

Year 7 Progress Grids



This document contains the subject progress grids we have created to underpin our assessment in Key Stage 3. The descriptors in the columns for each subject give an indication of the skills and knowledge a student within each GCSE target zone should be able to achieve by this point in KS3. Students judged on their reports as 'working towards' have not yet met their target zone, those judged as 'meeting' are meeting their target zone and those judged 'at the top or beyond' are confidently meeting or exceeding their target zone.

Subject	Page number
English	2
Maths	3
Science	7
Art	9
Computer Science	10
Design Technology	10
Drama and Performing Arts	11
Geography	11
History	12
Modern Foreign Languages	13
Music	14
Physical Education	15
Religious Studies	16

English Reading

	1-3/ bespoke	3-4	4-5	5-6	6-7	7-8	8-9
Identify Explain Interpret Select Textual Reference	Student can give limited response to the text. Student may mention text.	Student is able to retrieve explicit information. Student is able to make limited reference to text.	Student is able to respond to the text and summarise basic meaning. Student uses limited quotation.	Supported response to task and text Quotations used to support comments.	Some explained response to task and whole text References used to support a range of relevant comments	Clear, explained response to task and whole text Effective use of references to support explanation	Thoughtful, developed response to task and whole text Apt references integrated into interpretation(s)
Analyse Language/ Structure Effects/ Influence Terminology Evaluate	Limited to no mention of writer. Student can identify terminology when supported.	Awareness of writer making deliberate choices Possible reference to subject terminology	Identification of writers' methods Some reference to subject terminology	Explained/relevant comments on writer's methods with some relevant use of subject terminology Identification of effects of writer's methods to create meanings	Clear explanation of writer's methods with appropriate use of relevant subject terminology Understanding of effects of writer's methods to create meanings	Examination of writer's methods with subject terminology used effectively to support consideration of methods Examination of effects of writer's methods to create meanings	Analysis of writer's methods with subject terminology used judiciously Exploration of effects of writer's methods to create meanings
Writer's ideas/ Perspective Context Comparison	Limited to no awareness of writer/ contextual factors.	Awareness of writer/ contextual factors	Simple comments on explicit ideas/ contextual factors	Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task	Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task	Thoughtful consideration of ideas/perspectives/contextual factors shown by detailed links between context/text/task	Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task

English Writing

	1-3/ bespoke	3-4	4-5	5-6	6-7	7-8	8-9
Content Tone Audience Purpose Vocabulary	Occasional sense of audience Occasional sense of purpose Simple vocabulary	Simple awareness of tone/audience Simple awareness of purpose Simple vocabulary; simple language techniques	Attempts to match tone to audience Attempts to match purpose Begins to vary vocabulary with some use of language techniques	Some sustained attempt to match tone to audience Some sustained attempt to match purpose Conscious use of vocabulary with some use of language techniques	Tone is generally matched to audience Generally matched to purpose Vocabulary clearly chosen for effect and appropriate use of language techniques	Tone is consistently matched to audience Consistently matched to purpose Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of successful language techniques	Tone is convincingly matched to audience Convincingly matched to purpose Extensive vocabulary with conscious crafting of language techniques
Organisation Structural features Paragraphs	Limited or no evidence of structural features One or two unlinked ideas No paragraphs	Evidence of simple structural features One or two relevant ideas, simply linked Random paragraph structure	Attempts to use structural features Some linked and relevant ideas Attempt to write in paragraphs with some connective words/phrases, not always appropriate	Some use of structural features Increasing variety of linked and relevant ideas Some use of paragraphs and some use of connective words/phrases	Usually effective use of structural features Writing is engaging, with a range of connected ideas Usually coherent paragraphs with range of connective words/phrases	Effective use of structural features Writing is engaging, using a range of clear connected ideas Coherent paragraphs with integrated connective words/phrases	Varied and effective structural features Writing is highly engaging with a range of developed complex ideas Consistently coherent use of paragraphs with integrated connective words/phrases
Sentence Structure Punctuation	Limited attempt at punctuation. Sentences are often confusing. Punctuation is limited throughout.	Attempts to use punctuation correctly. Sentences are constructed to make sense. Punctuation is used.	Sentences are occasionally punctuated correctly. Simple range of sentence structures Some use of punctuation more than a full stop or comma.	Sentences are sometimes accurately punctuated. Attempts a variety of sentence structures. Some correct use of a range of punctuation.	Sentences are mostly properly punctuated and mostly accurate. Uses a variety of sentence structures. Range of punctuation is used mostly accurately	Sentences are mostly properly punctuated and mostly accurate. Uses a variety of sentence structures for effect. Range of punctuation is used mostly accurately	Sentences are consistently properly punctuated and consistently accurate. Uses a full range of sentence structures for effect. Wide range of punctuation is used accurately.
Standard English Spelling Vocabulary	Sentences are sometimes unclear to reader. Occasionally spelling is accurate. Basic vocabulary.	Sentences make sense to reader. Some words spelt correctly. Simple use of vocabulary.	Standard English is occasionally used, tenses are sometimes correct and connected words are occasionally appropriate. Accurate basic spelling. Simple use of vocabulary.	Standard English is often used, tenses are mostly correct and connected words are mostly appropriate. Some accurate spelling, including complex words. Varied use of vocabulary.	Standard English is mostly appropriate with controlled grammatical structures. Generally accurate spelling, including complex and irregular words. Effective use of vocabulary	Standard English is consistent and appropriate with use of complex grammatical structures. High level of accuracy in spelling, including ambitious vocabulary. Increasingly sophisticated use of vocabulary.	Standard English is consistent and appropriate with use of complex grammatical structures. High level of accuracy in spelling, including ambitious vocabulary. Extensive and ambitious use of vocabulary.

Mathematics

	1-3/ bespoke	3-5	5-7	7-9
Number: Number and Place Value	<p>I am able to:</p> <ul style="list-style-type: none"> read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit read Roman numerals to 1000 (M) and recognise years written in Roman numerals count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above 	<p>I am able to:</p> <ul style="list-style-type: none"> read, write, order and compare numbers up to 10 000 000 and determine the value of each digit use negative numbers in context, and calculate intervals across zero round any whole number to a required degree of accuracy solve number and practical problems that involve all of the above 	<p>I am able to:</p> <ul style="list-style-type: none"> understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals) order positive and negative integers, decimals and fractions round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures) 	<p>I am able to:</p> <ul style="list-style-type: none"> interpret standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures)
Number: Calculation	<p>I am able to:</p> <ul style="list-style-type: none"> add and subtract numbers mentally with increasingly large numbers multiply and divide numbers mentally drawing upon known facts add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy 	<p>I am able to:</p> <ul style="list-style-type: none"> perform mental calculations, including with mixed operations and large numbers perform mental calculations, including with mixed operations and large numbers add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context use their knowledge of the order of operations to carry out calculations involving the four operations identify common factors, common multiples and prime numbers solve problems involving addition, subtraction, multiplication and division solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy 	<p>I am able to:</p> <ul style="list-style-type: none"> use the symbols =, ≠, >, <, ≤, ≥ apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers use conventional notation for priority of operations, including brackets use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, highest common factor and lowest common multiple use positive integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions) estimate answers; check calculations using approximation and estimation, including answers obtained using technology 	<p>I am able to:</p> <ul style="list-style-type: none"> apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and mixed numbers – all both positive and negative use the concepts and vocabulary of prime numbers, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation theorem calculate exactly with fractions apply systematic listing strategies

	1-3/ bespoke	3-5	5-7	7-9
Fractions, decimals and percentages	<p>I am able to:</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1 \frac{1}{5}$] add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths 	<p>I am able to:</p> <ul style="list-style-type: none"> compare and order fractions, including fractions > 1 use common factors to simplify fractions; use common multiples to express fractions in the same denomination add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] solve problems which require answers to be rounded to specified degrees of accuracy identify the value of each digit in numbers given to three decimal places multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places 	<p>I am able to:</p> <ul style="list-style-type: none"> order positive and negative integers, decimals and fractions (Number: Structure and Calculation) express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1 (Ratio, Proportion and Rates of Change) 	<p>I am able to:</p> <ul style="list-style-type: none"> identify and work with fractions in ratio problems calculate exactly with fractions (Number: Structure and Calculation) work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and $\frac{7}{2}$ or 0.375 or $\frac{3}{8}$) interpret fractions and percentages as operators
Fractions, decimals and percentages (continued)	<p>I am able to:</p> <ul style="list-style-type: none"> read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. solve problems involving number up to three decimal places 	<p>I am able to:</p> <ul style="list-style-type: none"> multiply one-digit numbers with up to two decimal places by whole numbers use written division methods in cases where the answer has up to two decimal places use common factors to simplify fractions; use common multiples to express fractions in the same denomination associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] recall and use equivalences between simple fractions, decimals and percentages, including in different contexts 	See above	See above
Geometry: Properties of shapes and construction	<p>I am able to:</p> <ul style="list-style-type: none"> identify 3-D shapes, including cubes and other cuboids, from 2-D representations use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles. know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees ($^{\circ}$) identify: <ul style="list-style-type: none"> angles at a point and one whole turn (total 360°) angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) other multiples of 90° 	<p>I am able to:</p> <ul style="list-style-type: none"> illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes ... and find unknown angles in any triangles, quadrilaterals, and regular polygons recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles 	<p>I am able to:</p> <ul style="list-style-type: none"> use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries use the standard conventions for labelling and referring to the sides and angles of triangles draw diagrams from written description identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; and triangles and other plane figures using appropriate language apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles identify, describe and construct congruent shapes including on coordinate axes, by considering rotation, reflection and translation solve geometrical problems on coordinate axes 	<p>I am able to:</p> <ul style="list-style-type: none"> identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference interpret plans and elevations of 3D shapes derive and use the sum of angles in a triangle (e.g. to deduce and use the angle sum in any polygon, and to derive properties of regular polygons) understand and use alternate and corresponding angles on parallel lines identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement
Geometry: Measurement, Mensuration and Calculation	<p>I am able to:</p> <ul style="list-style-type: none"> convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; millimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling solve problems involving converting between units of time measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water] 	<p>I am able to:</p> <ul style="list-style-type: none"> use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places convert between miles and kilometres solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate recognise that shapes with the same areas can have different perimeters and vice versa calculate the area of parallelograms and triangles recognise when it is possible to use formulae for area and volume of shapes calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3] 	<p>I am able to:</p> <ul style="list-style-type: none"> measure line segments and angles in geometric figures use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate calculate perimeters of 2D shapes know and apply formulae to calculate area of triangles, parallelograms, trapezia calculate surface area of cuboids know and apply formulae to calculate volume of cuboids 	<p>I am able to:</p> <ul style="list-style-type: none"> measure line segments and angles in geometric figures, including interpreting maps and scale drawings and use of bearings know the formulae: circumference of a circle = $2\pi r = \pi d$, calculate perimeters of 2D shapes, including circles know the formulae: area of a circle = πr^2 calculate areas of circles and composite shapes know and apply formulae to calculate volume of right prisms (including cylinders)

	1-3/ bespoke	3-5	5-7	7-9
Geometry: Position and Direction	<p>I am able to:</p> <ul style="list-style-type: none"> identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed 	<p>I am able to:</p> <ul style="list-style-type: none"> describe positions on the full coordinate grid (all four quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes 	<p>I am able to:</p> <ul style="list-style-type: none"> solve geometrical problems on coordinate axes identify, describe and construct congruent shapes, including on coordinate axes, by considering rotation, reflection and translation (Geometry: Properties and Constructions) describe translations as 2D vectors (Vectors) 	<p>I am able to:</p> <ul style="list-style-type: none"> identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement (Geometry: Properties and Constructions)
Algebra: Notation, vocabulary and manipulation	1-3/ bespoke	3-5	5-7	7-9
			<p>I am able to:</p> <ul style="list-style-type: none"> use and interpret algebraic notation, including: ab in place of $a \times b$, $3y$ in place of $y + y + y$ and $3 \times y$, a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$, a/b in place of $a \div b$, brackets substitute numerical values into formulae and expressions understand and use the concepts and vocabulary of expressions, equations, formulae, terms and factors simplify and manipulate algebraic expressions by collecting like terms and multiplying a single term over a bracket understand and use standard mathematical formulae where appropriate, interpret simple expressions as functions with inputs and outputs 	<p>I am able to:</p> <ul style="list-style-type: none"> use and interpret algebraic notation, including: a^2b in place of $a \times a \times b$, coefficients written as fractions rather than as decimals substitute numerical values into scientific formulae understand and use the concepts and vocabulary of factors simplify and manipulate algebraic expressions by taking out common factors and simplifying expressions involving sums, products and powers, including the laws of indices rearrange formulae to change the subject
Algebra: Graphs	1-3	3-5	5-7	7-9
		<p>I am able to:</p> <ul style="list-style-type: none"> describe positions on the full coordinate grid (all four quadrants) Geometry: Position and Direction 	<p>I am able to:</p> <ul style="list-style-type: none"> work with coordinates in all four quadrants understand and use lines parallel to the axes, $y=x$ and $y=-x$ 	<p>I am able to:</p> <ul style="list-style-type: none"> plot graphs of equations that correspond to straight-line graphs in the coordinate plane identify and interpret gradients and intercepts of linear functions graphically recognise, sketch and interpret graphs of linear functions and simple quadratic functions plot and interpret graphs and graphs of non-standard (<i>piece-wise linear</i>) functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance and speed
Algebra: Solving equations and inequalities	1-3	3-5	5-7	7-9
	<p>I am able to:</p> <ul style="list-style-type: none"> use the properties of rectangles to deduce related facts and find missing lengths and angles (Geometry: Properties of Shapes) 	<p>I am able to:</p> <ul style="list-style-type: none"> express missing number problems algebraically find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables 	<p>I am able to:</p> <ul style="list-style-type: none"> solve linear equations in one unknown algebraically 	<p>I am able to:</p> <ul style="list-style-type: none"> solve linear equations with the unknown on both sides of the equation find approximate solutions to linear equations using a graph
Algebra: Sequences	1-3	3-5	5-7	7-9
	<p>I am able to:</p> <ul style="list-style-type: none"> recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) Number: Multiplication and Division 	<p>I am able to:</p> <ul style="list-style-type: none"> generate and describe linear number sequences 	<p>I am able to:</p> <ul style="list-style-type: none"> generate terms of a sequence from a term-to-term rule recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions 	<p>I am able to:</p> <ul style="list-style-type: none"> generate terms of a sequence from either a term-to-term or a position-to-term rule deduce expressions to calculate the nth term of linear sequences.

Ratio, Proportion and Rates of Change	1-3	3-5	5-7	7-9
		<p>I am able to:</p> <ul style="list-style-type: none"> • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison 	<p>I am able to:</p> <ul style="list-style-type: none"> • change freely between related standard units (e.g. time, length, area, volume/capacity, mass) in numerical contexts • express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1 • use ratio notation, including reduction to simplest form • divide a given quantity into two parts in a given part: part or part: whole ratio • define percentage as ‘number of parts per hundred’ • interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively • express one quantity as a percentage of another • compare two quantities using percentages • solve problems involving percentage change, including percentage increase/decrease 	<p>I am able to:</p> <ul style="list-style-type: none"> • change freely between compound units (e.g. speed, rates of pay, prices) in numerical contexts • use compound units such as speed, rates of pay, unit pricing) • express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems (such as those involving conversion, comparison, scaling, mixing, concentrations) • express a multiplicative relationship between two quantities as a ratio or a fraction • understand and use proportion as equality of ratios • relate ratios to fractions and to linear functions • use scale factors, scale diagrams and maps • compare lengths, areas and volumes using ratio notation • work with percentages greater than 100% • solve problems involving percentage change, including original value problems, and simple interest including in financial mathematics
Statistics	1-3/ bespoke	3-5	5-7	7-9
	<p>I am able to:</p> <ul style="list-style-type: none"> • complete, read and interpret information in tables, including timetables • solve comparison, sum and difference problems using information presented in a line graph 	<p>I am able to:</p> <ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average 	<p>I am able to:</p> <ul style="list-style-type: none"> • interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data and know their appropriate use • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean, mode and modal class) and spread (range) 	<p>I am able to:</p> <ul style="list-style-type: none"> • apply statistics to describe a population • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate graphical representation involving discrete, continuous and grouped data • use and interpret scatter graphs of bivariate data • recognise correlation • interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers)
Probability	1-3	3-5	5-7	7-9
			<p>I am able to:</p> <ul style="list-style-type: none"> • record describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees • apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments • relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale • construct theoretical possibility spaces for single experiments with equally likely outcomes and use these to calculate theoretical probabilities 	<p>I am able to:</p> <ul style="list-style-type: none"> • apply the property that the probabilities of an exhaustive set of outcomes sum to one; apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to one • enumerate sets and combinations of sets systematically, using tables, grids and Venn diagrams • construct theoretical possibility spaces for combined experiments with equally likely outcomes and use these to calculate theoretical probabilities

Science

	Base line	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9
Cells	Pupils can use their knowledge related to organisms, their behaviour and the environment to recognise, identify a range of common plants, animals and natural events.	Pupils can use their knowledge related to organisms, their behaviour and the environment to recognise, identify and describe a range of common plants, animals and natural events. They name and describe external parts or features of plants and animals.	Pupils can use their knowledge related to organisms, their behaviour and the environment to describe plants and animals, the places they are found and the basic conditions they need in order to survive.	Pupils use evidence to identify plants or animals. Pupils recognise and describe similarities and differences between the plants, humans and other animals they observe, using these to sort them into groups.	Pupils use simple scientific ideas with evidence they have collected to give explanations of their observations, linking cause and effect, for example lack of light or water affecting plant growth and the ways in which animals or plants are suited to their environments.	Pupils describe some processes and phenomena related to organisms, their behaviour and the environment, drawing on scientific knowledge and understanding and using appropriate terminology.	Pupils recognise that evidence can support or refute scientific ideas, such as in the identification and grouping of living things. Pupils use questions based on their own ideas and evidence such as finding different types of plants and animals in different places.	Pupils use knowledge and understanding of organisms, their behaviour and the environment, such as the basic life processes of growth and reproduction, to describe similarities, differences and changes in the plants, animals, and non-living things they observe. Pupils can describe processes and phenomena related to organisms, their behaviour and the environment, drawing on abstract ideas and using appropriate terminology.	Pupils explain processes and phenomena, in more than one step or using a model, such as the main stages of the life cycles of humans and flowering plants. They apply and use knowledge and understanding in familiar contexts, such as different organisms being found in different habitats because of differences in environmental factors. They recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as the classification of living things.	Pupils describe processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology. They take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena, such as environmental factors affecting the distribution of organisms in habitats. They apply and use knowledge and understanding in unfamiliar contexts, such as a food web in a habitat. They describe some evidence for some accepted scientific ideas, such as the causes of variation between living things. Pupils describe a wide range of processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology and sequencing a number of points, for example respiration and photosynthesis, or pyramids of biomass. They make links between different areas of science in their explanations. They apply and use more abstract knowledge and understanding, in a range of contexts, such as inherited and environmental variation. They explain how evidence supports some accepted scientific ideas, such as the structure and function of cells. They explain, using abstract ideas where appropriate, the importance of some applications and implications of science.
Earth and Atmosphere	Pupils know about a range of properties [for example, texture, appearance] and communicate observations of materials in terms of these properties.	Pupils identify a range of common materials and know about some of their properties. They describe similarities and differences between materials. They sort materials into groups and describe the basis for their groupings in everyday terms [for example, shininess, hardness, smoothness].	Pupils use their knowledge and understanding of materials when they describe a variety of ways of sorting them into groups according to their properties. They explain simply why some materials are particularly suitable for specific purposes [for example, glass for windows, copper for electrical cables].	Pupils describe some processes and phenomena related to materials, their properties and the Earth, drawing on scientific knowledge and understanding and using appropriate technology, for example separation methods.	Pupils describe processes and phenomena related to materials, their properties and the Earth, drawing on abstract ideas and using appropriate terminology, for example the weathering of rocks.	Pupils describe processes and phenomena related to materials, their properties and the Earth, drawing on abstract ideas and using appropriate terminology, for example the weathering of rocks linking to biological, chemical and physical factors	Pupils explain processes and phenomena, in more than one step or using a model, such as the deposition of sediments and their formation into rocks.	Pupils describe processes and phenomena related to materials, their properties and the Earth, using abstract ideas and appropriate terminology, for example the particle model applied to solids, liquids and gases.	Pupils describe a wide range of processes and phenomena related to materials, their properties and the Earth, using abstract ideas and appropriate terminology and sequencing a number of points, for example the rock cycle. They apply and use knowledge and understanding in unfamiliar contexts, such as relating changes of state to energy transfers in a range of contexts such as the formation of igneous rocks.	Pupils describe a wide range of processes and phenomena related to materials, their properties and the Earth, using abstract ideas and appropriate terminology and sequencing a number of points, for example the rock cycle. They make links between different areas of science in their explanations, such as between the nature and behaviour of materials and their particles. They explain, using abstract ideas where appropriate, the importance of some applications and implications of science, such as the need to consider the availability of resources, and environmental effects, in the production of energy and materials.

	Base line	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9
Particles	Pupils know about a range of properties [for example, texture, appearance] and communicate observations of materials in terms of these properties.	Pupils identify a range of common materials and know about some of their properties. They describe similarities and differences between materials. They sort materials into groups and describe the basis for their groupings in everyday terms [for example, shininess, hardness, smoothness]. They describe ways in which some materials are changed by heating or cooling or by processes such as bending or stretching.	Pupils use their knowledge and understanding of materials when they describe a variety of ways of sorting them into groups according to their properties. They explain simply why some materials are particularly suitable for specific purposes [for example, glass for windows, copper for electrical cables].	Pupils describe some processes and phenomena related to materials, their properties and the Earth, drawing on scientific knowledge and understanding and using appropriate technology, for example separation methods. They recognise that some changes [for example, the freezing of water] can be reversed and some [for example, the baking of clay] cannot, and they classify changes in this way.	Pupils recognise that evidence can support or refute scientific ideas, such as the classification of reactions as reversible and irreversible. They recognise some applications and implications of science, such as the safe use of acids and alkalis.	Pupils apply and use knowledge and understanding in familiar contexts, such as identifying changes of state. They recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as basing separation methods for mixtures on physical and chemical properties.	Pupils apply and use knowledge and understanding in familiar contexts, such as identifying changes of state. They recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as basing separation methods for mixtures on physical and chemical properties. They describe applications and implications of science, such as the uses of metals based on their specific properties or the benefits and drawbacks of the use of fossil fuels.	Pupils take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena, such as word equations. They describe some evidence for some accepted scientific ideas, such as the patterns in the reactions of acids with metals and the reactions of a variety of substances with oxygen.	Pupils apply and use more abstract knowledge and understanding, in a range of contexts, such as the particle model of matter, and symbols and formulae for elements and compounds. They explain the importance of some applications and implications of science, such as the production of new materials with specific desirable properties.	Pupils represent common compounds by chemical formulae and use these formulae to form balanced symbol equations for reactions. They interpret, evaluate and synthesise data from a range of sources and in a range of contexts, such as describing chemical reactions, classifying them and suggesting how new substances could be made. They explain how evidence supports some accepted scientific ideas, such as the reactivity series of metals.
Forces	Pupils communicate observations of changes in light, sound or movement that result from actions [for example, pushing and pulling objects].	Pupils compare the movement of different objects in terms of speed or direction.	Pupils use their knowledge and understanding of physical phenomena to link cause and effect in simple explanations [for example, the direction or speed of movement of an object changing because of a push or a pull].	Pupils use their knowledge and understanding of physical phenomena to link cause and effect in simple explanations [for example, the direction or speed of movement of an object changing because of a push or a pull]. They begin to make simple generalisations about physical phenomena.	Pupils describe some processes and phenomena related to forces and space, drawing on scientific knowledge and understanding and using appropriate terminology, for example the observed position of the sun in the sky over the course of a day.	Pupils describe processes and phenomena related to forces and space, drawing on abstract ideas and using appropriate terminology, for example 'balanced forces'.	Pupils explain processes and phenomena, in more than one step or using a model, such as the length of a day or a year. They apply and use knowledge and understanding in familiar contexts.	Pupils explain processes and phenomena, in more than one step or using a model, such as the length of a day or a year. They apply and use knowledge and understanding in familiar contexts. They recognise that both evidence and creative thinking contribute to the development of scientific ideas.	Pupils describe processes and phenomena related to forces and space, using abstract ideas and appropriate terminology. They take account of a number of factors in their explanations of processes and phenomena, for example in the relative brightness of stars and planets. They also use abstract ideas or models. They explain the importance of some applications and implications of science.	Pupils describe a wide range of processes and phenomena related to forces and space, using abstract ideas and appropriate terminology and sequencing a number of points. They make links between different areas of science in their explanations, such as between electricity and magnetism. They explain how evidence supports some accepted scientific ideas, such as the role of gravitational attraction in determining the motion of bodies in the solar system. They explain, using abstract ideas where appropriate, the importance of some applications and implications of science, such as the uses of electromagnets.
Energy	Pupils communicate observations of changes in light, sound or movement that result from actions [for example, switching on a simple electrical circuit]. They recognise that sound and light come from a variety of sources and name some of these.	Pupils know about a range of physical phenomena and recognise and describe similarities and differences associated with them. They compare the way in which devices [for example, bulbs] work in different electrical circuits. They compare the brightness or colour of lights, and the loudness or pitch of sounds.	Pupils use their knowledge and understanding of physical phenomena to link cause and effect in simple explanations [for example, a bulb failing to light because of a break in an electrical circuit].	Pupils use their knowledge and understanding of physical phenomena to link cause and effect in simple explanations [for example, a bulb failing to light because of a break in an electrical circuit. They begin to make simple generalisations about physical phenomena [for example, explaining that sounds they hear become fainter the further they are from the source].	They recognise that evidence can support or refute scientific ideas, such as sounds being heard through a variety of materials. They recognise some applications and implications of science, such as the use of electrical components to make electrical devices.	Pupils describe processes and phenomena related to energy. They describe applications and implications of science, such as the ways sound can be produced and controlled, for example in musical instruments.	Pupils explain processes and phenomena, in more than one step or using a model. They apply and use knowledge and understanding in familiar contexts.	Pupils explain processes and phenomena, in more than one step or using a model. They apply and use knowledge and understanding in familiar contexts. They recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as objects being seen when light from them enters the eye.	Pupils describe processes and phenomena related to energy using abstract ideas and appropriate terminology, e.g. electric current as a way of transferring energy. They take account of a number of factors in their explanations of processes and phenomena. They also use abstract ideas or models, for example sustainable energy sources and the refraction of light. They apply and use knowledge and understanding in unfamiliar contexts. They describe some evidence for some accepted scientific ideas, such as the transfer of energy by light, sound or electricity, and the refraction and dispersion of light. They explain the importance of some applications and implications of science, such as the responsible use of unsustainable sources of energy.	Pupils describe a wide range of processes and phenomena related to energy using abstract ideas and appropriate terminology and sequencing a number of points, for example how energy is transferred by radiation or by conduction. They make links between different areas of science in their explanations, such as between electricity and magnetism. They apply and use more abstract knowledge and understanding in a range of contexts, such as the appearance of objects in different colours of light.

	Base line	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9
Working scientifically	Pupils describe or respond appropriately to simple features of objects, living things and events they observe, communicating their findings in simple ways [for example, talking about their work, through drawings, simple charts].	Pupils respond to suggestions about how to find things out and, with help, make their own suggestions about how to collect data to answer questions. They use simple texts, with help, to find information. They use simple equipment provided and make observations related to their task.	They observe and compare objects, living things and events. They describe their observations using scientific vocabulary and record them, using simple tables when appropriate. They say whether what happened was what they expected.	Pupils respond to suggestions and put forward their own ideas about how to find the answer to a question. They recognise why it is important to collect data to answer questions.	Pupils respond to suggestions and put forward their own ideas about how to find the answer to a question. They recognise why it is important to collect data to answer questions. They use simple texts to find information. They make relevant observations and measure quantities, such as length or mass, using a range of simple equipment.	Where appropriate, they carry out a fair test with some help, recognising and explaining why it is fair. They record their observations in a variety of ways. They provide explanations for observations and for simple patterns in recorded measurements.	Pupils decide on an appropriate approach, including using a fair test to answer a question, and select suitable equipment and information from that provided. They select and use methods that are adequate for the task. Following instructions, they take action to control obvious risks to themselves. They make a series of observations and measurements and vary one factor while keeping others the same. They record their observations, comparisons and measurements using tables and bar charts and begin to plot points to form simple graphs. They communicate in a scientific way what they have found out and suggest improvements in their work.	Pupils decide appropriate approaches to a range of tasks, including selecting sources of information and apparatus. They select and use methods to obtain data systematically. They recognise hazard symbols and make, and act on, simple suggestions to control obvious risks to themselves and others. They use line graphs to present data, interpret numerical data and draw conclusions from them. They begin to relate their conclusions to patterns in data, including graphs, and to scientific knowledge and understanding. They interpret data containing positive and negative numbers. They suggest improvements in their work, giving reasons.	Pupils identify an appropriate approach in investigatory work, selecting and using sources of information, scientific knowledge and understanding. They select and use methods to collect adequate data for the task, measuring with precision, using instruments with fine scale divisions, and identify the need to repeat measurements and observations. They recognise a range of familiar risks and take action to control them. They record data and features effectively, choosing scales for graphs and diagrams. They analyse findings to draw conclusions that are consistent with the evidence and use scientific knowledge and understanding to explain them and account for any inconsistencies in the evidence. They manipulate numerical data to make valid comparisons and draw valid conclusions. They analyse findings to draw scientific conclusions that are consistent with the evidence. They communicate their conclusions using appropriate scientific language.	Pupils plan appropriate approaches and procedures, by synthesising information from a range of sources and identifying key factors in complex contexts and in which variables cannot readily be controlled. They select and use methods to obtain reliable data, including making systematic observations and measurements with precision, using a range of apparatus. They recognise the need for a risk assessment and consult appropriate sources of information, which they follow. They record data in graphs, using lines of best fit. They analyse findings to draw conclusions that are consistent with the evidence and use scientific knowledge and understanding to explain these conclusions and identify possible limitations in primary and secondary data. They use quantitative relationships between variables. They communicate these using scientific and mathematical conventions and terminology. They evaluate their working methods to make practical suggestions for improvements.

Art

	1-3/bespoke	3-4	4-5	5-6	6-7	7-8	8-9
Investigate and Analyse	I can remember a fact about the artist or culture and with support incorporate this aspect in my own work.	I can recall a key fact about the artist or culture and with support incorporate this aspect in my own work.	I can recall some key facts about the artist or culture and incorporate some aspects in my own work.	I understand some key facts about the artist or culture and incorporate some aspects into my own work.	I can understand the key facts about the artist or culture and incorporate many of these aspects into my own work.	I can analyse and identify some key facts about the artist or culture and incorporate these aspects into my own work.	I can analyse and identify key facts about the artist or culture and use this understanding to inform the development of my own work.
Explore and Develop	I can make a link with my artist and observations using one media, with support.	I can make a link with my artist and observations using a small range of media, with support.	I can make some links with my artist and observations, using a small range of media, with support.	I can make some links with my artist and observations using a range of media and techniques.	I can make links with my artist and observations using a wide range of media and techniques.	I can develop my ideas linking the artist with my observations using and exploring a range of media and techniques.	I can creatively develop my ideas linking the artist with my observations using and exploring a range of media, processes and techniques.
Observe and Record	I can draw from a secondary resource with accuracy in a couple of places to the original image.	I can draw from a secondary resource with accuracy in a few places to the original image.	I can draw from a secondary resource with some accuracy and similarity to the original image.	I can draw from a secondary or primary resource with an accuracy to the original image or object.	I can draw from a secondary and primary resource with good accuracy and likeness to the original image or object.	I can draw from a secondary and primary resource with excellent accuracy and likeness to the original image or object.	I can draw from a secondary and primary resource with superb accuracy to the original image or object.
Present	My final piece incorporates an aspect of my artist or culture and illustrates some awareness of composition.	My final piece incorporates some aspects of my artist or culture and illustrates some awareness of composition.	My final piece incorporates some key aspects of my artist or culture and illustrates some understanding of composition.	My final piece incorporates some key connections with my artist or culture and illustrates an understanding of composition.	My final piece demonstrates a critical understanding of my artist or culture and illustrates a good understanding of composition.	My final piece demonstrates a well-informed understanding of my artist or culture and a well-considered understanding of composition and balance.	My final piece demonstrates a fully developed understanding of my artist or culture and an excellent understanding of composition, balance and contrast.
Refine	I can refine an aspect of my work with help and support from the teacher and my peers.	I can refine aspects of my work with help and support from the teacher and my peers.	I can refine some key aspects of my work with help and support from the teacher and my peers.	I can refine aspects of my work with guidance from the teacher and my peers.	I can reflect and refine aspects of my work with some guidance from the teacher and my peers.	I can reflect and refine my work with minimal guidance and I can provide some support to others how to progress.	I can reflect and refine my work with minimal support and I can provide support to others how to progress.
Tone	My application of tone is flat, illustrating one shade and is rough in some areas.	My application of tone illustrates two shades and is smooth in some areas.	My application of tone illustrates two shades with some accuracy and is smooth areas.	My application of tone indicates some accuracy and variation, illustrating two-three shades and is smooth in most areas.	My application of tone indicates accuracy and variation, illustrating three-four shades and is smooth in most areas.	My application of tone indicates a full range from light to dark and is smooth and accurate in most areas.	My application of tone indicates a full range from light to dark and is smoothly applied with control and accuracy.
Detail	I include a few details, creating some likeness to the original image or object.	I include details with some accuracy, creating some likeness to the original image or object.	I include many details with some accuracy, creating a likeness to the original image or object.	I include many details with accuracy, creating a likeness to the original image or object.	I include a range of detail with accuracy, creating a good likeness to the original image or object.	I accurately indicate a wide range of detail, creating an excellent likeness to the original image or object.	I accurately indicate a wide range of detail which explores the use of tone to create a superb likeness to the original image or object.
Presentation	My outline and application of media is tidy in areas, there is evidence of previous working or mistakes.	My outline and application of media is tidy in some areas, there is some evidence of previous working or mistakes.	My outline and application of media is tidy in most areas, with little evidence of any previous working or mistakes.	My outline and application of media is tidy in most areas, with minimal evidence of any previous working or mistakes.	My outline and application of media is tidy in most areas, demonstrating control of the media.	My outline and application of media has been applied with good control of the media.	My outline and application of media has been applied with excellent smoothness and control of the media.

Computer Science

	1-3/bespoke	3-4	4-5	5-6	6-7	7-8	8-9
Computer Science	Understand what algorithms are and create simple programs with help and detailed instructions.	Debug simple programs i fixing errors with help. Use logical reasoning to predict the behaviour of sequential programs	Use sequences in programming to work with various forms of input and output.	Use repetition and decisions in drag and drop programming environments. Use logical reasoning to understand the outputs of models.	Identify repetition in solutions to problems. Model real world situations such as traffic lights and automated systems.	Use logical reasoning to detect and correct errors in programs independently.	Design computational solutions to complex problems.
ICT	Save documents using appropriate names and folder structures. Access files and resources provided by teachers.	Present information for an audience using a digital format. Collect data sets recording data accurately.	Analyse data and present information based on calculations. Collect data sets effectively organising data collected.	Evaluate information derived from data and draw conclusions.	Evaluate information derived from data.	Repurpose existing digital artefacts for familiar audiences.	Create digital artefacts for a given audience Select multiple applications to achieve challenging goals.
Digital Literacy	Use technology safely.	Use technology respectfully, protecting online identity.	Identify common features of scams and fraudulent digital content.	Identify sources of content reliability and bias.			

Design Technology

	1-3/Bespoke	3-4	4-5	5-6	6-7	7-8	8-9
DESIGN TECHNOLOGY	I can produce an idea with labels I know how to use most equipment with some accuracy I can suggest how to change my product I can identify key information from the topic	I can produce a range of ideas evaluated in sentences. I can consider and present my practical work with accuracy I can use different materials/ingredients I can discuss how to change my product I can explain key information from the topic	I can produce a range of ideas with evaluation I can consider and present my practical work with accuracy I can use different materials/ingredients Understand the term quality control I can discuss how to change my product I can explain and/or demonstrate my understanding of the topic	I can produce a range of ideas with evaluation about the different parts of the design I can present my practical work with accuracy and good quality finish using QC. I can use a range of materials/ ingredients and equipment independently. I can explain how to improve my product I can demonstrate my understanding of the topic	I can evaluate my ideas against the specification. I can present my practical work with a high level of accuracy and finish I can plan independently how to make and adapt my product to a good quality finish. I can demonstrate my knowledge of the topic	I can produce original ideas and evaluate with consumer feedback. I have used a range of techniques to ensure a highly accurate product I can plan accurately how to make and adapt my product whilst making to a good quality finish. I can work out the cost of my product I can demonstrate my knowledge of the topic and transfer it to other work	I can evaluate on wider issues on a range of creative and innovative ideas. I have produced a successful and effective product with a high quality of finish. I can test my ideas against the specification I can demonstrate my knowledge by helping others in my class.
FOOD PREPARATION and NUTRITION	I can: <ul style="list-style-type: none"> follow a picture recipe with some support use the oven / hob safely with help show basic understanding of hygiene and safety use basic knife skills including bridge and claw technique 	I can: <ul style="list-style-type: none"> follow a simple recipe mainly independently use a hob and oven with confidence show some understanding of hygiene and safety use the Eatwell Guide to design a healthy product. 	I can: <ul style="list-style-type: none"> follow a recipe independently using several techniques select and use equipment correctly show sound understanding and application of hygiene and safety identify and list some of the nutrients in food products. 	I can: <ul style="list-style-type: none"> adapt a recipe to suit own food choices show good understanding and application of hygiene and safety identify most of the nutrients in food products use finishing techniques to present my final food product attractively 	I can: <ul style="list-style-type: none"> trouble shoot when following the recipe does not go as intended. select and use a range of equipment competently show good understanding of hygiene and safety and key temperatures explain the function of ingredients used and key nutrients 	I can: <ul style="list-style-type: none"> adapt a recipe to reflect dietary needs and modify making if required use high level skills to produce good quality products show very good understanding of hygiene and safety and key temperatures explain macro and micro nutrients and give examples in a recipe 	I can: <ul style="list-style-type: none"> plan, prepare and present high-quality products working dependently demonstrate some high-level making skills show an excellent understanding and application of hygiene and safety explain healthy eating guidelines and give examples of associated dietary diseases
PRODUCT DESIGN	I can: <ul style="list-style-type: none"> use hand tools with some support e.g. coping saws identify tools names and their functions 	I can: <ul style="list-style-type: none"> use machine tools independently e.g. heгна saws and pillar drill list some of the materials properties discuss environmental issues about the topic 	I can: <ul style="list-style-type: none"> show different drawing techniques use timber, polymers and metal confidently use a wide range of specialist equipment list some environmental issues in my design 	I can: <ul style="list-style-type: none"> use a range of hand and machine tools competently and independently. Use appropriate finishes to range of materials to a good quality finish. 	I can: <ul style="list-style-type: none"> evaluate my ideas using ACCESS FM with justification produce a more complex design using exploded diagrams to show construction 	I can: <ul style="list-style-type: none"> incorporate environmental issues into design evaluation consider how to minimise waste during practical using different skills and techniques produce a cutting list for my product. 	I can: <ul style="list-style-type: none"> explain and carry out different ways to test my product: function, consumer, ergonomics create a detailed cutting list
TEXTILES	I can: <ul style="list-style-type: none"> respond to an artist or designer's work investigate a variety of fabrics and techniques to communicate ideas 	I can: <ul style="list-style-type: none"> express different textile qualities create a design which relates to the chosen theme / artist 	I can: <ul style="list-style-type: none"> demonstrate range of media and textiles techniques to produce ideas compare the media and textile techniques 	I can: <ul style="list-style-type: none"> take creative risks to respond to ideas. use technical knowledge and skills to manipulate materials be confident when threading and using the sewing machine 	I can: <ul style="list-style-type: none"> critically evaluate my work by adding in historical, social and cultural contexts. independently trouble shoot sewing machine problems e.g. wind bobbin up 	I can: <ul style="list-style-type: none"> be confident in using sewing machine with different types of stitching. realise design intention with wide range of high-quality textile techniques 	I can critically question aspects of my own work, identifying how my ideas have been expressed.

Drama and Performing Arts

	1-3/bespoke Not there yet	3-4 Applying yourself	4-5 Emerging	5-6 Developing confidence	6-7 Consistent and sound	7-8 Depth and Range	8-9 Independently exploring
AO1 – BECOMING A PRACTITIONER; working as an ensemble, developing creative work.	I find it difficult to work with other people. I can sometimes listen to others. I am working on my eye contact and suggesting ideas. I know what I could improve with suggestions and can share ideas with support. I have little confidence.	I try to make my ideas clear to peers. I actively listen and respond with verbal agreement. I suggest ideas at times. I can reflect on positives and developments. I am trying to develop confidence through practice and scaffolds.	I am able to offer ideas and show active listening skills. I am able to include all peers and support the development of ideas. I can take an active part in tasks. I take responsibility for the group's tasks and my part in them. I have confidence in my opinions and ideas.	I can offer ideas regularly and try out my ideas and the ideas of others, reflecting and improving. I am able to encourage the participation of others and be supportive in my listening and responding to help the group progress from accurate reflection.	I am confident when exploring drama in a group of peers. I am able to encourage and support others reflecting and improving. I am able to adapt ideas and work out how to get my group working together on ideas that are exciting to me.	I am supportive and motivating of all peers. I know how to elaborate my ideas and the ideas of peers to make clear progress. I can listen and respond to ideas positively to develop a specific performance which I am excited about. I work with focus.	My ideas are creative and include all peers in any combination. I can explore drama independently and form as well as share opinions positively. I am supportive and inclusive. I am reflective and enjoy progress and self-reflection and improvement.
AO2 – PERFORMANCE IS REACTING; represent mood and emotion, create and develop ideas.	I can recall what skills need to be used by performers, directors or designers when supported. I need encouragement to attempt skills in action. I have limited ideas that are not fully explained or realised.	I am beginning to use voice and movement, setting and or colours for symbolism. I can be a part of creating performance work in each form. My ideas are clear and present with scaffolds.	I am able to use a limited range of skills and techniques in my performances and directing. I can be a part of performance work that sets mood and emotion to some effect. My ideas are relevant and in line with the starting points.	I am continuing to add techniques to my repertoire of creative devices. I can create drama in a range of styles using specific conventions. My plot lines are interesting and makes sense. My ideas are impactful and work well with other peer ideas.	I have a range of ideas to deploy as a performer or director. My understanding of conventions and skills are relevant to the project I am working on. My narratives are clear and purposeful and link in to skills of peers and as well as the intent of the work.	I consider the impact of my own and peer skills and techniques that make my performance work effective. I am able to create performance in a range of styles for a range of audiences. My ideas are developed and focused on the audience experience.	I consider and reflect on a range of options for the skills myself and peers can use in performance. I make choices that accurately reflect the narratives I want to communicate. I consider ideas and skills and adapt to the impact and success desired for the audience.
AO3 – APPLICTION OF STAGECRAFT; carry out and achieve theatrical skills in performance.	I am working on being able to pick out character's emotions and I have developed limited performance skills. I find it difficult to work out what I should do in performance and directing. I have limited focus in deliberate practice. I often am unsure of what the performance I am involved in is about.	I have started to see the benefit of using strategies like role play to work out how characters feel. I can use strategies when guided to understand the plot and moral messages. I have some skills in the performance and directing of these. I can work with limited focus on a project that I am somewhat involved in.	I can use some voice, gestures, movement and the space to show my role in a performance including; class, status and emotions as well as direct this in peers at times. I can work with focus at times and know what projects I am working on and why. I can see the benefits of considering the intent of the performance for the audience.	My skills for performance are present in performance and include awareness of space and expression. My vision when directing is simple but clear and I can share it with some confidence to an audience. I can direct peers with some clear focus to achieve the intent of a performance. My rehearsals have purpose.	I am confident in role to a smaller audience and show some ability to stay in role. I can direct peers to share clear characters with purpose for intent. My skills are carefully selected and worked on in rehearsals which are purposeful and impactful for meeting the needs of the performance and style.	My roles show reaction and skills. I am able to direct peers to share intent. I have a clear audience awareness and perform / direct with confidence to audience's need and experience in mind. My rehearsals are motivated and focused on clear outcomes. I make informed decisions about what a performance is communicating to an audience.	I can perform a range of roles and characters or direct my peers to achieve them to a range of audiences. I able share characters and direct whilst maintaining focus on intent outcomes in a range of styles. I am able to consider others' roles when performing and I am experimenting with a range of strategies directing as well understand the motivation of the creators.
AO4 – UNDERSTANDING PERFORMANCE; applying frameworks to performance	I find it challenging to follow the needs of performance styles. I have some limited ability to apply techniques for performance. My understanding of forms and styles is limited and I don't always know why I am undertaking activities.	I can work through, with guidance, some techniques some limited confidence. I can undertake ideas from forms given in direct instruction. I can identify some forms with limited accuracy. I apply a limited number of techniques in performance	I can explore some techniques with focus and some limited confidence. I can select ideas from forms from a given range. I can note the techniques from repertoire and identify their use to some extent. I apply techniques to performance at times.	I can explore some techniques with clarity and some confidence. I can select ideas from forms independently. I can note the techniques from repertoire and identify their use. I apply techniques to performance.	I can explore techniques with confidence and some freedom. I can select ideas from forms with intent. I can note the techniques from repertoire and understand their use. I apply techniques to performance and know why they are used.	I can explore a range of techniques with confidence and some freedom. I can select effective ideas from forms with intent. I can note the techniques from repertoire and understand their use and impact. I apply techniques to performance and know why they are used.	I can explore an increasing range of techniques with confidence and freedom. I can select impactful ideas from forms with intent. I can note the techniques from repertoire and analyse their use and impact. I apply techniques well to performance and know why they are used for purpose.
AO5 – ANALYSING AND EVALUATING PERFORMANCE; recognise choices, understand impact of performance outcomes.	I am able to state what I did and didn't like about a performance. I find it difficult to explain my opinions on key moments. I am working on adding key words to make my thoughts clearer.	I am able to state my opinions about a performance and give some examples to make my thoughts clear on key moments. I am using some key words that back up my views.	I am able to state what I did and did not like about a performance giving clear reasons for my answers on key moments. I am able to give descriptions of live action and use key words to make my answers clear.	I can pick out examples of skills performers have used and when supported I can explain techniques that have been included in key moments. Some of my examples have detail. I can make a summary statement.	I can state clearly what skills and techniques have been used in key moments. I can explain why I did or did not think skills were used well. I am able to describe examples in detail. I can draw a conclusion of my opinion.	I am able to compare and contrast sections of performance clearly to justify my opinion. I can give specific conventions and stylistic features in my opinions on key moments. I am able to justify a balanced conclusion and its impact.	I am able to explain the impact on the audience, including how it makes them feel or react when discussing techniques and skills. I can explain, in detail and using examples from key moments. My balanced opinions on the effectiveness of a performance are clear.

Geography

	1-3	3-4	4-5	5-6	6-7	7-8	8-9
AO1 (15%) Show knowledge of locations, places, processes, environments and different scales.	Able to give limited information	Able to recall limited facts about a place studied	Limited knowledge. Recalls basic, possibly irrelevant facts about a place	Simple recall of relevant facts/ knowledge with inaccuracy	Description of places with some accuracy at different scales	Mostly accurate description and appropriate knowledge of places at different scales	Fully accurate and appropriate knowledge of all scales
AO2 (25%) Show geographical understanding (explanation) of knowledge and the inter-relationships.	Attempts to expand an answer when supported	Possible reference to a reason why or how	Limited understanding. Begins to expand in places	A few simple explanations and/or development of points using 'because'	Some explanation and development of points with more clarity and detail	Clear explanations that are appropriately developed more than once	A very clear explanation with well-developed points. Shows an understanding of inter-relationships
AO3 (25%) Apply knowledge and understanding to interpret, analyse and evaluate information.	Shows an awareness of the question being asked when supported	Shows an awareness of the question being asked	Straightforward comments. Some reference to evidence.	Simple comments with reference to evidence.	More detailed comment with reference to specific evidence	Clear arguments. Makes conclusions <u>supported</u> by evidence	More balanced and frequent arguments. Makes conclusions supported by some <u>well selected</u> evidence
AO4 (35%) Use a variety of skills to investigate questions and issues and communicate findings and to make judgements .	Gives opinion when supported	Gives a short opinion	Use some basic skills. Begins to be accurate.	Uses basic skills with accuracy	Uses some skills accurately and able to suggest their purpose (e.g. advantage or disadvantage of a technique)	Uses a <u>range</u> of skills accurately, with an understanding of their purpose	Uses a range of skills accurately, with a clear understanding of their purpose (more explanation of purpose)
SPAG	Response does not relate to the question. Errors mean it's hard to understand.		SPAG with reasonable accuracy. Meaning is clear. Limited key terms.		SPAG is mostly accurate. Meaning well communicated. Good range of key terms.		SPAG is consistently accurate. Meaning well communicated. Wide range of appropriate key terms.

History

	1-3/bespoke	3-4	4-5	5-6	6-7	7-8	8-9
Knowledge and understanding. (AO1)	I can recall some facts, describe people, events and places in the past.	I can describe accurately different people, events and periods. I may begin to make simple comparisons.	I am beginning to explain accurately different features, events and people of the past. I may begin to make links between and say good and bad points about what happened.	I can explain accurately and in detail features, events, people. I make links between what happened and evaluate any actions taken.	I can analyse different features of the past and evaluate fully.	I can analyse and evaluate different features of the past and evaluate fully.	I can analyse and evaluate different features of the past and evaluate fully.
Written communication: Spelling, Punctuation and Grammar and Subject Specific Specialist language.	I can write in mostly incomplete sentences. I can use SPAG with some accuracy and with a very limited range of specialist language.	I can write in full sentences, starting to use paragraphs. I can use SPAG with reasonable accuracy and with a limited range of specialist language.	I can write in paragraphs and use connectives to develop ideas. I can use SPAG with reasonable accuracy and with a limited range of specialist language.	I can use an introduction and conclusion effectively. I can use SPAG with considerable accuracy and with a good range of specialist language.	I can link paragraphs together to form an argument. I can use SPAG with considerable accuracy and with a good range of specialist language.	I can write with accurate SPAG; ideas are skilfully structured for purpose, using connectives to develop arguments and counterarguments, with a good range of specialist language.	I deploy highly accurate SPAG; ideas are skilfully structured for purpose, using connectives to develop arguments and counterarguments, with an outstanding range of specialist language.
Change, Continuity and Significance. (AO1)	I can list how things have changed and continued over a specific time period. I understand what a significant event /person is.	I can describe how things have changed and continued over a specific time period. I can describe a significant event/person.	I can explain the reasons and consequences of change and continuity across a specific time period. I can begin to recognise that some events/people are more significant.	I can explain the extent of change and continuity across a specific time period. I can explore criteria/respond to prompts for making a judgement about the most significant events, people and changes.	I can explain examples of change and continuity; recognise the variable pace and scale of change; assess the extent to which change was an improvement (progress) or whether it made things worse (regress); explain how the significance of events, people and changes are varied according to differing perspectives.	I can explain the reasons why developments across periods take place and the impact they had. I can develop confidence when explaining the pace, extent and features of change. I can analyse the significance of people and events in the past.	I can produce well organised explanations of change and continuity, considering the pace, extent, direction and impact of change. I can analyse and evaluate why different events and people are seen as historically significant and consider why this might change over time.
Cause and Consequence and Chronology. (AO1)	I can begin to give a few reasons or results e.g. list them. I can understand that the past is divided into different periods.	I can describe the causes or consequences of an event. I can put events and people into a chronological framework.	I can explain the causes or consequences of an event. I may suggest links between them. I can accurately use chronology.	I start to explain the links between different causes or consequences of an event. I can accurately use chronology.	I can fully analyse the links e.g. may explain short and long term causes fully. I am beginning to justify which cause or consequence was most important. I can accurately use chronology.	I can construct a multicausal argument using relevant historical knowledge. Judgements are reached on which cause or consequence was the most important. I can accurately use chronology.	I can construct a focused and analytical multi-causal argument, using accurate and relevant knowledge to reach substantiated judgments on which causes and consequences were the most important. I can accurately use chronology.
Using evidence from sources. (AO2)	I can describe what a source shows in response to a particular question.	I can use sources (quotes/descriptions) to answer questions about the past. I can describe what a source suggests as well as says.	I am beginning to evaluate sources. I can compare and combine the evidence from different sources.	I can evaluate sources. I can explain the strengths and weaknesses of a source.	I can explain why a source is or isn't useful or reliable with a full explanation. I can critically consider origin, nature and purpose, using detailed contextual knowledge to support or challenge the evidence presented in sources; cross reference sources to compare the relative strengths and weaknesses of different historical evidence.	I can critically analyse and evaluate sources, examining both content and provenance, using extensive, accurate and relevant knowledge; compare sources and reach judgements on the most useful sources as evidence.	I can consistently use relevant historical knowledge to analyse and evaluate the utility of a set of sources with reference to content and provenance; reach substantiated judgements on the nature of evidence.
Interpretation. (AO3)	I can identify some ways that the past is represented.	I can describe different interpretations and begin to test hypothesis.	I can suggest some reasons why interpretations differ.	I am beginning to explain how and why interpretations differ.	I can start to draw conclusions on how convincing different interpretations are using detailed contextual knowledge; use more developed knowledge about the context in which the interpretations were produced to assess how convincing interpretations are.	I can analyse how and why interpretations have been constructed and make a general case for or against the validity of different interpretations; construct an overall judgement about the validity of different interpretations; use extensive, relevant and accurate knowledge to reach judgements.	I can analyse and evaluate a range of different interpretations by commenting on the evidence and methods used by historians; use extensive, relevant and accurate knowledge to support the testing of interpretations, including the context in which they were produced.

	1-3/Bespoke With some support	3-4	4-5	5-6	6-7	7-8	8-9
Listening	<ul style="list-style-type: none"> Pupils show that they can understand simple sentences with cognates and vocabulary recently learnt. Pupils can answer multiple choice style questions 	<ul style="list-style-type: none"> Pupils can understand sentences with a conjunction. Pupils can understand an opinion and recognise some negative structures. Pupils can recognise at least one tense other than the present tense. 	<ul style="list-style-type: none"> Pupils can understand both simple and complex sentences with familiar vocabulary. Pupils can pick out details such as colours and can recognise several opinions. Pupils can recognise negative and positive statements. Pupils can recognise more than one tense. Pupils can answer multiple choice questions or answer in English 	<ul style="list-style-type: none"> Pupils can recognise at least three tenses but not in the same text. Pupils can pick out specific details related to topic vocabulary with some unfamiliar vocabulary. Pupils begin to cope with longer texts. Pupils can answer multiple choice questions and vocabulary matching exercises. 	<ul style="list-style-type: none"> Pupils can recognise three tenses in the same text. Pupils can recognise positive and negative opinions and pick out specific details depending on the topic. Pupils are able to understand texts with more unfamiliar vocabulary and vocabulary from previous topics. Pupils can answer multiple choice questions, vocabulary matching exercises, questions requiring a on word answer in either the target language or English. 	<ul style="list-style-type: none"> Pupils can recognise three tenses and work out the shade in meanings from perfect, imperfect as well as the future and conditional tenses. Pupils can recognise a wide variety of opinions within texts which contain synonyms and antonyms. Pupils can give details in English Pupils can answer questions in the target language in sentences. 	<ul style="list-style-type: none"> Pupils can recognise three tenses and work out the shade in meanings from perfect, imperfect as well as the future and conditional tenses. Pupils can understand passive tenses. Pupils can understand the gist of the text as well as focus on specific details when there is a lot of unfamiliar vocabulary. Pupils can provide written answers to questions in both the target language and English
Speaking	<ul style="list-style-type: none"> Pupils can say simple sentences with cognates and prompts 	<ul style="list-style-type: none"> Pupils can use set phrases. Pupils can use one connective. Pupils can express an opinion 	<ul style="list-style-type: none"> Pupils can use set phrases with connectives with an example to adapt as support including expressing an opinion 	<ul style="list-style-type: none"> Pupils can say at least 4 sentences, using phrases learned, extending using connectives such as 'because'. Pupils can express an opinion and justify using minimal support in the topic. Pupils begin to talk spontaneously on a known topic 	<ul style="list-style-type: none"> Pupils can say at least 10 sentences, using phrases learned, extending using connectives such as 'because.' Pupils can express an opinion and justify using minimal support in the topic. Pupils can use another tense 	<ul style="list-style-type: none"> Pupils can say at least 10 sentences, using phrases learned, extending using connectives such as 'because.' Pupils can express an opinion and justify using minimal support in the topic. Pupils can use two tenses. 	<ul style="list-style-type: none"> Pupils can talk for at least 1 minute on a known topic using questions as a guide, expressing opinions, using more than one tense
Reading	<ul style="list-style-type: none"> Pupils show that they can understand simple sentences with cognates and vocabulary recently learnt. Pupils can answer multiple choice style questions 	<ul style="list-style-type: none"> Pupils can understand sentences with a conjunction. Pupils can understand an opinion and recognise some negative structures. Pupils can recognise at least one tense other than the present tense. 	<ul style="list-style-type: none"> Pupils can understand both simple and complex sentences with familiar vocabulary. Pupils can pick out details such as colours and can recognise several opinions. Pupils can recognise negative and positive statements. Pupils can recognise more than one tense. Pupils can answer multiple choice questions or answer in English 	<ul style="list-style-type: none"> Pupils can recognise at least three tenses but not in the same text. Pupils can pick out specific details related to topic vocabulary with some unfamiliar vocabulary. Pupils begin to cope with longer texts. Pupils can answer multiple choice questions and vocabulary matching exercises. 	<ul style="list-style-type: none"> Pupils can recognise three tenses in the same text. Pupils can recognise positive and negative opinions and pick out specific details depending on the topic. Pupils are able to understand texts with more unfamiliar vocabulary and vocabulary from previous topics. Pupils can answer multiple choice questions, vocabulary matching exercises, questions requiring a on word answer in either the target language or English. 	<ul style="list-style-type: none"> Pupils can recognise three tenses and work out the shade in meanings from perfect, imperfect as well as the future and conditional tenses. Pupils can recognise a wide variety of opinions within texts which contain synonyms and antonyms. Pupils can give details in English Pupils can answer questions in the target language in sentences. 	<ul style="list-style-type: none"> Pupils can recognise three tenses and work out the shade in meanings from perfect, imperfect as well as the future and conditional tenses. Pupils can understand passive tenses. Pupils can understand the gist of the text as well as focus on specific details when there is a lot of unfamiliar vocabulary. Pupils can provide written answers to questions in both the target language and English
Writing	<ul style="list-style-type: none"> Pupils can write simple sentences in the present tense using mainly cognates, in the first person with support. 	<ul style="list-style-type: none"> Pupils can write a few sentences, with a connective and express an opinion. 	<ul style="list-style-type: none"> Pupils can write 4 sentences in the present tense without support on a known topic. Pupils can include adjectives, some connectives and at least one opinion. Pupils may write sentences using other subject pronouns 	<ul style="list-style-type: none"> Pupils can write 4 -10 sentences and include some connectives and at least one opinion. Pupils may include comparisons and superlatives. Pupils use other subject pronouns 	<ul style="list-style-type: none"> Pupils can write 4 -10 sentences and include some connectives and at least one opinion. Pupils include comparisons and superlatives. Pupils use other subject pronouns. Pupils can use either past or future tense 	<ul style="list-style-type: none"> Pupils can write 4 -10 sentences and include some connectives and at least one opinion. Pupils include comparisons and superlatives. Pupils use other subject pronouns. Pupils can use either past or future tense Pupils can use both past and future tenses. 	<ul style="list-style-type: none"> Pupils can write 10+ sentences and include some connectives and at least one opinion, comparisons and superlatives. Pupils use other subject pronouns Pupils can use both past or future tense
Translation	<ul style="list-style-type: none"> Pupils can translate simple sentences in the first person into English 	<ul style="list-style-type: none"> Pupils can translate simple sentences with adjectives into English and target language 	<ul style="list-style-type: none"> Pupils can translate simple sentences with connectives using more than one pronoun into English and target language 	<ul style="list-style-type: none"> Pupils can translate a paragraph of approximately 40 words into English and the target language with familiar language and learned phrases. 	<ul style="list-style-type: none"> Pupils can translate a paragraph of approximately 40 words. Pupils can translate in two tenses. 	<ul style="list-style-type: none"> Pupils can translate a paragraph of approximately 40 words. Pupils can translate in three tenses. 	<ul style="list-style-type: none"> Pupils can translate a text of approximately 90 words Pupils can recognise three tenses.
Grammar	<ul style="list-style-type: none"> Pupils can use the first-person pronoun and conjugate a verb in the present tense 	<ul style="list-style-type: none"> Pupils can use verbs in the present tense in the first person. 	<ul style="list-style-type: none"> Pupils can use more than one subject pronoun and conjugate the verb accordingly. Pupils can use adjectives. 	<ul style="list-style-type: none"> Pupils can use either the perfect or simple future tense. Pupils can use basic negative structures. Pupils can use set phrases using infinitive constructions. Pupils can form the superlative and comparative 	<ul style="list-style-type: none"> Pupils can use the perfect, the simple future and the future tense. Pupils can use infinitive constructions. Pupils can use more complex negative constructions. Pupils can form the superlative and comparative. 	<ul style="list-style-type: none"> Pupils can use the conditional tense. Pupils can use reflexive verbs. 	<ul style="list-style-type: none"> Pupils can use imperfect tense constructions Pupils can form relative clauses Pupils begin to learn verbs and prepositions

Music

	1-3/bespoke	3-4	4-5	5-6	6-7	7-8	8-9
	LEVEL 1 PASS		PASS	MERIT		DISTINCTION	
Performing	<p>I am able to.....</p> <p>Perform with some degree of accuracy though not always fluent.</p> <p>Perform simple patterns of notes in either the left or right hand (usually learnt by rote or by ear) on the keyboard</p> <p>Play a simple rhythm or separate ensemble part with some accuracy and stability.</p>	<p>I am able to.....</p> <p>Perform in tune by ear and from simple notation</p> <p>Perform a simple 5 note melody using traditional notation with single finger chords on the keyboard</p> <p>Listen and attempt to contribute ideas with growing confidence in an ensemble</p>	<p>I am able to.....</p> <p>Perform longer pieces from notation with some expression</p> <p>Perform a melody with rests and single finger chords on the keyboard</p> <p>Contribute ideas in group performances</p>	<p>I am able to.....</p> <p>Perform in different musical styles</p> <p>Perform a melody with single finger chords which change more frequently on the keyboard</p> <p>Make contributions in an ensemble showing some leadership</p>	<p>I am able to.....</p> <p>Perform longer pieces (Grade 1 standard) with a fair degree of accuracy.</p> <p>Perform a melody with single finger chords over a backing rhythm on the keyboard</p> <p>Lead the ensemble with growing confidence</p>	<p>I am able to.....</p> <p>Perform challenging pieces without hesitation (Grade 2 standard)</p> <p>Perform a melody with a more chordal left-hand accompaniment on the keyboard</p> <p>Lead the ensemble with confidence</p>	<p>I am able to.....</p> <p>Perform challenging pieces (Grade 3 standard) fluently and with musical flair</p> <p>Perform a melody (up to two octaves in range) over full chord accompaniment on the KB</p> <p>Sustain an individual part within the group and lead the ensemble with confidence</p>
Composing	<p>I am able to.....</p> <p>Compose simple music ideas</p> <p>Compose with an attempt to write an introduction, main section and ending</p> <p>Use composing software with continual support</p>	<p>I am able to.....</p> <p>Combine layers of sound using improvised repeated patterns</p> <p>Compose with a clear introduction, main section and ending</p> <p>Use composing software with detailed instructions</p>	<p>I am able to.....</p> <p>Explore and identify the relationship between sounds</p> <p>Compose within a given structure</p> <p>Use composing software with basic instructions</p>	<p>I am able to.....</p> <p>Explore different styles and genres</p> <p>Use given harmonic and non-harmonic devices where relevant</p> <p>Use composing software with a simple guide</p>	<p>I am able to</p> <p>Start to experiment with different musical styles and copy other composers</p> <p>Compose with a developing sense of direction and shape (melodic / rhythmic phrases as well as form</p> <p>Use composing software with growing confidence</p>	<p>I am able to</p> <p>Compose in different styles and genres</p> <p>Fully shape my music into structured phrases</p> <p>Use computer software with confidence</p>	<p>I am able to</p> <p>Understand the key characteristics of different styles and use them effectively</p> <p>Compose well balanced and structured compositions</p> <p>Use computer software and start to exploit the tools found within</p>
Listening & Evaluating	<p>I am able to.....</p> <p>Identify a limited range of instrumental tones</p> <p>Evaluate small sections of my work with support from my teacher</p> <p>Makes a limited attempt to act on teacher advice and guidance</p>	<p>I am able to.....</p> <p>Identify a broader range of instrumental tones</p> <p>Evaluate my work with support from my teacher</p> <p>Makes a positive attempt to act on teacher advice and guidance</p>	<p>I am able to.....</p> <p>Identify how music reflects time, place and culture</p> <p>Evaluate my work and others' at a basic level</p> <p>Act on teacher advice and guidance</p>	<p>I am able to.....</p> <p>Identify musical devices and how music reflects time, place and culture</p> <p>Evaluate the way music is created, performed and heard</p> <p>Make improvements to my own work using guidance with keywords</p>	<p>I am able to.....</p> <p>Identify different processes and context of musical styles, genres and traditions</p> <p>Evaluate and start to use musical vocabulary when analysing work</p> <p>Refine & improve my own work with peer support</p>	<p>I am able to.....</p> <p>Make critical judgements about musical conventions (structure, elements and context)</p> <p>Evaluate and use correct musical vocabulary when analysing work</p> <p>Refine & improve my own work independently</p>	<p>I am able to.....</p> <p>Make critical judgements about musical conventions (adding tonality and impact)</p> <p>Evaluate and make some judgements about the use of musical devices and characteristics</p> <p>Understand how to feedback to others with constructive criticism</p>

Physical Education

	1-3/L1 Pass	3-4/L1 Merit	4-5/L1 Distinction	5-6/Pass	6-7/Merit	7-8/Distinction	8-9/Distinction*
Developing Skills	Some fundamental movement skills are used with some effect to participate in PE activities.	Skills and techniques are attempted with some accuracy.	Skills and techniques are developed and performed with accuracy after plenty of practise.	Can perform skills well on most occasions in order to contribute to games and competitions.	Can perform skills well with adequate practise and applies to competition.	Picks up new skills quickly and performs them with technical accuracy in most activities covered.	Picks up new skills quickly and performs them with technical accuracy in all activities covered.
Leadership & Collaboration	May be able to lead short parts of a warm up to small groups or with a partner. Works with a partner well for short periods of time.	Can lead short sections of the warm up to a group with a partner to support. Works in small groups for short periods of time.	Knows the main parts of a warm up and instruct a small group when performing. Works well in small groups for most of the lesson.	Can be willing to take a lead and is growing in confidence. Listens well to others, works well in groups and begins to show an understanding of different roles in activities.	Is confident to lead others and can be encouraging as a team captain. Listens well to others, can be encouraging and understands and demonstrates 'being a team player'.	Can lead groups confidently and with good levels of enthusiasm. Is a great team player and contributes well in group discussion.	Can lead groups confidently and shows patience, understanding and adaptation when taking charge. Contributes significantly to group work and can help others in the team/group to improve in order to collaborate more effectively.
Theoretical application & Analysis	May not use correct terminology however shows some understanding of fitness requirements. Could say something they are good at in various activities.	Uses some correct terminology when discussing fitness as a class. Knows what they do well. Can tell you what they would like to get better at.	Sometimes uses correct terminology and knows some benefits of activities carried out. Can identify some strengths and areas to develop.	Can use correct terminology and make some links to fitness requirements for sports. Can identify own strengths and areas to develop.	Shows some understanding of the benefits of physical activity and different types of fitness. Can improve own performance over time with guidance and support with how to analyse.	Shows a good understanding of fitness, training and the effects that physical activities have on the body. Is able to analyse effectively using different sources of information to improve own performance.	Shows a good understanding of fitness, training and the effects that physical activities have on the body. Can make clear links between the activity carried out and key theory. Is able to analyse effectively using different sources of information to improve own and others performance.

Religious Studies

	1-3/Bespoke With some support	3-4	4-5	5-6	6-7	7-8	8-9
Knowledge of religious beliefs and actions.	I can make simple points or statements about some beliefs and actions.	I can make simple points or statements about beliefs and actions.	I can make several simple points that describe a belief and a behaviour related to the topic. These are mostly accurate.	I can make some developed points describing more than one belief or behaviour.	I can accurately describe the key religious beliefs and behaviours related to the topic.	I can consistently use a variety of well-developed points, accurately describing key religious beliefs and behaviours.	I can show a firm understanding of multiple beliefs and actions, within and between religious and non-religious beliefs.
Understanding of beliefs, teachings and sources and how these affect actions.	I can identify simple beliefs, teachings and sources within religions/non-religious traditions.	I can start to identify simple connections between religious/ non-religious beliefs and teachings and how these may affect behaviours and actions.	I can begin to describe simple connections between religious/non-religious beliefs and how these may affect behaviours and actions.	I can offer a simple explanation of how a religious/ non-religious belief might affect the attitude or behaviour of an individual or community.	I can make connections between more than one religious/non-religious belief and how this may affect behaviours and actions.	I can make a connection between a religious/non-religious belief and behaviour, and may begin using appropriate examples to help explain how these may affect actions.	I can offer a clear explanation of how religious/non-religious beliefs might affect the attitudes or behaviour of an individual or community.
Understanding of similarities and differences within and between religious traditions.	I can identify similarities and differences within or between religious traditions.	I can identify either a simple similarity or difference within or between religious traditions.	I can make basic comparisons, stating simple similarities and differences within or between religions.	I can show a good understanding of a wider range of similarities and differences.	I can accurately make comparisons, highlighting a good range of similarities and differences between religious beliefs and behaviours.	I can understand why there might be similarities and differences within or between religious traditions.	I can accurately explain why there might be similarities and differences within or between religious traditions.
Using evidence and examples from religious and non-religious sources.	I can sometimes use evidence and examples to support my work.	I can use simple evidence and examples but this is not always from religious sources. I can use PE sometimes in my answers.	I can use basic religious evidence and examples to support my answers. I can use PE most of the time in my answers.	I can use more complex religious evidence and examples to support my answers. I can sometimes accurately interpret the evidence and examples I have chosen, following PEE.	I can use evidence and examples from the wider world as well as religious sources more consistently. I can sometimes use PEEL to explain and link the majority of my examples and evidence back to the question.	I can use a wider range of evidence and examples that come from religious and non-religious sources to support my work. I can use PEEL for the majority of evidence and examples I use.	I can accurately interpret most of the evidence and examples I use to explain my answers. I can use PEEL more confidently within my answers.
Evaluation of beliefs and actions.	I can express a single opinion.	I can express a simple opinion, which is usually my own.	I can express an opinion and give a simple reason to support a point of view.	I can give a point of view that is not my own and support it with some reasons why someone may have this view.	I can give two different points of view, both of which are supported by evidence and examples. I can reach a basic conclusion.	I can use evidence and examples consistently to support the points of view I give. I can reach a simple conclusion based on the views I have given.	I can present justified arguments, using evidence and examples in support. I can provide a balanced argument most of the time which helps to inform my conclusion.
Literacy and use of technical terms	I can use some capital letters and full stops in my work. I can write short answers. I can sometimes use basic key words.	I can use some capital letters and full stops in my work. I can write short answers that are sometimes in full sentences. I can use some basic key words at times.	I can use capital letters and full stops more regularly and accurately in my work. I can answer questions, writing in full sentences and making my ideas clear to the reader. I can use a limited number of key words and spell them with some accuracy. I use a limited range of specialist terms.	I can use capital letters and full stops correctly. I can use simple sentences which make sense on their own and together. I am beginning to use PEE paragraphs. I can spell key words correctly and use them in context. I have a good range of specialist terms I use appropriately.	I can use basic punctuation within sentences with accuracy. I can use PEE/L paragraphs with some accuracy. I can spell most key words correctly and use a wide range of specialist terms as appropriate.	I can use a wider range of punctuation accurately. I can use PEE/L paragraphs. I can spell and use key words accurately and in context.	I can use a wider range of punctuation accurately and effectively. I can use PEE/L paragraphs securely and make connections between PEE paragraphs to develop a longer piece of writing. I can use a good range of key words and specialist terms.