

Year 9 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 Key Stage 3.

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.

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English Reading

	1-3/bespoke	3-4	4-5	5-6	6-7	7-8	8-9
Identify Explain Interpret Select Textual Reference	Student is able to respond to the text and summarise basic meaning. Student uses limited quotation.	Supported response to task and text with some understanding of meaning 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)	Critical, exploratory, conceptualised response to task and whole text Judicious use of precise references to support interpretation(s)	Evaluates critically and in detail the effect(s) on the reader Selects a range of judicious textual detail and discusses alternative interpretations
Analyse Language/ Structure Effects/ Influence Terminology Evaluate	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	Secure explanation of writer's methods with appropriate use of relevant subject terminology Understanding of effects of writer's methods to create meanings	Clear examination of writer's methods with good use of subject terminology used effective to support consideration of methods Examination of effects of writer's methods to create meanings	Analysis of writer's methods with accurate subject terminology used judiciously Exploration of effects of writer's methods to create meanings	Evaluation of writer's methods with consistently accurate subject terminology used judiciously Exploration of effects of writer's methods to create meanings	Makes sophisticated and accurate use of subject terminology Shows perceptive understanding of writer's methods
Writer's ideas / Perspective Context Comparison	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 examination of detailed links between context/text/task	Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task	Evaluation of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task	Sophisticated evaluation 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	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	Tone is convincing and compelling for audience Assuredly matched to purpose Extensive and ambitious vocabulary with sustained crafting of language techniques	Tone is highly convincing and compelling for specific audience Assuredly matched to purpose, with detail Extensive and ambitious vocabulary with sustained crafting of language techniques
Organisation Structural features Paragraphs	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	Varied and inventive use of structural features Writing is compelling, incorporating a range of convincing and complex ideas Fluently linked paragraphs with seamlessly integrated connective words/phrases	Varied and inventive use of structural features Writing is compelling, incorporating many appropriate, convincing and complex ideas Fluently linked paragraphs with seamlessly integrated connective words/phrases
Sentence Structure Punctuation	Sentences are occasionally punctuated correctly Simple range of sentence structures Some use of punctuation other 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	Sentences are consistently properly punctuated and consistently accurate Uses a full range of sentence structures for effect Wide range of punctuation is used 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	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	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	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	3-5	5-7	7-9
Number: Number and Place Value	<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) 	<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) 	<ul style="list-style-type: none"> use inequality notation to specify simple error intervals due to truncation or rounding apply and interpret limits of accuracy 	<ul style="list-style-type: none"> apply and interpret limits of accuracy, including upper and lower bounds
Number Calculation	<ul style="list-style-type: none"> use the symbols $=, \neq, <, >, \leq, \geq$ 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 	<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 	<ul style="list-style-type: none"> calculate with roots, and with integer indices calculate exactly with multiples of π calculate with standard form $A \times 10^n$, where $1 \leq A < 10$ and n is an integer 	<ul style="list-style-type: none"> estimate powers and roots of any given positive number calculate with roots, and with fractional indices calculate exactly with surds apply systematic listing strategies including use of the product rule for counting
Fractions, Decimals and Percentages	<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) 	<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 $7/2$ or 0.375 or $3/8$) interpret fractions and percentages as operators 		<ul style="list-style-type: none"> change recurring decimals into their corresponding fractions and vice versa
Geometry: Properties of Shapes and Construction	<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 	<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 	<ul style="list-style-type: none"> identify and apply circle definitions and properties, including: tangent, arc, sector and segment use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle) use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line construct plans and elevations of 3D shapes apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' Theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS) 	<ul style="list-style-type: none"> apply and prove the standard circle theorems concerning angles, radii, tangents and chords, and use them to prove related results identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement (including fractional scale factors) describe the changes and invariance achieved by combinations of rotations, reflections and translations
Geometry: Measurement	1-3	3-5	5-7	7-9

	<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 	<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) 	<ul style="list-style-type: none"> calculate arc lengths, angles and areas of sectors of circles calculate surface area of right prisms (including cylinders) apply the concepts of congruence and similarity, including the relationships between lengths in similar figures know the formulae for: Pythagoras' theorem, $a^2 + b^2 = c^2$, and apply it to find lengths in right-angled triangles in two dimensional figures 	<ul style="list-style-type: none"> calculate surface area and volume of spheres, pyramids, cones apply the concepts of congruence and similarity, including the relationships between length, areas and volumes in similar figures know the formulae for: Pythagoras' theorem, $a^2 + b^2 = c^2$, and apply it to find lengths in right-angled triangles and, where possible, general triangles and in three dimensional figures know the trigonometric ratios, $\sin\theta = \text{opposite/hypotenuse}$, $\cos\theta = \text{adjacent/hypotenuse}$, $\tan\theta = \text{opposite/adjacent}$ apply it to find angles and lengths in right-angled triangles in two dimensional figures know the exact values of $\sin\theta$ and $\cos\theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90°; know the exact value of $\tan\theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ$ and 60°
Geometry: Position and Direction	1-3	3-5	5-7	7-9
	<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) 	<ul style="list-style-type: none"> identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement (Geometry: Properties and Constructions) 		<ul style="list-style-type: none"> identify, describe and construct similar shapes, including on coordinate axes, by considering enlargement (including fractional scale factors) (Geometry: Properties and Constructions) describe the changes and invariance achieved by combinations of rotations, reflections and translations (Geometry: Properties and Constructions) apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors (Vectors)
Algebra: Notation, vocabulary and manipulation	1-3	3-5	5-7	7-9
	<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 	<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 	<ul style="list-style-type: none"> understand and use the concepts and vocabulary of factors and identities simplify and manipulate algebraic expressions by expanding products of two binomials and factorising quadratic expressions of the form $x^2 + bx + c$ know the difference between an equation and an identity argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments 	<ul style="list-style-type: none"> simplify and manipulate algebraic expressions (including those involving surds) by expanding products of two binomials and factorising quadratic expressions of the form $x^2 + bx + c$, including the difference of two squares simplify and manipulate algebraic expressions (including those involving surds and algebraic fractions) by expanding products of two or more binomials manipulate algebraic expressions by factorising quadratic expressions of the form $ax^2 + bx + c$ interpret the reverse process as the 'inverse function'
Algebra: Graphs	1-3	3-5	5-7	7-9
	<ul style="list-style-type: none"> work with coordinates in all four quadrants understand and use lines parallel to the axes, $y=x$ and $y=-x$ 	<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 	<ul style="list-style-type: none"> use the form $y = mx + c$ to identify parallel lines find the equation of the line through two given points, or through one point with a given gradient identify and interpret gradients and intercepts of linear functions algebraically recognise, sketch and interpret graphs of quadratic functions recognise, sketch and interpret graphs of simple cubic functions and the reciprocal function $y = 1/x$ with $x \neq 0$ plot and interpret graphs (including reciprocal graphs) and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration 	<ul style="list-style-type: none"> use the form $y = mx + c$ to identify perpendicular lines identify and interpret roots, intercepts, turning points of quadratic functions graphically deduce roots of quadratic functions algebraically plot and interpret graphs (including exponential graphs) and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration calculate or estimate gradients of graphs and areas under graphs (including quadratic and other non-linear graphs), and interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts recognise and use the equation of a circle with centre at the origin find the equation of a tangent to a circle at a given point
Algebra: Solving equations and inequalities	1-3	3-5	5-7	7-9
	<ul style="list-style-type: none"> solve linear equations in one unknown algebraically 	<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 	<ul style="list-style-type: none"> solve, in simple cases, two linear simultaneous equations in two variables algebraically find approximate solutions to simultaneous equations using a graph solve quadratic equations algebraically by factorising find approximate solutions to quadratic equations using a graph translate simple situations or procedures into algebraic expressions or formulae derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution solve linear inequalities in one variable represent the solution set to an inequality on a number line 	<ul style="list-style-type: none"> solve, in simple cases, two linear simultaneous equations in two variables algebraically solve two simultaneous equations in two variables where one is quadratic algebraically solve quadratic equations (including those that require rearrangement) algebraically by factorising find approximate solutions to equations numerically using iteration solve linear inequalities in two variables represent the solution set to an inequality using set notation and on a graph
Algebra: Sequences	1-3	3-5	5-7	7-9

	<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 	<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. 	<ul style="list-style-type: none"> recognise and use Fibonacci type sequences, quadratic sequences, 	<ul style="list-style-type: none"> deduce expressions to calculate the nth term of quadratic sequences recognise and use simple geometric progressions (r^n where n is an integer, and r is a rational number > 0)
Ratio, Proportion and Rates of Change	1-3	3-5	5-7	7-9
	<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 	<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 	<ul style="list-style-type: none"> change freely between compound units (e.g. density, pressure) in numerical and algebraic contexts use compound units such as density and pressure solve problems involving direct and inverse proportion, including graphical and algebraic representations interpret the gradient of a straight line graph as a rate of change; 	<ul style="list-style-type: none"> make links to similarity (including trigonometric ratios) and scale factors understand that X is inversely proportional to Y is equivalent to X is proportional to $1/Y$ interpret equations that describe direct and inverse proportion recognise and interpret graphs that illustrate direct and inverse proportion interpret the gradient at a point on a curve as the instantaneous rate of change set up, solve and interpret the answers in growth and decay problems, including compound interest
Statistics	1-3	3-5	5-7	7-9
	<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 	<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 	<ul style="list-style-type: none"> change freely between compound units (e.g. density, pressure) in numerical and algebraic contexts use compound units such as density and pressure solve problems involving direct and inverse proportion, including graphical and algebraic representations interpret the gradient of a straight line graph as a rate of change; 	<ul style="list-style-type: none"> make links to similarity (including trigonometric ratios) and scale factors understand that X is inversely proportional to Y is equivalent to X is proportional to $1/Y$ interpret equations that describe direct and inverse proportion recognise and interpret graphs that illustrate direct and inverse proportion interpret the gradient at a point on a curve as the instantaneous rate of change set up, solve and interpret the answers in growth and decay problems, including compound interest
Probability	1-3	3-5	5-7	7-9
	<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 	<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 	<ul style="list-style-type: none"> enumerate sets and combinations of sets systematically, using tree diagrams understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions 	<ul style="list-style-type: none"> calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams.

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. They name external parts or features of plants and animals.	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. They use that evidence to identify plants or 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. They recognise and describe similarities and differences between the plants, humans and other animals they observe, using these to sort them into groups. They 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. They 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. They recognise that evidence can support or refute scientific ideas, such as in the identification and grouping of living things.	Pupils can describe processes and phenomena related to organisms, their behaviour and the environment, drawing on abstract ideas and using appropriate terminology. They 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.	Pupils demonstrate extensive knowledge and understanding related to organisms, their behaviour and the environment. They use and apply this effectively in their descriptions and explanations, identifying links between topics. They interpret, evaluate and synthesise data from a range of sources and in a range of contexts, for example environmental data from fieldwork. They show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed, for example the short-term and long-term effects of environmental change on ecosystems. They describe and explain the importance of a wide range of applications and implications of science.	Pupils can demonstrate both breadth and depth of knowledge and understanding of organisms, their behaviour and the environment. They apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics. They interpret, evaluate and synthesise data, from a range of sources in a range of contexts, and apply their understanding to a wide range of biological systems. They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence-gathering, for example in the study of global climate change. They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts
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. They 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. 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.	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.	Pupils demonstrate extensive knowledge and understanding related to materials, their properties and the Earth. They use and apply this effectively in their descriptions and explanations, identifying links between topics, for example relating mode of formation of rocks to their texture and mineral content. They represent common compounds by chemical formulae and use these formulae to form balanced symbol equations for reactions.	Pupils demonstrate both breadth and depth of knowledge and understanding of materials, their properties and the Earth, for example the different timescales over which rock formation and deformation take place. They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence-gathering. They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts.
	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

<p>Particles</p>	<p>Pupils know about a range of properties [for example, texture, appearance] and communicate observations of materials in terms of these properties.</p>	<p>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.</p>	<p>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]. 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.</p>	<p>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 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.</p>	<p>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.</p>	<p>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. They explain the importance of some applications and implications of science, such as the production of new materials with specific desirable properties.</p>	<p>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 how evidence supports some accepted scientific ideas, such as the reactivity series of metals.</p>	<p>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.</p>	<p>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 show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. They describe and explain the importance of a wide range of applications and implications of science.</p>	<p>Pupils apply their breadth and depth of knowledge effectively in their descriptions and explanations, identifying links and patterns within and between topics, for example relating the properties of materials to the nature of their constituent particles. They interpret, evaluate and synthesise data from a range of sources in a range of contexts, and apply their understanding to a wide range of chemical systems, such as explaining chemical behaviours that do not fit expected patterns. They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence-gathering. They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts.</p>
<p>Forces</p>	<p>Pupils communicate observations of changes in light, sound or movement that result from actions [for example, pushing and pulling objects].</p>	<p>Pupils compare the movement of different objects in terms of speed or direction.</p>	<p>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].</p>	<p>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.</p>	<p>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.</p>	<p>Pupils describe processes and phenomena related to forces and space, drawing on abstract ideas and using appropriate terminology, for example 'balanced forces'. They 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.</p>	<p>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.</p>	<p>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.</p>	<p>Pupils demonstrate extensive knowledge and understanding related to energy, forces and space. They use and apply this effectively in their descriptions and explanations, identifying links between topics. They interpret, evaluate and synthesise data from a range of sources and in a range of contexts. They show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed, such as the developing understanding of the structure of the solar system. They describe and explain the importance of a wide range of applications and implications of science.</p>	<p>Pupils demonstrate both breadth and depth of knowledge and understanding of forces and space. They apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics. They interpret, evaluate and synthesise data from a range of sources in a range of contexts and apply their understanding to a wide range of data on energy efficient physical systems. They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence gathering, for example through the role of artificial satellites and probes in communications and space exploration. They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts.</p>

	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
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 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. They describe applications and implications of science, such as the ways sound can be produced and controlled, for example in musical instruments.	Pupils describe processes and phenomena related to energy using abstract ideas and appropriate terminology, for example 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.	Pupils demonstrate extensive knowledge and understanding related to energy for example the passage of sound waves through a medium. They use and apply this effectively in their descriptions and explanations, identifying links between topics. They interpret, evaluate and synthesise data from a range of sources and in a range of contexts. They show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. They describe and explain the importance of a wide range of applications and implications of science, such as relating the dissipation of energy during energy transfer to the need to conserve limited energy resources.	Pupils demonstrate both breadth and depth of knowledge and understanding of energy. They apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics, for example understanding how models like the particle model are useful in explaining physical phenomena, such as how sweating causes cooling. They interpret, evaluate and synthesise data from a range of sources in a range of contexts and apply their understanding to a wide range of data on energy efficient physical systems. They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence gathering. They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts, such as alternative methods of electricity generation.
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. 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. They communicate in a scientific way what they have found out and suggest improvements in their work.	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 interpret data containing positive and negative numbers. They begin to relate their conclusions to patterns in data, including graphs, and to scientific knowledge and understanding. They communicate their conclusions using appropriate scientific language. They suggest	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 analyse findings to draw scientific conclusions that are consistent with the evidence. They communicate these using scientific and mathematical conventions and terminology. They evaluate their working methods to make practical suggestions for improvements.	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 finescale 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	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 effectively, using a wide range of scientific and technical conventions and terminology, including symbols and flow diagrams. They begin	Pupils recognise that different strategies are required to investigate different kinds of scientific questions, and use scientific knowledge and understanding to select an appropriate strategy. In consultation with their teacher they adapt their approach to practical work to control risk. They record data that are relevant and sufficiently detailed, and choose methods that will obtain these data with the precision and reliability needed. They analyse data and begin to explain, and allow for, anomalies. They carry out multi-step calculations and use compound measures, such as speed, appropriately. They communicate findings and arguments, showing awareness of a range of views. They evaluate evidence critically and suggest how inadequacies can be remedied.	Pupils recognise that different approaches are required to investigate different kinds of scientific questions, and use scientific knowledge and understanding to select appropriate strategies. They readily identify hazards, seek appropriate risk assessment information and advice, select that which is relevant and, in consultation with their teacher, adjust practice as required. They make records of relevant observations and comparisons, clearly identifying points of particular significance. They decide the level of precision needed for measurements and collect data that satisfy these requirements. They analyse findings to interpret trends and patterns and draw conclusions from their evidence. They make effective use of a range of quantitative relationships between variables in calculations or when using data to support evidence. They communicate findings and arguments, showing their awareness of the degree of uncertainty and a range of

					improvements in their work, giving reasons		draw valid conclusions. They communicate qualitative and quantitative data effectively, using scientific conventions and terminology. They evaluate evidence, making reasoned suggestions about how their working methods could be improved.	to consider whether the data they have collected are sufficient for the conclusions they have drawn.	alternative views. They evaluate evidence critically and give reasoned accounts of how they could collect additional evidence
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Art

	1-3/bespoke	3-4	4-5	5-6	6-7	7-8	8-9
Investigate and Analyse	I can recall some key facts about the artist or culture & incorporate some aspects in my own work.	I understand some key facts about the artist or culture & incorporate some aspects into my own work.	I can understand the key facts about the artist or culture & incorporate many of these aspects into my own work.	I can analyse & identify some key facts about the artist or culture & incorporate these aspects into my own work.	I can analyse & identify key facts about the artist or culture & use this understanding to inform the development of my own work.	I can fully analysis & identify significant facts about the artist or culture's style & technique & use this understanding to inform the development of my own work.	I can sophisticatedly analysis & identify significant facts about the artist or culture's style & technique & use this understanding to enhance the development of my own work.
Explore and Develop	I can make some links with my artist & observations, using a small range of media, with support.	I can make some links with my artist & observations using a range of media & techniques.	I can make links with my artist & observations using a wide range of media & techniques.	I can develop my ideas linking the artist with my observations using & exploring a range of media & techniques.	I can creatively develop my ideas linking the artist with my observations using & exploring a range of media, processes & techniques.	I can fully develop & refine my ideas uniting the artist with my observations, selecting & exploring a range of media, materials, processes & techniques.	I can extensively develop & refine my ideas uniting the artist with my observations, selecting & exploring a wide range of media, materials, processes & techniques.
Observe and Record	I can draw from a secondary resource with some accuracy & 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 & primary resource with good accuracy & likeness to the original image or object.	I can draw from a secondary & primary resource with excellent accuracy & likeness to the original image or object.	I can draw from a secondary & primary resource with superb accuracy to the original image or object.	I can creatively draw from a wide range of resources, including my own photography, with exceptional accuracy & three-dimensional quality.	I can sophisticatedly draw from a wide range of resources. including my own photography & digital manipulations, with exceptional accuracy & full three-dimensional effect.
Present	My final piece incorporates some key aspects of my artist or culture & illustrates some understanding of composition.	My final piece incorporates some key connections with my artist or culture & illustrates an understanding of composition.	My final piece demonstrates a critical understanding of my artist or culture & illustrates a good understanding of composition.	My final piece demonstrates a well-informed understanding of my artist or culture & a well-considered understanding of composition & balance.	My final piece demonstrates a fully developed understanding of my artist or culture & an excellent understanding of composition, balance & contrast.	My final piece demonstrates a confident & clear understanding of my artist/culture & an extensive understanding of composition, balance & contrast.	My final piece demonstrates a sophisticated & perceptive understanding of my artist or culture & an in-depth & creative understanding of composition, balance & contrast.
Refine	I can refine some key aspects of my work with help & support from the teacher & my peers.	I can refine aspects of my work with guidance from the teacher & my peers.	I can reflect & refine aspects of my work with some guidance from the teacher & my peers.	I can reflect & refine my work with minimal guidance & I can provide some support to others how to progress.	I can reflect & refine my work with minimal support & I can provide support to others how to progress.	I can effectively reflect, develop & refine my work & provide support & guidance to others how to progress.	I can creatively reflect, develop & refine my work & provide extensive support & guidance to others how to progress.
Tone	My application of tone illustrates two shades with some accuracy & is smooth areas.	My application of tone indicates some accuracy & variation, illustrating two-three shades & is smooth in most areas.	My application of tone indicates accuracy & variation, illustrating three-four shades & is smooth in most areas.	My application of tone indicates a variation from light to dark & is smooth & accurate in most areas.	My application of tone indicates a full range from light to dark & is smoothly applied with control & accuracy.	My application of tone accurately indicates a full tonal range & is applied smoothly with control & sensitivity.	My application of tone accurately indicates an extensive tonal range & is applied smoothly with full control & sensitivity creating depth & form.
Detail	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.	I accurately indicated a vast range of detail, using line & tone with subtle variations to create an exact likeness to the original image or object.	I accurately indicated an extensive range of detail, using line & tone with subtle & sensitive variations to create an exact likeness.
Presentation	My outline & application of media is tidy in most areas, with little evidence of any previous working or mistakes.	My outline & application of media is tidy in most areas, with minimal evidence of any previous working or mistakes.	My outline & application of media is tidy in most areas, demonstrating control of the media.	My outline & application of media has been applied with good control of the media.	My outline & application of media has been applied with excellent smoothness & control of the media.	My outline & application of media has been applied with excellent sensitivity & extensive control.	My outline & application of media & tone has been applied with exceptional sensitivity & extensive control.

Computer Science

	1-3/bespoke	3-4	4-5	5-6	6-7	7-8	8-9
Computer Science	<p>Debug simple programs independently fixing errors.</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Understand the concept of binary and be able to count to 10 using binary.</p> <p>Understand that images are stored as binary files.</p>	<p>Use sequences in text-based programming to work with various forms of input and output.</p> <p>Able to convert from binary to denary numbers.</p> <p>Understand how images are constructed from binary files.</p> <p>Understand the function of a selection of logic gates.</p>	<p>Use repetition and decisions in text-based programs.</p> <p>Use logical reasoning to predict outcomes of models.</p> <p>Able to convert from denary to binary numbers.</p> <p>Understand the concept of meta-data and how this is stored in image files.</p> <p>Identify the outputs from a sequence of two connected logic gates.</p>	<p>Solve problems by decomposing them into smaller parts.</p> <p>Model real world situations such as traffic lights, lifts and automated systems.</p> <p>Able to perform addition on two 8-bit binary numbers, understanding the concept of overflow errors.</p> <p>Produce truth tables from connected logic gates.</p>	<p>Use logical reasoning to detect and correct errors in programs independently.</p> <p>Understand the difference between Lossy and Lossless compression when storing images.</p> <p>Understand the link between binary operations such as addition and logic gates.</p>	<p>Make effective use of data structures</p> <p>Create efficient programs using subroutines and functions to solve problems.</p>	<p>Design computational abstractions to solve complex problems.</p> <p>Create efficient algorithms independently to solve a range of problems such as sorting and searching data.</p>
ICT	<p>Present information effectively for an audience using a digital format.</p> <p>Collect data sets effectively organising data collected.</p>	<p>Analyse data and present information based on calculations.</p>	<p>Evaluate information derived from data and draw conclusions.</p>	<p>Evaluate information derived from data and make predictions.</p>	<p>Repurpose existing digital artefacts for different audiences.</p>	<p>Create digital artefacts for a given audience</p>	<p>Select multiple applications to achieve challenging goals.</p>
Digital Literacy	<p>Use technology respectfully, protecting online identity.</p>	<p>Identify common features of scams and fraudulent digital content.</p>	<p>Understand the concept of a digital footprint and how this will affect individuals.</p> <p>Identify sources of content reliability and bias.</p>	<p>Understand the opportunity networks offer for collaboration and understand the relevant safety measures to take when using collaborative tools.</p>			

Design Technology

	1-3/Bespoke	3-4	4-5	5-6	6-7	7-8	8-9
DESIGN	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> My design has developed from consumer feedback and I have taken into consideration how it might be produced on a larger scale. I have produced a detailed product that has used range of techniques to an excellent standard. I can suggest improvements to my product for different target markets I can critically assess the different elements of this topic.
FOOD PREPARATION and NUTRITION	<ul style="list-style-type: none"> Able to follow a simple recipe mainly independently Use hob and oven with confidence Show some understanding of hygiene and safety Use the Eatwell Guide to design a healthy product. 	<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 Can identify and list some of the nutrients in their food products. 	<ul style="list-style-type: none"> Able to adapt a recipe to suit own food choices Show good understanding and application of hygiene and safety Identifies most of the nutrients in their food products Use finishing techniques to present my final food product attractively 	<ul style="list-style-type: none"> Able to trouble shoot when following the recipe does not go as intended. Selects and uses a range of equipment competently Show good understanding of hygiene and safety and key temperatures Able to explain the function of ingredients used and key nutrients 	<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 Able to explain macro and micro nutrients and give examples in a recipe 	<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 Able to explain healthy eating guidelines and give examples of associated dietary diseases. 	<ul style="list-style-type: none"> Work totally independently to plan, prepare and present nutritious dishes to meet set criteria and explain reasons for choice. Demonstrate high level making skills to produce good quality dishes Show an excellent understanding and thorough application of hygiene and safety precautions Understand and able to explain the importance of eating a nutritionally balanced diet and how to achieve it
PRODUCT DESIGN	<ul style="list-style-type: none"> Use machine tools independently eg hegna saws & pillar drill Able to list some of the materials properties Can discuss environmental issues about the topic 	<ul style="list-style-type: none"> Can show different drawing techniques Use timber, polymers and metal confidently Use a wide range of specialist equipment List some environmental issues in your design 	<ul style="list-style-type: none"> Use a range of hand and machine tools competently and independently. Uses appropriate finishes to range of materials to a good quality finish. 	<ul style="list-style-type: none"> I can evaluate my ideas using ACCESS FM with justification Produce a more complex design using exploded diagrams to show construction 	<ul style="list-style-type: none"> Able to incorporate environmental issues into design evaluation Consider how to minimise waste during practical using different skills and techniques I can produce a cutting list for my product. 	<ul style="list-style-type: none"> Able to explain and carry out different ways to test your product: function, consumer, ergonomics I can create a detailed cutting list 	<ul style="list-style-type: none"> Understand and able to explain how my product will be made in industry using specific manufacturing techniques and industrial terms I can produce a manufacturing specification, working drawings and a cutting list with costs.
TEXTILES	<ul style="list-style-type: none"> Able to express different textile qualities My design will relate to the chosen theme / artist 	<ul style="list-style-type: none"> Able to demonstrate range of media and textiles techniques to produce ideas Able to compare the media & textile techniques 	<ul style="list-style-type: none"> Take creative risks to respond to ideas. Uses technical knowledge and skills to manipulate materials Confident when threading and using the sewing machine 	<ul style="list-style-type: none"> Able to critically evaluate your work by adding in historical, social and cultural contexts. Independently trouble shoot sewing machine problems eg wind bobbin up 	<ul style="list-style-type: none"> Confident in using sewing machine with different types of stitching. Realise your design intention with wide range of high-quality textile techniques 	<ul style="list-style-type: none"> Able to critically question aspects of your own work, identifying how your idea have been expressed. 	<ul style="list-style-type: none"> Used a variety of strategies to develop ideas that are personal, original and imaginative. Sustain investigation throughout the process.

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 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 motivate 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.	My ideas are consistently creative and include all peers. I effectively explore drama independently and form positive ideas with focus and intent. I am supportive and inclusive. I am reflective and enjoy progress and self-reflection and improvement.	My ideas are fully creative, inclusive and show my independence of thought when creating engaging performance. I am supportive and inclusive and adapt ideas to include other peoples strengths and areas for support. I am enthusiastic to improve and am focused on the methods of ensemble performance.
AO2 – PERFORMANCE IS REACTING; represent mood and emotion, create and develop ideas.	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.	I consider and reflect on a wide range of options for the skills myself and peers can use in performance. I make effective choices that reflect the narratives I want to communicate. I confidently consider ideas and skills and adapt to achieve outcomes.	I am reflective and insightful when creating performance material. I adapt, develop work and seek wider research for roles and performances to be wholly impactful. My ideas are developed and engaging for a range of audiences and purposes honing skills and techniques creatively.
AO3 – APPLICATION OF STAGECRAFT; carry out and achieve theatrical skills in performance.	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. I make informed decisions, in focused rehearsals 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.	I can perform a range of roles and characters confidently or direct my peers to effectively achieve them. I able to succinctly share characters and direct whilst maintaining focus on intent outcomes in a wide range of styles. I am always considering a full rage of elements when experimenting with a range of strategies directing as well fulfilling the motivation of the creators.	My performance materials are innovative and freely formed form a range of styles and techniques. I consider wider repertoire and my on skills that need developing as part of this assimilation. I apply a considered range of mediums and elements to insightful performance work. I realise the performance aims that I set out to for a range of purposes and audiences.
AO4 – UNDERSTANDING PERFORMANCE; applying frameworks to 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.	I can explore a full range of techniques with confidence and freedom. I can select impactful ideas from forms with intent and purpose. I can analyse the techniques from repertoire and evaluate their impact. I apply techniques effectively to performance and know why they are used for purpose.	I can create performance work that is skilful and effective from a range of practitioners and styles. I can evaluate assimilate skills with focus and determination. I am aware of the impact of styles, forms and skills and can reflect on the impact that they have on mood and emotion for a range of audiences.
AO5 – ANALYSING AND EVALUATING PERFORMANCE; recognise choices, understand impact of performance outcomes.	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.	I am able to fully explain the impact on the audience, including how it makes them feel or react when discussing elements. I can explain, in succinct detailed examples from key moments. I am focused on the outcomes of performance in varying styles.	My analysis and evaluation of live performance work is succinct and detailed with a full range of key terms subtly integrated into the selection and review of key moments and key skills. I full understand the outcomes and am able to articulate opinions that compare and contrast a range of examples.

Geography

	1-3/ bespoke	3-4	4-5	5-6	6-7	7-8	8-9
AO1 (15%) Show knowledge of locations, places, processes, environments and different scales.	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	Thorough and confident knowledge of places studied at all scales	Fully complete and detailed knowledge of all places, processes and scales
AO2 (25%) Show geographical understanding (explanation) of knowledge and the inter-relationships.	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	Well-developed explanations of a more complex understanding of inter-relationships	Fully extended answers with a comprehensive understanding of complex inter- relationships
AO3 (25%) Apply knowledge and understanding to interpret, analyse and evaluate information.	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	Makes continuous, concise and convincing arguments. Well-evidenced conclusions	Fully balanced, continuous, concise and convincing arguments. Well-evidenced conclusions and evaluations
AO4 (35%) Use a variety of skills to investigate questions and issues and	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)	Use and <u>evaluate</u> a wide range of skills effectively	Use and evaluate (in more detail) a wide range of skills effectively

communicate findings and to make judgements.						
SPAG 3 marks awarded per GCSE paper.	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 begin to explain accurately different features, events and people of the past. Begin to make links between what happened and evaluate 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.	I can accurately analyse different features of the past and evaluate fully.	I can consistently and accurately analyse different features of the past and evaluate fully.
Written communication: Spelling, Punctuation and Grammar and Subject Specific 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 a wide range of specialist language.	I can plan answers carefully with well-structured arguments. I can use SPAG with consistent accuracy and with an outstanding range of specialist language.	I can plan accurate and effective answers carefully with relevant, well-structured arguments. I can use SPAG with consistent accuracy and with an outstanding range of specialist language.
Change, Continuity and Significance. (AO1)	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 the extent of change & continuity; recognise the variable pace and scale of change; assess the extent to which change improved (progressed) or worsened (regressed); explain how significance varies according to differing perspectives.	I can explain the reasons why developments across periods take place and the impact they had; Develop confidence when explaining the pace, extent and features of change; 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.	I can produce well organised explanations of change and continuity, considering the pace, extent, direction & 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.	I can consistently analyse well organised explanations of change and continuity, considering the pace, extent, direction & 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 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. Begin to justify which cause or consequence was most important. I can accurately use chronology.	I can construct a multiclausal argument using relevant historical knowledge. Judgements reached on which cause or consequence was the most important. I can accurately use chronology.	I can Construct a focused & analytical multi-causal argument, using accurate & relevant knowledge to reach substantiated judgments on which causes & consequences were the most important. I can accurately use chronology.	I can consistently construct a focused & analytical multi-causal argument, using accurate & relevant knowledge to reach substantiated judgments on which causes & consequences were the most important. I can accurately use chronology.	I can consistently construct a focused & analytical multi-causal argument, using accurate & relevant knowledge to reach substantiated judgments on which causes & consequences were the most important. I can accurately use chronology.
Using evidence from sources. (AO2)	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 & purpose, using detailed contextual knowledge to support or challenge the evidence presented in sources; Cross reference sources to compare the relative strengths & 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	I can consistently analyse and evaluate why a source is or isn't useful or reliable with a full explanation using contextual knowledge. I can critically consider Content, Origin, Nature and Purpose. I can begin to use sources for creating my own enquiries.	I can consistently analyse and evaluate why a source is or isn't useful or reliable with a full explanation using contextual knowledge. I can critically consider Content, Origin, Nature and Purpose. I can effectively use sources for creating my own enquiries and judgements.
Interpretation. (AO3)	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.	I can consistently 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.	I can consistently 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. I can make well supported judgements on interpretations.

	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 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>	<p>I am able to.....</p> <p>Perform more complex and challenging pieces (grade 4 standard) fluently and with musical flair</p> <p>Perform a piano piece that shows independence of hands, a variety of octaves with flair and character</p> <p>Make significant contributions to an ensemble, showing leadership skills and confidence in directing</p>	<p>I am able to.....</p> <p>Perform Grade 5 (and above) with a sense of maturity and an awareness of stage presence</p> <p>Perform a complicated piano piece that shows a real understanding of its intent and character</p> <p>An outstanding leader that improves the overall standard of the ensemble through constructive feedback, regular practise and well-prepared performances</p>
Composing	<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>	<p>I am able to.....</p> <p>Compose within a given brief understanding key characteristics and devices associated with the genre</p> <p>Produce accurately notated scores containing tempo and dynamic markings</p> <p>Use computer software to create music that is adventurous, creative and works in different styles and genres</p>	<p>I am able to.....</p> <p>Compose with freedom of style</p> <p>Produce accurate and fully notated scores taking into consideration transposing instruments</p> <p>Computer software enhances compositions with total exploitation of tone, structure and style</p>
Listening & Evaluating	<p>I am able to.....</p> <p>Understand that different music represents different intention</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>	<p>I am able to.....</p> <p>Make outstanding critical judgements with some evidence</p> <p>Evaluate and make accurate judgements about the use of musical devices and characteristics</p> <p>Understand how to feedback and show empathy with constructive criticism</p>	<p>I am able to.....</p> <p>Make outstanding critical judgements with evidence focusing on tonality and the use of instrumentation</p> <p>Reflect and justify ideas to improve the overall response to a written brief</p> <p>Guide others and openly evaluate their music using a wide range of musical vocabulary</p>

Physical Education

	1-3/bespoke/L1 Pass	3-4/L1 Merit	4-5/L1 Distinction	5-6/Pass	6-7/Merit	7-8/Distinction	8-9/Distinction*
Developing Skills	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.	Skills are developed and refined in most areas while being able to explain why certain techniques and tactics are used.	Tactics and strategies are clearly developed and implemented to overcome opponents. Techniques are well developed and shown in performance/competition.
Leadership & Collaboration	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.	Is a great role model to others. Will offer support without being asked and can help other people develop their leadership by providing suitable guidance. Can identify strengths and weaknesses in groups and adapt their own behaviour and performance to address the areas for development.	Is an excellent role model. Shows high levels of organisation and planning by managing and leading larger groups. They bring out the best in others. Can work alongside participants of any standard showing patience, tolerance and understanding. Helps others contribute and enjoy the lessons.
Theoretical application & Analysis	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.	Theory is well understood and applied appropriately to the activity covered. As well as listening and learning, this student will ask relevant questions to find out more and expand their knowledge. Can analyse their own and team performances and then use that information to make significant improvement while also being able to guide others for correct use of software.	Has a proactive approach to the knowledge of the activities covered. Demonstrates a good understanding of sports science applicable to the activity. Analyse performances compared to previous ones and demonstrate improvement to achieve personal bests.

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 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.	I can show extensive knowledge of religious beliefs and behaviours. This includes interpretations of religious scriptures and the historical, social and cultural influences on these beliefs and behaviours.	I can show an in-depth awareness of philosophical, religious and non-religious world views. I can successfully interpret religious scriptures and the historical, social and cultural influences on these beliefs and behaviours. I can raise my own questions relating to the content being studied.
Understanding of beliefs, teachings and sources and how these affect 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.	I can give a detailed explanation showing how a range of different beliefs might affect the attitudes and behaviour of individuals and communities. I can show how the same beliefs may be interpreted in different ways.	I can show how a range of different beliefs might affect the attitudes and behaviour of individuals and communities. I can show how the same belief or religious teaching may be interpreted in different ways, and how this may then influence actions or behaviour.
Understanding of similarities and differences within and 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.	I can give a detailed explanation of why there are similarities and differences within or between religious traditions.	I can give in-depth explanation as to why there are similarities and differences within or between religious traditions.
Using evidence and examples from religious and non-religious sources.	I can use basic religious evidence and examples to support my answers. I can use PE some of the time in my answers.	I can use more complex religious evidence and examples to support my answers. I can use PE most of the time in my answers.	I can use evidence and examples from the wider world as well as religious sources more consistently. I can sometimes accurately interpret the evidence and examples I have chosen, following PEE.	I can use a wider range of evidence and examples that come from religious and non-religious sources to support my work. I can sometimes use PEEL to explain and link the majority of my examples and evidence back to the question.	I can accurately interpret most of the evidence and examples I use to explain my answers. I can use PEEL for the majority of evidence and examples I use.	I can interpret the evidence and examples I use in depth. I can use PEEL more confidently within my answers.	I can use more complex examples and evidence from both religious and non-religious sources. I can always make my arguments clear using PEEL. They are always linked back to the statement.
Evaluation of beliefs and actions.	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.	I can develop several arguments to create a balanced debate and I reach a justified conclusion. I can include a wide range of evidence and examples and show some evaluation of varied religious and non-religious arguments.	I can give a range of arguments that form a balanced debate. I reach a well justified conclusion. I can use a wide range of evidence and examples, and evaluate them clearly.
Literacy and use of technical terms	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.	I can use punctuation and sentence structure to create the appropriate style of writing and reader response. I can use a good range of key words and specialist terms with precision.	I can create highly effective responses that show a mature and sensitive range of language. I can use a full range of key words and specialist terms appropriately and with precision.