: e-safety

Planning	
Emerging	Understands the dangers of working online
Developing	Has a storyboard of their e-safety animation
Securing	Has a detailed storyboard of their e-safety animation including how it will be animated
Mastering	Has a detailed storyboard of their e-safety animation including a script
Animation making	
Emerging	Creates basic animation using suitable software, incorporating images and text
Developing	Creates a functioning animation which makes use of the more complex functions of the software
Securing	Creates a fully functioning complex animation that incorporates multimedia
Mastering	Creates a fully functioning complex animation that incorporates multimedia and is professional in style
Evaluating	
Emerging	Evaluates the success of their animation based on their criteria from their planning
Developing	Takes into account feedback from a fellow student and incorporates these into their evaluation
Securing	Makes changes to their animation based on feedback
Mastering	Makes changes to their animation based on feedback and includes 'before and after' evidence

Design & Technology

Design

Mastered

- I have explored a wide range of sources to identify the extensive needs of the user and incorporate them successfully in to my designs.
- I am able to identify all the casting issues.
- I am able to create some aesthetically pleasing and detailed cast keyring designs with an extensive range of links to my chosen culture.
- I am able to use 2D-and 3D-C.A.D. independently and confidently.
- I am able to design an aesthetically pleasing acrylic keyring with a range of links to my chosen culture and a good understanding of the bending process.
- I am able to evaluate all aspects of my keyring and list some detailed improvements.
- I am able to justify the most appropriate design for batch production.
- I am able to design a very creative theme for my battery tester that has an extensive range of links to the customer.

Secure

- I am able to identify most casting issues.
- I am able to create some detailed cast keyring designs with a range of links to my chosen culture.
- I am able to use 2D-and 3D-CAD independently.
- I am able to design an acrylic keyring with a range of links to my chosen culture and a sound understanding of the bending process.
- I am able to consider the most appropriate design for batch production.
- I am able to evaluate all aspects of my keyring and list some detailed improvements.
- I am able to design a creative theme for my battery tester that has a range of links to the customer.

Developing

- I am able, with limited help, to identify some casting issues.
- I am able, with limited help, to create some basic cast keyring designs with some links to my chosen culture.
- I am able, with limited help, to use 2D-and 3D-CAD.
- I am able, with limited help, to design an acrylic keyring with some links to my chosen culture and an understanding of the bending process
- I am able, with limited help, to evaluate some aspects of my keyring and list some improvements.
- I am able to design a theme for my battery tester that has some links to the customer.

Emerging

- I am able, with help, to identify some casting issues.
- I am able, with help, to create some basic cast keyring designs.
- I am able, with help, to use 2D-or 3D-CAD.
- I am able, with help, design an acrylic keyring.

- I am able to design a theme for my battery tester.

Making

Mastered

- I am able to include all aspects of FACE (Function, Appearance, Customer, and Environment) and formulated some additional points.
- I am able to create a detailed specification that is completely relevant and informs my design.
- I am able to write a comprehensively detailed manufacturing diary independently.
- I can select the correct tools and processes independently.
- I can solder some components on to a PCB (printed circuit board) with consistent quality and solve my own problems independently.
- I am able to make my Jitterbug safely independently.
- I am able to justify in detail the priority design specification points.
- I have used manufacturing processes and hand skills with a high level of accuracy and quality independently.
- I am able to make a battery tester showing some quality and precision.

Secure

- I am able to create a detailed specification that is mostly relevant and may inform your design.
- I am able to detail a range of FACE specification points.
- I am able, with limited help, to write a detailed manufacturing diary.
- I can, with limited help, select the correct tools and processes.
- I can, with limited help, solder some components on to a PCB with regular quality and solve problems.
- I am able, with limited guidance, to make my Jitterbug safely.
- I am able to reasonably justify in some detail the priority design specification points.
- I have used, with limited help, manufacturing processes and hand skills with a degree of accuracy and quality.
- I am able to make a battery tester showing some quality

Developing

- I am able to list some relevant specification points.
- I am able to use all of FACE to create some basic specification points.
- I am able, with some help, to write a limited manufacturing diary.
- I can, with some help, select the correct tools and processes.
- I can solder, with some help, some components on to a PCB with limited quality.
- I am able, with some guidance, to make my Jitterbug safely.
- I am able to identify some priority design specification points.
- I have used, with some help, manufacturing processes and hand skills with some accuracy and quality.
- I am able, with limited help, to make a battery tester

Emerging

- I am able, with regular help, to write a limited manufacturing diary.
- I can, with regular help, select the correct tools and processes.
- I can, with regular help, solder some components on to a PCB with limited quality.
- I am able, with regular guidance, to make my Jitterbug safely.
- I am able to use part of FACE to create some basic specification points.
- I have used, with regular help, manufacturing processes and hand skills with limited accuracy and quality
- I am able, with help, to make a battery tester

Technical Knowledge

Mastered

- I am able to identify a comprehensive range of examples of forces.
- I am able to correctly identify a range of compression and tension forces.
- I am able to correctly identify a range struts and ties.
- I am able to suggest in detail how to improve frames and structures including their advantages and disadvantages.
- I am able to explain in about frames in detail.
- I am able to program, independently, the Crumbot to move accurately forwards, backwards, left and right.
- I am able to match the motors speed independently.
- I am able to program, independently, the robot to move accurately in a predetermined path.

Secure

- I am able to identify a range of examples of forces
- I am able to correctly identify a range of compression and tension forces
- I am able to correctly identify a range struts and ties
- I am able to suggest how to improve frames and structures
- I am able to explain in about frames in detail
- I am able, with limited help, to match the motors speed
- I am able, with limited help, to program the Crumbot to move forwards, backwards, left and right
- I am able to program, with limited help, the robot to move in a predetermined path.

Developing

- I am able, with limited help, to identify some examples of forces.
- I am able, with limited help, to identify some compression and tension forces.
- I am able, with limited help, to identify some struts and ties.
- I am able, with limited help, to explain a little detail about frames.
- I am able, with some help, to program both motors.

- I am able, with some help, to program the Crumbot to move forwards and backwards.

Emerging

- I am able, with limited help, to identify some examples of forces
- I am able, with limited help, to identify some compression and tension forces
- I am able, with limited help, to identify some struts and ties
- I am able, with limited help, to explain a little detail about frames
- I am able, with limited help, to program both motors
- I am able, with limited help, to program the Crumbot to move forwards and backwards.

Evaluating

Mastered

- I am able to gather an extensive range of useful feedback from peers.
- I have made a range of detailed and justified considerations of the context and customer.
- I am able to identify a range of detailed and justified improvements for the Jitterbug.
- I am able to test and critically evaluate my battery tester using a range of keywords and suggesting a range of improvements.

Secure

- I am able to gather a range of useful feedback from peers.
- I have made a range of considerations to the context and customer.
- I am able to identify a range of improvements for the Jitterbug.
- I am able to test and evaluate my battery tester using a range of keywords and suggesting some improvements.

Developing

- I am able to gather some useful feedback from peers.
- I have made some consideration of the context and customer.
- I am able to identify some improvements for the Jitterbug.
- I am able, with limited help, to test and evaluate my battery tester.

Emerging

- I am able, with help, to gather limited useful feedback from peers.
- I have included little reference to the context and customer.
- I am able, with help, to identify some improvements for the Jitterbug.
- I am able, with help, to test my battery tester.

Food & Nutrition

How to use nutrition information and allergy advice panels on food labels to help make informed food choices:

Mastered	Demonstrate independently the ability to use nutrition information and allergy advice panels on food labels to help make informed food choices.
Secure	Demonstrate the ability to use nutrition information and allergy advice panels on food labels to help make informed food choices.
Developing	Demonstrate a moderate ability to use nutrition information and allergy advice panels on food labels to help make informed food choices.
Emerging	Demonstrate some knowledge of how to use nutrition information and allergy advice panels on food labels to help make informed food choices.

How to compare the cost of food when planning to eat out or cook at home:

Mastered	Independently demonstrate the ability to work out and compare the cost of food when planning to eat out or cook at home.
Secure	Demonstrate the ability to work out and compare the cost of food when planning to eat out or cook at home.
Developing	Demonstrate a moderate ability to work out the cost of a food product.
Emerging	Demonstrate some ability to work out the cost of some ingredients of a food product.

That food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade:

Mastered	Independently demonstrate an in-depth knowledge that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.
Secure	Demonstrate the knowledge that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.
Developing	Demonstrate moderate knowledge that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.
Emerging	Demonstrate limited knowledge that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.

The importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight:

Mastered	Independently have the knowledge of the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.
Secure	Demonstrate the ability to the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.
Developing	Demonstrate a moderate ability of the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.

Emerging	Demonstrate some knowledge of the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight.
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English

Mastered

Writing

Content

- Develops a convincing individual voice
- Chooses formal or informal writing to have an effect on the reader
- Choose an appropriate form for audience and purpose
- Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful linguistic devices.

Organisation

- Organises writing to impact on the reader
- Coherent paragraphs with integrated discourse markers clearly showing purpose using topic sentences
- Control sentence structure to have an effect on the reader.

Reading

- Brings together information from different texts or different places within one text.
- Uses short well-chosen quotations
- Explores different meanings a text may have.
- Explores how a theme or purpose is shown across the whole text
- Explores the writers' choice of structural details
- Makes an overall personal interpretation of how the writer presents ideas
- Begins to analyse how the writer uses language
- Comments on how language techniques have an effect on the reader
- Uses quotations to show purpose and viewpoints in a text
- Begins to understand how writer's techniques achieve certain effects
- Comments on the typical features of a text from a different time or place
- Analyses how different readers may respond to or interpret the same text

Secure

Writing

Content

- Clear view established with a developing voice
- Generally appropriate use of formal or informal language
- Uses features that are appropriate to form
- Ideas are developed with imaginative detail

Organisation

- Range of connectives link paragraphs
- Secure use of paragraphing
- Paragraphs clearly show purpose, using topic sentences
- Links between paragraphs
- Uses some features to show the direction of writing

Reading

- Has a clear understanding of the text
- Selects appropriate, well-chosen quotations
- Uses PEE securely
- Shows understanding of the whole text
- Explains structural elements, including the effect of structure and why the text is organised in the way it is
- Able to identify features of language
- Uses appropriate terminology to comment on writers' techniques
- Able to explain the effect on the reader, using examples
- Explains the importance of contextual issues
- Explains similarities and differences between texts

Developing

Writing

Content

- Starts to show an individual voice
- Ideas are developed in detail
- Style matches the task
- Shows clear understanding of purpose
- Maintains a point of view

Organisation

- Organises writing into paragraphs
- Some connectives are used
- The main idea is developed
- Generally consistent tense used

Reading

- Has a reasonably clear understanding of the text and selects some relevant information to support this.
- Begins to use PEE
- Identifies structural features and can make comments to show understanding
- Explains the use of words and begins to identify the effect they have
- Explain the overall purpose of a text
- Understands and begins to explain how the reader feels
- Makes general comments about similarities and differences
- Shows some comments on the background and setting of a text

Emerging

Writing

Content

- Chooses words to suit the writing style
- An idea is established
- Uses a generally appropriate style
- Uses relevant ideas

Organisation

- Ideas are organised by clustering related points or in time sequence
- Sentences are joined using simple connectives
- Uses a logical order but direction is not always clear

Reading

- Selects relevant information to support comments
- Can skim text to find information
- Correctly comments on clues given in the text, most of the time
- Uses different parts of a text to answer
- Identifies the way in which a writer has ordered a piece of work
- Understands why certain words have been used, but not clearly explained
- Provides simple comments on the main purpose of the text and offers personal comments on the way the reader feels
- Shows understanding of similarities and differences between texts

Geography

Year 8 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 achieved 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.

	Geographical knowledge	Understanding	Skills
Mastered	<ul style="list-style-type: none"> I can describe and explain in detail the physical and human characteristics of a range of places. I can analyse the physical and human features of different places at a local scale and explain reasons for the locations of some of these features. I can draw on my knowledge of a wide range of locations, contexts and scales when explaining the characteristics of places. 	<ul style="list-style-type: none"> I can fully describe and explain how people can improve or damage environments. I can fully describe some actions people take to improve and sustain environments that they have damaged. I can evaluate different approaches to managing environments. I can explain how physical and human processes interact to create diversity and change in places. I can analyse geographical interconnections in a range of locations and contexts and at different scales. I can identify and begin to explain the links that make environments interdependent. I have a detailed and advanced understanding of places, people and environments and am able to make links between these. 	<ul style="list-style-type: none"> I can use a wide variety of map and atlas skills (i.e. 4-and 6- figure grid references). I can use evidence from maps to support answers I can give several reasons for patterns seen on maps. I have some understanding of what a geographic information system (GIS) is.
Secure	<ul style="list-style-type: none"> I have extensive knowledge relating to the locations of a wide range of world locations and places. I can describe and explain in detail the physical and human characteristics of a range of places. 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. I can draw on a range of locations, contexts and scales in explanations of the characteristics of places. 	<ul style="list-style-type: none"> I can describe and explain how people can improve or damage environments. I can describe some actions people take to improve and sustain environments that they have damaged. I can compare different approaches to managing environments. I can explain how physical and human processes interact to create diversity and change in places. I can analyse geographical interconnections in a range of locations and contexts and at different scales. I can identify links that make environments interdependent. I have a detailed and secure understanding of places, people and environments and am able to make links between these. 	<ul style="list-style-type: none"> I can use a variety of map and atlas skills confidently (i.e. 4- and 6-figure grid reference). I am able to use evidence from maps to support written answers. I may be able to provide reasons for patterns on maps.

	Geographical knowledge	Understanding	Skills
Developing	<ul style="list-style-type: none"> • I can confidently identify a range of world locations and places. • I can describe and explain physical and human characteristics of a range of places. • 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. • I can describe places in a wider locational context. 	<ul style="list-style-type: none"> • I can describe and begin to explain how people can improve or damage environments. • I can identify some actions people take to improve and sustain environments that they have damaged. • I can identify how physical and human activities cause environments to change and affect people's lives. • I can begin to explain sustainable development and recognise different views • I can describe geographical patterns. • I have a good understanding of places, people and environments and am able to make links between these. 	<ul style="list-style-type: none"> • I can use a variety of map and atlas skills. • I can confidently use 4-figure grid references and begin to use 6-figure grid references. • I can use data from maps to begin to support my written work.
Emerging	<ul style="list-style-type: none"> • I can identify a range of world locations and places. • I can describe and begin to explain physical and human features of different places. • I can compare the physical and human features of different places at a local scale. • I can locate places that are studied. 	<ul style="list-style-type: none"> • I can describe how people can improve or damage environments. • I can make simple connections between processes and their impact on environments. • I can describe ways in which the lives of people are affected and changed by physical and human processes. 	<ul style="list-style-type: none"> • I have an understanding of basic map skills such as, 4-figure grid references, keys/ symbols and colour coding.

	Year 8 Enquiry and Fieldwork Skills
Mastered	<ul style="list-style-type: none"> • Identify, plan and carry out independent enquiry; • Use a wide range of primary and secondary evidence which relates to your enquiry; • Analyse evidence and draw detailed conclusions; • Fieldwork is completed independently; • Fully explain geographical processes and patterns; • Use map skills and GIS confidently; • Geographical terms are used within all work; • Spelling, Punctuation and Grammar (SPAG) is excellent.
Secure	<ul style="list-style-type: none"> • Plan and develop enquiry independently; • Use a range of primary and secondary evidence; • Design methods of data collection; • Analyse evidence in detail and draw conclusions; • Prepare, carry out and evaluate fieldwork; • Fully explain some geographical processes and patterns; • Use a range of map skills confidently; • Use a wide range of geographical terms; • SPAG is good.
Developing	<ul style="list-style-type: none"> • Start to plan your own enquiry; • Use primary and secondary evidence; • Start to design some data collection methods; • Analyse evidence clearly and draw conclusions; • Prepare and carry out fieldwork tasks with some evaluation; • Clearly explain some geographical processes and patterns; • Use a range of map skills; • Use a range of geographical terms; • SPAG shows some mistakes.
Emerging	<ul style="list-style-type: none"> • Use your own questions in enquiry; • Begin to use primary and secondary evidence; • Collect and record evidence independently; • Analyse evidence and draw conclusions; • Prepare and carry out fieldwork tasks with simple evaluation; • Explain some geographical processes and patterns; • Use basic map skills confidently; • Use some geographical terms in your work; • SPAG requires improvement.

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 analyse the reasons why change does not always mean progress.
- **Skill B** - I can analyse why some causes and consequences are more or less important.
- **Skill C** - I can analyse sources and explain how their nature, origin and purpose impacts on their reliability.
- **Combined** - I can use knowledge and understanding to support my analysis.

Securing

- **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.

Developing

- **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.

Emerging

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

Mathematics

Core Content (Below is a summary of the key topics that will be covered this year.)			
Number Multiplication and division Squares, cubes, roots Rules of indices Negative numbers Place value Rounding and estimating Fractions, percentages and decimals Standard form Ratio	Algebra Quadratics and cubics Quadratic nth term Simplifying expressions Expanding and factorising Inequalities Linear equations Trial and improvement Beyond Pythagoras	Shape and space Standard constructions Pythagoras Nets, plans and elevations Surface area Volume Area and circumference of circles Conversion of units Symmetry Enlargement, reflection and rotation Open box investigation	Handling data Probability Pie charts 3-dice investigation Scatter diagrams Cumulative frequency Cars Maths in Motion
Band	Descriptor		
Gifted(G)	<ul style="list-style-type: none"> 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. 		
Mastered(M)	<ul style="list-style-type: none"> Has a very good understanding of every aspect of the year's scheme of work. 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-solving skills and patience for tackling unfamiliar problems. 		
Secure(S)	<ul style="list-style-type: none"> Has a good understanding of much of the year's scheme of work. 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. 		
Developing(D)	<ul style="list-style-type: none"> Has a moderate understanding of much of the year's scheme of work. 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. 		
Emerging(E)	<ul style="list-style-type: none"> Has some understanding of the year's scheme of work. Has some knowledge of the key facts, has some understanding of the key techniques. Work is minimal and or/poorly presented; pupil has limited desire or patience for tackling new problems. 		

Modern Languages: French & Spanish

Listening

Band	Step	Descriptor
Mastered	6	<ul style="list-style-type: none"> • Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly (including some grammar up to and including the Mastered band, detailed below). • Transcribe sentences.
Secure	5	<ul style="list-style-type: none"> • Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly (including some grammar up to and including the Secure band). • Transcribe short sentences.
Developing	4	<ul style="list-style-type: none"> • 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 Developing band). • Transcribe short phrases.
Emerging	3	<ul style="list-style-type: none"> • Demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. • Transcribe familiar words.

Speaking

Band	Step	Descriptor
Mastered	6	<ul style="list-style-type: none"> • Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. • Use a range of common vocabulary and grammatical structures (including grammar up to and including the Mastered band). • Demonstrate spontaneity by asking unsolicited questions, and expand answers. • Use increasingly accurate pronunciation and intonation.
Secure	5	<ul style="list-style-type: none"> • Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. • Demonstrate spontaneity by asking some unsolicited questions. • Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures (including some grammar up to and including the Secure band). • Use increasingly accurate pronunciation and intonation.
Developing	4	<ul style="list-style-type: none"> • Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. • Describe and give information in short dialogues using familiar vocabulary and common grammatical structures (including some grammar up to and including the Developing band). • Begin to speak spontaneously (e.g. by giving an unsolicited opinion).
Emerging	3	<ul style="list-style-type: none"> • Ask and answer simple questions. • Exchange simple opinions. • Take part in brief dialogues, using short phrases referring to the present.

Reading

Band	Step	Descriptor
Mastered	6	<ul style="list-style-type: none"> • Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. • Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). • Translate short passages containing a variety of tenses, vocabulary and grammatical structures (including some grammar up to and including the Mastered band) into English.
Secure	5	<ul style="list-style-type: none"> • Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. • Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). • Translate longer sentences into English, showing awareness of familiar grammar (including some grammar up to and including the Secure band), especially tenses.
Developing	4	<ul style="list-style-type: none"> • Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. • Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). • Use a bilingual dictionary or glossary to look up unfamiliar words. • Translate simple sentences containing familiar vocabulary and grammar (including some grammar up to and including the Developing band) into English.
Emerging	3	<ul style="list-style-type: none"> • Demonstrate understanding of main points and opinions in short texts using familiar language. • Translate familiar words and short phrases into English.

Writing

Band	Step	Descriptor
Mastered	6	<ul style="list-style-type: none"> • Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. • Use style and register appropriately in familiar settings. • Translate longer sentences containing linked ideas (including some grammar up to and including the Mastered band) into the target language. • Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).
Secure	5	<ul style="list-style-type: none"> • Write short texts giving and seeking information and opinions, referring to the past or future as well as the present. • Translate longer sentences (including some grammar up to and including the Secure band) into the target language. • Mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).
Developing	4	<ul style="list-style-type: none"> • Write short texts for different purposes using mainly memorised language, referring to the present or the future. • Express opinions and give simple reasons. • Translate simple sentences (including some grammar up to and including the Developing band) containing familiar words and structures into the target language. • Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.
Emerging	3	<ul style="list-style-type: none"> • Write several short sentences with support to give information and express simple opinions. • Translate familiar words and short phrases into the target language. • Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs.

Grammar

The criteria for grammatical knowledge are language-specific.

French

Band	Step	Descriptor
Mastered	6	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> • The perfect tense with <i>être</i> • The present tense of regular reflexive verbs (full paradigm) • Three tenses together (present, perfect and near future) • <i>Je voudrais</i> + infinitive • <i>Il faut</i> + infinitive • The imperative (<i>tu</i> and <i>vous</i> forms) • Superlative adjectives (<i>le/la/les plus/moins ...; le/la meilleur(e)/les meilleur(e)s</i>) • Plural possessive adjectives: <i>notre/nos, votre/vos, leur/leurs</i> • Common adverbial phrases • Interrogative verb forms (e.g. <i>parlez-vous anglais? vous parlez anglais? parle-t-il anglais? est-ce que vous parlez anglais? vous parlez anglais, n'est-ce pas?</i>)
Secure	5	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> • The perfect tense of regular <i>-er</i> verbs, using <i>avoir</i> • The perfect tense of common irregular verbs: <i>boire, faire, prendre, voir</i> • The present tense of common irregular verbs (full paradigm, plus all plural subject pronouns) • Two tenses together (present and perfect or present and near future) • Prepositions followed by <i>de</i> (e.g. <i>à côté de, à droite de, en face de</i>) • Time expressions for use with the perfect tense (e.g. <i>hier, le weekend dernier, l'année dernière</i>) • Irregular adjectives (e.g. <i>beau/belle, vieux/vieille</i>) • Comparative adjectives (<i>plus ... que, moins ... que</i>) • Regular adverbs • Indefinite pronouns (<i>quelqu'un</i>) • Indefinite adjectives (<i>chaque, quelque</i>) • Interrogative adjectives: (<i>quel, quelle</i>) • The imperfect tense of most common verbs (e.g. <i>j'étais, j'avais</i>)
Developing	4	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> • The infinitive following verbs of liking (e.g. <i>j'aime</i> + infinitive) • Modal verbs: the present tense of <i>pouvoir, devoir</i> and <i>vouloir</i> • The present tense of regular verbs (full paradigm) • The present tense of reflexive verbs (singular forms only) • The near future tense (<i>aller</i> + infinitive) • Time expressions for use with the near future tense (e.g. <i>demain, ce weekend, ce soir, l'année prochaine</i>) • Other connectives (e.g. <i>parce que, ou, alors, donc</i>) • Demonstrative adjectives (<i>ce, cet, cette, ces</i>) • Use of <i>de</i> after a negative • More common prepositions (e.g. <i>au, à la, à l', aux, du, de la, de l', des</i>) • Time

Emerging	3	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> • Regular adjectives: agreement and position (including plurals); • Possessive adjectives (<i>mon/ma/mes, ton/ta/tes, son/sa/ses</i>) ; • Interrogatives (e.g. <i>comment, quand</i>) ; • The present tense of key irregular verbs: <i>aller, avoir, être, faire</i> (singular forms only) ; • Verbs followed by <i>à</i> and <i>de</i> (e.g. <i>jouer au foot, aller à la piscine, faire du sport</i>) ; • Simple questions (using <i>est-ce que</i> and <i>qu'est-ce que</i>) ; • The partitive article (<i>du, de la, de l', des</i>) ; • Frequency expressions (e.g. <i>quelquefois, tous les jours</i>) ; • Modes of address (<i>tu</i> and <i>vous</i>) ; • Adverbs of place: <i>ici, là-bas</i>; <i>adverbs of time in the present: aujourd'hui</i> ; • Common simple prepositions: e.g. <i>dans, derrière, sur, sous</i>
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Spanish

Band	Step	Descriptor
Mastered	6	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> • The preterite tense of common irregular verbs (<i>hacer, tener, ver</i>) and stem-changing verbs (<i>jugar, sacar</i>) • The present tense of <i>poder</i> • <i>Se puede</i> + infinitive • <i>Se debe/No se debe</i> + infinitive • <i>Tener que</i> and <i>hay que</i> + infinitive • The imperative (<i>tú</i> form only) • The present tense of reflexive verbs (singular forms only) • Three tenses together (present, preterite and near/immediate future) • <i>Me duele/Me duelen</i> + noun • Demonstrative adjectives: <i>este/esta/estos/estas</i> • Questions using a range of question words: <i>¿quién?, ¿adónde?, ¿por qué?, ¿cuándo?, ¿cuánto?, ¿cuál?</i> • Prepositions <i>por</i> and <i>para</i>
Secure	5	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> • the preterite tense of regular <i>-ar,-er</i> and <i>-ir</i> verbs; • the preterite tense of <i>ir</i> and <i>ser</i>; • two tenses together (present and preterite or present and near/immediate future); • <i>me gustaría</i> + infinitive; • comparative and superlative adjectives including <i>mejor, peor, mayor, menor</i>; • other negatives: <i>nunca, no... nada</i>; • modes of address: <i>tú, vosotros/as, usted, ustedes</i>; • past expressions (e.g. <i>el año pasado, el sábado pasado</i>); • indefinite pronouns: <i>algo, alguien</i>; • adverbs of time and place (e.g. <i>aquí, allí, ahora, ya</i>); • disjunctive pronouns: <i>conmigo, para mí</i>; • indefinite adjectives: <i>cada, otro, todo, mismo, alguno</i>.

<p>Developing</p>	<p>4</p>	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> • expressions of opinion followed by the infinitive (e.g. <i>me gusta mucho, me encanta, no me gusta nada</i>); • present tense verbs from 2nd and 3rd steps (plural as well as singular forms); • the present tense of <i>estar</i> and use for location; • the present tense of <i>querer</i>; • the near/immediate future tense (<i>ir a + infinitive</i>) • impersonal verbs (most common) (e.g. <i>llueve, nieva, hace sol/frío</i>); • other connectives (e.g. <i>porque, cuando</i>); • time expressions, including future (e.g. <i>los lunes, por la mañana, a las tres de la tarde, mañana por la tarde</i>).
<p>Emerging</p>	<p>3</p>	<ul style="list-style-type: none"> • Understand and use: <ul style="list-style-type: none"> • common patterns of adjectival agreement (singular and plural): -o, -a, -os, -as plus -e or consonant in singular changing to -es in plural; • possessive adjectives: <i>mi/mis, tu/tus, su/sus</i>; • the present tense of key irregular verbs (<i>hacer, ir, ser, tener</i>) and the stem-changing verb <i>jugar</i> (singular forms only); • expressions of frequency (e.g. <i>a veces, todos los días</i>) • simple questions using <i>¿qué?, ¿cómo?, ¿dónde?, ¿te gusta?</i>; • <i>hay/no hay...</i>

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 will be able to independently sing a vocal harmony part with accuracy and confidence when singing as part of an ensemble
- Students will take on a lead role in directing the vocal rehearsal of their group

They pay attention to the balance of parts

Analysis

- Students will be able to accurately identify and explain musical features of works studied in class and accurately apply this knowledge to unprepared works

Musical Futures

- Students will be able to play at least three instruments to Platinum Award level

Digital Music Production and Composition

- Students will have programmed a variety of appropriate drum rhythms, a bass line and a chord sequence that is musically satisfying.
- The piece of music will be balanced appropriately in regards to texture/layering
- Students have used automation and effects to enhance the music

Secure

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 will be able to sing vocal harmony lines as part of a smaller ensemble
- Students will be able to hold their harmony line through the majority of the performance

Analysis

- Students will be able to accurately identify and explain musical features of works studied in class

Musical Futures

- Students will be able to play at least three instruments to Gold Award level

Digital Music Production and Composition

- Students will have programmed an appropriate drum track, bass line and chord sequence that is musically satisfying
- Students have used texture/layering in a satisfying way
- Automation and effects and been used accurately

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 misjudgments. Their knowledge of theory and their aural skills are satisfactory.

Vocal

- Students will be able to sing vocal harmony lines in an ensemble when supported as part of a bigger group
- Students can hold their harmony line some of the time if singing as part of a smaller ensemble

Analysis

- Students will be able to identify and explain some of the musical features of works studied in class

Musical Futures

- Students will be able to play at least three instruments to Silver Award level

Digital Music Production and Composition

- Students will be able to program an appropriate drum track and either a bass line or chord line that is musically satisfying
- Texture/layering has been implemented and creates some interest

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 will be able to sing vocal harmony lines when isolated from the ensemble

Analysis

- Students will be able to identify some of the musical features of works studied in class

Musical Futures

- Students will be able to play at least three instruments to Bronze Award level

Digital Music Production and Composition

- Students will be able to program a drum beat and either a bass line or chord line
- Texture/layering has been implemented in a simple way

Physical Education

Mastered	Skills and application	<ul style="list-style-type: none"> I can select and combine skills, techniques and ideas and apply them accurately and appropriately, showing precision, control and fluency.
	Tactics & Problem Solving	<ul style="list-style-type: none"> I can understand and describe more advanced tactics and composition. I can start to vary how I respond to tactics and composition without prompting. I can confidently identify and accurately describe specific problems, and provide appropriate solutions and apply them to my work.
	Evaluation	<ul style="list-style-type: none"> I can accurately compare and comment on skills used in my own and others' work, and use this understanding to improve my performance.
	Participation & health benefits	<ul style="list-style-type: none"> I can explain how the body reacts during different types of exercise and warm up and cool down in ways that suit the activity. I can explain why regular, safe exercise is good for fitness and health. I show commitment to extra-curricular activities.
Secure	Skills and application	<ul style="list-style-type: none"> I can link skills, techniques and ideas and apply them accurately and appropriately.
	Tactics & Problem Solving	<ul style="list-style-type: none"> I can identify and understand simple tactics and composition. I can start to vary how I respond to tactics and composition when prompted. I can identify and describe specific problems, and provide some appropriate solutions.
	Evaluation	<ul style="list-style-type: none"> I can compare and comment on skills used in my own and others' work, and use this understanding to improve my performance.
	Participation & health benefits	<ul style="list-style-type: none"> I can give reasons why warming up before an activity is important. I can identify why physical activity is good for health. I can perform in a competitive situation. I attend some extra-curricular activities.

Developing	Skills and application	<ul style="list-style-type: none"> • I can select and use skills, actions and ideas appropriately, performing them with some co-ordination and control.
	Tactics & Problem Solving	<ul style="list-style-type: none"> • I can identify simple tactics and composition. • I can identify simple problems and provide simple solutions.
	Evaluation	<ul style="list-style-type: none"> • I can talk about differences between my own and others' performances and suggest improvements.
	Participation & health benefits	<ul style="list-style-type: none"> • I understand how to exercise safely. • I can describe how my body feels during different activities. • I show some interest in competition, but do not engage with extra-curricular activities.
Emerging	Skills and application	<ul style="list-style-type: none"> • I can use skills, actions and ideas appropriately, performing them with limited co-ordination and control.
	Tactics & Problem Solving	<ul style="list-style-type: none"> • I can identify simple problems and provide simple solutions.
	Evaluation	<ul style="list-style-type: none"> • I can spot some differences between my own and others' performances.
	Participation & health benefits	<ul style="list-style-type: none"> • I know why it is important to warm up and cool down. • I show some interest in competition, but do not engage with extra-curricular activities.

Religious Studies

	AT1: Learning about religions	AT2: Learning from religion
Mastered	<p>Knowledge:</p> <ul style="list-style-type: none"> I have extensive knowledge of different religious and non-religious beliefs and their practices. <p>Understanding:</p> <ul style="list-style-type: none"> I can show an extensive understanding of the reasons for differences within and between religions and non-religious beliefs and how this impacts their practices. <p>Explanation:</p> <ul style="list-style-type: none"> I can clearly explain the links between a wide range of sources and explain why they are used differently by different people to provide answers to ultimate questions and ethical issues. <p>Evaluation:</p> <ul style="list-style-type: none"> I can analyse issues and questions of meaning and truth. I can respond critically to religion, spirituality and ethics. <p>Literacy:</p> <ul style="list-style-type: none"> 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. 	<p>Knowledge:</p> <ul style="list-style-type: none"> I know an extensive range of arguments and examples to explain the links between beliefs, teachings and world issues. <p>Understanding:</p> <ul style="list-style-type: none"> I can show an extensive understanding of different views on ultimate and religious questions as well as what has influenced them and how they impact modern society. <p>Explanation:</p> <ul style="list-style-type: none"> I can accurately explain the benefits and challenges of different beliefs and practices in the modern world and explain their impact/importance to individuals and wider society. <p>Evaluation:</p> <ul style="list-style-type: none"> I can organise evidence, arguments and examples to fully justify my own views and provide a detailed and clear evaluation of the perspectives of others that leads to a logical conclusion. <p>Literacy:</p> <ul style="list-style-type: none"> I can use extensive religious and non-religious vocabulary to support the arguments I make.

<p>Secure</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • I have detailed knowledge of different religious and non-religious beliefs and their practices. <p>Understanding:</p> <ul style="list-style-type: none"> • I can show an extensive understanding of the differences within and between religions and non-religious beliefs and their practices. <p>Explanation:</p> <ul style="list-style-type: none"> • I can clearly explain a wide range of sources and explain how they are used differently by different people to provide answers to ultimate questions and ethical issues. <p>Evaluation:</p> <ul style="list-style-type: none"> • I can evaluate the comparative importance and impact of different religious and non-religious beliefs and practices with reference to specific evidence. <p>Literacy:</p> <ul style="list-style-type: none"> • I can use a varied range of religious and non-religious vocabulary to show excellent understanding of a range of religions and non-religious beliefs. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • I know a good range of arguments and examples to explain the links between beliefs, teachings and world issues. <p>Understanding:</p> <ul style="list-style-type: none"> • I can show an extensive understanding of different views on ultimate and religious questions and their impact. <p>Explanation:</p> <ul style="list-style-type: none"> • I can explain the challenges of different beliefs and practices in the modern world and explain their importance to individuals. <p>Evaluation:</p> <ul style="list-style-type: none"> • I can utilise a range of evidence, arguments and examples to fully justify my own views and provide a detailed evaluation of the different views. <p>Literacy:</p> <ul style="list-style-type: none"> • I can use a varied religious and non-religious vocabulary to support the arguments I make.
<p>Developing</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • I have good knowledge of different religious and non-religious beliefs and their practices. <p>Understanding:</p> <ul style="list-style-type: none"> • I can show good understanding of multiple reasons why people belong to religions and different ways they can express this. <p>Explanation:</p> <ul style="list-style-type: none"> • I can clearly explain how beliefs impact religious and non-religious believers' lives and how different sources respond to ethical and philosophical questions. <p>Evaluation:</p> <ul style="list-style-type: none"> • I can evaluate reasons for differences and similarities within and between religions and non-religious beliefs. <p>Literacy:</p> <ul style="list-style-type: none"> • I can use a variety of religious and non-religious vocabulary to show good understanding of a range of religions and beliefs. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • I can ask a range of questions and suggest answers to questions about life and religion supported by some detail. <p>Understanding:</p> <ul style="list-style-type: none"> • I can show a good understanding of how beliefs affect my own life and the lives of others differently. <p>Explanation:</p> <ul style="list-style-type: none"> • I can explain the different ways I and others are influenced by different sources and how this impacts me and others. <p>Evaluation:</p> <ul style="list-style-type: none"> • I can evaluate the importance of religious and non-religious views about ultimate questions with some references to evidence. <p>Literacy:</p> <ul style="list-style-type: none"> • I can use a good range of religious and non-religious vocabulary to support the arguments I make.

<p>Emerging</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • I have some knowledge of different religious and non-religious beliefs and their practices. <p>Understanding:</p> <ul style="list-style-type: none"> • I can show some understanding of what influences religious and non-religious beliefs and the importance of their practices. <p>Explanation:</p> <ul style="list-style-type: none"> • I can identify how beliefs impact religious and non-religious believers' lives. • I can start to explain how these beliefs link to ethical and philosophical life issues. <p>Evaluation:</p> <ul style="list-style-type: none"> • I can form an opinion on different issues and beliefs and support my view with multiple reasons. <p>Literacy:</p> <ul style="list-style-type: none"> • I can use some religious and non-religious vocabulary to show an understanding of religions and beliefs. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • I can ask some questions and suggest answers to questions about life and religion. <p>Understanding:</p> <ul style="list-style-type: none"> • I can show an understanding of how beliefs affect my own life and the lives of others. <p>Explanation:</p> <ul style="list-style-type: none"> • I can explain what I am influenced by and suggest how this affects me and others. <p>Evaluation:</p> <ul style="list-style-type: none"> • I explain the importance of religious and non-religious views about ultimate questions using some examples. <p>Literacy:</p> <ul style="list-style-type: none"> • I can use some religious and non-religious vocabulary to support the arguments I make.
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Science

Biology

The Human Body & Inheritance

Mastered	Secure	Developing	Emerging
<ul style="list-style-type: none"> link the action of enzymes to the processes of digestion and absorption 	<ul style="list-style-type: none"> explain the differences between mechanical and chemical digestion 	<ul style="list-style-type: none"> describe the role of nutrients (fats, carbohydrate, protein, vitamins, minerals, fibre, water) in the body 	<ul style="list-style-type: none"> recall the name of some nutrients(carbohydrate, protein, fat etc.) in a balanced diet and identify some examples of foods in which these are found
<ul style="list-style-type: none"> recognise the usefulness and limitations of a digestion model 	<ul style="list-style-type: none"> apply knowledge of a balanced diet to suggest improvements to their own/others diets 	<ul style="list-style-type: none"> use a simple model to explain what digestion is 	<ul style="list-style-type: none"> describe how digested food is carried around the body
<ul style="list-style-type: none"> can use word/symbol equations to compare respiration and combustion 	<ul style="list-style-type: none"> describe the conditions in the gut and how these can vary along its length 	<ul style="list-style-type: none"> explain why foods need to be broken down and soluble before they can be absorbed 	<ul style="list-style-type: none"> match bad habits to the organ affected e.g. link not eating enough fibre to the intestine
<ul style="list-style-type: none"> can explain how damaged alveoli result in less gas exchange 	<ul style="list-style-type: none"> explain how the structures in the lungs help gas exchange 	<ul style="list-style-type: none"> suggest reasons why people with very active jobs need to take food with more calories 	<ul style="list-style-type: none"> identify on a diagram the position of the major digestive organs of the body
<ul style="list-style-type: none"> explain how cells in the respiratory system are adapted for their purpose and how they may be damaged by smoking and other forms of pollution 	<ul style="list-style-type: none"> can identify similarities in aerobic respiration in plants and animals 	<ul style="list-style-type: none"> describe the main functions of the major digestive organs of the body 	<ul style="list-style-type: none"> name and locate the organs of respiration and circulation.
<ul style="list-style-type: none"> synthesise information on health issues from a range of sources, and identify the limitations in the data 	<ul style="list-style-type: none"> can give some effects of smoking on gas exchange 	<ul style="list-style-type: none"> describe the role of blood in transporting carbon dioxide, oxygen and glucose. 	<ul style="list-style-type: none"> predict which gas will be given off by germinating peas, a goldfish etc.

Mastered	Secure	Developing	Emerging
<ul style="list-style-type: none"> be able to represent and explain the steps in the process of respiration by using a symbol equation 	<ul style="list-style-type: none"> apply your knowledge of materials to suggest the physical properties required of a hip replacement joint 	<ul style="list-style-type: none"> describe what happens to the particles during gas exchange 	<ul style="list-style-type: none"> say why there is a temperature difference between germinating peas and boiled peas
<ul style="list-style-type: none"> explain how selective breeding can result in offspring with particular, chosen characteristics 	<ul style="list-style-type: none"> be able to represent and describe the process of respiration by a word equation 	<ul style="list-style-type: none"> suggest reasons why smoking can be dangerous 	<ul style="list-style-type: none"> say why the lime water goes cloudy in the 'huff and puff' experiment
	<ul style="list-style-type: none"> describe how desirable features might be passed on 	<ul style="list-style-type: none"> refer to structures in the lungs when describing gas exchange 	<ul style="list-style-type: none"> can give some differences between inhaled and exhaled air.
	<ul style="list-style-type: none"> identify characteristics of an animal or plant that are desirable in particular conditions and relate them to the advantages gained 	<ul style="list-style-type: none"> explain how a developing foetus can be damaged if a mother smokes 	<ul style="list-style-type: none"> describe some effects of alcohol, smoking and harmful drugs on our behaviour (e.g. reaction times, reduction in inhibitions)
		<ul style="list-style-type: none"> describe the main functions of the digestive, respiratory, and circulatory systems 	<ul style="list-style-type: none"> describe some effects of a lack of exercise on health
		<ul style="list-style-type: none"> can describe how some features, such as height, are affected by environmental conditions 	<ul style="list-style-type: none"> describe some effects of an unhealthy diet (e.g. rickets, obesity, scurvy)
		<ul style="list-style-type: none"> describe sexual reproduction in terms of genetic information being inherited from both parents 	<ul style="list-style-type: none"> group characteristics, such as eye colour, as inherited or environmental
		<ul style="list-style-type: none"> explain why identical twins have the same features 	<ul style="list-style-type: none"> recognise sexual reproduction as the joining of two cells
		<ul style="list-style-type: none"> describe the difference between continuous and discontinuous data and illustrate with examples 	<ul style="list-style-type: none"> state that the nucleus in a cell contains the genetic information

Plants & Photosynthesis

Mastered	Secure	Developing	Emerging
<ul style="list-style-type: none"> describe ways in which leaves and roots are adapted for photosynthesis 	<ul style="list-style-type: none"> complete a partially completed word equation for the process of photosynthesis 	<ul style="list-style-type: none"> explain why grass grows more slowly in shady conditions compared to sunnier conditions 	<ul style="list-style-type: none"> know which part of the plant absorbs light for photosynthesis
<ul style="list-style-type: none"> write a symbol equation for photosynthesis 	<ul style="list-style-type: none"> distinguish between photosynthesis and respiration 	<ul style="list-style-type: none"> describe two ways that a plant makes use of the sugar it produces in photosynthesis 	<ul style="list-style-type: none"> identify that carbon dioxide and water are the raw materials for photosynthesis
<ul style="list-style-type: none"> describe the relationship between photosynthesis and respiration 	<ul style="list-style-type: none"> give advantages for larger leaf surfaces on plant in shady areas 	<ul style="list-style-type: none"> describe how root hair cells are adapted to take in water 	<ul style="list-style-type: none"> state the conditions necessary for a plant to grow
<ul style="list-style-type: none"> interpret graphs showing different rates of photosynthesis 	<ul style="list-style-type: none"> pick out features of a plant cells that are the same and different to an animal cell 	<ul style="list-style-type: none"> explain how at least two factors can affect the growth of crops 	<ul style="list-style-type: none"> identify producers in a food web
	<ul style="list-style-type: none"> explain, using a story board, how toxins can build up in a food web distinguish between the process of pollination and fertilisation in flowering plants 	<ul style="list-style-type: none"> describe how weeds affect the growth of crops 	

Chemistry

Acids & Reactivity

Mastered	Secure	Developing	Emerging
<ul style="list-style-type: none"> evaluate the advantages of using either a pH meter or indicators in a neutralisation experiment 	<ul style="list-style-type: none"> using knowledge of the pH scale, say why some acids are more dangerous than others 	<ul style="list-style-type: none"> relate pH numbers to colour changes of different indicators 	<ul style="list-style-type: none"> name some common acids and alkalis
<ul style="list-style-type: none"> link observations of chemical reactions with the appearance/disappearance of reactants/products 	<ul style="list-style-type: none"> suggest some uses of some new salts, which contain elements with already known uses 	<ul style="list-style-type: none"> suggest how to neutralise an acid or an alkali 	<ul style="list-style-type: none"> use an indicator chart to group solutions as acid, alkali or neutral
<ul style="list-style-type: none"> identify the pattern in word equations and produce a general equation 	<ul style="list-style-type: none"> identify similarities between neutralisation reactions 	<ul style="list-style-type: none"> describe some uses of acids and alkalis 	<ul style="list-style-type: none"> describe how you would use universal indicator paper to test an unknown solution
<ul style="list-style-type: none"> use the reactivity series to make predictions 	<ul style="list-style-type: none"> represent reactions by word equations 	<ul style="list-style-type: none"> predict one of the products of reacting an acid with a reactive metal or a carbonate 	<ul style="list-style-type: none"> select, from a list, some general properties of metals
<ul style="list-style-type: none"> represent displacement reactions as symbol equations 	<ul style="list-style-type: none"> describe, using word equations, the similarities between the reactions of alkali metals with water 	<ul style="list-style-type: none"> construct the names of metal salts when given the acid and metal reacting to produce it 	<ul style="list-style-type: none"> label a diagram of the apparatus used to collect and test carbon dioxide gas
	<ul style="list-style-type: none"> link, with reasoned arguments and examples, the historical time of a metal's discovery to its reactivity 	<ul style="list-style-type: none"> identify evidence for chemical reactions taking place 	<ul style="list-style-type: none"> link a property of a metal to its uses
	<ul style="list-style-type: none"> use word equations to describe displacement reactions 	<ul style="list-style-type: none"> describe the relativities of four different metals with oxygen 	<ul style="list-style-type: none"> simply describe how you would compare how four different metals react with acid
		<ul style="list-style-type: none"> explain how one metal rather than another might be more suited to a particular use 	
		<ul style="list-style-type: none"> use a simple model to explain a displacement reaction 	

Earth Chemistry

Mastered	Secure	Developing	Emerging
<ul style="list-style-type: none"> use evidence from several sources to describe a sequence of geological events 	<ul style="list-style-type: none"> explain chemical weathering as the reactions of particular grains with acids 	<ul style="list-style-type: none"> describe physical and chemical weathering 	<ul style="list-style-type: none"> recognise that different rocks have different textures
<ul style="list-style-type: none"> explain how freezing and thawing weathers sandstone 	<ul style="list-style-type: none"> distinguish between weathering and erosion 	<ul style="list-style-type: none"> explain how different sizes of rock particles are transported 	<ul style="list-style-type: none"> recognise sedimentary layers
<ul style="list-style-type: none"> make inferences about an order of events from a series of sedimentary layers 	<ul style="list-style-type: none"> sequence steps describing how an igneous rock could be changed into a sedimentary rock 	<ul style="list-style-type: none"> relate features in the environment to weathering and transportation 	<ul style="list-style-type: none"> describe the effects of weathering
<ul style="list-style-type: none"> explain in terms of the particle model how different rates of cooling lead to different crystal sizes 	<ul style="list-style-type: none"> relate sedimentary layers to the processes by which they are produced 	<ul style="list-style-type: none"> explain the processes by which layers of sediments are produced 	<ul style="list-style-type: none"> name three types of rock
<ul style="list-style-type: none"> explain why a thicker band of metamorphic rock is formed in one place compared to another 	<ul style="list-style-type: none"> distinguish between processes of rock formation 	<ul style="list-style-type: none"> relate crystal size to rate of cooling 	<ul style="list-style-type: none"> describe some characteristics of each rock type
<ul style="list-style-type: none"> use evidence from several sources to describe a sequence of geological events 	<ul style="list-style-type: none"> identify different processes in an experimental model of the rock cycle 	<ul style="list-style-type: none"> describe distinctive features of rock types 	<ul style="list-style-type: none"> describe how igneous rock is formed
<ul style="list-style-type: none"> use information to suggest why lichens do not grow in particular places 	<ul style="list-style-type: none"> sequence a list of processes that occur in the rock cycle 	<ul style="list-style-type: none"> distinguish between different rock types 	<ul style="list-style-type: none"> describe changes (shown in pictures) due to acid rain
<ul style="list-style-type: none"> describe a variety of environmental issues of concern and explain the implications of these 	<ul style="list-style-type: none"> name the chemical, from a given reaction, that causes acid rain 	<ul style="list-style-type: none"> describe two consequences of acid rain 	<ul style="list-style-type: none"> state why it is important to monitor pollution
	<ul style="list-style-type: none"> complete the word equation showing the reaction of acid and a carbonate containing rock 	<ul style="list-style-type: none"> describe how air and water pollution can be monitored 	

Physics

Waves & Magnets

Mastered	Secure	Developing	Emerging
<ul style="list-style-type: none"> calculate the time for light to travel e.g. from the Sun to the Earth 	<ul style="list-style-type: none"> predict what will happen when coloured filters (red, green, blue, yellow) are used in pairs held up together 	<ul style="list-style-type: none"> explain why coloured objects (red, green, blue) look coloured when white light is shone on them 	<ul style="list-style-type: none"> state the order of colours in the rainbow
<ul style="list-style-type: none"> explain how coloured objects (red, green, blue, yellow) appear when illuminated by coloured lights (red, green, blue, yellow) 	<ul style="list-style-type: none"> use knowledge of refraction to explain why objects appear differently across a water-air boundary 	<ul style="list-style-type: none"> explain what happens to light when it is shone through a prism 	<ul style="list-style-type: none"> describe how filters work
<ul style="list-style-type: none"> use a variety of secondary sources (books, internet, journals etc.) to gain data and then interpret that data to present a reasoned argument on the theme of noise pollution 	<ul style="list-style-type: none"> compare and contrast oscilloscope pictures of sounds to comment on the loudest/highest frequency sounds 	<ul style="list-style-type: none"> describe how light can be refracted at plane surfaces (air-glass, glass-air for example) 	<ul style="list-style-type: none"> describe how light is reflected from a plane surface
<ul style="list-style-type: none"> explain, using field lines, the effect of adding an iron core to a coil of wire when constructing an electromagnet 	<ul style="list-style-type: none"> read information from a 'non-linear' graph e.g. exposure to dB levels v. time to indicate safety parameters 	<ul style="list-style-type: none"> explain how a change in the sound heard is related to the change in vibration in terms of faster/greater movements 	<ul style="list-style-type: none"> state the differences between transparent, translucent and opaque materials
	<ul style="list-style-type: none"> position the mirrors of a periscope in the correct orientation 	<ul style="list-style-type: none"> describe the functions of the main parts of the ear 	<ul style="list-style-type: none"> recognise that sound can not travel through a vacuum
	<ul style="list-style-type: none"> compare the hearing of humans with the hearing of other animals (e.g. dogs, whales...) 	<ul style="list-style-type: none"> use a simple model of how sound travels through the air to explain how it can travel through a door 	<ul style="list-style-type: none"> describe simply how we hear
	<ul style="list-style-type: none"> give a reason for what is seen/heard first when a firework explodes high in the sky 	<ul style="list-style-type: none"> explain how loud sounds can damage our hearing 	<ul style="list-style-type: none"> identify a range of sources of vibrations
	<ul style="list-style-type: none"> explain the similarities between bar magnets, the Earth and a current-carrying coil 	<ul style="list-style-type: none"> explain how an electromagnet could be used to separate magnetic materials from non-magnetic materials 	<ul style="list-style-type: none"> state that sounds are caused by vibrations
	<ul style="list-style-type: none"> explain in detail how an electromagnetic switch works 	<ul style="list-style-type: none"> construct magnetic field diagrams around an electromagnet to show the effect of increasing the current in the coil 	<ul style="list-style-type: none"> identify magnetic materials from a list of materials

Mastered	Secure	Developing	Emerging
	<ul style="list-style-type: none"> explain, using magnetic field lines, what happens to the strength of an electromagnet when you increase the number of coils on the core 	<ul style="list-style-type: none"> use a simple model of the structure of a magnetic material to explain how it can be magnetised, 	<ul style="list-style-type: none"> state that magnets both attract and repel each other
		<ul style="list-style-type: none"> explain why attraction is not proof of magnetism 	<ul style="list-style-type: none"> describe how to magnetise a magnetic material

Forces

Mastered	Secure	Developing	Emerging
<ul style="list-style-type: none"> calculate the speed of an object from the distance travelled and time taken. 	<ul style="list-style-type: none"> explain how the weight of a body changes as it is carried up a mountain 	<ul style="list-style-type: none"> describe the conditions under which a moving object continues at a steady speed in a straight line 	<ul style="list-style-type: none"> predict the motion of an object given all the forces acting on it
<ul style="list-style-type: none"> explain how the weight of a body is different when measured on the surface of the Earth and moon 	<ul style="list-style-type: none"> draw a line of best fit on a graph plotted from data with anomalous results 	<ul style="list-style-type: none"> give an example of an object that has unbalanced forces acting on it and describe what happens to it 	<ul style="list-style-type: none"> recognise in which direction friction acts
<ul style="list-style-type: none"> use the particle theory to explain why speeding objects need to be streamlined 	<ul style="list-style-type: none"> know the formula for calculating speed 	<ul style="list-style-type: none"> describe the difference between mass and weight 	<ul style="list-style-type: none"> suggest how to balance a see-saw
<ul style="list-style-type: none"> calculate speed/distances travelled and time taken using the correct units 	<ul style="list-style-type: none"> relate the orbit of a planets moons to the pull of gravity. 	<ul style="list-style-type: none"> use the data on a distance/time graph to 'tell the story' of how an object has moved 	<ul style="list-style-type: none"> give examples of some streamlined objects
<ul style="list-style-type: none"> perform calculations and use the correct units for pressure, force and area 	<ul style="list-style-type: none"> use the data on a velocity-time graph to 'tell the story' of how the object moved 	<ul style="list-style-type: none"> add some information to a given graph/read some data from a given graph concerning a moving object 	<ul style="list-style-type: none"> identify by name, in diagrams of stationary/moving objects, the forces acting on the object and show the direction in which they are acting
<ul style="list-style-type: none"> use a particle model to explain how a hydraulic jack works, including how it operates as a force multiplier 	<ul style="list-style-type: none"> apply your understanding of what happens when the forces acting on an object are at first unbalanced and then balanced to explain the motion of falling objects 	<ul style="list-style-type: none"> use the particle model to explain why liquids can not be compressed but gases can be compressed 	<ul style="list-style-type: none"> state how a force can change the state of motion of an object
	<ul style="list-style-type: none"> use the relationship, pressure = force/area in a qualitative way, to explain why snowshoes are helpful when walking in snow or why tractors have caterpillar tracks 	<ul style="list-style-type: none"> use the particle model to explain what causes the pressure inside a container of gas 	<ul style="list-style-type: none"> describe an effect of atmospheric pressure you have seen
	<ul style="list-style-type: none"> identify levers in a range of new and unusual situations 	<ul style="list-style-type: none"> identify levers in the human body 	<ul style="list-style-type: none"> recognise that the contact surface area of an object on the ground has an effect on the pressure caused
	<ul style="list-style-type: none"> use a particle model to explain that hydrostatic pressure, at a specified depth, acts equally in all directions 		

Subject Contacts

For further information, please contact the following teachers:

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