



# PROGRESSION AT ST JOSEPH'S



This booklet is designed to help support your understanding of progression throughout your child's journey at St Joseph's.

Each subject describes what good performance looks like at each step of the learning journey. This should help students to better understand:

**W – What they do WELL**

**I – What they need to do to IMPROVE**

(this may be something from a step that they have already surpassed that needs on going practice)

**N – What steps they need to take NEXT in order to improve further.**

Steps are not grades. They are simply learning stages that are designed to be worked through step by step. In order to better support your understanding, however, the steps are roughly mapped as in the table below.

Step	Indicative Grade
12	9
11	8
10	7
9	6
8	5
7	4
6	3
5	3
4	2
3	2
2	1
1	1/U

Pupil progress will be measured regularly throughout Year 7 – 11 to check that students are on target.

Whilst each pupil will have personalised targets, assessments will be banded into 3 pathways; blue, purple and orange. This should ensure that your child is working at a level that is neither too easy nor too difficult.

Exercise books will all detail the learning pathways pupils are on and will regularly be updated to show if a pupil is on, above or below target. Gaps in learning will be identified and pointed out so that they may be addressed either in class or at home.

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# Art



<b>12</b>	<p>Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas confidently. Effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work to a high standard.</p> <p>Record and use perceptive insight and observations with well-considered influences on ideas based on artists' research. Demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas.</p>
<b>11</b>	<p>Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly. Effectively apply a range of creative and technical skills, experimentation and innovation to develop and refine work which shows a clear link to your research.</p> <p>Record and use perceptive insight and observations with well-considered influences on ideas based on artists' research. Demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas.</p>
<b>10</b>	<p>Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly. Effectively apply a range of creative and technical skills, experimentation and innovation to develop and refine work which shows a clear link to your research.</p> <p>Record and use observations with well-considered influences on ideas based on artists' research. Demonstrate competent use of visual language, technique, media and contexts to realise personal ideas.</p>
<b>9</b>	<p>Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly. Effectively apply a range of creative and technical skills, experimentation and innovation to develop and refine work which shows a clear link to your research.</p> <p>Record and use observations with well-considered influences on ideas based on artists' research. Demonstrate competent use of visual language, technique, media and contexts to realise personal ideas.</p>
<b>8</b>	<p>Demonstrate competent critical investigation and understanding of sources to develop ideas convincingly. Effectively apply a range of creative and technical skills, experimentation and innovation to develop and refine work which shows a clear link to your research.</p> <p>Record and use observations with well-considered influences on ideas based on artists' research. Demonstrate competent use of visual language, technique, media and contexts to realise personal ideas.</p>
<b>7</b>	<p>Demonstrate competent critical investigation and understanding of sources to develop ideas coherently. Apply a range of creative and technical skills, experimentation and innovation to develop and refine work. Record and use observations to influence ideas based on artists' research. Demonstrate competent use of visual language, technique, media and contexts to realise personal ideas.</p>
<b>6</b>	<p>Demonstrate critical investigation and understanding of sources to develop ideas coherently. Apply a range of creative and technical skills, experimentation and innovation to develop and refine work. Record and use clear observations to influence ideas based on artists' research. Demonstrate use of visual language, technique, media and contexts to realise personal ideas.</p>
<b>5</b>	<p>Demonstrate critical investigation and understanding of sources to develop ideas coherently. Apply a range of creative and technical skills, experimentation and innovation to develop and refine work. Record and use clear observations to influence ideas. Demonstrate use of visual language, technique, media and contexts to realise personal ideas.</p>
<b>4</b>	<p>Demonstrate critical investigation and understanding of sources to develop ideas coherently. Apply a range of creative and technical skills, experimentation to develop and refine work. Record and use clear observations to influence ideas. Demonstrate use of visual language, technique, media and contexts to realise personal ideas.</p>
<b>3</b>	<p>Demonstrate critical investigation and understanding of sources to develop ideas coherently. Apply a range of creative and technical skills and some experimentation to develop and refine work. Record and use clear observations to influence ideas. Demonstrate use of visual language, technique, media and contexts to realise personal ideas.</p>
<b>2</b>	<p>Demonstrate limited critical investigation and understanding of sources to develop ideas. Apply some creative and technical skills and some experimentation to develop and refine work. Record and use clear observations to influence ideas. Limited use of visual language, technique, media and contexts to realise personal ideas.</p>
<b>1</b>	<p>Demonstrate limited critical investigation and understanding of sources to develop ideas. Apply some creative and technical skills and some experimentation to develop and refine work. Record and use simple observations to influence ideas. Limited use of visual language, technique, media and contexts to realise personal ideas.</p>



# Design Technology



<b>12</b>	Independently and confidently apply comprehensive knowledge and understanding of the principles of design and technology in range of familiar and unfamiliar situations. Experiment and innovate to independently develop, refine and plan the production of fully functioning prototypes safely and effectively applying relevant technical skills with precision. Use precise technical language, commercially viable communication methods and mathematical modelling that conforms to industry standards. Critically analyse and evaluate design decisions and outcomes showing reference to feedback to draw fully evidenced conclusions. Use a wide range of mathematical skills and scientific knowledge of materials, components and manufacturing techniques.
<b>11</b>	Demonstrate and effectively apply comprehensive knowledge and understanding of the principles of design and technology in range of familiar and unfamiliar situations. Experiment and innovate to develop, refine and plan the production of fully functioning prototypes safely and effectively applying relevant technical skills with precision. Effectively employ sophisticated technical language and a range of communication methods, such as schematic and exploded diagrams and mathematical modelling that could be interpreted by a third party. Critically analyse and evaluate design decisions and outcomes to draw well evidenced conclusions. Use a wide range of mathematical skills and scientific knowledge to make accurate calculations and inform choices.
<b>10</b>	Demonstrate and apply wide-ranging knowledge and understanding of the principles of design and technology in range of familiar and unfamiliar situations. Experiment and innovate to develop, refine and plan the production of functioning prototypes safely and effectively applying relevant technical skills working with a high level of accuracy. Effectively employ technical language and a range of communication methods modelling that could be interpreted by a third party. Critically analyse and evaluate design decisions and outcomes to draw evidenced conclusions. Use a range of mathematical skills and scientific knowledge to make accurate calculations and inform choices.
<b>9</b>	Demonstrate and apply wide-ranging knowledge and understanding of the principles of design and technology in range of familiar and unfamiliar situations. Experiment and innovate to develop and refine functioning prototypes safety and effectively applying relevant technical skills working with a high level of accuracy. Effectively employ technical language and a range of communication methods modelling that could be interpreted by a third party. Critically analyse and evaluate design decisions and outcomes to draw evidenced conclusions. Use a range of mathematical skills and scientific knowledge to make accurate calculations and inform choices.
<b>8</b>	Demonstrate and apply accurate and appropriate knowledge and understanding of the principles of design and technology in familiar and unfamiliar situations. Develop fully functioning prototypes safety and effectively applying appropriate technical skills showing a good level of accuracy. Use appropriate technical language and methods of communication, such as formal drawings and annotated sketches. Analyse and evaluate design decisions and outcomes to draw conclusions supported by evidence. Use mathematical skills and scientific knowledge to make simple calculations and inform choices.
<b>7</b>	Demonstrate and apply mostly accurate and appropriate knowledge and understanding of the principles of design and technology in familiar and unfamiliar situations. Develop fully functioning prototypes safety and effectively applying appropriate technical skills showing a good level of accuracy. Use appropriate technical language and methods of communication, such as formal drawings and annotated sketches. Analyse and evaluate design decisions and outcomes to draw conclusions supported by evidence. Use mathematical skills and scientific knowledge to make simple calculations and inform choices.
<b>6</b>	Demonstrate and apply mostly accurate and appropriate knowledge and understanding of the principles of design and technology. Work safely applying straight forward skills in the production of a prototype showing some accuracy. Use subject specific language to annotate design work. Analyse and evaluate design decisions and outcomes to draw conclusions. Use some simple mathematical skills and scientific knowledge to make accurate calculations and inform choices.
<b>5</b>	Demonstrate and apply mostly accurate and appropriate knowledge and understanding of the principles of design and technology. Work safely applying straight forward skills in the production of a prototype showing some accuracy. Use subject specific language to annotate design work. Use subject specific drawing skills. Analyse and evaluate design decisions and outcomes to draw plausible conclusions. Make simple use of subject specific measuring and marking equipment.
<b>4</b>	Demonstrate and apply a basic knowledge and understanding of the principles of design and technology. Work safely applying straight forward skills in the production of a prototype showing some accuracy. Use simple technical language and drawings or sketches to explain an idea. Analyse and evaluate their product using basic methods. Make simple use of subject specific measuring and marking equipment.
<b>3</b>	Use simple technical language and drawings or sketches to explain an idea. Make straight forward comments about their own work and the work of others. Make use of simple measuring and marking equipment.
<b>2</b>	Work safely in the production of a prototype. Use everyday language and simple drawings and sketches to explain a product. Make straight forward comments about their own work and the work of others. Make use of simple measuring and marking equipment.
<b>1</b>	Work safely in the production of a prototype. Use everyday language and simple drawings and sketches to explain an idea. Make superficial comments about their own work and the work of others.

# Drama



	Theory	Practice
<b>12</b>	Demonstrate a rich knowledge and understanding in developing performance drama, using consistent, accurate and effective specialist terminology. Be able to produce a sensitive, critical and insightful analysis and evaluation of drama seen and made.	Develop unique ideas for performance that communicate meaning(s) to provoke thought for the audience. Able to effectively demonstrate a rich range of skill in performance. Apply theatrical skill in a highly competent and sustained manner to realise artistic intention
<b>11</b>	Develop creative ideas for performance outcomes that communicate meaning with impact to the audience. To be able to produce perceptive and well – informed critical analysis and evaluate of drama seen and made.	Apply theatrical skills in a skilful and effective way to realise artistic intentions. Creatively use practical skills to communicate a clear well thought out meaning for the audience. Demonstrate breadth and depth of knowledge and understanding in developing and performing performance, using accurate and effective specialist terminology.
<b>10</b>	Develop effective ideas for performance outcomes the communicate meaning with commitment. Demonstrate advanced knowledge and understanding in developing and performing drama and when evaluating and analysing use relevant and specialist terminology. Produce an appropriate analysis and evaluation of drama seen and made, using evidence to support.	Apply theatrical skills in a fluid and expressive manner to realise artistic intentions. Demonstrate advanced knowledge and understanding in developing and performing drama.
<b>9</b>	Develop secure and appropriate ideas for performance outcomes the communicate meaning with confidence. Demonstrate strong knowledge and understanding in developing and performing drama and when evaluating and analysing use correct and specialist terminology. Produce a comprehensive judgement analysis and evaluation of drama seen and made, using evidence to support.	Apply theatrical skills in a developed, secure and consistent manner to realise artistic intentions. Demonstrate strong knowledge and understanding in developing and performing drama.
<b>8</b>	Develop clear and rational ideas for performance outcomes. Demonstrate a secure knowledge understanding of drama and be able to talk confidently using specialist terminology. Produce a detailed analysis of drama seen and made.	Performance skills are used effectively to communicate a clear idea that support an artistic intention. There is a clear understanding of what skills will be best to demonstrate an idea clearly to the audience. Be reflective when creating practical work.
<b>7</b>	Develop clear and coherent ideas for performance outcomes that communicate meaning. Provide clear and insightful comments on drama seen and made.	Apply theatrical skills in a confident and mostly effective way to realise artistic intentions. Demonstrate sound knowledge and understanding of developing and performing drama using specialist terminology.
<b>6</b>	Be able to develop ideas for performance and have clear ideas for outcomes that communicate clear meaning. Provide clear comments on drama seen and made that can be supported with examples.	Apply theatrical skills in a mostly effective way to realise artistic intentions. Demonstrate some knowledge and understanding of developing and performing drama using specialist terminology.
<b>5</b>	Be able to develop ideas for performance that communicate clear meaning. Use examples to comment on drama seen and made.	Apply theatrical skill with some effect to realise some of the artistic intentions. Demonstrate awareness and understanding of developing and performing drama using specialist terminology.
<b>4</b>	Be able to communicate clear meaning. Justify comments on drama seen and made.	Apply theatrical skill with limited effect to realise some of the artistic intentions. Demonstrate awareness of developing and performing drama using specialist terminology.
<b>3</b>	Be able to communicate straightforward meaning. Apply theatrical skills with limited effect to realise artistic intentions. When evaluating performance use specialist terminology, but not yet consistently.	Develop some ideas for performance. Able to apply theatrical skills with limited effect in performance. Have the ability to demonstrate a basic awareness of developing and performing drama.
<b>2</b>	Use a theatrical skill to realise part of the artistic intention. Contribute ideas to communicate simple meaning. Start to use specialist terminology. Able to comment on drama seen and made.	Some use of theatrical skill in performance. Some awareness of developing performance. Have some ability to understand how and why performance skills are used practically.
<b>1</b>	Demonstrate limited understanding of the theatrical skill and how it can be used practically. Demonstrate occasional contributions to ideas to communicate meaning. Have some ability to analyse performance.	Demonstrate limited use of theatrical skill. Demonstrate an awareness of developing ideas in performance. Demonstrate limited ability to understand how and why performance skills are used practically.

# English



	Reading	Writing
<b>12</b>	Summarise, synthesise and connect key points to reach a conclusion about the writer's intentions. Can write an original analysis of a text, focusing very closely on the writer's choices of language and structure and the ideas implied throughout the text, sometimes thinking about the different ways in which different readers could respond to those ideas and choices.	Always thinks about what the writing needs to achieve when planning, structuring and sequencing ideas. Frequently reviews and makes significant improvements during and after writing. Structures paragraphs and sentences to manipulate the pace, tone and/or register of the writing. Chooses very carefully from a wide vocabulary to help achieve purpose and intention.
<b>11</b>	While reading, considers how and why the writer has written it. Can summarise, synthesise and connect the key points in a text, and sometimes thinks of different ways in which different readers might react to them. Always thinks about implied meaning. Can analyse the ways in which the writer's choices have a number of different effects and create different impacts.	Often thinks about what the writing needs to achieve when planning, structuring and sequencing ideas. Often reviews and revises the structure of writing, the structure of paragraphs and sentences, and vocabulary choices during and after writing. Can sometimes control the pace, tone or register of writing using the structure of paragraphs and sentences. Chooses from a wide and sophisticated vocabulary thinking very carefully about the impact wanted.
<b>10</b>	Can summarise and synthesise a range of key points in a text and often make a range of connections between them. Frequently notices when the writer creates similar inferences or uses similar imagery or structural choices at different points in a text, and can analyse their impact on the reader. Can analyse ways in which the writer's choices help them to achieve their intention.	Chooses and structures ideas, thinking about what and why it is being written. Reviews the structure of sentences and vocabulary choices. Often structures paragraphs and sentences thinking carefully about how to control the reader's response to ideas. Makes original and precise vocabulary choices to express ideas clearly and concisely.
<b>9</b>	Usually understands every text. Can accurately summarise and synthesise a range of key points and make connections between them. Sometimes notices when the writer creates similar inferences, or uses similar imagery or structural choices, and can analyse their impact on the reader.	Gathers, rejects, selects and sequences ideas before writing thinking about how the reader will read and react to them. During and after writing, checks the structure of sentences and vocabulary choices for clarity. Structure paragraphs and sentences for effect or to emphasise ideas.
<b>8</b>	Can accurately summarise and synthesise a range of key points in a text. Sometimes notices when a word or phrase in a text could have two or more different meanings. Can write about a text and its impact on the reader, commenting closely on the writer's structural and language choices.	Gathers ideas and thinks carefully about the best way to sequence and link them. Tries to improve writing when finished, always thinking about choice of vocabulary and occasionally thinking about use of sentence structure. Tries to structure paragraphs and sentences for effect and choose vocabulary for impact.
<b>7</b>	Can summarise and synthesise a range of key points in a text. Can infer the writer's implied meaning from specific words and phrases. Can analyse a text and make some comments about language and structure.	Gathers ideas and organises them to suit the text being written. Always thinks about vocabulary choices and try to improve them. Always writes in paragraphs and tries to achieve specific effects.
<b>6</b>	Can summarise and synthesise some of the key points in a text. Usually infers the writer's meaning and identifies the words or phrases used to create that meaning. Can write a more formal response commenting on language/structure.	Gathers ideas before writing and tries to organise them in a logical order. Often thinks about vocabulary choices and tries to improve them. Always write in paragraphs and try to structure sentences and choose vocabulary to have some impact on the reader.
<b>5</b>	Can use a range of techniques when doesn't understand a text. Can sometimes link and summarise most of the key points in a text. Can usually infer the writer's meaning, often identifying specific words and phrases.	Notes down lots of ideas and organises them before writing. Sometimes thinks about vocabulary choices and try to improve them. Occasionally forgets to write in paragraphs. Structures sentences and chooses vocabulary to make meaning as clear as possible.
<b>4</b>	Sometimes uses strategies when doesn't understand a text. Can identify most of the key points and can link them to summarise some of the writer's ideas. Can usually work out inferred meaning and attempt comments on the effect.	Notes down some ideas and tries to organise them before writing. Always checks writing for mistakes. Usually writes in paragraphs. Uses quite a range of conjunctions to link ideas. Sometimes thinks about the effect on the reader when choosing vocabulary.
<b>3</b>	Knows when doesn't understand text and sometimes reads it again. Can identify most of the key points in a text and make some connections between them. Usually works out what the writer is implying.	Tries to plan and organise ideas before writing. Often correct some spellings and punctuation. Sometimes forget to write in paragraphs. Tries to link ideas with conjunctions like 'when' and 'because' and 'although', as well as 'and' and 'but'. Tries to choose the best words to get ideas across to the reader.
<b>2</b>	Knows when doesn't understand a text. Can identify key points and sometimes 'read between the lines' to say what the writer means.	Tries to plan some ideas before writing. Sometimes corrects some spellings or punctuation. Sometimes uses paragraphs but unsure how to use correctly. Often uses the words 'and' and 'but'.
<b>1</b>	Can read and understand some texts but sometimes not sure what the writer means. Finds it difficult to comment on language and structure.	Writing is not yet planned. Sometimes checks for mistakes. Usually forgets to write in paragraphs. Links most ideas using the conjunctions 'and' and 'but'.

# Food Preparation and Nutrition



<b>12</b>	Step 12 is a continuation of step 10 with work not only showing excellence but evidences comprehensive knowledge and understanding, as well as independence and precision.
<b>11</b>	Step 11 is a continuation of step 10 with work not only showing high detail but also excellent understanding and knowledge, considerable depth and detail and an ability to work independently and accurately.
<b>10</b>	A highly detailed knowledge and understanding of the functions, working characteristics and nutritional value of commodity groups. Able to select/plan a wide range of more complex meals which reflect key healthy eating guidance. Demonstrate a highly detailed knowledge of energy balance and a wide range of macro & micro nutrients, their sources and nutritional value. Able to carry out complex food science investigations, predicting (with good reference to scientific knowledge & vocabulary) and evaluating the outcomes in considerable detail. Conclusions are drawn for all sections and predictions are analysed in considerable detail. A highly detailed knowledge of multi-cultural dishes, cooking methods and the ethical issues surrounding food production and environmental impact are evident. Independently select and use a variety of equipment and processes to prepare and cook a wide range of more complex dishes.
<b>9</b>	A detailed knowledge and understanding of the functions, working characteristics and nutritional value of commodity groups. Able to select/plan a wide range of more complex meals which reflect key healthy eating guidance. Demonstrate detailed knowledge of energy balance and a wide range of macro & micro nutrients, their sources and nutritional value. Able to carry out food science investigations, predicting (with good reference to scientific knowledge & vocabulary) and evaluating the outcomes in detail. Conclusions are drawn for the key parts and predictions are analysed well. A detailed knowledge of multi-cultural dishes, cooking methods and the ethical issues surrounding food production and environmental impact are evident. Independently select and use a variety of equipment and processes to prepare and cook a range of more complex dishes.
<b>8</b>	A good knowledge and understanding of the functions, working characteristics and nutritional value of commodity groups. Able to select/plan suitable recipes which reflect key healthy eating guidance. Demonstrate good knowledge of energy balance and a wide range of macro & micro nutrients, their sources and nutritional value. Able to carry out food science investigations, predicting (with good reference to scientific knowledge & vocabulary) and evaluating the outcomes. Some conclusions drawn (in detail in parts) and predictions are analysed well. Good knowledge of multi-cultural dishes, cooking methods and the ethical issues surrounding food production and environmental impact are evident. Independently select and use a variety of equipment and processes to prepare and cook a range of dishes.
<b>7</b>	A good understanding of the functions of commodity groups, their sources and working characteristics. Able to select/plan suitable recipes. Demonstrate good knowledge of energy balance and a wide range of macro & micro nutrients, their sources. Show an understanding of why people require different amounts at different life stages. Able to carry out food science investigations, predicting (with reference to scientific knowledge) and evaluating the outcomes. Some conclusions drawn (in detail in parts) and predictions are analysed. Good knowledge of ethical issues surrounding food production and practical steps we can take to reduce environmental impact are evident. Mostly independent practical skills achieved, with a limited support given.
<b>6</b>	A good understanding of all commodity groups, their sources and working characteristics. Have knowledge of energy balance and a range of macro & micro nutrients, their sources & an understanding of why people require different amounts at different life stages. Able to carry out food science investigations, predicting (with reference to scientific knowledge) and evaluating the outcomes. Some conclusions drawn and predictions are analysed. Some sound understanding of ethical issues surrounding food production and practical steps we can take to reduce environmental impact are evident. Mostly independent practical skills achieved, with a little support given.
<b>5</b>	A reasonable understanding of all commodity groups, their sources and working characteristics. Have knowledge of energy balance and a range of nutrients and their sources. Able to carry out food science investigations, predicting (with some reference to scientific knowledge) and evaluating the outcomes. Some understanding of ethical issues surrounding food production and practical steps we can take to reduce environmental impact are evident. Some independent practical skills achieved, with a little assistance but frequent reminders given.
<b>4</b>	A reasonable understanding of most commodity groups, their sources and working characteristics. Have some knowledge of energy balance and of some nutrients and their sources. Able to carry out simple food science investigations, predicting (with basic reference to scientific knowledge) and evaluating the outcomes. A basic understanding of ethical issues surrounding food production and practical steps we can take to reduce environmental impact are evident. Basic practical skills achieved, with a little assistance but frequent reminders given.
<b>3</b>	A basic understanding of most commodity groups, their sources and working characteristics. Have a basic knowledge of energy balance and a basic knowledge of some nutrients and their sources. Able to carry out simple food science investigations, predicting and evaluating the outcomes. A basic understanding of ethical issues surrounding food production. Basic practical skills achieved, with some assistance given.
<b>2</b>	Some awareness of food commodities, their sources and working characteristics. Have a basic awareness of energy balance and a limited knowledge of nutrients and their sources. Very limited knowledge and understanding of food science and investigations. Limited understanding of ethical issues surrounding food production. Basic practical skills achieved, with assistance given.
<b>1</b>	Limited understanding of Food commodities, their sources and working characteristics. Have a very basic awareness of at least 1 nutrient. Very limited understanding of food science and investigations. Limited awareness of ethical issues surrounding food production. Basic practical skills achieved, continued assistance given.



# Geography



	Enquiry Skills	Location & Place	Human & Physical Processes
<b>12</b>	Carry out personalised geographical investigations independently at different scales (local, national, global). Evaluate sources of evidence critically and present coherent arguments and conclusions.	Use an extensive variety of locational knowledge to anticipate the potential causes, consequences and significance of events, making links between the local, national and global level.	Consider and evaluate future options for the sustained management of our planet
<b>11</b>	Design own fieldwork questions, reflecting critically on knowledge gained and able to use this with different locations.	Use detailed locational knowledge to analyse the impact that global events have at a local, national and global level.	Explain complex interactions within and between physical and human processes and how these interactions change places and environments.
<b>10</b>	Reflect critically on fieldwork data, methods used, and conclusions drawn. Choose own methods to investigate fieldwork.	Analyse the impact that global events have at a local, national and global level.	Explain causes and consequences and explain how the interaction between people and environments can result in complex and unintended changes.
<b>9</b>	Number: Draw informed conclusions from numerical data. Draw evidenced conclusions and summaries from fieldwork transcripts and data. Plan an appropriate investigation for a given fieldwork question.	Explain the significance of connections between physical and human locations.	Make predictions, linking knowledge of processes to detailed place-based exemplars at a variety of scales.
<b>8</b>	Graphs: Interpret and extract information from different types of graphs and charts. Respond to geographical questions in detail using data.	Explain connections between areas at the local, national and global level. Explain physical and human features in detail and with named examples.	Link knowledge of processes to local, national and global exemplars to make comparisons and draw conclusions. Compare outcomes of processes between HIC, LIC and MICs.
<b>7</b>	Number: Design fieldwork data collection sheets and collect data. Use a wide range of sources, including aerial photos and images. Use appropriate geographical language to respond to questions. Show understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.	Describe connections between areas at the local, national and global level, eg: infrastructure, trade.	Describe how physical and human processes can lead to environments differing around the world. Explain processes using key terms.
<b>6</b>	Cartography: Interpret cross sections and transects & use and understand gradient, contour and spot height on OS maps and other isoline maps. Follow simple instructions to complete a fieldwork investigation.	Describe physical and human features in more detailed terms	Describe human and physical processes, using examples and key terms, eg: 'erosion' and 'plates subducted'.
<b>5</b>	Graphs: Select and construct a range of graphs and charts. Cartography: Use and understand coordinates, scale and distance. Use common sources (maps, atlases and globes). Provide basic responses to geographical questions.	Describe physical and human features in clear terms. Knowledge of the location of different counties in the UK.	Can describe a range of human and physical processes but with a lack of key terminology, eg: wears away instead of hydraulic.
<b>4</b>	Graphs: Can extract data from graphs/charts and give detailed reasons for it. Investigate: Make basic observations and ask basic questions (WWWWH).	Describe physical and human features in basic terms. Demonstrate knowledge of the location of different countries and the continents.	Observe physical and human changes and make statements about these.
<b>3</b>	Graphs: Can extract data from graphs/charts and give some reasons for the data.	Simple locational knowledge about the UK's location in the world.	Observe a range of both human and physical features and make statements
<b>2</b>	Graphs: Can read data from graphs/charts.	Simple locational knowledge about town and countries in the UK	Observe a number of Geographical features and make statements
<b>1</b>	Graphs: Can identify some info from basic graphs/charts	Simple locational knowledge about the local area, eg: location of school, house, etc	Observe basic Geographical features and make brief statements

# History



	Contextual knowledge & chronology	Demonstrating second order concepts	Evidence Source Skills	Interpretations
<b>12</b>	Able to organise an analytical, detailed answer that links ideas & focuses on the question.	Able to select & demonstrate 3 detailed concepts that directly answers the question & shows clear understanding.	Able to demonstrate precise contextual knowledge to support source content & purpose.	Able to analyse & evaluate two opposing interpretations & their provenance & apply specific contextual knowledge.
<b>11</b>	Able to organise an analytical, increasingly detailed answer correctly, that links ideas & focuses on the question.	Able to select & demonstrate 3 concepts and / or give some precise ideas about the extent of change / continuity supported with specific factual detail.	Able to demonstrate contextual knowledge to support source content with ideas on the usefulness of provenance.	Able to analyse two opposing interpretations of the past, explain how their provenance or sources studied is a factor in their difference & apply contextual knowledge to evaluate them.
<b>10</b>	Able to organise an analytical answer that links ideas & starts to focus on the question. Can challenge generalisations about the past.	Able to select & demonstrate 3 concepts and / or give some ideas about the extent of change / continuity supported with detailed facts.	Able to demonstrate contextual knowledge to support source content with developing ideas on provenance.	Able to analyse two opposing interpretations of the past & explain how their provenance or sources studied is a factor in their difference.
<b>9</b>	Able to organise answers and display developing analysis of events. Can make generalisations about the past.	Able to select & demonstrate 3 concepts and / or give some ideas about the extent of change / continuity supported with increasing factual detail.	Able to demonstrate contextual knowledge to support the source content. May make comments on provenance but ideas are not developed.	Able to explain two opposing interpretations of the past & is starting to explain how their provenance or sources studied is a factor in their difference.
<b>8</b>	Able to organise answers correctly and display basic analysis of events. Can place a range of topics in time order.	Able to select & demonstrate 2 – 3 concepts and / or give some ideas about the extent of change / continuity supported with limited factual detail.	Able to select some ideas from sources and is starting to demonstrate how contextual content can be supported by learned knowledge about the past.	Able to understand two simple, opposing interpretations of the past & is starting to explain how their provenance or sources studied is a factor in their difference.
<b>7</b>	Able to include relevant factual detail in response to a range of question types. Can place new topics in time order.	Able to select & demonstrate 2 concepts and / or give some ideas about the extent of change / continuity.	Able to select some ideas from sources and is starting to demonstrate how their contextual content can be supported by learned knowledge about the past.	Able to understand two simple, opposing interpretations of the past & is starting to understand their provenance is a factor in their difference.
<b>6</b>	Able to include increasing factual detail, but sometimes lacks relevance to question asked. Shows good understanding of time order.	Able to include developing factual detail in answers on second order concepts.	Able to select ideas from sources and can demonstrate how these have built up our knowledge about the past.	Able to demonstrate two opposing interpretations of the past & understand their provenance is a factor in their difference.
<b>5</b>	Able to include some correct factual detail in response to questions & can construct and answer questions on timelines.	Able to include basic factual detail to develop answers on second order concepts.	Able to select developing ideas from sources and can demonstrate how they can contribute to knowledge about the past.	Able to understand two simple, opposing interpretations of the past & is starting to understand their provenance is a factor in their difference.
<b>4</b>	Able to write a short account of events in response to questions & can construct a timeline.	Able to demonstrate developing ideas on second order concepts.	Able to select some ideas from sources and is starting to see how they can contribute to knowledge about the past.	Able to describe two simple, opposing interpretations of the past.
<b>3</b>	Able to write stories about events studied & is starting to place events in time order.	Able to demonstrate simple ideas on second order concepts.	Able to understand that sources inform us about the past & can select some ideas from them.	Able to pick out a number of differences between interpretations.
<b>2</b>	Able to write / tell simple stories about events but is still unsure of time order.	Able to demonstrate a basic comprehension of a second order concept.	Starting to select ideas from sources to inform us about the past.	Able to pick out simple differences between interpretations.
<b>1</b>	Able to write/speak about events but cannot put them into a story & is unsure of where in time they took place.	Able to describe events.	Able to recognise sources but regard them as merely informing us about the past.	Able to repeat / read stories about the past.



# Maths



<b>12</b>	Independently and confidently apply comprehensive knowledge and solve increasingly complex problems to including negative and fractional indices, quadratic and simultaneous equations, transformations, exponential functions which evidence a capacity for deep mathematical thinking.
<b>11</b>	Demonstrate and effectively apply comprehensive knowledge and understanding of problems, with reasoning, involving accuracy and bounds, rearranging complex formulae, quadratic inequalities, quadratic sequences and histograms.
<b>10</b>	Demonstrate fluency in the following areas by simplifying surd expressions, using function notation, simplifying algebraic fractions, completing the square, examine perpendicular lines, apply Pythagoras to 3D problems, know and apply the sine and cosine rule to find unknown lengths and sides in any triangle, identify and use rules of circle theorems and calculate the resultant of two vectors.
<b>9</b>	Demonstrate and apply wide-ranging knowledge and understanding, whilst embedding proficiency, in index laws, including negative and fractional, expanding double brackets, using tree diagrams for dependant events and calculating angles of elevation and depression, forming and solving simultaneous equations, calculating with standard form, using set notation.
<b>8</b>	Demonstrate and apply accurate and appropriate knowledge and understanding in solving quadratic equations algebraically, identifying key points of quadratic functions, using tree diagrams confidently to calculate the probabilities of independent events, understand the language planes (3D shapes), use and apply Pythagoras to solve 2D problems, use trigonometry to find the lengths of unknown sides or angles in right angled triangles, add and subtract column vectors, use equations for direct proportion.
<b>7</b>	Prove increasing competence by working with reciprocals, prime factorisation, solving more complex equations including the use of trial and improvement, simple quadratic functions, calculating the gradient of a straight line and relating this to real life problems, loci, transformations, vector notation, direct and indirect proportion and compound interest. Evaluate the relationship from a scatter diagram. Demonstrate understanding on transformations and examine the effect of enlargement on 2D shapes.
<b>6</b>	Extend understanding on index laws to examine that any number to the power of zero is 1. Plot the graphs of simple linear functions. Identify possible sources of bias and plan to minimise it. Understand what is meant by a sample and a population. Implement the formulae associated with angles in polygons. Execute the formulae associated with circles. Identify congruent shapes. Use a multiplier to increase or decrease by a percentage.
<b>5</b>	Develop and apply accurate knowledge when adding and subtracting simple fractions with denominators of any size, using division to convert a fraction to a decimal and knowing all the squares of numbers less than 16 and be able to know the square root given the square number. Solve simple two-step linear equations, generate coordinate pairs of simple linear functions, implement probability diagrams for two successive events and write probabilities in words, fractions, decimals and percentages. Construct frequency tables for continuous data, use straight edge and compasses to construct the midpoint and perpendicular bisector of a line segment and convert one metric unit to another.
<b>4</b>	Develop and apply more detailed knowledge on complex order of operations, using inverse operations and begin to understand fractions by simplifying and ordering fractions, decimals and percentages. Explain by rounding the solution to a calculation. Simplify algebraic expressions by collecting like terms and from here identify expressions from worded sources. Use the vocabulary of probability and understand that probabilities sum to 1. Calculate probabilities based on equally likely outcomes and be able to form simple diagrams that demonstrate this. Group data where appropriate in equal class intervals and interpret simple diagrams and charts including pie charts and two-way tables. Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS). Find a percentage of a quantity using a multiplier and use ratio notation.
<b>3</b>	Identify and explain essential knowledge on how to use the order of operations, round numbers to decimal places, begin to use multiples and factors, draw, label and scale axes, gather real information from and input information to create basic line and bar graphs, recognise and describe sequences, evaluate probability using a mathematical scale, become familiar with the median, mode, mean and range of data, distinguish acute, obtuse, and reflex angles and be able to work out the area of a rectangle or square using the correct formula.
<b>2</b>	Recognise and apply basic knowledge on reading coordinates, identifying parallel lines, labelling lines with correct notation, ordering decimals, measuring lines and angles, recalling basic angle facts, calculating simple perimeters and recognising where a shape will be after a translation or reflection.
<b>1</b>	Add, subtract, multiply and divide positive and negative integers. Identify common solids and name them and the faces, edges and vertices. Record readings with some accuracy. Begin to use scale. Use the words associated with translations.

# Modern Foreign Languages



<b>12</b>	<b>Understand, say, write, translate &amp; transcribe...</b>	... with secure accuracy a range of extended more complex passages including texts that may carry implicit meaning or unfamiliar vocabulary or grammar. Consistently initiate & sustain longer conversations independently & creatively across a wide range of topics with minimal hesitation. Prove competence by; consistently using complex grammar & less common vocabulary. Build competence with idiosyncratic Spanish grammar including the full range of pronouns, the subjunctive, pluperfect & imperfect continuous tenses.
<b>11</b>		... with a very high degree of accuracy a range of extended more complex passages including texts that may infer meaning. Naturally & independently develop & sustain conversations with creativity, the correct register & rare hesitation. Prove competence by; regularly using complex grammar & less common vocabulary. Build competence with idiosyncratic Spanish grammar & a full range of tenses & moods including all common irregulars.
<b>10</b>		... with a high degree of accuracy a range of extended more complex texts including texts that may infer meaning. Naturally develop & sustain conversations with some creativity & little hesitation. Prove competence by; writing to interest, convince & express points of view. Build competence with idiosyncratic Spanish grammar & a full range of tenses.
<b>9</b>		... with a high degree of accuracy a range of longer more complex texts in Spanish. Initiate conversations or respond swiftly to unexpected questions. Prove competence by; using a wider range of tenses, narrating events, describing in detail, fully justifying opinions & adapting previously-learnt language. Build competence with expressing other people's opinion, comparative adjectives, more negatives, all possessive adjectives, direct object pronouns, the present continuous tense.
<b>8</b>		... with increasing confidence & spontaneity a range of longer more complex texts. Initiate conversations that may include narration or language in new contexts, & that show good pronunciation & intonation. Prove competence by; using three tenses, working out unknown words & deducing meaning, linking sentences & paragraphs & structuring ideas. Build competence with irregular preterite tense, direct object pronouns, modal verbs & the imperfect tense.
<b>7</b>		... with increasing accuracy a range of longer texts. Further develop a more spontaneous & natural two-way conversation including a wider range of questions, opinions, reasons, justifications, & comparison, three tenses together, demonstrating good pronunciation & intonation. Build competence with the full preterite tense including some irregulars & relevant time expressions, a wider range of negatives, reflexive verbs, the simple future with 'if', & the imperative form.
<b>6</b>		... with increasing accuracy a range of longer texts. Further develop a two-way conversation including a wider range of opinions, reasons, justifications, detail, description & two tenses together. Build competence with more irregular verbs, expressions of time, a wider range of question words, the 12-hour clock, different modes of address, common prepositions.
<b>5</b>		... with some accuracy a range of short texts & questions in the present or the future tense. Further develop a two-way conversation including opinions & reasons, at times, spontaneously. Use a dictionary & read 'real' Spanish texts. Build competence with present & immediate future tenses, & more quantifiers.
<b>4</b>		... with some accuracy a range of short texts & questions. Further develop a simple two-way conversation including opinions & description. Use a wider range of connectives, question words & possessive adjectives. Build competency of the present tense using all 3 verb types.
<b>3</b>		...with some accuracy several sentences & questions. Begin to develop a two-way conversation. Understand adjectival agreement for feminine, masculine & plural, use intensifiers, expressions of frequency, qualifiers & the present tense of some irregular verbs.
<b>2</b>		...new phrases & basic questions, including dates. Begin to develop pronunciation. Understand adjectival agreement, negatives, simple connectives, simple opinion, infinitives & the basic present tense.
<b>1</b>		Understand, say, write, copy & translate new Spanish words including numbers & common words. Understand the terms; noun, article, adjective, pronoun, verb, tense, gender, masculine, feminine & plural.



# MUSIC



	Theory and Musical Knowledge	Performing	Composition
<b>12</b>	Demonstrate a secure and sophisticated level of musical understanding when appraising and listening. Describe, explain and evaluate, as well as make comparisons.	Demonstrate a high level of performance skill, evaluate and draw comparisons to their performance with others. Perform with empathy, and make a powerful contribution to the impact of the performance.	Demonstrate a secure and sophisticated level of music composition. Compose in different musical styles effectively and draw comparisons in their own compositions to other pieces.
<b>11</b>	Demonstrate a high level of musical understanding when appraising, listening and identifying, using music terminology.	Perform with a developing sense of style and flair.	Use advanced compositional techniques and technology to its full. The structural framework supports the impact of the piece.
<b>10</b>	Show a good level of musical knowledge when appraising and listening. Describe major, minor and dominant 7 <sup>th</sup> chords using Roman numerals/chord symbols, key up to 4 sharps and 4 flats, imitative, canonic and layered textures. Evaluate and make critical judgments.	Perform with control and detailed attention to instrument specific techniques, breathing, diction and posture. Perform with empathy to the other performers.	Demonstrate a wide range of musical techniques and technology to its full. The structural framework supports the impact of the piece.
<b>9</b>	Demonstrate a good level of musical understanding when appraising and listening, identifying: dotted rhythms, triplets, syncopation. Evaluate and make critical judgments about their own work and the work of others. Justify reasons for choices made.	Show stylistic awareness when performing. Make a significant contribution to the impact of the performance.	Create compositions that are more extended using highly imaginative and original musical ideas, which have been adapted or extended. Give direction to others. Make accurate use of appropriate notation. Challenge conventions.
<b>8</b>	Identify when listening; regular, irregular, free time, diatonic, chromatic harmony tonal, major, minor, modal tonality, different musical textures, conjunct, disjunct, triadic, broken chords, scalic, arpeggio melodies. Discuss music with reference to key terminology.	Sing extended melodies with a sense of shape and expression. Perform complex melodies and chord sequences. Perform syncopated, repeated rhythms. Co-ordinate parts with the other performers showing a good awareness of balance throughout. Maintain more significant parts and perform with sensitivity to the group adjusting as necessary. Work independently of the teacher.	Extended, adapt and develop imaginative and original musical ideas. Show advanced compositional techniques. Use appropriate notation. Follow and challenge conventions. Demonstrate an understanding of stylistic and structural conventions. Make use of imaginative musical ideas in composition. Demonstrate good understanding of stylistic and structural conventions using relevant notation.
<b>7</b>	Identify, describe and explain different musical techniques when listening and give comparisons to other pieces of music.	Sing longer melodic phrases with shape and some expression. Perform more complex, repeated melodies and simple chord sequences with rhythm and some expression. Perform more complex repeated rhythms in time. Maintain a more significant part.	Show some imagination when composing. Use appropriate musical elements and devices. Use relevant notation such as lead sheet. Demonstrate that appropriate musical elements and devices have been selected and used effectively.
<b>6</b>	Identify when listening; different dynamics, tempos and pitches, as well as explaining texture, structure, rhythm and harmony and its effectiveness.	Use more complex performing techniques and identify their effectiveness.	Demonstrate creative ideas and use some musical elements successfully. Show there is some development using appropriate devices. Use structure that is well defined and appropriate. Use simple notations. Show that composition has creative ideas and uses some musical elements successfully in combination.
<b>5</b>	Begin to use more detailed musical terminology (Texture, Structure, Rhythm, Harmony).	Begin to perform intermediate level pieces comfortably. Introduce performance techniques into performance; harmonies, changing tempo.	Compose music of different styles and identify the musical features used and emotions/atmospheres created. Identify why certain parts of the composition are effective and how they could improve.
<b>4</b>	Identify a range of musical features giving some explanation as to why they are used.	Perform confidently as an ensemble and solo. Explain what musical features are effective and how they could develop a performance.	Use a range of different rhythm and notes to create an effective melodic pattern. Identify why certain parts of the composition are effective and how they could improve.
<b>3</b>	Describe different musical features and instruments used in pieces of music (dynamics pitch, tempo).	Perform confidently in an ensemble and begin to describe musical features that will develop performances.	Use a range of rhythms and notes to create a melodic pattern.
<b>2</b>	Identify instruments and simple music terminology (dynamics, pitch, tempo) without giving in-depth description	Perform as an ensemble and identify basic musical features to develop student performances.	Compose basic melodic patterns using the C major scale.
<b>1</b>	Show a basic understanding of music theory and a limited use of musical terminology.	Perform as an ensemble with guidance from the teacher. Struggles to perform confidently on their own.	Compose a basic melodic pattern using five notes of the C major scale.

# Physical Education



## Practical

<b>12</b>	Demonstrates a mastery including flair and creativity of technical accuracy, with outstanding precision, control and fluency. Adaptable to any position, incorporating skills associated with relevant position. Has outstanding timing and more consistent application of skills with few errors and misjudgements. Outstanding influence on the performance and motivation of others and effective communication in the game. Applies tactical understanding and appreciation adapting to changes in a competitive situation .Can lead the safe preparation for, and recovery from, physical activity
<b>11</b>	Demonstrates a mastery technical accuracy, with good precision, control and fluency. Mastery of position-specific skills and adaptable to perform in numerous positions. Accurate timing and more consistent application of skills with few errors and misjudgements. Outstanding influence on the performance and motivation of others. Has excellent communication in the game and applies tactical understanding and appreciation adapting to changes in a competitive situation. Can lead the safe preparation for, and recovery from, physical activity
<b>10</b>	Demonstrates an outstanding level of technical accuracy, with good precision, control and fluency. Outstanding position-specific skills, outstanding timing and consistent application of skills with few errors and misjudgements. Consistent influence on the performance and motivation of others. Effective communication in the game and applies tactical understanding and appreciation. Adapts to changes in a competitive situation. Can lead the safe preparation for, and recovery from, physical activity
<b>9</b>	Demonstrates an excellent level of technical accuracy, with very good precision, control and fluency. Excellent position-specific skills with excellent timing and consistent application of skills, in a variety of sports, with few errors and misjudgements. Consistent influence on the performance and motivation of others. Effective communication in the game and applies tactical understanding and appreciation. Adapts to changes in a competitive situation. Can independently and safely prepare for, and recover from, physical activity Has an understanding of the impact of physical activity on a person's health, wellbeing and fitness
<b>8</b>	Demonstrates an excellent level of technical accuracy, with good precision, control and fluency. Excellent position-specific skills with excellent timing and consistent application of skills with few errors and misjudgements. Consistent influence on the performance and motivation of others. Effective communication in the game and applies tactical understanding and appreciation. Adapts to changes in a competitive situation. Can independently and safely prepare for, and recover from, physical activity.
<b>7</b>	Demonstrates a very good level of technical accuracy, with very good precision, control and fluency. Has very good position-specific skills, accurate timing and more consistent application of skills with few errors and misjudgements consistent influence on the performance and motivation of others effective communication in the game applies tactical understanding and appreciation. Adapts well to changes in a competitive situation. Can independently and safely prepare for, and recover from, a variety of different types of physical activity
<b>6</b>	Demonstrates a good level of technical accuracy, with good precision, control and fluency. Has very good position-specific skills, accurate timing and more consistent application of skills with few errors and misjudgements consistent influence on the performance and motivation of others effective communication in the game applies tactical understanding and appreciation. Adapts to changes in a competitive situation. Can independently and safely prepare for, and recover from, physical activity
<b>5</b>	Demonstrates a good level of technical accuracy, with good precision, control and fluency, good position-specific skills, where accuracy of timing and more consistent application of skills are beginning to reduce the number of errors. Regularly influences the performance and motivation of others. Shows tactical understanding and appreciation as well as the ability to adapt to changes in a competitive situation. Works independently.
<b>4</b>	Demonstrates a good level of technical accuracy, with good precision, control and fluency, good position-specific skills, improving accuracy of timing and more consistent application of skills. Can influence on the performance and motivation of others and communicates effectively in the game. There is some evidence of tactical understanding and appreciation as well as the ability to adapt to changes in a competitive situation. Shows a degree of independence.
<b>3</b>	Can demonstrate a good level of technical accuracy, with precision, control and fluency, this may include good position-specific skills, good timing, good communication resulting on some influence over the performance and motivation of others.
<b>2</b>	A basic level of technical accuracy, precision, control and fluency. Some evidence of awareness of timing and application of skills. Has basic influence on the performance and motivation of others on the team and shows some communication skills. Relies on support.
<b>1</b>	Limited precision, control, fluency and skills. Inaccurate timing. Timing is not yet accurate. Skills development is individual not team focussed.

# Physical Education



## Understanding

<b>12</b>	Understand and effectively apply the rules and regulations from a wide range of sports. Demonstrate detailed and accurate knowledge and understanding of skills, techniques and tactics, and justify their use within a wide range of sports. Able to evaluate and provide accurate feedback on own and others performance, always leading to improvements. Has an in-depth understanding of the impact of physical activity on a person's health, wellbeing and fitness
<b>11</b>	Understand and effectively apply the rules and regulations from a wide range of sports Demonstrates detailed and accurate knowledge and understanding of skills, techniques and tactics, and justify their use within a wide range of sports Be able to evaluate and provide accurate feedback on own and others performance, always leading to improvements Has an in-depth understanding of the impact of physical activity on a person's health, wellbeing and fitness
<b>10</b>	Understand and effectively apply the rules and regulations from a wide range of sports. Demonstrate accurate knowledge and understanding of skills, techniques and tactics and their use within a wide range of sports. Able to evaluate and provide accurate feedback on own and others performance, Always leading to improvements Has an in-depth understanding of the impact of physical activity on a person's health, wellbeing and fitness
<b>9</b>	Understand and effectively apply the rules and regulations from a range of sports. Demonstrate accurate knowledge and understanding of skills, techniques and tactics and their use within a range of sports performance, always leading to improvements Able to evaluate and provide accurate feedback on own and others
<b>8</b>	Understand and effectively apply the rules and regulations from a range of sports. Demonstrate accurate knowledge and understanding of skills, techniques and tactics and their use within a range of sports performance, sometimes leading to improvements Able to evaluate and provide accurate feedback on own and others
<b>7</b>	Demonstrates a very good level of technical accuracy, with good precision, control and fluency. Has very good position-specific skills, accurate timing and more consistent application of skills with few errors and misjudgements consistent influence on the performance and motivation of others effective communication in the game applies tactical understanding.
<b>6</b>	Understand and effectively apply the rules and regulations from some of sports. Demonstrates accurate knowledge and understanding of skills, techniques and tactics and their use within some sports. Able to evaluate and provide feedback on own and others performance. Has an understanding of the impact of physical activity on a person's health, wellbeing and fitness
<b>5</b>	Understands and effectively applies the rules and regulations from a wider range of sports and demonstrates accurate knowledge and understanding of skills, techniques and tactics and their use within sports. Can provide feedback on their own performance and the performance of others. Has a growing understanding of the impact of physical activity on a person's health, wellbeing and fitness
<b>4</b>	Understands and effectively applies the rules and regulations from some sports and demonstrates accurate knowledge and understanding of skills, techniques and tactics and their use within some sports. Can provide feedback on their own performance. Has an understanding of the impact of physical activity on a person's health, wellbeing and fitness
<b>3</b>	Understands the basic rules and regulations from some sports and demonstrates knowledge and understanding of basic skills, techniques and tactics within some sports.
<b>2</b>	Shows some basic understanding of the rules and regulations, basis skills, techniques and tactics of some sports as well as of the impact of physical activity on a person's health, wellbeing and fitness.
<b>1</b>	Emerging understanding of rules, skills, techniques and tactics from some supports.



	Knowledge and Understanding	Analysis and Evaluation
<b>12</b>	I show outstanding knowledge and understanding of different religion's beliefs, showing an excellent and highly detailed understanding of how belief influences individuals, communities and societies. I use a range of specialist vocabulary extensively, accurately and appropriately and I refer to an extensive range of sources which are accurately cited and relevant to the topic.	I construct coherent and reasoned judgements and provide highly detailed analysis, all are fully supported by extensive, accurate and appropriate sources of wisdom and authority, and are clearly and accurately interpreted. I use religious language extensively, accurately and appropriately throughout my work. I provide a fully justified conclusion.
<b>11</b>	I show an excellent and highly detailed knowledge and understanding of different religions' beliefs, including how belief influences individuals, communities and societies. I use a range of specialist vocabulary extensively, accurately and appropriately. I can refer to a range of sources accurately and demonstrate their relevance to the topic.	I show excellent, highly detailed analysis and evaluation, and present alternative or different points of view. The answer formulates judgements. I use specialist vocabulary extensively, accurately and appropriately, and use and interpret sources of wisdom and authority extensively, accurately and appropriately.
<b>10</b>	I show an excellent and highly detailed knowledge and understanding of different religions' beliefs including of how belief influences individuals, communities and societies. I use a range of specialist vocabulary extensively, accurately and appropriately. I refer to a range of sources accurately and demonstrate their relevance to the topic	I show excellent, highly detailed analysis and evaluation and present alternative or different points of view. The answer formulates judgements. I use specialist vocabulary extensively, accurately and appropriately, and use and interpret sources of wisdom and authority extensively, accurately and appropriately.
<b>9</b>	I show an excellent and highly detailed knowledge and understanding of different religions' beliefs. I show a very good and detailed understanding of how belief influences individuals, communities and societies. I use a range of specialist vocabulary extensively, accurately and appropriately and I refer to a number of sources which are accurately cited and relevant.	I show excellent, highly detailed analysis and evaluation and present alternative or different points of view. The answer formulates judgements. I use specialist vocabulary accurately and appropriately and use and interpret sources of wisdom and authority accurately and appropriately.
<b>8</b>	I show a very good and detailed knowledge and understanding of different religions' beliefs. I can show a good and generally accurate understanding of how belief influences individuals, communities and societies. I use a range of specialist vocabulary accurately and appropriately. I refer to some sources which are accurately cited.	I give a very good, detailed analysis and evaluation and present alternative or different points of view. My answer formulates judgements. I use specialist vocabulary appropriately and in detail and I use and interpret sources of wisdom and authority appropriately and in detail.
<b>7</b>	I show a good, generally accurate knowledge and understanding of different religions' beliefs. I show a sound understanding of how belief influences individuals, communities and societies. I use specialist vocabulary accurately. I refer to at least one source which is accurate.	I give good, generally detailed attempts at analysis and evaluation and recognise alternative or different viewpoints to formulate reasonable judgements. I use some specialist vocabulary. I use and interprets some sources of wisdom and authority.
<b>6</b>	I can show sound knowledge and understanding of different religions' beliefs. I can show a reasonable understanding of how belief influences individuals, communities and societies. I use accurate specialist vocabulary. I can refer accurately to a source.	I can give sound statements of more than one viewpoint to formulate sound judgements. I can give a reasonable understanding of how belief influences individuals, communities and societies. I use accurate specialist vocabulary. I may refer to some sources of wisdom and authority.
<b>5</b>	I can show reasonable knowledge and understanding of different religions' beliefs. I show a basic understanding of how belief influences individuals, communities and societies. I use correct specialist vocabulary.	I can give a reasonable statement for more than one point of view leading to a reasonable attempt at judgements. I can correctly use specialist vocabulary or sources of wisdom and authority.
<b>4</b>	I can show fair knowledge and understanding of different religions' beliefs. I can show some understanding of how belief influences individuals, communities and societies. I use some specialist vocabulary.	I can give a fair statement for more than one point of view leading to a fair attempt at judgements. I can show some use of either specialist vocabulary or sources of wisdom and authority in a simple form.
<b>3</b>	I can show basic knowledge and understanding of different religions' beliefs. I use some specialist vocabulary	I can give a basic statement for more than one point of view leading to a basic attempt at judgements. I show some use of either specialist vocabulary or sources of wisdom and authority in a basic form.
<b>2</b>	I can show some knowledge and understanding of religions' beliefs. I can use basic religious vocabulary.	I can give a statement for more than one point of view. I can show some use of specialist vocabulary.
<b>1</b>	I can show some knowledge of a religion's beliefs.	I can give a statement for more than one point of view. I can show some use of specialist vocabulary.



# Science



	Knowledge	Application	Analysis & Evaluation	Experiment
<b>12</b>	Recall all key areas of science. Always use appropriate and accurate scientific language Explain the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.	Step 11 is built on by ensuring theories used are scientific, and that equations can be consistently rearranged in complex, unseen calculations.	Step 11 is built on by ensuring it can be carried out in all curriculum areas, and that methodologies can be critically evaluated and refined, with the validity of conclusions judged scientifically	Investigations are planned, justified, and carried out safely, reliably and with validity to test a hypothesis. The correct scientific language is used throughout.
<b>11</b>	Recall all key areas of science through accurate scientific explanations. Use accurate and appropriate scientific language and units.	Step 10 is built on by consistently rearranging equations in complex calculations and using appropriate sig figs.	Detailed improvement to methods where reliability may be a concern are suggested. Qualitative and quantitative data can be critically analysed, and conclusions drawn.	The choice of experimental methods and apparatus can be justified. Accuracy, precision, resolution and reliability can be explained.
<b>10</b>	Use appropriate scientific language when recalling scientific detail. Explain the risks and benefits of scientific advances.	Knowledge is applied effectively in a wide range of contexts. Theories are used to make detailed explanations of events, data is interpreted and used to support evidence, always. Multi-step calculations are rearranged, and standard form is used.	Information is systematically evaluated to develop arguments and explanations. Detailed evidence-based conclusions are drawn. Causes of error and uncertainty are identified.	Valid and reliable experimental methods are planned to test a hypothesis. Practical investigations are carried out by creating a full risk assessment.
<b>9</b>	Use appropriate terminology in answers. Describe relationships between scientific advances, their ethical implications and the benefits and risks associated with them.	Knowledge is applied effectively in a wide range of contexts. Theories are used to make detailed explanations of events, data is interpreted and used to support evidence, and calculations are rearranged, always.	The reliability of methods is evaluated in detail and further questions arising from results are suggested.	More complex and quantitative predictions using scientific knowledge and understanding are made.
<b>8</b>	Describe key facts about most areas of science. Use appropriate terminology in answers.	Knowledge is applied effectively in a range of contexts. Theories are used to make detailed explanations of events. Data is interpreted and used to support evidence, calculations are rearranged, and standard form used.	Data is evaluated with reference to potential sources of random and systematic error. The reliability of methods is evaluated in detail.	Observations and measurements are accurately made and recorded. The importance of repeat readings in an experiment can be explained.
<b>7</b>	Remember key facts about most areas of science. Use appropriate terminology in answers.	Data is interpreted and used to support evidence. Equations in calculations are rearranged.	Information is evaluated to develop arguments and explanations. Some causes of error and uncertainty are identified in data + procedures.	Decimal places are used correctly. Appropriate experimental techniques are selected and applied.
<b>6</b>	Remember a wide range of basic facts. Use some key words and phrases for any topic studied.	Theories are used to make simple explanations of events. Equations in calculations are used and sometimes rearranged.	Reasoned explanations of a conclusion based on experimental data is written. Conclusions are consistent with the available evidence.	The importance of sampling technique and control variables can be explained, and observations are accurately made and recorded.
<b>5</b>	Remember a range of basic facts and put them into structured sentences in a topic. Describe some of the risks and benefits of some scientific discoveries.	Knowledge is applied effectively in a range of contexts. Data can be used to support evidence. Equations are used consistently in calculations.	Basic information is evaluated to develop simple arguments and explanations. In experimental procedures, anomalous results and causes of error can be spotted or recognised.	Variables in an investigation are identified.

<b>4</b>	Use some key words for any topic studied. State that scientific discoveries have risks and benefits.	Theories are used to make simple explanations of events. Data is applied to familiar situations. A given formula can be used and the correct units applied.	Random and systematic error is explained, observations and data are interpreted, and patterns identified. Conclusions consistent with the data are drawn.	Safety precautions and sampling technique are described. Instructions to use apparatus correctly are followed.
<b>3</b>	Remember topic basic facts. Use some correct scientific key words.	Knowledge is applied in a range of contexts. Data is interpreted to support evidence. A given formula can be used.	Random and systematic errors are described. Experimental data is presented using a scatter graph.	Predictions are made using scientific language and understanding.
<b>2</b>	Remember some basic facts. Use a few scientific words.	Knowledge is applied to different situations. Some theories are used to form simple explanations	Data is presented using a bar chart and described. A valid conclusion is stated.	Experiments can be carried out to test predictions and identify some hazards.
<b>1</b>	Realise simple or obvious effects of science on society.	Some knowledge is applied to basic situations. Data can be interpreted.	Simple patterns and trends in data can be identified. Conclusions can be stated.	Questions are asked based on the behaviour of the world.