



Rowan Learning Trust

**Hawkley Hall High
School**

Key Stage 3 Criteria

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English

Reading

Year 7

	Understanding and interpretation of texts	Exploring how writers use language, structure, and form	Comparison	Context
Above	<ul style="list-style-type: none"> You show a secure understanding, through interpretation, of ideas within a text. You show a secure understanding and interpretation of explicit and implicit ideas. You can support your ideas with a range of relevant quotations from a text. 	<ul style="list-style-type: none"> You can identify a range of specific words, phrases, or techniques from relevant quotations. Your explanations show a secure understanding of the effects writers are trying to achieve. You can use some subject terminology accurately. 	<ul style="list-style-type: none"> You can identify the main, and more subtle, similarities and differences between texts. You can support your ideas with a range of relevant quotations from both texts. 	<ul style="list-style-type: none"> You can show a secure understanding of context within a text. You can make links using your wider knowledge to show secure understanding of context.
Expected	<ul style="list-style-type: none"> You can understand and interpret the main ideas within a text. You can understand and interpret explicit ideas and some implicit ideas. You can support your ideas with relevant quotations from a text. 	<ul style="list-style-type: none"> You can identify specific words, phrases, or techniques from relevant quotations. Your explanations show a general understanding of the effects writers are trying to achieve. You can use some subject terminology. 	<ul style="list-style-type: none"> You can identify the main similarities and differences between texts. You can support your ideas with relevant quotations from both texts. 	<ul style="list-style-type: none"> You can show a general understanding of context within a text. You can make links using your wider knowledge to show general understanding of context.
Working towards	<ul style="list-style-type: none"> You are beginning to understand and interpret the main ideas within a text. You are beginning to understand and interpret explicit ideas and some implicit ideas. You are beginning to support your ideas with some relevant quotations from a text. 	<ul style="list-style-type: none"> You are beginning to identify specific words, phrases, or techniques from some relevant quotations. Your explanations are beginning to show understanding of the effects writers are trying to achieve. You are beginning to use some subject terminology. 	<ul style="list-style-type: none"> You are beginning to identify the main similarities and differences between texts. You are beginning to support your ideas with some relevant quotations from both texts. 	<ul style="list-style-type: none"> You are beginning to show some understanding of context within a text. You are beginning to make links using your wider knowledge to show some understanding of context.

	Understanding and interpretation of texts	Exploring how writers use language, structure, and form	Comparison	Context
Above	<ul style="list-style-type: none"> You show a secure understanding, through interpretation, of ideas within a text. You show a secure understanding and interpretation of explicit and implicit ideas. You can support your ideas with a range of relevant quotations from a text and are starting to embed them. 	<ul style="list-style-type: none"> You can identify a range of specific words, phrases, or techniques from relevant quotations. Your explanations show a secure understanding of the effects writers are trying to achieve. You can use subject terminology that is mostly accurate. 	<ul style="list-style-type: none"> You can beginning to explore the main, and more subtle, similarities and differences between texts. You can support your ideas You can support your ideas with a range of relevant quotations from both texts and are starting to embed them 	<ul style="list-style-type: none"> You can show a secure understanding of context within a text. You can make links using your wider knowledge to show secure understanding of context.
Expected	<ul style="list-style-type: none"> You can understand and interpret the main, and more subtle, ideas within a text. You can understand and interpret explicit ideas and implicit ideas. You can support your ideas with a widening range of relevant quotations from a text. 	<ul style="list-style-type: none"> You can identify specific words, phrases, or techniques from relevant quotations. Your explanations show an understanding of the effects writers are trying to achieve. You can use some subject terminology. 	<ul style="list-style-type: none"> You can identify the main similarities and differences between texts. You can support your ideas with a widening range of relevant quotations from both text. 	<ul style="list-style-type: none"> You can show understanding of context within a text. You can make links using your wider knowledge to show understanding of context.
Working towards	<ul style="list-style-type: none"> You can understand and interpret the main ideas within a text. You can understand and interpret explicit ideas and some implicit ideas. You can support your ideas with some relevant quotations from a text. 	<ul style="list-style-type: none"> You are beginning to identify specific words, phrases, or techniques from relevant quotations. Your explanations are beginning to show understanding of the effects writers are trying to achieve. You are beginning to use some subject terminology. 	<ul style="list-style-type: none"> You can identify some similarities and differences between texts. You can support your ideas with some relevant quotations from both texts. 	<ul style="list-style-type: none"> You can some understanding of context within a text. You can make some links using your wider knowledge to show some understanding of context.

	Understanding and interpretation of texts	Exploring how writers use language, structure, and form	Comparison	Context
Above	<ul style="list-style-type: none"> • You show some thoughtful understanding, through interpretation, of ideas within a text. • You show some thoughtful understanding and interpretation of explicit and implicit ideas. • You can support your ideas with a range of relevant quotations from a text and are starting to embed them. 	<ul style="list-style-type: none"> • You can identify, and are beginning to make links between, a range of specific words, phrases, or techniques from relevant quotations. • Your explanations show some thoughtful understanding of the effects writers are trying to achieve. • You can use subject terminology that is mostly accurate. 	<ul style="list-style-type: none"> • You can explore the main and subtle similarities and differences between texts. • You can support your ideas with a range of relevant quotations from a text and are starting to embed them from both texts. 	<ul style="list-style-type: none"> • You show some thoughtful understanding of context within a text. • You can make links using your wider knowledge to show some thoughtful understanding of context.
Expected	<ul style="list-style-type: none"> • You show a secure understanding, through interpretation, of ideas within a text. • You show a secure understanding and interpretation of explicit and implicit ideas. • You can support your ideas with a range of relevant quotations from a text. 	<ul style="list-style-type: none"> • You can identify a range of specific words, phrases, or techniques from relevant quotations. • Your explanations show a secure understanding of the effects writers are trying to achieve. • You can use some subject terminology accurately. 	<ul style="list-style-type: none"> • You can identify the main, and some subtle, similarities and differences between texts. • You can support your ideas with a range of relevant quotations from both texts. 	<ul style="list-style-type: none"> • You show a secure understanding of context within a text. • You can make links using your wider knowledge to show secure understanding of context.
Working towards	<ul style="list-style-type: none"> • You can understand and interpret the main ideas within a text. • You can understand and interpret explicit ideas and some implicit ideas. • You can support your ideas with relevant quotations from a text. 	<ul style="list-style-type: none"> • You can identify specific words, phrases, or techniques from relevant quotations. • Your explanations show a general understanding of the effects writers are trying to achieve. • You can use some subject terminology. 	<ul style="list-style-type: none"> • You can identify the main similarities and differences between texts. • You can support your ideas with relevant quotations from both texts. 	<ul style="list-style-type: none"> • You show a general understanding of context within a text. • You can make links using your wider knowledge to show general understanding of context.

Writing

Year 7

	Communication	Structure and Paragraphing	Sentences, Punctuation, and Spelling
Above	<ul style="list-style-type: none"> You can demonstrate a clear understanding of the purpose and format of the task. You can show a clear understanding of the reader/ intended audience You can use content that is developed and in an appropriate style Your use of ambitious vocabulary is beginning to develop 	<ul style="list-style-type: none"> You can organise writing in a developed and coherent structure that is appropriate for the task You can link your ideas together in a coherent way throughout your writing You can use paragraphs for accuracy and effect 	<ul style="list-style-type: none"> You can use a variety of sentence structures with increasing effect You can use sentences that are almost always grammatically correct, including tenses. You can use a wide range of punctuation that is almost always accurate Your spelling, including that of irregular words, is secure.
Expected	<ul style="list-style-type: none"> You can show a general awareness of the purpose and format of the task You can show general awareness of the reader/ intended audience You can use relevant content in your writing You can use vocabulary for effect with general success 	<ul style="list-style-type: none"> You can organise writing in a structure that is appropriate for the task You can link your ideas together in a connected way You can use clear and accurate paragraphs 	<ul style="list-style-type: none"> You can use a variety of sentence structures with some effect You can use sentences that are mostly grammatically correct, including tenses. You can use punctuation that is mostly accurate Your spelling of most regular words is accurate Your spelling of some irregular or ambitious words is accurate
Working towards	<ul style="list-style-type: none"> You are beginning to show an awareness of the purpose and format of the task You are beginning to show a general awareness of the reader/ intended audience You are beginning to use relevant content in your writing You are beginning to use vocabulary to create an effect 	<ul style="list-style-type: none"> You are beginning to organise writing in a structure that is appropriate for the task You are beginning to link your ideas together in a connected way You are beginning to use clear and accurate paragraphs 	<ul style="list-style-type: none"> You are beginning to use different sentence structures in your writing You are beginning to use sentences that are grammatically correct, including tenses. You are beginning to use punctuation that is sometimes accurate You are beginning to spell most regular words accurately You are attempting to spell some irregular or ambitious words

	Communication	Structure and Paragraphing	Sentences, Punctuation, and Spelling
Above	<ul style="list-style-type: none"> You can demonstrate a clear understanding of the purpose and format of the task. You can show a clear understanding of the reader/ intended audience. You can use content that is developed and in a more ambitious style. Your use of vocabulary is becoming more ambitious and precise. 	<ul style="list-style-type: none"> You can organise writing in a developed and coherent structure that is appropriate for the task. You can link your ideas together in a developed and coherent way throughout your writing. You can use paragraphs for accuracy and effect. 	<ul style="list-style-type: none"> You can use a variety of sentence structures with effect. You can use sentences that are almost always grammatically correct, including tenses. You can use a wide range of punctuation that is almost always accurate. Your spelling, including that of irregular words, is secure.
Expected	<ul style="list-style-type: none"> You can show an understanding of the purpose and format of the task You can show an understanding of the reader/ intended audience You can use relevant content in your writing You can use vocabulary for effect with increasing success. 	<ul style="list-style-type: none"> You can organise writing in a structure that is appropriate for the task, with detail. You can link your ideas together in a coherent way You can use clear and accurate paragraphs with some effect. 	<ul style="list-style-type: none"> You can use a variety of sentence structures with some effect. You can use sentences that are mostly grammatically correct, including tenses. You can use punctuation that is mostly accurate. Your spelling of most regular words is accurate. Your spelling of some irregular or ambitious words is accurate.
Working towards	<ul style="list-style-type: none"> You show an awareness of the purpose and format of the task. You show a general awareness of the reader/ intended audience. You are using mostly relevant content in your writing. You use vocabulary to create some effect. 	<ul style="list-style-type: none"> You can organise writing in a structure that is appropriate for the task. You can link your ideas together in a connected way. You can use clear paragraphs. 	<ul style="list-style-type: none"> You can use different sentence structures in your writing. You can use sentences that are grammatically correct, including tenses. You can use punctuation that is sometimes accurate You can spell most regular words accurately You can spell some irregular or ambitious words

	Communication	Structure and Paragraphing	Sentences, Punctuation, and Spelling
Above	<ul style="list-style-type: none"> You can demonstrate a secure understanding of the purpose and format of the task. You can show a secure understanding of the reader/ intended audience. You can use content that is developed and ambitious in style. Your use of vocabulary is ambitious. 	<ul style="list-style-type: none"> You can organise writing in a developed, secure, and coherent structure that is appropriate for the task You can link your ideas together in a coherent and developed way throughout your writing. You can use paragraphs for accuracy and effect. 	<ul style="list-style-type: none"> You can use a variety of sentence structures with deliberate effect You can use sentences that are almost always grammatically correct, including tenses. You can use a wide range of punctuation that is almost always accurate Your spelling, including that of irregular words, is secure.
Expected	<ul style="list-style-type: none"> You can demonstrate a clear understanding of the purpose and format of the task. You can show a clear understanding of the reader/ intended audience. You can use content that is developed and in an appropriate style. Your use of ambitious vocabulary is beginning to develop. 	<ul style="list-style-type: none"> You can organise writing in a developed and coherent structure that is appropriate for the task You can link your ideas together in a coherent way throughout your writing You can use paragraphs for accuracy and effect 	<ul style="list-style-type: none"> You can use a variety of sentence structures with increasing effect. You can use sentences that are usually grammatically correct, including tenses. You can use a wide range of punctuation that is usually accurate. Your spelling, including that of irregular words, is increasingly secure.
Working towards	<ul style="list-style-type: none"> You can show a general awareness of the purpose and format of the task. You can show general awareness of the reader/ intended audience. You can use relevant content in your writing You can use vocabulary for effect with general success 	<ul style="list-style-type: none"> You can organise writing in a structure that is appropriate for the task You can link your ideas together in a connected way You can use clear and accurate paragraphs 	<ul style="list-style-type: none"> You can use a variety of sentence structures with some effect. You can use sentences that are sometimes grammatically correct, including tenses. You can use punctuation that is sometimes accurate Your spelling of most regular words is accurate Your spelling of some irregular or ambitious words is accurate.

Expressive Arts

Art

Year 7

	Criteria
Above	<ul style="list-style-type: none">• You can explore and present ideas in a sketchbook and/or design sheets.• You can make informed connections to artists, craft makers and designers in your work.• You can analyse and evaluate your own and other artist's work using subject specific language.• You can show an understanding of the art elements.• You consistently develop ideas to produce a personal response.• You can explore and refine skills and techniques using appropriate materials.• You present your work with care and control.
Expected	<ul style="list-style-type: none">• You can present ideas in a sketchbook and/or design sheets.• You can make connections to artists, craft makers and designers in your work.• You can evaluate your own and other artist's work using some subject specific language.• You can show an understanding of the art elements some of the time.• You can develop ideas to produce a personal response.• You can explore skills and techniques using appropriate materials.• You present your work with care.
Working towards	<ul style="list-style-type: none">• You are beginning to present ideas in a sketchbook and/or design sheets.• You are beginning to make connections to artists, craft makers and designers in your work.• You can evaluate your own and other artist's work.• You are beginning to show an understanding of the art elements.• You are beginning to develop ideas to produce a personal response.• You are beginning to explore skills and techniques.• You are beginning to present your work with care.

	Criteria
Above	<ul style="list-style-type: none"> • You can clearly explore and present ideas in a sketchbook and/or design sheets. • You confidently make informed connections to artists, craft makers and designers in your work. • You can analyse and evaluate your own and other artist’s work using a range of subject specific language. • You show a clear understanding of the art elements. • You consistently develop a range of ideas to produce a personal response. • You can confidently explore and refine skills and techniques using appropriate materials. • You consistently present your work with care and control.
Expected	<ul style="list-style-type: none"> • You can explore and present ideas in a sketchbook and/or design sheets. • You can make informed connections to artists, craft makers and designers in your work. • You can analyse and evaluate your own and other artist’s work using subject specific language. • You can show an understanding of the art elements. • You consistently develop ideas to produce a personal response. • You can explore and refine skills and techniques using appropriate materials. • You present your work with care and control. •
Working towards	<ul style="list-style-type: none"> • You can present ideas in a sketchbook and/or design sheets. • You can make connections to artists, craft makers and designers in your work. • You can evaluate your own and other artist’s work using some subject specific language • You can show an understanding of the art elements some of the time. • You can develop ideas to produce a personal response. • You can explore skills and techniques using appropriate materials. • You present your work with care.

	Criteria
Above	<ul style="list-style-type: none"> You can confidently explore and present ideas in a sketchbook and/or design sheets. You confidently make informed connections to artists, craft makers and designers to produce highly developed work. You can analyse and evaluate in depth your own and other artist's work using a range of subject specific language. You confidently show a clear understanding of the art elements. You consistently develop a range of ideas to produce an informed personal response. You can confidently explore and refine skills and techniques using a range of appropriate materials. You consistently present your work with confidence, care and control.
Expected	<ul style="list-style-type: none"> You can clearly explore and present ideas in a sketchbook and/or design sheets. You confidently make informed connections to artists, craft makers and designers in your work. You can analyse and evaluate your own and other artist's work using a range of subject specific language. You show a clear understanding of the art elements. You consistently develop a range of ideas to produce a personal response. You can confidently explore and refine skills and techniques using appropriate materials. You consistently present your work with care and control.
Working towards	<ul style="list-style-type: none"> You can explore and present ideas in a sketchbook and/or design sheets. You can make informed connections to artists, craft makers and designers in your work. You can analyse and evaluate your own and other artist's work using subject specific language. You can show an understanding of the art elements. You consistently develop ideas to produce a personal response. You can explore and refine skills and techniques using appropriate materials. You present your work with care and control.

Drama

Year 7

	Making	Performing	Responding
Above	<ul style="list-style-type: none"> You are a productive group member giving ideas to the group You stage a script/devised work using skills to create a role You experiment creatively with drama techniques 	<ul style="list-style-type: none"> You clearly select and apply vocal skills to fit your role You clearly select and apply physical skills to fit your role 	<ul style="list-style-type: none"> You justify your ideas or opinions when creating, reflecting, or when challenged (WHY)
Expected	<ul style="list-style-type: none"> You are focussed, & contribute to group work You stage scripts/devised work with an awareness of the performance space You structure work using drama techniques 	<ul style="list-style-type: none"> You begin to use vocal skills to fit your role You begin to use physical skills to fit your role 	<ul style="list-style-type: none"> You apply drama language when creating or reflecting on work (HOW)
Working towards	<ul style="list-style-type: none"> You are beginning to participate in group work You are beginning recognise stage directions and consider use of space You are beginning use some drama techniques in your work 	<ul style="list-style-type: none"> You demonstrate basic vocal skills You demonstrate basic physical skills 	<ul style="list-style-type: none"> You demonstrate basic knowledge of drama language (WHAT)

	Making	Performing	Responding
Above	<ul style="list-style-type: none"> You are a productive group member giving good ideas to the group You demonstrate an awareness genre/theatrical style in staging your piece You begin to understand the importance of how a performance team interact 	<ul style="list-style-type: none"> You demonstrate an awareness of genre/theatrical style in your role You begin to apply meaningful physical skills within your role You begin to apply meaningful vocal skills within your role 	<ul style="list-style-type: none"> You are beginning to be critical of ideas or opinions when reflecting You begin to think about the impact of work on an audience You are beginning to interpret intended meaning in performance
Expected	<ul style="list-style-type: none"> You are a productive group member giving ideas to the group You block a script/devised work using skills to create a role You experiment creatively with drama techniques 	<ul style="list-style-type: none"> You experiment with vocal skills to fit your role You experiment with physical skills to fit you role 	<ul style="list-style-type: none"> You justify ideas or opinions when creating, reflecting, or when challenged (WHY)
Working towards	<ul style="list-style-type: none"> You are focussed, & contribute to group work You stage scripts/devised work with an awareness of the performance space You structure work using drama techniques 	<ul style="list-style-type: none"> You begin to use vocal skills to fit your role You begin to use physical skills to fit your role 	<ul style="list-style-type: none"> You apply drama language when creating or reflecting on work (HOW)

	Making	Performing	Responding
Above	<ul style="list-style-type: none"> You are a productive group member giving creative/inventive ideas to the group Your ideas demonstrate clear understanding of genre/theatrical style in staging your piece You understand the importance of how to lead performance team to realise your ideas 	<ul style="list-style-type: none"> You successfully capture genre/theatrical style in your role You apply meaningful physical skills within your role with subtlety & depth You apply meaningful vocal skills within your role with creative depth 	<ul style="list-style-type: none"> You are critical of ideas or opinions when reflecting You consider the impact of work on an audience You can interpret intended meaning in performance independently
Expected	<ul style="list-style-type: none"> You are a productive group member giving good ideas to the group You demonstrate an awareness genre/theatrical style in staging your piece You begin to understand the importance of how a performance team interact 	<ul style="list-style-type: none"> You demonstrate an awareness of genre/theatrical style in your role You begin to apply meaningful physical skills within your role You begin to apply meaningful vocal skills within your role 	<ul style="list-style-type: none"> You are beginning to be critical of ideas or opinions when reflecting You begin to think about the impact of work on an audience You are beginning to interpret intended meaning in performance
Working towards	<ul style="list-style-type: none"> You are a productive group member giving ideas to the group You block a script/devised work using skills to create a role You experiment creatively with drama techniques 	<ul style="list-style-type: none"> You experiment with vocal skills to fit your role You experiment with physical skills to fit you role 	<ul style="list-style-type: none"> You justify ideas or opinions when reflecting, or when challenged (WHY)

	Listening	Performing	Composing
Above	<ul style="list-style-type: none"> You can identify the sounds of all the instruments of a symphony orchestra, a range of typical ‘pop’ music instruments and the instruments of at least one world music culture. You can use all of the ‘Elements of Music’, including a range of appropriate music vocabulary, to analyse a wide range of music, including world music cultures and ‘musical greats’. 	<ul style="list-style-type: none"> You can perform a piece of music from notation, with a good level of accuracy and fluency, as either a solo or as part of an ensemble. You can perform with confidence. You have a strong sense of control, rhythm, timing and dynamic balance. 	<ul style="list-style-type: none"> You can compose a piece of music in response to a specific brief. You can compose demonstrating a good understanding of the ‘Elements of Music’, including multiple layers of sound, melodic, harmonic and rhythmic ideas. You can compose using a clear structure. You can compose showing high levels of creativity and independence.
Expected	<ul style="list-style-type: none"> You can identify the sounds of some of the instruments of a symphony orchestra. You can use most of the ‘Elements of Music’ to analyse a wide range of music from a variety of cultures and traditions. 	<ul style="list-style-type: none"> You can perform a piece of music from notation, with a reasonable sense of accuracy, as either a solo or as part of an ensemble. You can perform with a good sense of confidence. You can perform with a good sense of control, rhythm, timing and dynamic balance. 	<ul style="list-style-type: none"> You can compose a piece of music in response to a specific brief, that demonstrates an understanding of musical structure. You can compose demonstrating a good understanding of the ‘Elements of Music’. You can compose showing creativity.
Working towards	<ul style="list-style-type: none"> You can identify the sounds of the ‘families’ of a symphony orchestra. You can use some of the ‘Elements of Music’ to analyse a range of music from a variety of cultures and traditions. 	<ul style="list-style-type: none"> You can perform a piece of music, with some accuracy, as either a solo or as part of an ensemble. 	<ul style="list-style-type: none"> You can compose a short piece of music that partially meets a given brief. You can demonstrate a basic understanding of musical structure. You can demonstrate a basic understanding of the ‘Elements of Music’.

	Listening	Performing	Composing
Above	<ul style="list-style-type: none"> You can accurately identify the sounds of all the instruments of a symphony orchestra, including some performing techniques, a range of typical ‘pop’ music instruments and the instruments of at least two world music cultures. You can confidently use all of the ‘Elements of Music’, including a range of appropriate music vocabulary and Italian terminology, to analyse a wide range of musical styles, genres and traditions, and ‘musical greats’. 	<ul style="list-style-type: none"> You can perform a piece of music from notation, with high levels of accuracy and fluency, as either a solo or as part of an ensemble. You can perform with confidence. You can perform with a strong sense of control, rhythm, timing and dynamic balance. You can demonstrate an understanding of melody and harmony in your performance work. You can show leadership and organisational skills when working as part of an ensemble. 	<ul style="list-style-type: none"> You can compose a piece of music that effectively responds to a specific brief. You can demonstrate a good understanding of the ‘Elements of Music’ and stylistically appropriate melodic, harmonic and rhythmic ideas. You can compose showing high levels of creativity and independence. You can use contrasting ideas arranged into a clear musical structure.
Expected	<ul style="list-style-type: none"> You can identify the sounds of all the instruments of a symphony orchestra, a range of typical ‘pop’ music instruments and the instruments of at least two world music cultures. You can confidently use all of the ‘Elements of Music’, including a range of appropriate music vocabulary, to analyse a wide range of music from world music cultures and ‘musical greats’. 	<ul style="list-style-type: none"> You can perform a piece of music from notation, with a good sense of accuracy, as either a solo or as part of an ensemble. You can perform with a good sense of confidence, control, rhythm, timing and dynamic balance. You can demonstrate an understanding of melody and harmony in your performance work. 	<ul style="list-style-type: none"> You can compose a piece of music in response to a specific brief. You can demonstrate a good understanding of musical structure. You can compose showing a good understanding of the ‘Elements of Music’. You can compose showing creativity, including the use of ostinati and appropriate melodic, harmonic and rhythmic ideas.
Working towards	<ul style="list-style-type: none"> You can identify the sounds of some of the instruments of a symphony orchestra. You can use most of the ‘Elements of Music’ to analyse a wide range of music from world music cultures and ‘musical greats’. 	<ul style="list-style-type: none"> You can perform a piece of music, with some accuracy, as either a solo or as part of an ensemble. You can demonstrate an understanding of melody and harmony in your performance work. 	<ul style="list-style-type: none"> You can compose a piece of music in response to a specific brief. You can demonstrate an understanding of musical structure. You can demonstrate a good understanding of the ‘Elements of Music’. You can show creativity, including the use of ostinati and pedal notes.

	Listening	Performing	Composing
Above	<ul style="list-style-type: none"> You can accurately identify the sounds of all the instruments of a symphony orchestra and other ensembles, a range of typical 'pop' music instruments and the instruments of at least three world music cultures, including a range of performing techniques. You confidently use all of the 'Elements of Music', including a range of appropriate music vocabulary and Italian terminology, to analyse a wide range of musical styles, genres and traditions, and 'musical greats'. You can accurately identify typical characteristics from a variety of Western Classical Tradition eras and suggest composers likely musical intentions. 	<ul style="list-style-type: none"> You can perform a piece of music, equivalent to grade 1 standard, from notation, with high levels of accuracy and fluency, as either a solo or as part of an ensemble. You can perform with high levels of confidence. You can demonstrate a strong sense of control, rhythm, timing and dynamic balance. You can demonstrate high levels of musical expression and attention to detail. You can show leadership and organisation in ensemble rehearsals and performances. 	<ul style="list-style-type: none"> You can compose a piece of music that effectively responds to a specific brief. You can compose demonstrating a stylistically appropriate understanding of rhythm and metre, texture and melody, harmony and tonality, sonority and dynamics and structure and form. You can show high levels of creativity and independence, and include contrasting ideas arranged into a clear musical structure.
Expected	<ul style="list-style-type: none"> You can accurately identify the sounds of all the instruments of a symphony orchestra, including some performing techniques, a range of typical 'pop' music instruments and the instruments of at least two world music cultures. You can accurately use all of the 'Elements of Music', including a range of appropriate music vocabulary and Italian terminology, to analyse a wide range of musical styles, genres and traditions, and 'musical greats'. You can accurately identify typical characteristics from a variety of Western Classical Tradition eras. 	<ul style="list-style-type: none"> You can perform a piece of music, equivalent to Grade 1 standard, from notation, with a good sense of accuracy, as either a solo or as part of an ensemble. You can demonstrate a good sense of confidence, control, rhythm, timing and dynamic balance. You can pay attention to expressive detail. 	<ul style="list-style-type: none"> You can compose a piece of music that effectively responds to a specific brief. You can demonstrate a good understanding of the 'Elements of Music' and stylistically appropriate melodic, harmonic and rhythmic ideas. You can show creativity and independence, and include contrasting ideas arranged into a clear musical structure.
Working towards	<ul style="list-style-type: none"> You can identify the sounds of all the instruments of a symphony orchestra, a range of typical 'pop' music instruments and the instruments of at least two world music cultures You can accurately use all of the 'Elements of Music', including a range of appropriate music vocabulary, to analyse a wide range of music from world music cultures and 'musical greats'. You can demonstrate an awareness of typical characteristics from a variety of Western Classical Tradition eras. 	<ul style="list-style-type: none"> You can perform a piece of music, with a reasonable sense of accuracy, as either a solo or as part of an ensemble. You can demonstrate an understanding of melody and harmony in your performance work. You can demonstrate an understanding of musical expression. 	<ul style="list-style-type: none"> You can compose a piece of music in response to a specific brief. You can demonstrate an understanding of musical structure and the 'Elements of Music'. You can show creativity, including the use of ostinati and appropriate melodic, harmonic and rhythmic ideas.

Humanities

History

Year 7

	Historical Knowledge	Second order concepts	Historical Sources	Historical interpretations
Above	<ul style="list-style-type: none">You have a good level of factual knowledge of the period studied which is applied in the relevant context and are developing the use of ambitious vocabulary.	<ul style="list-style-type: none">You can identify links between cause and consequence and use some contextual knowledge.You can show an understanding that historical events have multiple causes and recognise that some are more significant than others.	<ul style="list-style-type: none">You can identify a basic message of a source with reference to the content and/or provenance of the source.	<ul style="list-style-type: none">You can describe more than one version of the past and make a basic judgement
Expected	<ul style="list-style-type: none">You can use relevant knowledge and vocabulary of the period studied.	<ul style="list-style-type: none">You can show a basic understanding that historical events have consequencesYou can make statements on the consequences of historical changes and events	<ul style="list-style-type: none">You can use sources to make statements with reference to the content of the source.	<ul style="list-style-type: none">You can identify more than one particular version of the past
Working towards	<ul style="list-style-type: none">You have basic factual knowledge of the period studied and are able to use basic history vocabulary.	<ul style="list-style-type: none">You can identify the difference between causes and consequenceYou can state in a basic way positive and negative historical change	<ul style="list-style-type: none">You can use sources to make simple statements about the past	<ul style="list-style-type: none">You can describe one basic version of the past

	Historical Knowledge	Second order concepts	Historical Sources	Historical interpretations
Above	<ul style="list-style-type: none"> You have a strong level of contextual knowledge of the period studied which is applied in the relevant context and your use of vocabulary is becoming more ambitious and precise. 	<ul style="list-style-type: none"> You can identify and explain links between cause and consequence and use contextual knowledge to support your answer. You can explain multiple causes of an event and can make a reasoned judgement on significance. 	<ul style="list-style-type: none"> You can identify the message of a source with reference to the content and/or provenance of the source and can apply contextual knowledge to support your answer. 	<ul style="list-style-type: none"> You can describe alternative views of the past and can show an understanding of why they differ before reaching a judgement.
Expected	<ul style="list-style-type: none"> You have a good level of contextual knowledge of the period studied which is applied in the relevant context and are developing the use of ambitious vocabulary. 	<ul style="list-style-type: none"> You can identify links between cause and consequence and use some contextual knowledge. You can show an understanding that historical events have multiple causes and recognise that some are more significant than others. 	<ul style="list-style-type: none"> You can identify the message of a source with reference to the content and/or provenance of the source. 	<ul style="list-style-type: none"> You can describe more than one version of the past and make a judgement
Working towards	<ul style="list-style-type: none"> You can use relevant knowledge and vocabulary of the period studied. 	<ul style="list-style-type: none"> You can show a basic understanding that historical events have consequences You can make statements on the consequences of historical changes and events 	<ul style="list-style-type: none"> You can use sources to make statements with reference to the content of the source. 	<ul style="list-style-type: none"> You can identify more than one particular version of the past

	Historical Knowledge	Second order concepts	Historical Sources	Historical interpretations
Above	<ul style="list-style-type: none"> You have an extensive level of contextual knowledge of the period studied which is applied confidently in the relevant context and your use of vocabulary is precise and ambitious. 	<ul style="list-style-type: none"> You can identify and explain links between cause and consequence and use contextual knowledge to support your answer. You can explain multiple causes of an event and can make a secure judgement on significance. You can coherently analyse the pace and extent of change within its historical context. 	<ul style="list-style-type: none"> You can clearly identify the message of a source with reference to the content, provenance and can apply contextual knowledge when assessing its utility before reaching a judgement. 	<ul style="list-style-type: none"> You can analyse alternative views of the past and can demonstrate an understanding of why they differ before reaching a judgement using relevant contextual knowledge.
Expected	<ul style="list-style-type: none"> You have a good level of contextual knowledge of the period studied which is applied in the relevant context and your use of vocabulary is becoming more ambitious and precise. 	<ul style="list-style-type: none"> You can identify and explain links between cause and consequence and use contextual knowledge to support your answer. You can explain multiple causes of an event and can make a judgement on significance. 	<ul style="list-style-type: none"> You can identify the message of a source with reference to the content and provenance of the source and can apply contextual knowledge to support your answer. 	<ul style="list-style-type: none"> You can describe alternative views of the past and can show an understanding of why they differ before reaching a judgement.
Working towards	<ul style="list-style-type: none"> You have a competent level of contextual knowledge of the period studied which is applied in the relevant context and are developing the use of ambitious vocabulary. 	<ul style="list-style-type: none"> You can identify links between cause and consequence and use some contextual knowledge. You can show an understanding that historical events have multiple causes. 	<ul style="list-style-type: none"> You can identify the message of a source with reference to the content and/or provenance of the source. 	<ul style="list-style-type: none"> You can describe more than one version of the past and make a judgement

Geography

Year 7

	Geographical knowledge	Geographical understanding	Geographical skills
Above	<ul style="list-style-type: none"> You have deepened locational knowledge. You understand geographical similarities, differences, and begin to make links between places. You can understand a range of human and physical processes. 	<ul style="list-style-type: none"> You clearly understand the key processes in human and physical geography. You clearly understand how physical and human process are sequenced and interact. You can express views, opinions, and arguments in detail. You can use a range of key geographical vocabulary in the correct context. 	<ul style="list-style-type: none"> You can identify and describe a wide range of geographical sources. You can accurately communicate geographical skills information. Can independently demonstrate more complex numerical skills. You can understand the geographical enquiry approach (fieldwork/maps/atlas/data).
Expected	<ul style="list-style-type: none"> You have extended your locational knowledge. You understand geographical similarities and differences between places. You can understand some human and physical processes. 	<ul style="list-style-type: none"> You understand the key processes in human and physical geography. You understand how physical and human process are sequenced and interact. You can express views, opinions, and arguments coherently. You can use some key geographical vocabulary in the correct context. 	<ul style="list-style-type: none"> You can identify and describe a range of geographical sources. You can communicate geographical skills information. You demonstrate basic numerical skills. You can understand the geographical enquiry approach (fieldwork/maps/atlas/data).
Working towards	<ul style="list-style-type: none"> You begin to extend your locational knowledge. You begin to understand geographical similarities and differences between places. You begin to understand some human and physical processes. 	<ul style="list-style-type: none"> You begin to understand the key processes in human and physical geography. You begin to understand how physical and human process are sequenced and interact. You begin to express views, opinions, and arguments. You begin to use key geographical vocabulary in the correct context. 	<ul style="list-style-type: none"> You begin to identify and describe a range of geographical sources. You begin to communicate geographical skills information. You apply geographical numerical skills with assistance You begin to understand the geographical enquiry approach (fieldwork/maps/atlas/data).

	Geographical knowledge	Geographical understanding	Geographical skills
Above	<ul style="list-style-type: none"> You have further deepened your locational knowledge. You can understand geographical similarities, differences, and make links between places. You can understand a wide range of human and physical processes. 	<ul style="list-style-type: none"> You clearly understand and can explain the key processes in human and physical geography. You clearly understand and can explain how physical and human process are sequenced and interact to influence and change our world. You can express a range of views, opinions, and arguments in detail. You can use a wide range of key geographical vocabulary in the correct context. 	<ul style="list-style-type: none"> You can identify, describe, explain, and evaluate a wide range of geographical sources. You can accurately communicate geographical skills information using more complex geographical language. You can independently demonstrate complex numerical skills, discussing patterns and trends (using evidence) You can understand and apply the geographical enquiry approach (fieldwork/maps/atlas/data).
Expected	<ul style="list-style-type: none"> You have deepened your locational knowledge. You can understand geographical similarities, differences, and begin to make links between places. You can understand a range of human and physical processes. 	<ul style="list-style-type: none"> You clearly understand the key processes in human and physical geography. You clearly understand and can explain how physical and human process are sequenced and interact. You can express views, opinions, and arguments in detail. You can use a range of key geographical vocabulary in the correct context. 	<ul style="list-style-type: none"> You can identify, describe, and explain a wide range of geographical sources. You can accurately communicate geographical skills information. Can independently demonstrate basic numerical skills, highlighting patterns and trends. You can understand the geographical enquiry approach (fieldwork/maps/atlas/data).
Working towards	<ul style="list-style-type: none"> You have extended your locational knowledge. You can understand geographical similarities and differences between places. You can understand some human and physical processes. 	<ul style="list-style-type: none"> You understand the key processes in human and physical geography. You understand how physical and human process are sequenced and interact. You begin to use key geographical vocabulary in the correct context. You can express views, opinions, and arguments coherently. 	<ul style="list-style-type: none"> You can identify and describe a range of geographical sources. You can communicate geographical skills information. You can apply geographical numerical skills, highlighting patterns and trends with assistance You can understand the geographical enquiry approach (fieldwork/maps/atlas/data).

	Geographical knowledge	Geographical understanding	Geographical skills
Above	<ul style="list-style-type: none"> You have extensive locational knowledge. You can understand geographical similarities, differences, and make robust links between places. You can understand a wide range of human and physical processes and apply them in unfamiliar context. 	<ul style="list-style-type: none"> You clearly understand and can explain the key processes in human and physical geography and can apply in unfamiliar context. You clearly understand and can explain how physical and human process are sequenced and interact to influence and change our world. You can identify the impacts of human activities can have on the world. You can select and express a wide range of views, opinions, and arguments in detail. You can use an extensive range of key geographical and ambitious vocabulary in the correct context. 	<ul style="list-style-type: none"> You can identify, describe, explain, and evaluate a wide range of geographical sources. You can accurately communicate geographical skills information using more complex geographical language. You can independently demonstrate a variety of complex numerical skills and discuss patterns and trends (using averages and ranges) You can understand, apply, and evaluate the geographical enquiry approach (fieldwork/maps/atlas/data).
Expected	<ul style="list-style-type: none"> You have further deepened your locational knowledge. You can understand geographical similarities, differences, and make links between places. You can understand a wide range of human and physical processes. 	<ul style="list-style-type: none"> You clearly understand and can explain the key processes in human and physical geography. You clearly understand and can explain how physical and human process are sequenced and interact to influence and change our world. You can express a range of views, opinions, and arguments in detail in a variety of contexts. You can use a wide range of key geographical and ambitious vocabulary in the correct context. 	<ul style="list-style-type: none"> You can identify, describe, explain, and evaluate a wide range of geographical sources. You can accurately communicate geographical skills information using complex geographical language. You can independently demonstrate complex numerical skills, discussing patterns and trends (using evidence) You can understand and apply the geographical enquiry approach (fieldwork/maps/atlas/data).
Working towards	<ul style="list-style-type: none"> You have deepened your locational knowledge. You can understand geographical similarities, differences, and begin to make links between places. You can understand a range of human and physical processes. 	<ul style="list-style-type: none"> You begin to understand the key processes in human and physical geography. You begin to understand how physical and human process are sequenced and interact. You can express views, opinions, and arguments in detail. You can use a range of key geographical vocabulary in the correct context. 	<ul style="list-style-type: none"> You can identify, describe, and explain a wide range of geographical sources. You can accurately communicate geographical skills information. You can apply more complex geographical numerical skills, highlighting patterns and trends with assistance. You can understand the geographical enquiry approach (fieldwork/maps/atlas/data).

	Knowledge of religious belief/practice	Impact of beliefs (religious, non-religious and individual)	Understanding and analysis	Expressing a viewpoint (religious, non-religious and individual)
Above	<ul style="list-style-type: none"> • Demonstrates a good knowledge of religious beliefs and practices with a confident use of specialist language. 	<ul style="list-style-type: none"> • Demonstrates an good awareness and can suggest a variety of influences religion on individuals, communities and society, supported by confident use of specialist language. 	<ul style="list-style-type: none"> • Demonstrates an excellent understanding, supported by analysis. 	<ul style="list-style-type: none"> • When expressing a viewpoint they can use supporting evidence and give a brief analysis.
Expected	<ul style="list-style-type: none"> • Demonstrates a good knowledge of religious beliefs and practices with emerging specialist language. 	<ul style="list-style-type: none"> • Demonstrates a satisfactory and suggest influences on individuals, communities and society supported by emerging specialist language. 	<ul style="list-style-type: none"> • Demonstration a good understanding of religious beliefs and practices, with attempted analysis. 	<ul style="list-style-type: none"> • When expressing a viewpoint they can use supporting evidence or explanation.
Working towards	<ul style="list-style-type: none"> • Demonstrates developing knowledge of religious belief and practice supported by limited specialist language. 	<ul style="list-style-type: none"> • Demonstrates a developing awareness of influences on individuals and communities supported by limited specialist language. 	<ul style="list-style-type: none"> • Demonstrates a limited understanding of religious beliefs and practices. 	<ul style="list-style-type: none"> • Can express a limited viewpoint.

	Knowledge of religious belief/practice	Impact of beliefs (religious, non-religious and individual)	Understanding and analysis (Religious, non-religious and individual)	Expressing a viewpoint (religious, non-religious and individual)
Above	<ul style="list-style-type: none"> • Demonstrates a excellent knowledge of religious beliefs and practices with good use of specialist language. 	<ul style="list-style-type: none"> • Demonstrates a excellent knowledge and understanding of influences of religion on individuals, communities and society, with accurate use of specialist language. 	<ul style="list-style-type: none"> • Demonstrates an excellent understanding, with relevant analysis. 	<ul style="list-style-type: none"> • Can express more than one viewpoint accurately, with supporting evidence and specialist terminology.
Expected	<ul style="list-style-type: none"> • Can use some subject specific language (tier 3) accurately, with some links to prior learning and demonstrates secure knowledge. 	<ul style="list-style-type: none"> • Demonstrates good awareness knowledge and understanding of influences on individuals, communities and society supported with the use specialist language. 	<ul style="list-style-type: none"> • Demonstrates a good understanding of religious beliefs and practices, with some analysis. 	<ul style="list-style-type: none"> • Can express more than one viewpoint with some supporting evidence and some specialist terminology.
Working towards	<ul style="list-style-type: none"> • Demonstrates a satisfactory knowledge of religious belief and practice. 	<ul style="list-style-type: none"> • Demonstrates a developing knowledge and basic understanding of influences on individuals and communities with emerging specialist language. 	<ul style="list-style-type: none"> • Demonstrates some understanding of religious beliefs and practices. 	<ul style="list-style-type: none"> • Can express a view point with an attempt at a including an explanation. .

	Knowledge of religious belief/practice	Impact of beliefs	Understanding and analysis	Expressing a viewpoint
Above	<ul style="list-style-type: none"> • Demonstrates an excellent knowledge and understanding of religious beliefs and practices with ambitious use of specialist language. 	<ul style="list-style-type: none"> • Demonstrates in depth knowledge and understanding of influences of religion on individuals, communities and society, supported by ambitious use of specialist language. 	<ul style="list-style-type: none"> • Demonstrates an excellent understanding, with critical analysis. 	<ul style="list-style-type: none"> • When expressing a viewpoint, they can use supporting evidence or explanation with a complex justification and ambitious specialist language.
Expected	<ul style="list-style-type: none"> • Demonstrates knowledge and understanding of religious beliefs and practices with specialist language. 	<ul style="list-style-type: none"> • Demonstrates good knowledge and understanding of influences on individuals, communities and society, with elements of greater depth and specialist language. 	<ul style="list-style-type: none"> • Demonstrates a good understanding of religious beliefs and practices, with analysis. 	<ul style="list-style-type: none"> • When expressing a viewpoint they can use supporting evidence or explanation to a good standard, with justification and specialist language. .
Working towards	<ul style="list-style-type: none"> • You can show a general knowledge of religious beliefs and practice, with accurate use of some specialist language. 	<ul style="list-style-type: none"> • Demonstrates a developing knowledge and basic understanding of influences on individuals, communities and society, supported by emerging specialist language. 	<ul style="list-style-type: none"> • Can understand a variety of beliefs and practices. 	<ul style="list-style-type: none"> • Can express a viewpoint and include explanations to support.

Maths

Year 7

	Number	Algebra	Data - Statistics	Ratio Proportion	Geometry
Above	<ul style="list-style-type: none"> You can calculate confidently with integers and decimals, including fractions, percentages and directed number and apply these to reasoning and problem solving scenarios. 	<ul style="list-style-type: none"> You can confidently use algebraic notation, including manipulation, like terms and sequences. 	<ul style="list-style-type: none"> You can construct and interpret more complex tables, charts, and diagrams. You can calculate and interpret statistical calculations. You understand the concepts of probability. 	<ul style="list-style-type: none"> You confidently use ratio notation and proportion, including simplifying and sharing and can apply to reasoning and problem solving. 	<ul style="list-style-type: none"> Can confidently apply skills to properties of shapes, including angles, area and perimeter and apply to reasoning and problem solving
Expected	<ul style="list-style-type: none"> You can calculate confidently with integers and decimals, including fractions, percentages and directed number 	<ul style="list-style-type: none"> You have developed an understanding of algebraic notation, including basic manipulation, like terms and sequences 	<ul style="list-style-type: none"> You can construct and interpret appropriate tables, charts, and diagrams. You begin to use statistical calculations. You understand the concepts of probability. 	<ul style="list-style-type: none"> You demonstrate a secure understanding of ratio notation and proportion, including simplifying and sharing. 	<ul style="list-style-type: none"> You can apply relevant skills to properties of shapes, including angles, area and perimeter.
Working towards	<ul style="list-style-type: none"> You are developing an understanding of integers and decimals, including fractions, percentage and directed number 	<ul style="list-style-type: none"> You are beginning to understand how pictures and symbols can be used to represent numerical values. 	<ul style="list-style-type: none"> You are beginning to construct and interpret simple tables, charts, and diagrams. You can calculate basic statistics. You can use simple probability. 	<ul style="list-style-type: none"> You demonstrate a basic understanding of ratio and proportion, including simplifying. 	<ul style="list-style-type: none"> You have developed an understanding of the properties of shapes and angles.

	Number	Algebra	Data - Statistics	Ratio Proportion	Geometry
Above	<ul style="list-style-type: none"> You can calculate confidently choosing appropriate methods for numerical scenarios. You can apply numerical skills to reasoning and problem solving scenarios. 	<ul style="list-style-type: none"> You can confidently use algebraic notation, including manipulation, like terms and sequences. You can identify unknown values in a variety of scenarios. 	<ul style="list-style-type: none"> You can construct and interpret more complex tables, charts, and diagrams including grouped data. You can calculate and interpret statistical calculations. You can calculate confidently with probability. 	<ul style="list-style-type: none"> You confidently use ratio notation and proportion, including use of multiplicative relationships. 	<ul style="list-style-type: none"> Can confidently apply skills to properties of a variety of shapes, including angles, area and perimeter and apply to more complex reasoning and problem solving
Expected	<ul style="list-style-type: none"> You can calculate confidently with integers and decimals, including fractions, complex percentages and index notation 	<ul style="list-style-type: none"> You can confidently use algebraic notation, including manipulation, like terms and sequences. You can identify unknown values. 	<ul style="list-style-type: none"> You can construct and interpret more complex tables, charts, and diagrams. You can calculate and interpret statistical calculations. You understand the concepts of probability. 	<ul style="list-style-type: none"> You can confidently use ratio notation and proportion, including simplifying and sharing and can apply to reasoning and problem solving. 	<ul style="list-style-type: none"> You can confidently apply skills to properties of shapes, including angles, area and perimeter and apply to reasoning and problem solving
Working towards	<ul style="list-style-type: none"> You understand the skills required to calculate with integers and decimals, including fractions, percentage and directed number 	<ul style="list-style-type: none"> You have developed an understanding of algebraic notation, including basic manipulation, like terms and sequences 	<ul style="list-style-type: none"> You can construct and interpret appropriate tables, charts, and diagrams. You are using statistical calculations. You understand the concepts of probability. 	<ul style="list-style-type: none"> You demonstrate a deeper understanding of ratio notation and proportion, including simplifying and sharing. 	<ul style="list-style-type: none"> You can apply relevant skills to properties of shapes, including angles, area and perimeter.

	Number	Algebra	Data - Statistics	Ratio Proportion	Geometry
Above	<ul style="list-style-type: none"> You are able to choose appropriate methods and calculations to solve multi-stage problems with integers and decimals, including fractions, complex percentages and index notation 	<ul style="list-style-type: none"> You are fluent in your understanding of relevant algebraic processes and can competently apply them to a variety of scenarios. 	<ul style="list-style-type: none"> You can construct and interpret more complex tables, charts, and diagrams including grouped data. You can compare accurately two or more sets of data. You can calculate confidently with probability, including use of diagrams. 	<ul style="list-style-type: none"> You can apply your understanding of ratio and proportion to solve multi step complex problems often including other mathematical skills. 	<ul style="list-style-type: none"> You have a higher level of understanding of the relationship between the properties of shapes and you apply the skills to solve multi-step problems
Expected	<ul style="list-style-type: none"> You can apply skills to confidently solve problems with integers and decimals, including fractions, complex percentages and index notation 	<ul style="list-style-type: none"> You can confidently use algebraic processes and you know when to apply them in a variety of scenarios. 	<ul style="list-style-type: none"> You can construct and interpret more complex tables, charts, and diagrams including grouped data. You know how to calculate and interpret appropriate statistical calculations. You can calculate probabilities confidently. 	<ul style="list-style-type: none"> You can confidently use ratio notation and proportion, including use of multiplicative relationships. 	<ul style="list-style-type: none"> You can confidently apply skills to properties of a wider variety of shapes, including angles, area and perimeter and apply to more complex reasoning and problem solving
Working towards	<ul style="list-style-type: none"> You can calculate confidently with integers and decimals, including fractions, percentages and directed number 	<ul style="list-style-type: none"> You have a greater understanding of algebraic notation, and how this applies to algebraic processes. 	<ul style="list-style-type: none"> You have a greater ability to construct and interpret appropriate tables, charts, and diagrams. You can calculate, more competently, statistical values. You can apply your understanding of probability to answer a range of questions. 	<ul style="list-style-type: none"> You can apply an understanding of ratio notation and proportion to solve a variety of problems. 	<ul style="list-style-type: none"> You can confidently apply skills to some properties of shapes, including angles, area and perimeter and apply to reasoning and problem solving

MFL – Spanish

Listening and Reading

Year 7

	Listening for understanding	Reading for understanding
Above	<ul style="list-style-type: none">▪ You can understand short spoken passages that include opinions, reasons and reference to the present tense, noting the main points. May include some more simple distractors.▪ You can respond in more than one way such as multiple choice, gap-fill, answering in English and the target language, with short responses. May include more some simple distractors.▪ You can listen and transcribe short phrases with accuracy.	<ul style="list-style-type: none">▪ You can understand short written passages that include opinions, reasons with reference to the present tense, noting the main points. May include some more simple distractors.▪ You can respond in more than one way such as multiple choice, gap-fill, answering in English and the target language, with short responses. May include more some simple distractors.
Expected	<ul style="list-style-type: none">▪ You can understand short spoken passages that include opinions, reasons with reference to the present tense, noting the main points.▪ You can respond in more than one way such as multiple choice, gap-fill, answering in English and the target language, with short responses.▪ You can listen and transcribe single words with accuracy.	<ul style="list-style-type: none">▪ You can understand short written passages that include opinions, reasons with reference to the present tense, noting the main points.▪ You can respond in more than one way such as multiple choice, gap-fill, answering in English and the target language, with short responses.
Working towards	<ul style="list-style-type: none">▪ You can identify meanings of spoken words and short phrases that include cognates and familiar vocabulary, with support.▪ You can respond appropriately to some questions, with support.▪ You can listen and transcribe single words with some accuracy.	<ul style="list-style-type: none">▪ You can understand meanings of written words and short phrases that include cognates and familiar vocabulary, with support.▪ You can respond appropriately to some questions, with support.▪ You can read and copy single words with some accuracy.

Year 8

	Listening for understanding	Reading for understanding
Above	<ul style="list-style-type: none"> ▪ You can understand some longer spoken passages across a range of familiar topics that include opinions, reasons with reference to a variety of tenses, noting the main points. May include some distractors. ▪ You can respond in more than one way such as multiple choice, gap-fill, answering in English and the target language. 	<ul style="list-style-type: none"> ▪ You can understand some longer written passages across a range of familiar topics that include opinions, reasons with reference to a variety of tenses, noting the main points. May include some distractors and sources of authentic texts. ▪ You can respond in more than one way such as multiple choice, gap-fill, answering in English and the target language. ▪ You can translate sentences into English, with few errors.
Expected	<ul style="list-style-type: none"> ▪ You can understand some longer spoken passages across a range of familiar topics that include opinions, reasons with reference to different time frames and tenses, noting the main points. ▪ You can respond in more than one way such as multiple choice, gap-fill, answering in English and the target language, with short responses. 	<ul style="list-style-type: none"> ▪ You can understand some longer written passages across a range of familiar topics that include opinions, reasons with reference to different time frames and tenses, noting the main points. May include some sources of authentic texts. ▪ You can respond in more than one way such as multiple choice, gap-fill, answering in English and the target languages, with short responses. ▪ You can translate sentences into English, with some errors.
Working towards	<ul style="list-style-type: none"> ▪ You can identify meanings of short spoken phrases that include cognates, familiar vocabulary and basic opinions, with support. ▪ You can respond appropriately to some questions, with support. 	<ul style="list-style-type: none"> ▪ You can identify meanings of short written phrases that include cognates, familiar vocabulary and basic opinions, with support. ▪ You can respond appropriately to some questions, with support.

	Listening for understanding	Reading for understanding
Above	<ul style="list-style-type: none"> ▪ You can understand longer spoken passages across a range of topics that include opinions, reasons and with reference to a variety of tenses, noting the main points. May include more complex distractors and unfamiliar language, at near normal speed. ▪ You can respond in more than one way such as multiple choice, gap-fill, answering in English and the target language. 	<ul style="list-style-type: none"> ▪ You can understand longer written passages across a range of topics that include opinions, reasons and with reference to a variety of tenses, noting the main points. May include more complex distractors and use authentic sources of text. ▪ You can respond in more than one way such as multiple choice, gap-fill, answering in English and the target language. ▪ You can translate a short paragraph into English, with few errors.
Expected	<ul style="list-style-type: none"> ▪ You can understand some longer spoken passages across a range of topics that include opinions, reasons and with reference to a variety of tenses, noting the main points. ▪ You can respond in more than one way such as multiple choice, gap-fill, answering in English and the target language, with a wide range of responses. 	<ul style="list-style-type: none"> ▪ You can understand some shorter written passages across a range of topics that include opinions, reasons and with reference to the present tense, noting the main points. ▪ You can respond in more than one way such as multiple choice, gap-fill, answering in English and the target languages, with short responses. ▪ You can translate a short paragraph into English, with some errors.
Working towards	<ul style="list-style-type: none"> ▪ You can identify meanings of short sentences that may include cognates and familiar vocabulary, with support. ▪ You can respond appropriately to some questions, with support. 	<ul style="list-style-type: none"> ▪ You can understand meanings of words and short phrases that include cognates and familiar vocabulary, with support. ▪ You can respond appropriately to some questions, with support.

Speaking and Writing

Year 7

	Listening for understanding	Communication	Quality of language
Above	<ul style="list-style-type: none"> ▪ You confidently fulfil all parts of the task but develop your ideas to go above and beyond what is expected. ▪ You use a wider range of vocabulary, including more ambitious vocabulary. ▪ Your content is relevant to the task but may also include more ideas going above and beyond what is expected. 	<ul style="list-style-type: none"> ▪ You can confidently conjugate several common present tense verbs in various forms. ▪ You may include another tense in your work. ▪ You link ideas using several connectives to create longer sentences. ▪ You can use several opinions and reasons with a high level of accuracy and are starting to use more ambitious vocabulary. ▪ You are becoming more confident in using a wider range of negatives in your work. 	<ul style="list-style-type: none"> ▪ Pronunciation/spelling is always or nearly always accurate. ▪ Verb endings are always or nearly always accurate. ▪ Adjectives are always or nearly always used accurately.
Expected	<ul style="list-style-type: none"> ▪ You can generally fulfil all parts of the task set. ▪ You can use appropriate vocabulary and language in the task. ▪ Your content is relevant to the task. 	<ul style="list-style-type: none"> ▪ You can use several common present tense verbs in the 'I' form. ▪ You can link ideas using some connectives to create longer sentences ▪ You can use several opinions and reasons with a good level of accuracy. ▪ You can regularly use negatives in your work. 	<ul style="list-style-type: none"> ▪ Pronunciation/spelling is accurate most of the time. ▪ Verb endings are usually accurate. ▪ Adjectives are generally used accurately.
Working towards	<ul style="list-style-type: none"> ▪ You are starting to fulfil parts of the task, with support. ▪ You can use some appropriate vocabulary and language related to the task. ▪ Some of your content is relevant to the task. 	<ul style="list-style-type: none"> ▪ You can use some verbs in set phrases. ▪ You can use some connectives to link short phrases. ▪ You can use some common opinions. 	<ul style="list-style-type: none"> ▪ You can repeat some simple vocabulary / copy individual words accurately. ▪ You can use cognates accurately with some opinions. ▪ You are beginning to write short sentences with some accuracy, with support.

	Listening for understanding	Communication	Quality of language
Above	<ul style="list-style-type: none"> ▪ You can fulfil all parts of the task and are starting to develop your ideas more consistently. ▪ You are starting to retrieve previously learned language to speak/write in more detail. ▪ Your content is relevant to the task but may also be starting to include more ideas. ▪ You may ask some questions to initiate a conversation. 	<ul style="list-style-type: none"> ▪ You can use common verbs in a variety of tenses. ▪ You can link your ideas together using a range of connectives, sequencers and intensifiers. ▪ You can confidently use several opinions and reasons with some accuracy and are starting to use some more complex language. ▪ You are consistently using a range of negatives in your work. 	<ul style="list-style-type: none"> ▪ Your grammar is starting to develop although may occasionally hinder accuracy. ▪ Your verb endings are often secure in a range of tenses, with some errors.
Expected	<ul style="list-style-type: none"> ▪ You fulfil all parts of the task and are starting to develop your ideas. ▪ You are starting to use a wider range of vocabulary. ▪ Your content is relevant to the task. You are beginning to develop your ideas. ▪ You can understand and respond to a range of familiar questions across a variety of topics. 	<ul style="list-style-type: none"> ▪ You are beginning to develop your use of different time frames and tenses. ▪ You can link ideas using a variety of connectives to create longer sentences. ▪ You can confidently use a variety of opinions and reasons with a high level of accuracy and are starting to use more ambitious vocabulary ▪ You are becoming more confident in using a wider range of negatives in your work. 	<ul style="list-style-type: none"> ▪ Your grammar is generally secure. Some errors may occur at times. ▪ Your verb endings are generally secure in different tenses. Some errors may occur at times.
Working towards	<ul style="list-style-type: none"> ▪ You can fulfil some parts of the task set, with support. ▪ You can use familiar vocabulary and language in the task, with support. ▪ Your content is sometimes relevant to the task. 	<ul style="list-style-type: none"> ▪ You can use several common present tense verbs in the 'I' form, with support. ▪ You can link some ideas using basic connectives to create short sentences. ▪ You can use some basic opinions with some accuracy. 	<ul style="list-style-type: none"> ▪ Pronunciation/spelling is sometimes accurate. ▪ Verb endings are sometimes accurate. ▪ Adjectives are sometimes used accurately.

	Listening for understanding	Communication	Quality of language
Above	<ul style="list-style-type: none"> ▪ You can securely fulfil all parts of the task and consistently develop your ideas to go above and beyond what is expected. ▪ You can consistently use a wider range of more ambitious language effectively and retrieve previously learned language. ▪ Your content is relevant to the task but may also include more ideas going above and beyond what is expected. ▪ You can speak/write using the appropriate register. ▪ You may initiate conversations and use language spontaneously. 	<ul style="list-style-type: none"> ▪ You can confidently conjugate a wide range of verbs in various forms and in several tenses. ▪ You can link your ideas together in a coherent and developed way throughout your work. ▪ You can confidently use several opinions and reasons with a high level of accuracy and are regularly using more ambitious vocabulary. ▪ You are becoming more confident in securely using a wider range of negatives in your work. 	<ul style="list-style-type: none"> ▪ Your grammar is secure and rarely hinders accuracy. ▪ Your verb endings are always or nearly always secure in a wide range of tenses. ▪ Adjectives are always used accurately, with few errors.
Expected	<ul style="list-style-type: none"> ▪ You confidently fulfil all parts of the task and develop your ideas with detail. ▪ You use a wider range of vocabulary using more ambitious words and phrases. ▪ Your content is relevant to the task and may also include more detailed ideas. ▪ You can understand and respond to a range of familiar questions across a variety of topics. 	<ul style="list-style-type: none"> ▪ You can confidently refer to different time frames using appropriate time phrases ▪ You may include another tense in your work. ▪ You link ideas using a variety of connectives to create short paragraphs. ▪ You can confidently use a variety of opinions and reasons with a high level of accuracy and are starting to use more ambitious vocabulary. ▪ You are becoming more confident in using a wider range of negatives in your work . 	<ul style="list-style-type: none"> ▪ Your grammar is generally secure. Some errors may occur at times. ▪ Your verb endings are generally secure in different tenses. Some errors may occur at times. ▪ Adjectives are often used accurately, with some errors.
Working towards	<ul style="list-style-type: none"> ▪ You can generally fulfil all parts of the task set, with support. ▪ You can use appropriate vocabulary and language in the task, with support. ▪ Your content is sometimes relevant to the task. 	<ul style="list-style-type: none"> ▪ You can use several common present tense verbs in the 'I' form. ▪ You can link ideas using some connectives to create longer sentences. ▪ You can use some opinions and reasons with some accuracy. ▪ You can sometimes use negatives in your work. 	<ul style="list-style-type: none"> ▪ Pronunciation/spelling is sometimes accurate. ▪ Verb endings are sometimes accurate. ▪ Adjectives are sometimes used accurately.

	Practical Performance	Skill Application	Personal Qualities in PE
Above	<ul style="list-style-type: none"> ▪ Demonstrates majority of core and advanced skills taught for the activity in isolation and competitive situations. ▪ Skills are performed consistently with excellent control, accuracy and fluency in isolation, under pressure and in competitive situations. 	<ul style="list-style-type: none"> ▪ Can successfully select and apply the appropriate skills and rules taught in most situations. ▪ Physical fitness is strong and as a result impacts performance significantly. ▪ Psychological control is strong and as a result impacts performance significantly. 	<ul style="list-style-type: none"> ▪ Demonstrates excellent regard for the safety of themselves and others. ▪ Can take a leadership role in the lesson, demonstrating excellent communication with others, having a positive influence on performance. ▪ Demonstrates a very good awareness of self/others strengths, weaknesses in performance situations and can support to aid further improvement.
Expected	<ul style="list-style-type: none"> ▪ Demonstrates a range of core and advanced skills taught for the activity in isolation and competitive situations. ▪ Skills are mostly performed with good control, accuracy and fluency in isolation, under pressure and in competitive situations. 	<ul style="list-style-type: none"> ▪ Can mostly select and apply the appropriate skills and rules taught in most situations. ▪ Physical fitness is sufficient and as a result impacts performance positively. ▪ Psychological control is good and as a result impacts performance positively. 	<ul style="list-style-type: none"> ▪ Demonstrates regard for the safety of themselves and others. ▪ Can take a leadership role in the lesson, demonstrating good communication with others, having an influence on performance. ▪ Demonstrates a good awareness of self/others strengths, weaknesses in performance situations and can support to aid further improvement.
Working towards	<ul style="list-style-type: none"> ▪ Demonstrates some core skills taught for the activity in isolation and competitive situations. ▪ Skills are performed with some control, accuracy, and fluency in isolation, under pressure and in competitive situations. 	<ul style="list-style-type: none"> ▪ Can sometimes select and apply the appropriate skills and rules taught in some situations. ▪ Physical fitness is limited and as a result impacts performance significantly. ▪ Psychological control is limited and as a result impacts performance significantly. 	<ul style="list-style-type: none"> ▪ Demonstrates some regard for the safety of themselves and others. ▪ When in a leadership role communication with others lacks confidence. ▪ Can observe the performance of others but struggles to offer feedback for improvement.

Science

Year 7

	Analysis and Evaluation	Experimental Skills and Investigations	Measurement	Scientific Attitudes	Substantive Knowledge
Above	<ul style="list-style-type: none"> • Present data appropriately in tables and charts/graphs. • Calculate results to draw a valid conclusion. • Evaluation data and identify sources of error to explain anomalous results in an investigation. 	<ul style="list-style-type: none"> • Create a hypothesis and chose a suitable range of repeated data. • Identify independent, dependent and control variables. • Plan a simple method to collect valid data. • Choose appropriate equipment to collect valid data. 	<ul style="list-style-type: none"> • Understand and use units. • Use simple equations and perform appropriate calculations. • Use simple statistical techniques to analyse data. 	<ul style="list-style-type: none"> • Describe how to improve the accuracy and precision of results. • Describe how a scientific method or theory has changed over time. • Identify and manage risks and hazards specific to a particular experiment. 	<ul style="list-style-type: none"> • Demonstrate accurate knowledge and understanding and can apply this correctly to familiar contexts.
Expected	<ul style="list-style-type: none"> • Present data in a simple tables and charts/graphs. • Calculate results to identify patterns in data. • Evaluate data and identify sources of error in an investigation. 	<ul style="list-style-type: none"> • Make a prediction and choose a suitable range of data to collect. • Identify independent, dependant and control variables with guidance. • Follow a given method to collect valid data. • Name scientific equipment correctly and describe it's use. 	<ul style="list-style-type: none"> • Identify and use basic units. • Perform some calculations when scaffolding is given. • Undertake basic data analysis 	<ul style="list-style-type: none"> • Describe why results are repeated. • Describe a scientific method or theory. • Identify risks and hazards in a lab and carry out practical work safely. 	<ul style="list-style-type: none"> • Demonstrate accurate knowledge and understanding and uses accurate scientific terminology.
Working towards	<ul style="list-style-type: none"> • Present data in a given table or chart • Identify patterns in results. • Identify a source of error in an investigation. 	<ul style="list-style-type: none"> • Ask a scientific question. • Recognise and control variables. • Carry out a fair test. • Name scientific equipment correctly. 	<ul style="list-style-type: none"> • Identify basic units. • Perform simple calculations with guidance. 	<ul style="list-style-type: none"> • Produce repeated results. • Identify a scientific method or theory. • Carry out practical work safely. 	<ul style="list-style-type: none"> • Demonstrate some accurate knowledge and understanding and uses some accurate scientific terminology when scaffolding is given.

	Analysis and Evaluation	Experimental Skills and Investigations	Measurement	Scientific Attitudes	Substantive Knowledge
Above	<ul style="list-style-type: none"> Choose how to appropriately present data. Calculate results to draw a detailed conclusion linked to the hypothesis. Evaluate data and identify sources of random and systematic error to explain anomalous results in an investigation. 	<ul style="list-style-type: none"> Create and explain a hypothesis and chose a suitable range of repeated data. Identify independent, dependent and control variables and describe how to control variables. Plan a method that contains most of the relevant steps to collect valid data. Describe and justify the use of equipment to collect valid data. 	<ul style="list-style-type: none"> Understand, use and convert between units, sometimes with guidance. Rearrange equations and calculations. Analyse qualitative and quantitative data to draw conclusions. 	<ul style="list-style-type: none"> Describe how to improve the reproducibility of results. Describe a scientific method or theory has changed over time and the evidence that supports it. Explain the importance of publishing results and peer review. Describe risks and hazards specific to a particular experiment and ways to reduce the risk. 	<ul style="list-style-type: none"> Demonstrate accurate knowledge and understanding and can apply this correctly to familiar and unfamiliar contexts.
Expected	<ul style="list-style-type: none"> Present data appropriately in tables and charts/graphs. Calculate results to draw a valid conclusion. Evaluation data and identify sources of error to explain anomalous results in an investigation. 	<ul style="list-style-type: none"> Create a hypothesis and choose a suitable range of repeated data. Identify independent, dependent and control variables. Plan a simple method to collect valid data. Chose appropriate equipment to collect valid data. 	<ul style="list-style-type: none"> Understand and use units. Use simple equations and perform appropriate calculations. Use simple statistical techniques to analyse data. 	<ul style="list-style-type: none"> Describe how to improve the accuracy and precision of results. Describe how a scientific method or theory has changed over time. Identify and manage risks and hazards specific to a particular experiment. 	<ul style="list-style-type: none"> Demonstrate accurate knowledge and understanding and can apply this correctly to familiar contexts.
Working towards	<ul style="list-style-type: none"> Present data in a simple tables and charts/graphs. Calculate results to identify patterns in data. Evaluate data and identify sources of error in an investigation. 	<ul style="list-style-type: none"> Make a prediction and choose a suitable range of data to collect. Identify independent and dependant variables with guidance. Follow a given method to collect valid data. Name scientific equipment correctly and describe it's use. 	<ul style="list-style-type: none"> Identify and use basic units. Perform some calculations when scaffolding is given. Undertake basic data analysis 	<ul style="list-style-type: none"> Describe why results are repeated. Describe a scientific method or theory. Identify risks and hazards in a lab and carry out practical work safely. 	<ul style="list-style-type: none"> Demonstrate accurate knowledge and understanding and uses accurate scientific terminology

	Analysis and Evaluation	Experimental Skills and Investigations	Measurement	Scientific Attitudes	Substantive Knowledge
Above	<ul style="list-style-type: none"> Choose how to appropriately present data accurately. Calculate results to draw a scientific, reasoned conclusion linked to the hypothesis. Suggest improvements to a method to overcome sources of random & systematic error. 	<ul style="list-style-type: none"> Create a justify a hypothesis, choosing a suitable range of repeated data. Identify independent, dependent & control variables & describe how to control variables in an unfamiliar context. Plan a logical method that contains all relevant steps to collect a range of valid data. Describe & justify the use of the most appropriate equipment to collect precise, valid data. 	<ul style="list-style-type: none"> Understand, use & convert between units. Rearrange equations & perform multi-step calculations. Analyse qualitative & quantitative data to draw logical conclusions. 	<ul style="list-style-type: none"> Explain how scientific methods & theories develop as earlier explanations are modified to take account of new evidence & ideas, together with the importance of publishing results & peer review. Evaluate the risks & hazards specific to a particular experiment & the likelihood of it occurring. 	<ul style="list-style-type: none"> Demonstrate accurate comprehensive knowledge & understanding & can apply this correctly to familiar & unfamiliar contexts.
Expected	<ul style="list-style-type: none"> Choose how to appropriately present data. Calculate results to draw a detailed conclusion linked to the hypothesis. Evaluate data & identify sources of random & systematic error to explain anomalous results in an investigation. 	<ul style="list-style-type: none"> Create & explain a hypothesis & choose a suitable range of repeated data. Identify independent, dependent & control variables & describe how to control variables. Plan a method that contains most of the relevant steps to collect valid data. Describe & justify the use of equipment to collect valid data. 	<ul style="list-style-type: none"> Understand, use & convert between units. Rearrange equations & calculations. Analyse qualitative & quantitative data to draw conclusions. 	<ul style="list-style-type: none"> Describe how to improve the reproducibility of results. Describe a scientific method or theory has changed over time & the evidence that supports it. Explain the importance of publishing results & peer review. Describe risks & hazards specific to a particular experiment & ways to reduce the risk. 	<ul style="list-style-type: none"> Demonstrate accurate knowledge & understanding & can apply this correctly to familiar & unfamiliar contexts.
Working towards	<ul style="list-style-type: none"> Present data appropriately in tables & charts/graphs. Calculate results to draw a valid conclusion. Evaluation data & identify sources of error to explain anomalous results in an investigation. 	<ul style="list-style-type: none"> Create a hypothesis & choose a suitable range of repeated data. Identify independent, dependent & control variables. Plan a simple method to collect valid data. Choose appropriate equipment to collect valid data. 	<ul style="list-style-type: none"> Understand & use units. Use simple equations & perform appropriate calculations. Use simple statistical techniques to analyse data. 	<ul style="list-style-type: none"> Describe how to improve the accuracy & precision of results. Describe how a scientific method or theory has changed over time. Identify & manage risks & hazards specific to a particular experiment. 	<ul style="list-style-type: none"> Demonstrate accurate knowledge & understanding & can apply this correctly to familiar contexts.

Technologies

Computer Science

Year 7

	Computer science	IT	Digital Literacy
Above	<ul style="list-style-type: none">• You can write an algorithm to solve a specific problem• You can demonstrate how binary is used• You can describe the uses of different components within hardware and software▪ You can create and debug code for a specific purpose	<ul style="list-style-type: none">• You can use a variety of key terms within online safety• You can create a digital artefact using the most appropriate software for the given task▪ You can create artefacts for the given audience	<ul style="list-style-type: none">• You can save work with relevant file names in sub folders▪ You can use the most appropriate tools and features used to revise and repurpose artefacts
Expected	<ul style="list-style-type: none">• You can solve a problem with an algorithm• You understand how computers use binary• You can identify the components and applications in hardware and software▪ You can create code to produce an output	<ul style="list-style-type: none">• You understand key terms within online safety• You can choose the most appropriate software for the given task▪ You can revise and repurpose digital artefacts for a given audience	<ul style="list-style-type: none">• You can save work with relevant file names▪ You can use effectively software features to revise and repurpose artefacts
Working towards	<ul style="list-style-type: none">• You can understand what an algorithm is• You understand why computers use binary• You can describe the difference between hardware and software• You can use code to produce an output	<ul style="list-style-type: none">• You can identify key terms within online safety• You understand what software can be used for different tasks▪ You can recognise limited considerations of audience for the task	<ul style="list-style-type: none">• You are able to save work locally▪ You can use limited features of the software to edit work

Year 8

	Computer science	IT	Digital Literacy
Above	<ul style="list-style-type: none"> ▪ You can use advanced techniques using the constructs within a programming language ▪ You can describe the stages of the FDE cycle and identify the key components within a computer system ▪ You can identify an overflow error when completing an 8 bit addition 	<ul style="list-style-type: none"> ▪ You can use, revise and repurpose digital artefact by using a combination of applications by using the most appropriate file formats ▪ You can use multiple applications to repurpose artefacts considering design, usability and trustworthiness 	<ul style="list-style-type: none"> ▪ You can understand the threats and potential consequences if protective actions not undertaken ▪ You can save work in appropriate formats with relevant file and folder names
Expected	<ul style="list-style-type: none"> ▪ You can successfully using constructs within programming ▪ You can identify the stages of the FDE cycle within a computer system ▪ You are able to add two 8 bit binary numbers together 	<ul style="list-style-type: none"> ▪ You can use and combine multiple applications to create a digital artefact ▪ You can use multiple applications to repurpose artefacts considering design and usability 	<ul style="list-style-type: none"> ▪ You can understand actions to be taken for protection of online dangers ▪ You can save work in appropriate formats
Working towards	<ul style="list-style-type: none"> ▪ You can understand constructs and attempting to use them within programming ▪ You can understand the purpose of the CPU within a computer system ▪ You can convert between binary and decimal 	<ul style="list-style-type: none"> ▪ You can use multiple applications to create a digital artefact ▪ You can use multiple applications to repurpose artefacts considering design 	<ul style="list-style-type: none"> ▪ You can identify key dangers online ▪ You can use file and folders correctly

	Computer science	IT	Digital Literacy
Above	<ul style="list-style-type: none"> ▪ You can use multiple constructs to create a working program to achieve different goals ▪ You can complete algebraic expressions ▪ You can identify several key algorithms within a coded solution 	<ul style="list-style-type: none"> ▪ You can make refinements to the quality of the solution considering audience and purpose. ▪ You can collect and analyse data ensuring it meetings the needs for the audience. 	<ul style="list-style-type: none"> ▪ You can understand the law and consequences for breaking the relevant law
Expected	<ul style="list-style-type: none"> ▪ You can create a program using constructs to achieve different goals ▪ You can complete truth tables in logic gates ▪ You can understand several key algorithms 	<ul style="list-style-type: none"> ▪ You can identify improvements to be made to improve the quality of the solution ▪ You can collect and analyse data for the given task 	<ul style="list-style-type: none"> ▪ You can identify the most appropriate law for a given scenario
Working towards	<ul style="list-style-type: none"> ▪ You can design a program with use of decisions to achieve different goals ▪ You can identify logic gates and output ▪ You can identify several key algorithms 	<ul style="list-style-type: none"> ▪ You can use success criteria to evaluate the quality of solutions ▪ You can collect data for the given task 	<ul style="list-style-type: none"> ▪ You can identify laws that apply to digital artefacts

Practical Skills			
	Design	Make	Evaluate
Above	<ul style="list-style-type: none"> You can communicate creative design ideas using a given approach. You can make a detailed plan for your final design. You can present your ideas using a variety of techniques and colour effectively. You can experiment with a variety of different methods to develop and refine your ideas. 	<ul style="list-style-type: none"> You can use all the correct techniques, tools and equipment very safely in line with workshop expectations to complete a high-quality given outcome. You can use a range of tools accurately and rarely need help. 	<ul style="list-style-type: none"> You can test and evaluate a product against parts of a specification and identify good / bad features and can justify improvements You can develop your ideas based on the work of others.
Expected	<ul style="list-style-type: none"> You can communicate different design ideas using a given approach. You can make a plan for your final design. You can come up with a few different design ideas and develop them, so they are improved. 	<ul style="list-style-type: none"> You can use all of the correct techniques, tools and equipment safely in line with workshop expectations to complete a good quality finished outcome You can use a range of modelling techniques. You can work accurately. You rarely need help 	<ul style="list-style-type: none"> You can test a product and identify some good / bad features and suggest improvements.
Working towards	<ul style="list-style-type: none"> You can communicate basic design ideas using a given approach. You can label your drawings 	<ul style="list-style-type: none"> You can use some of the correct techniques, tool and equipment safely in line with workshop expectations to complete an expectation Your work is mostly accurate. You sometimes need help. 	<ul style="list-style-type: none"> You can test a product and identify some good features.

Theory Knowledge			
	Design	Make	Evaluate
Above	<ul style="list-style-type: none"> You can explain your ideas clearly and in detail. You can annotate all parts of the design idea with justification (Colour / Shape / Size / Materials / Technique). You can use research to demonstrate knowledge and inform your designs. 	<ul style="list-style-type: none"> You can select and identify the correct tools and materials to complete an outcome plus can suggest more complex materials and tools. You can explain the function of the tools selected. 	<ul style="list-style-type: none"> You can reflect on your own work and the work of others and make realistic suggestions for making improvements. You can look at existing products relevant to your work and adapt ideas for your own designs. You understand how your product can impact the user in different ways.
Expected	<ul style="list-style-type: none"> You can annotate your work in detail. You can annotate different parts of your design ideas (Colour / Shape / Size / Material / Technique). You can identify the user's needs. You can use the design brief as a starting point for your research and show this in your work. 	<ul style="list-style-type: none"> You can select and identify the correct tools and materials to complete an outcome You can select the correct tools in your practical work and explain their function. You can make good choices when you select materials. You understand the properties of the materials you use and can demonstrate how they might benefit and disadvantage your product. 	<ul style="list-style-type: none"> You can reflect on your own and the work of others. You can look at similar existing products and include same features in your own designs. You can look at the work of different artists and designers to gather ideas for your own work. You can understand your responsibility as a designer.
Working towards	<ul style="list-style-type: none"> You can annotate your design idea labelling the Colour / Shape / Size / Material / Technique. You understand the user's needs. You understand what a design specification is. You understand the design brief 	<ul style="list-style-type: none"> You can select some tools and materials needed to complete an outcome You can name most of the tools, techniques and processes you use in your practical work. You can name most of the materials you use. You understand the characteristics of most of the materials you use and show this in your work. 	<ul style="list-style-type: none"> You can reflect on your own work. You can look at the work of others and find pictures to research.

Practical Skills			
	Design	Make	Evaluate
Above	<ul style="list-style-type: none"> You can communicate a range of creative design ideas using a given approach which considers wider issues and criteria You can consider a wide variety of important factors in your design work. You can solve design problems creatively. You can modify your designs to improve them 	<ul style="list-style-type: none"> You can use all of the correct technique, tools and equipment safely in line with workshop expectations to complete a high quality given outcome You can consistently select appropriate tools and materials with confidence. You can use your knowledge and skills to support others in their practical work. You can work with precision at all times. You can help others in their practical work 	<ul style="list-style-type: none"> You can test and evaluate a product against a specification You can show connections between your work and the work of others. You can test and evaluate your final product and suggest improvements as a result.
Expected	<ul style="list-style-type: none"> You can communicate creative design ideas using a given approach You can experiment with a variety of different methods to develop and refine your ideas. You can use colour effectively. You can present your ideas using a variety of techniques, 2D and 3D. 	<ul style="list-style-type: none"> You can use all of the correct techniques, tools and equipment safely in line with workshop expectations to complete a good quality finished outcome You can use a range of modelling techniques. You can work accurately. You rarely need help 	<ul style="list-style-type: none"> E) You can test and evaluate a product against a specification. You can develop your ideas based on the work of others. You can test and evaluate your final product against a specification.
Working towards	<ul style="list-style-type: none"> You can come up with a few different ideas and develop them so they are improved. You have a plan to make your final design. 	<ul style="list-style-type: none"> You can use some of the correct techniques, tool and equipment safely in line with workshop expectations to complete an expectation Your work is mostly accurate. You sometimes need help. 	<ul style="list-style-type: none"> You can identify positive and negative points in your work and suggest improvements.

Theory Knowledge			
	Design	Make	Evaluate
Above	<ul style="list-style-type: none"> You can understand social, moral and cultural issues that link to the user's needs. You are able to justify your opinions and the decisions you make about your work. You know the advantages and disadvantages of using CAD/CAM and show this in your work. 	<ul style="list-style-type: none"> You can select and identify the correct tools and materials to complete an outcome plus can suggest more complex materials and tools You can explore alternative ways of working. You can explain the best techniques and processes to use when making. You understand and use the properties of materials to achieve functioning solutions. 	<ul style="list-style-type: none"> You can analyse existing products and others' work and use this to inform and develop your own original ideas. You can understand the impact of your product on the environment and the user.
Expected	<ul style="list-style-type: none"> You can use research to demonstrate knowledge and inform your designs. You can explain your ideas clearly and in detail. You have detailed planning your final design. You understand the benefits of using CAD/CAM. 	<ul style="list-style-type: none"> You can select and identify the correct tools and materials to complete an outcome You can select the correct tools in your practical work and explain their function. You can make good choices when you select materials. You understand the properties of the materials you use and can demonstrate how they might benefit and disadvantage your product. 	<ul style="list-style-type: none"> You can look at existing products that are relevant to your work and adapt ideas for use in your own designs. You understand how your product can impact the user in different ways.
Working towards	<ul style="list-style-type: none"> You can use the design brief as a starting point for your research and you can show this in your work. You can identify user's needs. You can annotate your work in detail. You understand what CAD and CAM means, and the difference between them. 	<ul style="list-style-type: none"> You can select some tools and materials needed to complete an outcome You can name most of the tools, techniques and processes you use in your practical work. You can name most of the materials you use. You understand the characteristics of most of the materials you use and show this in your work. 	<ul style="list-style-type: none"> You can look at similar existing products and include the same features in your own designs. You can look at the work of different artists and designers to gain ideas for your own work. You know about some smart materials and how they can help your product and the user. You understand your responsibility as a designer.

Practical Skills			
	Design	Make	Evaluate
Above	<ul style="list-style-type: none"> You have created ideas that are appealing and respond perfectly to the brief / needs. You can generate designs that are innovative and functional and you have solved the problem creatively You can render your designs adding shade and tone to make them appear more realistic. 	<ul style="list-style-type: none"> You can use all of the correct technique, tools and equipment safely in line with workshop expectations to complete a high quality given outcome You can consistently select appropriate tools and materials with confidence. You can use your knowledge and skills to support others in their practical work. You can work with precision at all times. You can help others in their practical work 	<ul style="list-style-type: none"> You can test and evaluate a product against a specification considering the opinion of a third party. You can evaluate the impact of the product on individuals, society and the environment You can make relevant and improved changes to your product as it is ongoing based on your own evaluations against the brief
Expected	<ul style="list-style-type: none"> You can solve a design problem creatively and you can modify your designs to improve them to meet the brief / needs. You can consider some important factors in your designs You have added some rendering to your designs to represent different materials. 	<ul style="list-style-type: none"> You can use all of the correct techniques, tools and equipment safely in line with workshop expectations to complete a good quality finished outcome You can use a range of modelling techniques. You can work accurately. You rarely need help 	<ul style="list-style-type: none"> You can test and evaluate a product against a detailed specification and show a connection to the work of others. You can state improvements based on results during the lesson and modify appropriately
Working towards	<ul style="list-style-type: none"> You can present basic design ideas using both 2D and 3D. You have added some basic colour to your designs You can show changes to your designs as they develop. 	<ul style="list-style-type: none"> You can use some of the correct techniques, tool and equipment safely in line with workshop expectations to complete an expectation Your work is mostly accurate. You sometimes need help. 	<ul style="list-style-type: none"> You can test and evaluate a product against part of a specification You can make some small changes to your work based on ongoing feedback / evaluations

Theory Knowledge			
	Design	Make	Evaluate
Above	<ul style="list-style-type: none"> You have used social, moral and cultural information to design for your user/ brief. You have researched relevant information based on user needs and this is included in your annotations which are clear and detailed. 	<ul style="list-style-type: none"> You can select and identify the correct tools and materials to complete an outcome plus can suggest more complex materials and tools You can explore alternative ways of working. You can explain the best techniques and processes to use when making. You understand and use the properties of materials to achieve functioning solutions. 	<ul style="list-style-type: none"> You can thoroughly evaluate your work and work of others. You can explain how information you have found has influenced the design with examples. You have given example materials when evaluating including new / modern materials that could be used as improvements.
Expected	<ul style="list-style-type: none"> You can understand social, moral and cultural issues that link to the user needs / brief, in your annotation. You can annotate your ideas that are clear and detailed and justified with opinions linked to your work. You can label and justify your designs that clearly link to research 	<ul style="list-style-type: none"> You can select and identify the correct tools and materials to complete an outcome You can select the correct tools in your practical work and explain their function. You can make good choices when you select materials. You understand the properties of the materials you use and can demonstrate how they might benefit and disadvantage your product. 	<ul style="list-style-type: none"> You can analyse existing products and others work and use this to help your ideas. You can understand how the product impacts on the environment and the user
Working towards	<ul style="list-style-type: none"> You can add some annotations to your drawings such as materials to help explain them further You can state how research has helped you develop your ideas and what your ideas link towards (Designer / Brief etc) 	<ul style="list-style-type: none"> You can select some tools and materials needed to complete an outcome You can name most of the tools, techniques and processes you use in your practical work. You can name most of the materials you use. You understand the characteristics of most of the materials you use and show this in your work. 	<ul style="list-style-type: none"> You can say how the product can impact a user in some different ways You can identify the work of some designers You can suggest some basic changes to your work based on needs / wants

	Practical skills	Understanding ingredients
Above	<ul style="list-style-type: none"> You can independently produce a well presented dish. You use a wide range of equipment correctly and safely. You are able to identify areas where things could go wrong and be able to correct them. You can use subject specific vocabulary when discussing practical processes. You demonstrate excellent practice of hygiene and safety. 	<ul style="list-style-type: none"> You show good nutritional knowledge by identifying nutrients and their role in the body. You use descriptive words to describe the taste, smell, texture and appearance of all ingredients. You are able to explain your choice of ingredients when planning a practical. You are able to adapt ingredients and explain how it would affect the outcome of the dish. You can explain whether your dish would be suitable for someone with a dietary requirement.
Expected	<ul style="list-style-type: none"> You can follow instructions to produce a well presented dish. You are able to use equipment safely and correctly. You can identify when things have gone wrong and seek help. You can use subject specific vocabulary. You demonstrate good practice of hygiene and safety. 	<ul style="list-style-type: none"> You can show nutritional knowledge by identifying some nutrients and their role in the body. You can use descriptive words to describe the taste, smell, texture and appearance of ingredients. You show an understanding of why ingredients are used in certain dishes. You are able to suggest changes to ingredients with reasons. You can explain whether your dish is healthy or unhealthy.
Working towards	<ul style="list-style-type: none"> You can produce a dish with support. You are beginning to use equipment safely. You are starting to recognise mistakes when they occur. You can correctly name equipment and what it's used for. You can show an understanding of the importance of hygiene and safety. 	<ul style="list-style-type: none"> You are beginning to show some knowledge of nutrients provided by ingredients. You are beginning to be able to describe a dish's taste, smell, texture and appearance. You are able to choose ingredients based on personal preference. You are starting to suggest things that could be added to or taken away from a dish. You are able to name ingredients correctly.

	Practical skills	Understanding ingredients
Above	<ul style="list-style-type: none"> ● You can independently produce a well presented dish. ● You are able to correctly use a wide range of equipment safely. ● You are able to recognise errors and know when to seek help. ● You are able to use subject specific vocabulary to describe the processes involved in practicals. ● You can demonstrate excellent knowledge of hygiene and safety. 	<ul style="list-style-type: none"> ● You can show good nutritional knowledge by identifying both Macronutrients and some Micronutrients (vitamins and minerals) and their role in the body. ● You can use sensory descriptors to identify the taste, smell, texture and appearance of all ingredients. ● You are able to show creativity with your choice of ingredients when planning a practical. ● You are able to explain how a dish fits into the Eatwell Guide. ● You are able to explain whether ingredients are suitable for specific dietary requirements.
Expected	<ul style="list-style-type: none"> ● You can independently produce a well presented dish. ● You use appropriate equipment correctly and safely. ● You are able to identify areas where things could go wrong and know when to seek help. ● You can use subject specific vocabulary when discussing practical processes. ● You demonstrate good practice of hygiene and safety. 	<ul style="list-style-type: none"> ● You show good nutritional knowledge by identifying nutrients and their role in the body. ● You use descriptive words to describe the taste, smell, texture and appearance of all ingredients. ● You are able to explain your choice of ingredients when planning a practical. ● You are able to adapt ingredients and explain how it would affect the outcome of the dish. ● You can explain how your dish is fit for purpose.
Working towards	<ul style="list-style-type: none"> ● You are able to produce a finished dish with some guidance. ● You can use some equipment safely and correctly. ● You are able to follow instructions to make a product. ● You can correctly identify equipment required to complete practical tasks. ● You show a good standard of hygiene and safety. 	<ul style="list-style-type: none"> ● You are starting to show some nutritional knowledge linking ingredients to sections of the Eatwell Guide. ● You are beginning to use descriptive words to describe the taste, smell, texture and appearance of your dish. ● You are beginning to understand why ingredients are used in a certain dish. ● You can suggest changes to ingredients used in a dish.

	Practical skills	Understanding ingredients
Working above	<ul style="list-style-type: none"> You can show knowledge of the processes involved with how ingredients work together. You are able to independently organise tasks to work within a timeframe to produce a high quality product. You are able to use a wide range of correct equipment precisely and safely. You can demonstrate expert knowledge of hygiene and safety to make a product that is fit for consumption by other people. You are creative with ingredients to develop a recipe. 	<ul style="list-style-type: none"> You can show in depth nutritional knowledge by identifying both Macronutrients and Micronutrients (vitamins and minerals) and their role in the body for all ingredients. You are able to describe the sensory qualities of all ingredients. You show creativity with ingredients when planning a practical. You are able to suggest developments for dishes explaining ingredient choices providing clear reasoning including sources of ingredients. Explain how ingredients or recipes are suitable for, or can be adapted to fit dietary requirements.
Working at	<ul style="list-style-type: none"> You can independently produce a well presented dish. You are able to correctly use a wide range of equipment safely. You are able to recognise errors and know when to seek help. You are able to use subject specific vocabulary to describe the processes involved in practicals. You can demonstrate good knowledge of hygiene and safety. 	<ul style="list-style-type: none"> You can show good nutritional knowledge by identifying both Macronutrients and some Micronutrients (vitamins and minerals) and their role in the body. You can use sensory descriptors to identify the taste, smell, texture and appearance of all ingredients. You are able to show creativity with your choice of ingredients when planning a practical. You are able to explain how a dish fits into the Eatwell Guide. You are able to explain whether ingredients are suitable for specific dietary requirements.
Working towards	<ul style="list-style-type: none"> You can produce a finished dish with support. You can use a range of equipment correctly and safely with guidance. You can use some subject specific vocabulary when discussing practical processes. You can demonstrate you are able to follow hygiene and safety procedures with some guidance. 	<ul style="list-style-type: none"> You are able to show some nutritional knowledge by identifying nutrients provided by ingredients. You can describe the appearance, taste, smell and texture of a dish. You are able to use suitable ingredients when planning a practical. You can identify what worked well and what didn't when reflecting on your dish. You can explain whether your dish is healthy or unhealthy.