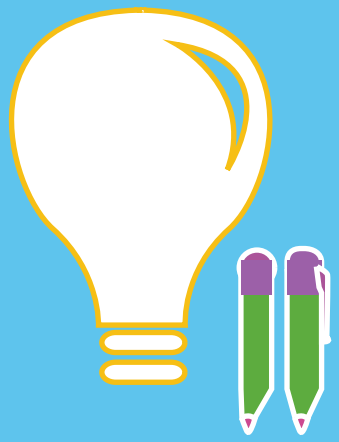
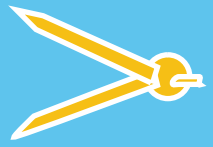
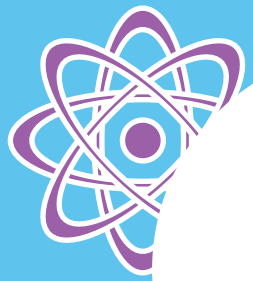
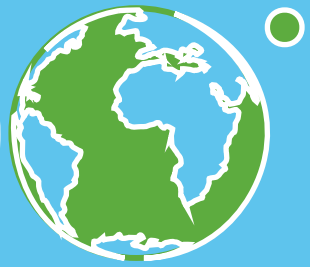
COWLEY
INTERNATIONAL COLLEGE





ASSESSMENT AND TRACKING

AT KEY STAGE 3

Assessment and Progress Tracking at Key Stage 3

Key stage 3 refers to the period of schooling between the end of primary school (key stage 2) and the beginning of GCSE and BTEC courses (Key stage 4). It can last for either two or three years. Most subject departments at Cowley operate a two year key stage 3 curriculum and a three year key stage 4 curriculum.

The government announced that from 2014 National Curriculum levels would be removed as a means of assessing attainment and would not be replaced. Schools are now required to choose their own assessment processes.

A key approach will be to "study fewer things in greater depth, so a deeper understanding of central concepts and ideas can be developed. Assessment should focus on that." These might also be referred to as the "big ideas" in each subject.

Furthermore, schools are advised that "pupils should be assessed against objective and agreed criteria. Pupil progress and achievement should be communicated in terms of descriptive profiles rather than condensed to numerical summaries."

To this end, each department has agreed on the "big ideas" for the subject area and has set out the "objective and agreed criteria" in the form of progress grids. These describe what pupils should know, understand and do, according to their relative starting points, rather than reducing the information to a numerical level such as 5c. They will help to inform reports and "next steps" For example, in MFL a pupil might need to work on using the past tense; in English s/he might need to improve paragraphing; in Maths s/he might need to improve understanding of algebraic notation etc.

A pupil's starting point is usually determined by the results s/he achieved in the key stage 2 assessments (SATs) and any base line assessments completed on entry to Cowley. Teachers then measure each pupil's progress using a variety of assessments applicable to the subject area. These might consist of ongoing work undertaken in class, revision quizzes, point tests and longer end of unit assessments. The progress grids provide an overview of expectations and will be the reference points against which each pupil's progress is tracked. Pupils will be considered to have (1) exceeded expectations, (2) met expectations or (3) not yet met expectations in relation to their starting point. The tracking of progress will be reported to parents three times a year in the form of a "Pupil Profile" which tracks progress in each subject area.

Pupils will have a clear idea about what they know, understand and can do in each subject area and what they need to do to improve. They will be given clear targets to concentrate on (often referred to as "next steps") and they will have a record in their exercise book (or equivalent) of when they are making progress towards meeting these targets and when they have mastered them. We welcome parental involvement in the pupils' learning. Please ask your child what advice they have been given and encourage then to act on it.

There will be regular support meetings at College to give parents guidance on how they might help their child to maximise their learning. Please feel free to use your child's planner to communicate any requests for further help or clarification.

Key points:

- Pupils' learning will no longer be reported in terms of levels.
- Parents will continue to receive three 'Pupil Profiles' per year which will provide a brief overview of progress.
- Parents will continue to receive one written report per year which will explain the pupil's achievement in greater depth.

Thank you to the parents who contributed to the consultation on this document July 2015

1. *Tim Oates, Cambridge Assessment. Chair of the Expert Panel, chosen to advise the government on National curriculum reform. www.youtube.com/watch?v=-q5vrBXFpm0*
2. *Ibid (As above)*
3. *National Association of Head Teaches (NAHT) Assessment Commission Report NAHT Feb 2014*

Cowleian values and mission statement

Our mission is to create independent, considerate, healthy and aspirational people that communicate well. Through teaching and providing an environment that is stimulating, safe and caring, we encourage all to develop themselves and to support each other to achieve their full potential.

All members of the Cowley community are committed to developing students to be high performing Cowleians who encompass the five Cowleian values:

Aspirational
Having the ability to set targets, with the desire or ambition to achieve something in their lives, both for themselves and for others.

Independent
Thinking or acting for themselves and by taking responsibility for their own learning and progress. Making an individual contribution to improve the world in which we live.

Considerate
Showing awareness of the fact that they are members of a community, both in college and in the wider world. They must be ready to take into account the beliefs, feelings and viewpoints of others at all times.

Good Communicators
Working to developing the ability to listen to other people and to appreciate the value of effective communication, in their own and in other languages among peers, in the workplace and in all areas of their lives.

Healthy
Showing physical, social and mental well being through an involvement in extra curricular activities and an active awareness of the effects of their lifestyle choices.

Subjects

Core

English 11

Mathematics 17

Science 27

Creative

Art 32

Music 34

Food 39

PE 42

Design & Technology 50

EBACC

Computing 56

History 61

Geography 68

MFL 94

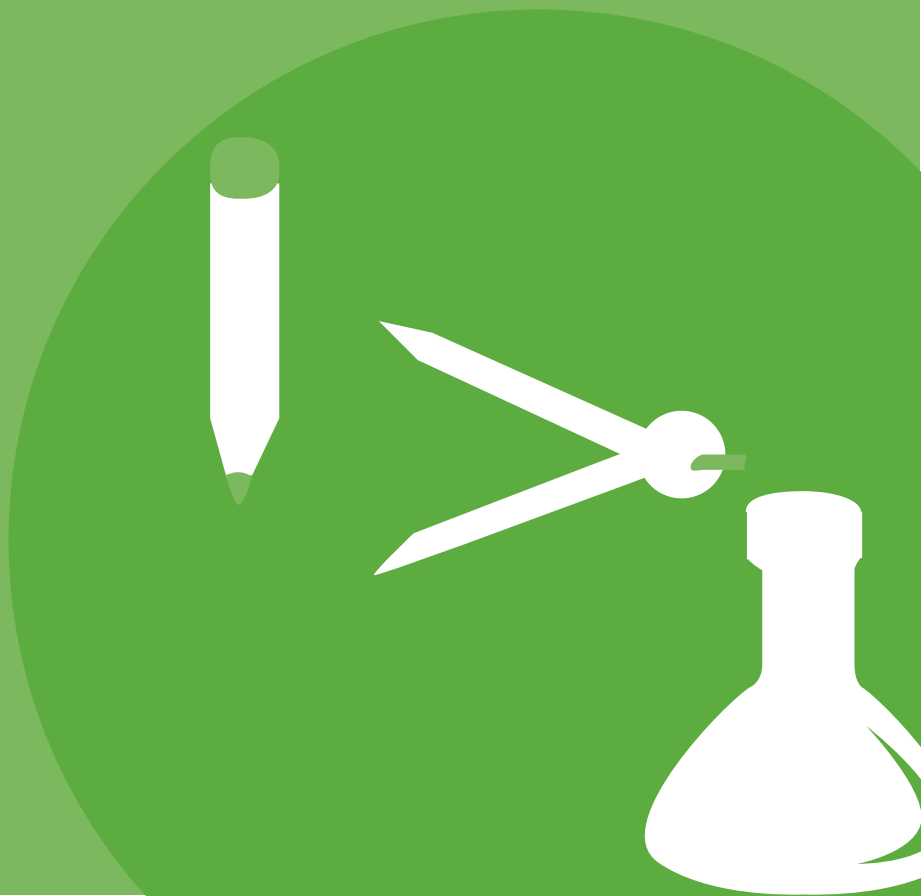
Other

Citizenship 106

Religious Education ..... 112+

Core

English
Mathematics
Science



English

Progression in English
Year 7

Progression in English is complex. Levels of knowledge, skills and understanding do not increase incrementally in separation, but in an interrelated and continuous spiral of development. For this reason the curriculum must be planned so that:

- areas of knowledge are revisited to secure the learning
- skills are applied and consolidated in a range of contexts that are designed to promote mastery
- understanding is deepened through engagement with a range of increasingly sophisticated material.
- Acknowledgement to Framework for Secondary English, National Strategies

Planning schemes of work and forms of assessment that draw on both the new KS3 Programme of Study for English and the new GCSE assessment criteria (English language and literature) will guarantee continuity in the learner's journey from Year 7 to Year 11.

The following assessment grid must be used in conjunction with the appropriate scheme of work for years 7 and 8. Achievement is recorded and reported in terms of descriptive profiles. For internal data recording purposes, numerical values: 1, 2, 3 relating to developing, meeting or exceeding expectations, will be used.

Years 9 to 11 are assessed using GCSE assessment criteria.

Progression in English
Year 8

Progression in English is complex. Levels of knowledge, skills and understanding do not increase incrementally in separation, but in an interrelated and continuous spiral of development. For this reason the curriculum must be planned so that:

- areas of knowledge are revisited to secure the learning
- skills are applied and consolidated in a range of contexts that are designed to promote mastery
- understanding is deepened through engagement with a range of increasingly sophisticated material.

Planning schemes of work and forms of assessment that draw on both the new KS3 Programme of Study for English and the new GCSE assessment criteria (English language and literature) will guarantee continuity in the learner's journey from Year 7 to Year 11.

The following assessment grid must be used in conjunction with the appropriate scheme of work for years 7 and 8. Achievement is recorded and reported in terms of descriptive profiles. For internal data recording purposes, numerical values: 3, 2, 1 relating to working towards, meeting or exceeding expectations, will be used.

Years 9 to 11 are assessed using GCSE assessment criteria.

English

Prior attainment on entry	Expected attainment in reading in Year 7	Expected attainment in writing in Year 7	Expected attainment in grammar in Year 7	Likely GCSE grade
Starting point: Level 6	Pupils will be able to: • demonstrate accurate understanding by analysing the text. • explore ideas clearly and accurately in relation to the question/task. • make some relevant links within/outside the text. • develop clear and credible comments on the writer's choices with reference to techniques and meanings, using some terminology. • select examples which are appropriate and show some support of the points being made.	Pupils will be able to: • demonstrate clear understanding of the task by developing a detailed and coherent response. • adapt a register or narrative voice that is appropriate for purpose and audience. • organise and develop ideas by including appropriate details and using paragraphs to give sequence and clarity. • communicate with clarity and fluency.	Pupils will be able to: • vary the use of simple, compound and complex sentences. • use a range of punctuation, mostly accurately. • ensure most spelling, including that of irregular words, is correct • demonstrate mostly secure control of tense and agreement. • use more developed vocabulary with some precision.	8/9
Starting point: Level 5	Pupils will be able to: • demonstrate clear understanding of the text through appropriate explanations. • explain ideas and offer some discussion in relation to the question/task. • develop some relevant comments on the writer's choices. • select some valid examples and explain them..	Pupils will be able to: • develop appropriate content that fully responds to the task. • present a register or narrative voice that is suitable for the purpose and audience with some success. • organise and sequence ideas clearly across a number of paragraphs. • communicate with some clarity and fluency.	Pupils will be able to: • deploy simple, compound and complex sentences with some control. • use an increasing range of punctuation with some control. • ensure spelling is usually accurate, • demonstrate generally secure control of tense and agreement. • use a range of appropriate vocabulary.	6/7

Starting point: Level 4	Pupils will be able to: • demonstrate understanding of the text through straightforward comments. • explain ideas in relation to the question/task. • identify some of the writer's choices. • select and comment on some relevant examples.	Pupils will be able to: • demonstrate some awareness of the task by developing some appropriate ideas. • include some features of a register or narrative voice that is suitable for the purpose and audience. • sequence ideas into some paragraphs. • communicate meaning, if in a limited way.	Pupils will be able to: • deploy some simple, compound and complex sentences. • use more varied punctuation (e.g. apostrophes, speech marks. question marks and exclamations). • spell some complex words accurately. • have some control of tense and agreement. • use some appropriate vocabulary.	4/5
Starting point: Level 3	Pupils will be able to: • describe some key ideas in the text. • respond with relevance to the question/task. • select examples and/or refer to the text.	Pupils will be able to: • show simple awareness of the purpose and audience. • show some control over organisation, e.g. simple sequencing of ideas. • communicate some relevant meaning in response to the task.	Pupils will be able to: • deploy sentences which are mostly simple or compound. • use punctuation to demarcate sentences with some accuracy (e.g. full stops, capitals and commas). • spell with some accuracy, particularly simple or familiar words • display some grasp of tense and agreement.	3/4
Starting point: Below level 3	Pupils will be able to: • demonstrate basic understanding of the text or topic. • identify some meanings or basic ideas using knowledge of letters, sounds and words. • recognise a growing repertoire of familiar words.	Pupils will be able to: • produce a text. • include some relevant content. • use a basic organisation.	Pupils will be able to: • combine words to make phrases. • make some use of full stops, and upper and lower case letters. • spell words in a phonetically plausible way.	1/2

English

Prior attainment on entry	Expected attainment in reading in Year 8	Expected attainment in writing in Year 8	Expected attainment in grammar in Year 8	Likely GCSE grade
Starting point: Level 6	Pupils will be able to: • demonstrate detailed understanding of the text through specific analytical comments. • analyse ideas thoroughly in relation to the question/task. • probe the text confidently by making relevant links within/outside the text. • use terminology to discuss the meanings and effects of the writer's choices in detail. • select examples which are detailed, appropriate and support the points being made.	Pupils will be able to: • demonstrate secure understanding of the task by developing well-judged and detailed content. • adapt a consistent register or narrative voice that engages the audience's interest. • organise and develop ideas using a range of supporting details, with paragraphs used effectively to give sequence and organisation. • communicate with clarity, fluency and some ambition.	Pupils will be able to: • control and vary sentence structures to create effects. • use a range of punctuation accurately. • ensure spelling, including that of irregular words, is secure. • demonstrate clear control of tense and agreement. • use ambitious vocabulary with precision.	8/9
Starting point: Level 5	Pupils will be able to: • demonstrate accurate understanding by analysing the text. • explore ideas clearly and accurately in relation to the question/task. • make some relevant links within/outside the text. • develop clear and credible comments on the writer's choices with reference to techniques and meanings, using some terminology. • select examples which are appropriate and show some support of the points being made.	Pupils will be able to: • demonstrate clear understanding of the task by developing a detailed and coherent response. • adapt a register or narrative voice that is appropriate for purpose and audience. • organise and develop ideas by including appropriate details and using paragraphs to give sequence and clarity. • communicate with clarity and fluency.	Pupils will be able to: • vary the use of simple, compound and complex sentences. • use a range of punctuation, mostly accurately. • ensure most spelling, including that of irregular words, is correct • demonstrate mostly secure control of tense and agreement. • use more developed vocabulary with some precision.	6/7

Starting point: Level 4	Pupils will be able to: • demonstrate clear understanding of the text through appropriate explanations. • explain ideas and offer some discussion in relation to the question/task. • develop some relevant comments on the writer's choices. • select some valid examples and explain them.	Pupils will be able to: • develop appropriate content that fully responds to the task. • present a register or narrative voice that is suitable for the purpose and audience with some success. • organise and sequence ideas clearly across a number of paragraphs. • communicate with some clarity and fluency.	Pupils will be able to: • deploy simple, compound and complex sentences with some control. • use an increasing range of punctuation with some control. • ensure spelling is usually accurate, • demonstrate generally secure control of tense and agreement. • use a range of appropriate vocabulary.	4/5
Starting point: Level 3	Pupils will be able to: • demonstrate understanding of the text through straightforward comments. • explain ideas in relation to the question/task. • identify some of the writer's choices. • select and comment on some relevant examples.	Pupils will be able to: • demonstrate some awareness of the task by developing some appropriate ideas. • include some features of a register or narrative voice that is suitable for the purpose and audience. • sequence ideas into some paragraphs. • communicate meaning, if in a limited way.	Pupils will be able to: • deploy some simple, compound and complex sentences. • use more varied punctuation (e.g. apostrophes, speech marks. question marks and exclamations). • spell some complex words accurately. • have some control of tense and agreement. • use some appropriate vocabulary.	3/4
Starting point: Below 3	Pupils will be able to: • describe some key ideas in the text. • respond with relevance to the question/task. • select examples and/or refer to the text.	Pupils will be able to: • show simple awareness of the purpose and audience. • show some control over organisation, e.g. simple sequencing of ideas. • communicate some relevant meaning in response to the task.	Pupils will be able to: • deploy sentences which are mostly simple or compound. • use punctuation to demarcate sentences with some accuracy (e.g. full stops, capitals and commas). • spell with some accuracy, particularly simple or familiar words • display some grasp of tense and agreement.	1/2

Progression in Mathematics

Year 7 aims to build on prior knowledge from Key Stage 2, and lays the foundations of Mathematics ready for GCSE Mathematics. As in GCSE Mathematics, Year 7 pupils will follow a curriculum which contains units from each of the core strands of Mathematics. These include:

- Number
- Algebra
- Ratio, Proportion, and Rates of Change
- Geometry, Shape and Measure
- Statistics
- Probability

As with the Schemes of Work for all Year groups, the assessment grid below highlights the core objectives which the pupils in Year 7 should achieve in each of the areas highlighted above. These objectives are separated out into learning objectives for:

- The Most Able Pupils
- The High Attainers
- The Middle Attainers
- The Lower Attainers.

In addition objectives are shown for pupils who are currently working below the Low Attaining Pupils.

It is important to recognise that in many cases, learning objectives are cumulative, with (for example) the objectives of the most able pupils assuming that the objectives for the high attaining pupils have previously been met. In such cases where they have not, teaching will reflect this. It should also be noted that the learning objectives are not exhaustive, but merely serve to show the key performance indicators for each group of pupils.

YEAR 7	**Pupils who entered on level 6**	**Pupils who entered on level 5**	**Pupils who entered on level 4**	**Pupils who entered on level 3**
Number (N)	The Most Able students should show competency in : N2.2 Writing and ordering decimals N2.3 Multiplying and dividing by powers of 10 N3.2 Rounding larger numbers N3.3 Rounding decimals to 1dp, 2dp and 3dp. N7.2 Factors, primes and powers (including square, cube numbers and triangular numbers) N1.7 Order of operations BIDMAS N1.5 Adding and subtracting negative numbers N1.6 Multiplying and dividing negative numbers N4.4 Adding, subtracting, multiplying and dividing fractions Add fractions with algebra Calculations with mixed numbers N1.4 Dividing whole numbers N3.5 Understanding and using Significance N5.3 Converting between fractions, decimals and percentages Use standard form to write large numbers.	High Ability students should show competency in : N1.2 Multiplying whole numbers N2.2 Writing and ordering decimals N2.3 Multiplying and dividing by powers of 10 N7.2 Factors, primes and powers (square numbers, cube numbers and triangular numbers) N3.2 Rounding larger numbers to nearest integer, 10, 100 and 1000. N3.3 Rounding decimals to 1dp, 2dp and 3dp N1.5 Adding and subtracting negative numbers N1.6 Multiplying and dividing negative numbers N4.4 Adding and subtracting fractions N1.4 Dividing whole numbers and decimals N5.2 Calculating percentages of quantities	Middle Ability students should show competency in : N1.2 Multiplying whole numbers N2.2 Writing and ordering decimals N2.3 Multiplying and dividing by powers of 10 N7.2 Factors, primes and powers (square numbers and triangular numbers) N3.2 Rounding larger numbers to nearest integer, 10, 100 and 1000. N3.3 Rounding decimals to 1 and 2 decimal places N2.4 Negative numbers N4.2 Finding equivalent fractions N1.4 Dividing whole numbers N5.1 Understanding and using percentages N5.2 Calculating percentages of quantities	Low Ability students should show competency in : N2.1 Whole numbers N1.1 Adding and subtracting whole numbers and decimals N7.1 Multiples N3.1 Rounding to the nearest 10 or 100 N2.4 Negative numbers N4.1 Understanding fractions N7.3 Divisibility tests N5.1 Understanding and using percentages

YEAR 7	**Pupils who entered on level 6**	**Pupils who entered on level 5**	**Pupils who entered on level 4**	**Pupils who entered on level 3**
Algebra (A)	The Most Able students should show competency in : A1.1 Making and using word formulae A1.3 Combining variables A1.5 Setting up and solving simple equations A1.5 Solving equations including those with x on both sides A2.2 Generating sequences and finding the nth term of a sequence	High Ability students should show competency in : A1.1 Making and using word formulae A1.5 Setting up and solving simple equations A2.2 Generating sequences and finding the nth term of a sequence	Middle Ability students should show competency in : A1.1 Making/using word formulae and using function machines A1.2 Using letters	Low Ability students should show competency in : A2.1 What is a sequence?
Ratio and Proportion	The Most Able students should show competency in : N6.1 Understanding ratio notation N6.2 Sharing in a given ratio	High Ability students should show competency in : N6.1 Understanding ratio notation N6.2 Sharing in a given ratio		

YEAR 7	**Pupils who entered on level 6**	**Pupils who entered on level 5**	**Pupils who entered on level 4**	**Pupils who entered on level 3**
Geometry, Shape, Measure (GM)	The Most Able students should show competency in : GM1.6 The metric system GM5.2 Cartesian coordinates in four quadrants GM5.3 Translation GM5.5 Rotation GM6.1 Properties of 3-D shapes GM3.2 Finding area and perimeter (including are and circumference of a circle) GM6.3 Volume and surface area of cuboids GM6.2 Understanding nets	High Ability students should show competency in : GM1.5 Interpreting Scales GM1.6 The metric system GM5.2 Cartesian coordinates in four quadrants GM5.3 Translation GM2.4 Rotational symmetry GM5.5 Rotation GM6.1 Properties of 3-D shapes GM3.2 Finding area & perimeter (including are and circumference of a circle)	Middle Ability students should show competency in : GM1.5 Interpreting Scales GM1.6 The metric system GM5.2 Cartesian coordinates in four quadrants GM5.3 Translation GM2.2 Line symmetry GM4.1 Angles in degrees GM5.4 Reflection GM2.3 Angle facts (Algebraic part can be postponed until after A1.3 for less confident learners)	Low Ability students should show competency in : GM1.1 Length GM1.2 Mass GM1.3 Time GM3.1 Understanding area GM2.1 Common shapes GM2.2 Line symmetry GM4.1 Angles in degrees Volume GM2.3 Angle facts (Algebraic part can be postponed until after A1.3 for less confident learners)

YEAR 7	**Pupils who entered on level 6**	**Pupils who entered on level 5**	**Pupils who entered on level 4**	**Pupils who entered on level 3**
Statistics (S)	The Most Able students should show competency in : SP1.3 Using frequency tables SP2.4 Pie charts SP2.2 Stem and leaf diagrams SP1.2 Using mean, median, mode and range	High Ability students should show competency in : SP1.3 Using frequency tables SP2.4 Pie charts SP1.2 Using mean, median, mode and range	Middle Ability students should show competency in : SP1.3 Using frequency tables SP2.4 Pie charts SP1.3 Using frequency tables SP2.3 Vertical line charts SP1.2 Using median, and mode	Low Ability students should show competency in : SP2.1 Using tables and charts SP1.3 Using frequency tables SP2.3 Vertical line charts SP1.2 Using median, and mode
Probability (P)	The Most Able students should show competency in : SP4.2 Single event probability SP4.3 Combined events	High Ability students should show competency in : SP4.2 Single event probability	Middle Ability students should show competency in : SP4.2 Single event probability	Low Ability students should show competency in : SP4.1 Probability Scale

YEAR 8	**Pupils who entered on level 6**	**Pupils who entered on level 5**	**Pupils who entered on level 4**	**Pupils who entered on level 3**
Number (N)	The Most Able students should show competency in : N1.7 Order of operations BIDMAS N4.4 Adding and subtracting fractions N4.5 Working with mixed numbers N4.6 Dividing fractions N7.4 Index notation N5.4 Applying percentage increases and decreases to amounts N1.8 Multiplying decimals N1.9 Dividing decimals	High Ability students should show competency in : N2.2 Writing and ordering decimals N3.2 Rounding larger numbers N1.7 Order of operations BIDMAS N1.6 Working with negative numbers N4.4 Adding and subtracting fractions N5.3 Converting between fractions, decimals and percentages N7.2 Factors, primes and powers N7.4 Index notation N1.8 Multiplying decimals	Middle Ability students should show competency in : N1.2 Multiplying whole numbers N2.2 Writing and ordering decimals N3.3 Rounding decimals to the nearest integer N1.6 Working with negative numbers N4.4 Adding and subtracting fractions N1.4 Dividing whole numbers N5.2 Calculating percentages of quantities N7.2 Factors, primes and powers	Low Ability students should show competency in : N1.2 Multiplying whole numbers N1.5 Adding and subtracting negative numbers N2.2 Writing and ordering decimals N2.3 Multiplying and dividing by powers of 10 N3.2 Rounding larger numbers N2.4 Negative numbers N4.2 Finding equivalent fractions N1.4 Dividing whole numbers N5.1 Understanding and using percentages N5.2 Calculating percentages of quantities N7.2 Factors, primes and powers

YEAR 8	**Pupils who entered on level 6**	**Pupils who entered on level 5**	**Pupils who entered on level 4**	**Pupils who entered on level 3**
Algebra (A)	The Most Able students should show competency in : A2.3 Linear sequences including the nth term A1.5 Setting up and solving simple equations A1.7 Working with more complex equations A1.8 Solving equations with brackets A1.6 Using brackets A3.2 Plotting graphs of linear functions A4.1 Trial and improvement	High Ability students should show competency in : A2.3 Linear sequences including the nth term A1.5 Setting up and solving simple equations A1.7 Working with more complex equations A1.4 Working with formulae	Middle Ability students should show competency in : A2.3 Linear sequences including the nth term A1.5 Solving simple equations A1.1 Making and using word formulae A1.2 Using letters and combining variables A1.4 Working with formulae	Low Ability students should show competency in : A1.1 Making and using word formulae A1.2 Using letters A1.4 Working with formulae
Ratio and Proportion	The Most Able students should show competency in : N6.2 Sharing in a given ratio N6.3 Working with proportional quantities	High Ability students should show competency in : N6.1 Understanding ratio notation N6.2 Sharing in a given ratio	Middle Ability students should show competency in : N6.1 Understanding ratio notation	Low Ability students should show competency in : N6.1 Understanding ratio notation

YEAR 8	**Pupils who entered on level 6**	**Pupils who entered on level 5**	**Pupils who entered on level 4**	**Pupils who entered on level 3**
Geometry, Shape, Measure (GM)	The Most Able students should show competency in : GM2.7 Angles and parallel lines GM4.3 Constructions with a pair of compasses GM6.2 Understanding nets GM1.8 Bearings GM3.3 Circumference GM3.4 Area of circles GM1.9 Scale drawing GM5.6 Enlargement GM3.5 Pythagoras' theorem	High Ability students should show competency in : GM2.6 Types of quadrilateral GM2.7 Angles and parallel lines GM4.2 Constructions with a ruler and protractor GM6.2 Understanding nets GM1.8 Bearings GM5.6 Enlargement GM1.5 Interpreting scales GM6.2 Understanding nets	Middle Ability students should show competency in : GM2.5 Angles in triangles and quadrilaterals. GM2.6 Types of quadrilateral GM6.1 Properties of 3-D shapes GM2.4 Rotational symmetry GM5.5 Rotation GM1.5 Interpreting scales GM3.2 Finding area and perimeter GM6.2 Understanding nets	Low Ability students should show competency in : GM2.3 Angle facts GM6.1 Properties of 3-D shapes GM1.5 Interpreting scales GM1.6 The metric system GM5.2 Cartesian coordinates in four quadrants GM5.3 Translation GM3.1 Understanding area
Statistics (S)	The Most Able students should show competency in : SP1.2 Using mean, median, mode and range SP3.1 Collecting data SP2.6 Scatter diagrams	High Ability students should show competency in : SP2.2 Stem and leaf diagrams SP1.2 Using mean, median, mode and range SP3.1 Collecting data	Middle Ability students should show competency in : SP2.2 Stem and leaf diagrams SP1.1 Mode, median and range	Low Ability students should show competency in : SP2.3 Vertical line charts SP2.4 Pie charts
Probability (P)	The Most Able students should show competency in : SP4.3 Combined events including Tree Diagrams SP4.4 Estimating probability	High Ability students should show competency in : SP4.3 Combined events	Middle Ability students should show competency in : SP4.2 Single event probability	Low Ability students should show competency in :

Pupils who entered below Level 3 at KS2

Number	Pupils who are working below Low Attaining pupils would be expected to be competent with : N2.1 Using and Recognising Whole numbers N1.1 Adding and subtracting whole numbers N7.1 Multiples of single digit numbers N2.4 Understanding Negative numbers as a concept N4.1 Shade simple fractions of a shape
Algebra	Pupils who are working below Low Attaining pupils would be expected to be competent with : A2.1 Recognising and continuing sequence?
Geometry, Shape and Measure	Pupils who are working below Low Attaining pupils would be expected to be competent with : GM1.1 Measuring Length GM1.3 Time in both Metric and Analogue form GM3.1 Understanding area as a concept of space inside a shape GM2.1 Recognise Common 2D shapes
Statistics	Pupils who are working below Low Attaining pupils would be expected to be competent with : SP2.1 Using a simple tally table to collect data SP2.1 Draw a simple bar chart or frequency diagram SP1.2 Use median, and mode

Science

YEAR 7	Knowledge	Application	Practical Skills	Analysis and Evaluation
Entered on Level 6	I can describe and explain science ideas clearly and precisely using the right vocabulary and terminology. I can explain clearly how science influences society and vice versa.	I can appropriately choose appropriate scientific equipment. I can use my knowledge to help me to understand how to use new equipment and can explain this well. I can make comparisons to other equipment to say why this piece is the most appropriate. I can use my knowledge and to help me to clearly explain what is happening in a novel context. I can use novel mathematical techniques when they are presented.	I can explain science using a model to help me to explain it clearly, bearing in mind the limitations of the model. I can use primary or secondary data to answer a question, solve a problem or support a hypothesis, giving clear and detailed explanations. I can plan an investigation in superb detail to include an aim, a method, independent variable, dependent variable and all important control variables with explanations of why each is necessary and how each is controlled, and a clear and suitable risk assessment.	I can clearly explain the good and bad points about data that has been collected and suggest ideas how the data collection could be improved. I can decide whether my data supports or refutes a hypothesis giving detailed reasons.
Entered on Level 5	I can describe and explain science using plenty of appropriate vocabulary and terminology. I can explain how science influences society,I can explain the ethical implications, benefits and risks of science advances.	I can explain clearly how to use all of the equipment I am using and know why it is the most appropriate. I can use my knowledge to help me to describe and explain what is happening in a novel context. I can choose and use appropriate maths skills to analyse some different types of data.	I can explain science using a model to help me to explain it better. I can use primary or secondary data to answer a question, solve a problem or support a hypothesis, giving clear explanations. I can plan an investigation in detail to include an aim, a method, independent variable, dependent variable and several control variables with details of why each is necessary and how each is controlled, and several risks and safety precautions.	I can clearly describe the good and/or bad points about data that has been collected and suggest ideas how the data collection could be improved. I can decide whether my data supports or refutes a hypothesis giving reasons. I can decide and explain why one piece of data is anomalous when another is not, suggesting reasons it might have happened, and dealing with the anomaly appropriately.

Entered on Level 4	I can describe science, often using keywords. I can describe how science influences society, and I can describe the ethical implications, benefits and risks of science advances.	I can appropriately describe how scientific equipment is used. I can recognise what is happening in some novel contexts. I can use different maths skills I am told to use to analyse data. I can state the correct units.	I can recognize simple models and say how it helps us to understand. I can use primary or secondary data to make a conclusion. I can write a method, state the independent variable, dependent variable and at least one control variable with details of why it is necessary and how it is controlled, and at least one risk and safety precaution.	I can describe in detail one good point about a set of data and/or one bad point and suggest an improvement. I know when a hypothesis is supported by data. I can decide when a piece of data is anomalous and suggest a reason it might have happened.
Entered on Level 3	I know the meanings of some science words. I know when society is affected positively and negatively by science.	I can describe how some equipment is used. I can answer simple questions on novel data I can use simple maths skills I am told to use to analyse data. I can state some units.	I know models are not real but they help me to understand. I can describe how I might collect primary or secondary data. I can follow a method, and state at least one control variable. I can state at least one safety precaution.	I can describe briefly one good point about a set of data and/or one bad point. When I have help I can recognise where data can be used to support a hypothesis. When I have help I can decide to repeat an anomalous reading.
Entered below Level 3	I can correctly name some science words. I know when society is affected by science.	I can recognise equipment and name it. I can answer one simple question on novel data. I can recognise and use simple maths functions such as plus, minus, multiply, divide, when told to.	I recognise when I see a model. I can recognise the difference between primary and secondary data. I can follow a method, safely.	I can state one way data is limited. I can recognise a hypothesis.

Science

YEAR 8	Knowledge	Application	Practical Skills	Analysis and Evaluation
Entered on Level 6	I can extensively describe and explain science ideas clearly and precisely using the right vocabulary and terminology, using some of my own ideas and knowledge and research as well as what I have learned in the class I can extensively explain how one particular Scientific company influences society, and how society influences them.	I can get so involved in a novel context that I can make predictions and suggestions about how different scenarios would take effect. I can ask myself my own questions to consider the different scenarios.	I can think of a scientific question that interests me and plan an investigation to collect both primary and secondary data to help me to answer the question, all with minimal help.	I can give a balanced account of the usefulness, strengths and weaknesses of data collected. I can decide just how important each point is and make an overall conclusion about the extent to which the data supports or refutes a hypothesis.
Entered on Level 5	I can describe and explain science ideas clearly and precisely using the right vocabulary and terminology. I can explain clearly how science influences society and vice versa.	I can appropriately choose appropriate scientific equipment. I can use my knowledge to help me to understand how to use new equipment and can explain this well. I can make comparisons to other equipment to say why this piece is the most appropriate I can use my knowledge and to help me to clearly explain what is happening in a novel context I can use novel mathematical techniques when they are presented.	I can explain science using a model to help me to explain it clearly, bearing in mind the limitations of the model I can use primary or secondary data to answer a question, solve a problem or support a hypothesis, giving clear and detailed explanations. I can plan an investigation in superb detail to include an aim, a method, independent variable, dependent variable and all important control variables with explanations of why each is necessary and how each is controlled, and a clear and suitable risk assessment.	I can clearly explain the good and bad points about data that has been collected and suggest ideas how the data collection could be improved. I can decide whether my data supports or refutes a hypothesis giving detailed reasons.

Entered on Level 4	I can describe and explain science using plenty of appropriate vocabulary and terminology. I can explain how science influences society,I can explain the ethical implications, benefits and risks of science advances.	I can explain clearly how to use all of the equipment I am using and know why it is the most appropriate I can use my knowledge to help me to describe and explain what is happening in a novel context I can choose and use appropriate maths skills to analyse some different types of data.	I can explain science using a model to help me to explain it better I can use primary or secondary data to answer a question, solve a problem or support a hypothesis, giving clear explanations. I can plan an investigation in detail to include an aim, a method, independent variable, dependent variable and several control variables with details of why each is necessary and how each is controlled, and several risks and safety precautions.	I can clearly describe the good and bad points about data that has been collected and suggest ideas how the data collection could be improved. I can decide whether my data supports or refutes a hypothesis giving reasons I can decide and explain why one piece of data is anomalous when another is not, suggesting reasons it might have happened, and dealing with the anomaly appropriately.
Entered on Level 3	I can describe science, often using keywords I can describe how science influences society, and I can describe the ethical implications, benefits and risks of science advances.	I can appropriately describe how scientific equipment is used I can recognise what is happening in some novel contexts I can use different maths skills I am told to use to analyse data. I can state the correct units.	I can recognize simple models and say how it helps us to understand I can use primary or secondary data to make a conclusion I can write a method, state the independent variable, dependent variable and at least one control variable with details of why it is necessary and how it is controlled, and at least one risk and safety precaution.	I can describe in detail one good point about a set of data and one bad point and suggest an improvement I know when a hypothesis is supported by data I can decide when a piece of data is anomalous and suggest a reason it might have happened.
Entered below Level 3	I know the meanings of some science words I know when society is affected positively and negatively by science	I can describe how some equipment is used. I can answer simple questions on novel data I can use simple maths skills I am told to use to analyse data. I can state some units.	I know models are not real but they help me to understand I can describe how I might collect primary or secondary data I can follow a method, and state at least one control variable. I can state at least one safety precaution	I can state one good point about a set of data and one bad point When I have help I can recognise where data can be used to support a hypothesis

Creative

Art
Music
Food
PE
Design & Technology

Art

Prior Attainment	Assessment Objective 1 (AO1) RESEARCH – IMAGES & ARTISTS Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.	Assessment Objective 2 (AO2) EXPERIMENTS WITH MEDIA Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.	Assessment Objective 3 (AO3) IDEAS, OBSERVATIONAL DRAWINGS & EXPLANATIONS Record ideas, observations and insights relevant to their intentions in visual and/or other forms.	Assessment Objective 4 (AO4) FINAL IDEA & FINAL PIECE, LINKS w. ARTISTS Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and making connections between visual or other elements.
By Year 7 those who achieved Level 3 at KS2 will show By Year 8 those who achieved Level 2 at KS2 will show	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realize intentions. Minimal ability to demonstrate understanding of visual language.
By Year 7 those who achieved Level 4 at KS2 will show By Year 8 those who achieved Level 3 at KS2 will show By Year 9 those who achieved Level 2 at KS2 will show	Some ability to develop ideas through purposeful investigations. Limited ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Limited ability to demonstrate understanding of visual language.
By Year 7 those who achieved Level 5 at KS2 will show By Year 8 those who achieved Level 4 at KS2 will show By Year 9 those who achieved Level 3 at KS2 will show	A generally consistent ability to effectively develop ideas through purposeful investigations. A generally consistent ability to demonstrate critical understanding of sources.	A generally consistent ability to thoughtfully refine ideas. A generally consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A generally consistent ability to effectively record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A generally consistent ability to effectively present a personal and meaningful response and realize intentions. A generally consistent ability to demonstrate understanding of visual language.

By Year 7 those who achieved Level 6 at KS2 will show By Year 8 those who achieved Level 5 at KS2 will show By Year 9 those who achieved Level 4 at KS2 will show	A consistent ability to effectively develop idea through purposeful investigations. A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas. A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realize intentions. A consistent ability to demonstrate understanding of visual language.
By Year 8 those who achieved Level 6 at KS2will show By Year 9 those who achieved Level 5 at KS2 will show	A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas . A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realize intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language. ~
By Year 9 those who achieved Level 6 at KS2 will show	An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques.	An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realize intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language

YEAR 7 MUSIC	Performing Music	Creating and Improvising Music	Listening, reviewing and evaluating	Likely GCSE grade
Entered on Level 6	Solo keyboard performance • Perform with complete technical accuracy and expression with confidence. The left hand accompaniment will be in the form of triads in comping style. Ensemble performance • Perform with complete technical accuracy and expression with confidence making a significant contribution to the musical success of the ensemble.	Creating music • Deploy musical elements in compositions with competent technical control to achieve a fitting response to a compositional brief. Improvising music • Perform improvised music spontaneously using relevant techniques and devices competently.	Logging progress • Present an ongoing review of music skills, identifying strengths and areas to develop. Listening and understanding • They make logical judgements about their own and others' music using a musical vocabulary.	8/9
Entered on Level 5	Solo keyboard performance • Perform with secure technical accuracy and expression with confidence. The left hand accompaniment will be in the form of triads. Ensemble performance • Perform with secure technical accuracy and expression with confidence making a positive contribution to the musical success of the ensemble.	Creating music • Deploy musical elements in compositions with some technical control to achieve an appropriate response to a compositional brief. Improvising music • Perform improvised music spontaneously using relevant techniques and devices appropriately.	Logging progress • Identify and record, with guidance, strengths and areas to develop. Listening and understanding • They describe musical features using an appropriate musical vocabulary.	6/7
Entered on Level 4	Solo keyboard performance • Perform with a broad sense technical accuracy and expression with some confidence. The left hand accompaniment will be in the form of single finger notes. Ensemble performance • Perform with a broad sense of technical accuracy and expression with some confidence making a solid contribution to the musical success of the ensemble.	Creating music • Deploy musical elements in compositions with some basic technical control to achieve an coherent response to a compositional brief. Improvising music • Perform improvised music spontaneously using relevant techniques and devices basically.	Logging progress • Show a basic awareness of strengths and areas to develop. Listening and understanding • They describe musical features using a simple musical vocabulary.	4/5

Entered on Level 3	Solo keyboard performance • Perform with limited technical accuracy and expression with confidence in parts. There will be a limited attempt to play the left hand accompaniment. Ensemble performance • Perform with a limited sense of technical accuracy and expression with confidence in parts making a restricted contribution to the musical success of the ensemble.	Creating music • Deploy musical elements in compositions with limited technical control to achieve a modest response to a compositional brief. Improvising music • Perform improvised music spontaneously using techniques and devices with limited success.	Logging progress • Show a limited awareness of strengths and areas to develop. Listening and understanding • They identify musical features using a limited musical vocabulary.	2/3
Entered below Level 3	Solo keyboard performance • The performance may be incomplete or unrecognisable. There will be little or no attempt to play the left hand accompaniment. Ensemble performance • Perform with a much undeveloped sense of technical accuracy and expression contributing in a way that detracts from the musical success of the ensemble.	Creating music • Deploy musical elements in compositions with an obvious lack of technical control to achieve an inappropriate response to a compositional brief. Improvising music • Perform improvised music spontaneously showing little or no awareness of techniques and devices.	Logging progress • Show little or no awareness of strengths and areas to develop. Listening and understanding • They identify the more obvious musical features using a limited musical vocabulary with support.	1

YEAR 8 MUSIC	Performing Music	Creating and Improvising Music	Listening, reviewing and evaluating	Likely GCSE grade
Entered on Level 6	Ensemble performance • Perform with comprehensive technical accuracy and expression with assurance and confidence making a significant contribution to the musical success of the ensemble.	Creating music • Deploy musical elements in compositions with confident technical control to achieve an original response to a compositional brief Improvising music • Perform improvised music spontaneously using relevant techniques and devices confidently.	Logging progress • Present an ongoing review of music skills, describing and reflecting on strengths and areas to develop. Listening and understanding • They make critical judgements about their own and others' music using a musical vocabulary.	8/9
Entered on Level 5	Ensemble performance • Perform with complete technical accuracy and expression with confidence making a significant contribution to the musical success of the ensemble.	Creating music • Deploy musical elements in compositions with competent technical control to achieve a fitting response to a compositional brief Improvising music • Perform improvised music spontaneously using relevant techniques and devices competently.	Logging progress • Present an ongoing review of music skills, identifying strengths and areas to develop. Listening and understanding • They make logical judgements about their own and others' music using a musical vocabulary.	6/7
Entered on Level 4	Ensemble performance • Perform with secure technical accuracy and expression with confidence making a positive contribution to the musical success of the ensemble.	Creating music • Deploy musical elements in compositions with some technical control to achieve an appropriate response to a compositional brief Improvising music • Perform improvised music spontaneously using relevant techniques and devices competently.	Logging progress • Identify and record, with guidance, strengths and areas to develop. Listening and understanding • They describe musical features using an appropriate musical vocabulary.	4/5

Entered below Level 3	Ensemble performance • Perform with a broad sense of technical accuracy and expression with some confidence making a solid contribution to the musical success of the ensemble.	Creating music • Deploy musical elements in compositions with some basic technical control to achieve an coherent response to a compositional brief Improvising music • Perform improvised music spontaneously using relevant techniques and devices basically.	Logging progress • Show a basic awareness of strengths and areas to develop. Listening and understanding • They describe musical features using a simple musical vocabulary.	2/3
Specific needs	Ensemble performance • Perform with a limited sense of technical accuracy and expression with confidence in parts making a restricted contribution to the musical success of the ensemble.	Creating music • Deploy musical elements in compositions with limited technical control to achieve a modest response to a compositional brief Improvising music • Perform improvised music spontaneously using techniques and devices with limited success.	Logging progress • Show a limited awareness of strengths and areas to develop Listening and understanding • They identify musical features using a limited musical vocabulary.	1

Life Beyond Levels: Year 7 Food (Cooking and Nutrition)

Progression in Food is intertwined between theory and practical, and both these elements inform and reinforce each other. A student's understanding of health and nutrition is reinforced when they use ingredients and apply these principles to 'real life' context of preparing and cooking a range of dishes.

Food students have the opportunity to actually apply the theory they have learned and put it into practice. Levels of knowledge, skills and understanding do not increase incrementally in separation, but in an interrelated and continuous spiral of development. For this reason the curriculum must be planned so that:

- areas of knowledge are revisited to secure the learning
- skills and methods are applied and consolidated in a range of contexts that are designed to promote mastery
- understanding is deepened through engagement with a range of increasingly sophisticated skills, methods and equipment.

Planning schemes of work and forms of assessment that draw on both the new KS3 Programme of Study for Cooking and Nutrition, and the new BTEC assessment criteria (Hospitality), will guarantee continuity in the learner's journey from Year 7 to Year 11.

The following assessment grid must be used in conjunction with the appropriate scheme of work for year 7. Achievement is recorded and reported in terms of descriptive profiles. For internal data recording purposes, numerical values: 1, 2, 3 relating to developing, meeting or exceeding expectations, will be used.

Years 9 to 11 are assessed using BTEC Criteria

Cooking and Nutrition: Key Stage 3 National Curriculum

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
- understand the source, seasonality and characteristics of a broad range of ingredients.

Prior Attainment on entry	Expected attainment in Understanding principles of nutrition and health in Year 7	Expected attainment in Cooking in Year 7	Expected attainment in Understanding Ingredients in Year 7	Likely BTEC grade
Entered on Level 6	Pupils should be able to: • Critically assess the function, source of the macronutrients and micronutrients. • Assess the principles of health and nutrition and • Comment critically on diets and lifestyle choices • Evaluate critically what constitutes a healthy, balanced diet	Pupils should be able to: • Cook a repertoire of predominantly savoury dishes, with variety, utilising a broad range of techniques, working independently. • Assess own working skills and suggest improvements/ modifications • Comment critically on preparation, cooking and finishing methods • Evaluate critically their use of skills and methods, equipment and the sensory qualities of their dishes and suggest ways to improve/modify their dishes.	Pupils should be able to: • Assess which ingredients should be selected for particular dishes and give reasons for their choices • Comment critically on use of ingredients, making reference to season, source and characteristics. • Evaluate critically source and characteristics of a broad range of ingredients, and make decisions about which ingredients are most suitable, with justified reasoning.	D/D*
Entered on Level 5	Pupils should be able to: • Analyse elements of health, diet and nutrition. • Comprehensively explain what constitutes a healthy, balanced diet. • Evaluate a range of healthy lifestyle, diet and nutrition advice and make recommendations • Summarise the source and function of macro and micronutrients.	Pupils should be able to: • Cook a repertoire of predominantly savoury dishes, with variety, utilising a range of techniques, working mostly independently. • Comprehensively explain a broad range of preparation, cooking, finishing techniques and their uses, including equipment. • Evaluate their dishes • Summarise how to make a broad range of predominantly savoury dishes	Pupils should be able to: • Comprehensively explain ingredient choice based on characteristics, seasonality and source. • Evaluate their ingredient choices • Summarise source, seasonality and characteristics of a broad range of ingredients.	M/D

Entered on Level 4	Pupils should be able to: • Compare and contrast elements of healthy lifestyles, diet and nutrition. • Explain in detail what constitute a healthy lifestyle • Justify the need for healthy lifestyle choices. • Interpret health and nutrition information	Pupils should be able to: • Classify techniques and equipment and explain their uses • Demonstrate a range of preparation, cooking and finishing skills and methods • Implement the use of correct skills and methods, and use of equipment when making a range of dishes. • Plan and organise how to make a dish independently, within time constraints	Pupils should be able to: • Justify ingredient choice • Classify source and seasonality of ingredients • Discuss source, seasonality and characteristics of ingredients they are using • Research a range of ingredients, their source, seasonality and characteristics.	P/M
Entered on Level 3	Pupils should be able to: • Describe healthy lifestyle choices • Identify the main nutrients, their function and some sources • Plan a healthy diet	Pupils should be able to: • Demonstrate a basic range of preparation, cooking and finishing skills and methods, including equipment use. • Explain how dishes are made in simple terms • Create a basic range of dishes with limited support	Pupils should be able to: • Select and present a range of suitable ingredients for use in a basic range of dishes • State which ingredients are suitable for a basic range of dishes	L1P/P
Entered below Level 3	Pupils should be able to: • List features of a healthy diet and lifestyle • Name the main nutrients and outline their basic functions and 1-3 sources	Pupils should be able to: • Acquire basic skills, methods and equipment use, with assistance • Produce basic dishes, with assistance	Pupils should be able to: • Outline main uses for key ingredients • List main ingredients used in a limited set of basic recipes/dishes	L1P

Showing an Independent Mind Set (Learning Behaviours)

DISENGAGED
Often forgets kit.
Selectively shows motivation to learn and improve depending upon the task and/or their mood.
Often disrupts others during lessons.

PASSIVE
Remembers kit most of the time.
Is happy to sit back and listen.
Often needs to be reminded about expectations in lesson.
Needs prompting to become physically engaged.

ENGAGED
May have forgotten kit on the odd occasion.
Answers questions when asked.
Discusses learning with peers.
Attends 1 XC club or 1 hour of out of school activity.
Shows effort in exercise.
Breaks a sweat or works around 50% MHR.

PROACTIVE
Always brings kit even when they are unable to take part physically.
Often has hand up to answer questions.
First to volunteer for demonstrations.
Seeks advice on how to improve.
Attends 2 XC clubs or 2 hours of out of school activity.
Is energetic in all lesson tasks / exercise sessions.
Encourages others to work hard.
Works around 60% MHR.

DETERMINED
Stays focused on a task and enjoys learning.
Clearly wants to achieve & succeed.
Wants to help others improve.
Attends 3 XC clubs or 3 hours of out of school activity.
Sets their own fitness targets.
Motivates peers.
Works around 70% MHR.

PERSISTENT
Tries again in the face of failure.
Enjoys a challenge.

Works hard to improve quality of skills & technique.
Attends 4 XC clubs or 4 hours of out of school activity.
Works close to their maximum effort level for whole lesson / session - Works at around 80% MHR.
Technique rarely falters.

RESILIENT
Shows no falter in failure & does not give up.
Goes above and beyond to overcome challenge.
Attends 5+ XC clubs or 5+ hours of out of school activity
Their mind set positively influences the learning behaviours of their peers.
Persists to overcome challenge.
Shows intensity and high quality technique, particularly towards end of session.

Having a Considerate Character Character (Sportsmanship)

NEGATIVE
Repeatedly makes excuses.
Responds to set backs in a negative way.
ENCOURAGING
Is positive when helping others / teacher.
Responds to set backs in a positive manner.

RESPECTFUL
Knows when to listen and talk.
Has excellent manners.
Accepts decisions immediately.

TEAM WORKER
Works well in a team.
Often puts the team's needs before their own.
Knows when to include others.
Seeks to help less confident students.
Helps take equipment out and in.

SPORTSMANSHIP
Sets an example to others in lessons and competitive games.
Very fair in competition.
Gracious in defeat.
Potential to captain a club.

ETIQUETTE
Understands and demonstrates how to act/behave in different sports / situations.
Rarely commits fouls.
Knows the difference between gamesmanship and sportsmanship.

ROLE MODEL
Shows all of the qualities above.
Others are inspired by them.
Sets an Academic & Sporting example to peers.
May have achieved regional, national or international sporting success.

The Year 7 Physical Education Cowleian – BOYS ATTAINMENT									
	1. Aspiration to improve Performance		FOOTBALL	GYMNASTICS	ATHLETICS	RUGBY	2. Being a Good Communicator through Coaching & Leadership		3. Being Healthy by improving Fitness
	Performance						Coaching	Leadership	Fitness	
	Skills	Decisions							Mind	Body
Entered on Level 6	PRECISION Consistently perform a combination of skills/actions with precision & accuracy. Adapt skills/actions with constant control according to changing situations.	INFLUENCE Decisions influence individual and team situations. Decisions are planned in advance. Decisions made using basic tactics. Gives others feedback on their decision making.					COMPARE Can say why one student is different / similar to another using key terminology and teaching points for a variety of sports.	ORGANISER Can run a 3 part warm up. Devise and run a small skill practice. Happier leading smaller/ familiar groups or peers. Confident at 3 roles Knows how to gain attention (verbal).	CONFIDENT Identify and describe the following COF - CV & muscular endurance, flexibility, strength, speed, agility, balance, coordination, power, reaction time. Give sporting examples of when each COF is required. Knows how to train safely.	Data from: 12 min run Standing LJ 50m Sprint Power Throw
Entered on Level 5	CONSISTENCY Combine a range of skills & actions according to the situation/activity. Consistently demonstrate the correct skills & actions to improve my performance.	RESPOND Looks at a situation and chooses a simple action a little faster. Knows why you respond in certain situations. Make simple decisions in a small game.					DESCRIBE Can identify skills and fitness S&W. Describes using some key terminology and teaching points.	MANAGER Can run a 2 part warm up. Confident at 2 roles. Basic organisation and communication skills Encourages others.	DEVELOPING Identify and describe the reasons people take part in sport under the headings: Social, Physical and Psychological. Identify and describe the various roles available in sport. Knows how to calculate maximum HR.	
Entered on Level 4	CONTROL Join 3 or more skills/actions accurately in a small game/ sequence/performance. Perform a combination of actions showing a high level of control. Increase the number of skills I can perform accurately.	REACT Reacts to situations with some basic though/movement. Make simple decisions in a drill and controlled practice situation. Decisions take time to employ.					IDENTIFY Can identify skills S&W. Uses but does not need a prompt sheets to assist in giving feedback.	ASSISTANT Assists teacher to lead Takes one part of a 3 part warm up. Confident at 1 role (coach, recorder, measurer, official).	FUNDAMENTAL Identify the following muscles and demonstrate a stretch for each: quadriceps, hamstrings, triceps, biceps, deltoids, gastrocnemius. Know the difference between static and dynamic stretches. Knows importance of resting HR.	
Entered on Level 3	FUNDAMENTAL Demonstrate skills/ideas in different actions with control.	ALTER Changes the skills they need to suit the task.					COMMENT General comments on aesthetics rather than performance “That looked good” Needs prompting to give feedback.	PLANNER Can work with others to plan a simple warm up.	BASIC Identify 3 phases of a warm up. Give simple physiological reasons why we warm up before PA. Knows how to take pulse rate.	
Entered below Level 3	SIMPLE Use simple skills with control. Remember how to do simple actions and repeat them.	LIMITED Lets other make majority of decisions for them. Can make simple decisions in a closed drill situation					STATE Can state some teaching points needed for an effective performance.	PARTICIPATOR Is happy being led by others. Lacks confidence to lead or officiate.	LIMITED Gives a simple description of what happens to the body when we exercise.	

The Year 7 Physical Education Cowleian – GIRLS ATTAINMENT										
	1. Aspiration to improve Performance		FOOTBALL	GYMNASTICS	ATHLETICS	RUGBY	2. Being a Good Communicator through Coaching & Leadership		3. Being Healthy by improving Fitness	
	Skills	Decisions							Mind	Body
Entered on Level 6	PRECISION Consistently perform a combination of skills/ actions with precision & accuracy. Adapt skills/actions with constant control according to changing situations.	INFLUENCE Decisions influence individual and team situations. Decisions are planned in advance. Decisions made using basic tactics. Gives others feedback on their decision making					COMPARE Can say why one student is different / similar to another using key terminology and teaching points for a variety of sports.	ORGANISER Can run a 3 part warm up. Devise and run a small skill practice. Happier leading smaller/familiar groups or peers. Confident at 3 roles Knows how to gain attention (verbal).	CONFIDENT Identify and describe the following COF - CV & muscular endurance, flexibility, strength, speed, agility, balance, coordination, power, reaction time. Give sporting examples of when each COF is required. Knows how to train safely.	Data from: 12 min run Standing LJ 50m Sprint Power Throw
Entered on Level 5	CONSISTENCY Combine a range of skills & actions according to the situation/activity. Consistently demonstrate the correct skills & actions to improve my performance.	RESPOND Looks at a situation and chooses a simple action a little faster. Knows why you respond in certain situations. Make simple decisions in a small game.					DESCRIBE Can identify skills and fitness S&W. Describes using some key terminology and teaching points.	MANAGER Can run a 2 part warm up. Confident at 2 roles. Basic organisation and communication skills. Encourages others	DEVELOPING Identify and describe the reasons people take part in sport under the headings: Social, Physical and Psychological. Identify and describe the various roles available in sport. Knows how to calculate maximum HR.	

Entered on Level 4	CONTROL Join 3 or more skills/ actions accurately in a small game/sequence/ performance. Perform a combination of actions showing a high level of control. Increase the number of skills I can perform accurately.	REACT Reacts to situations with some basic though/ movement. Make simple decisions in a drill and controlled practice situation. Decisions take time to employ.					IDENTIFY Can identify skills S&W. Uses but does not need a prompt sheets to assist in giving feedback.	ASSISTANT Assists teacher to lead. Takes one part of a 3 part warm up. Confident at 1 role (coach, recorder, measurer, official).	FUNDAMENTAL Identify the following muscles and demonstrate a stretch for each: quadriceps, hamstrings, triceps, biceps, deltoids, gastrocnemius. Know the difference between static and dynamic stretches. Knows importance of resting HR.	
Entered on Level 3	FUNDAMENTAL Demonstrate skills/ ideas in different actions with control.	ALTER Changes the skills they need to suit the task.					COMMENT General comments on aesthetics rather than performance “That looked good” Needs prompting to give feedback.	PLANNER Can work with others to plan a simple warm up.	BASIC Identify 3 phases of a warm up. Give simple physiological reasons why we warm up before PA. Knows how to take pulse rate.	
Entered below Level 3	SIMPLE Use simple skills with control. Remember how to do simple actions and repeat them.	LIMITED Lets other make majority of decisions for them. Can make simple decisions in a closed drill situation.					STATE Can state some teaching points needed for an effective performance.	PARTICIPATOR Is happy being led by others. Lacks confidence to lead or officiate.	LIMITED Gives a simple description of what happens to the body when we exercise.	

The Year 8 Physical Education Cowleian – BOYS ATTAINMENT										
	1. Aspiration to improve Performance		NETBALL	GYMNASTICS	ATHLETICS	HOCKEY	2. Being a Good Communicator through Coaching & Leadership		3. Being Healthy by improving Fitness	
	Performance						Coaching	Leadership	Fitness	
	Skills	Decisions							Mind	Body
Entered on Level 6	FLUENCY Level Descriptors for Sport	INFLUENCE Decisions influence individual and team situations. Decisions are planned in advance. Decisions made using basic tactics. Gives others feedback on their decision making					COMPARE Can say why one student is different / similar to another using key terminology and teaching points for a variety of sports.	ORGANISER Can run a 3 part warm up. Devise and run a small skill practice. Happier leading smaller/familiar groups or peers. Confident at 3 roles Knows how to gain attention (verbal).	CONFIDENT Identify and describe the following COF - CV & muscular endurance, flexibility, strength, speed, agility, balance, coordination, power, reaction time. Give sporting examples of when each COF is required. Knows how to train safely.	Data from: 12 min run Standing LJ 50m Sprint Power Throw
Entered on Level 5	PRECISION Consistently perform a combination of skills/actions with precision & accuracy. Adapt skills/actions with constant control according to changing situations.	INFLUENCE Decisions influence individual and team situations. Decisions are planned in advance. Decisions made using basic tactics. Gives others feedback on their decision making					COMPARE Can say why one student is different / similar to another using key terminology and teaching points for a variety of sports.	ORGANISER Can run a 3 part warm up. Devise and run a small skill practice. Happier leading smaller/familiar groups or peers. Confident at 3 roles Knows how to gain attention (verbal).	CONFIDENT Identify and describe the following COF - CV & muscular endurance, flexibility, strength, speed, agility, balance, coordination, power, reaction time. Give sporting examples of when each COF is required. Knows how to train safely.	

Entered on Level 4	CONSISTENCY Combine a range of skills & actions according to the situation/activity. Consistently demonstrate the correct skills & actions to improve my performance.	RESPOND Looks at a situation and chooses a simple action a little faster. Knows why you respond in certain situations. Make simple decisions in a small game.					DESCRIBE Can identify skills and fitness S&W. Describes using some key terminology and teaching points.	MANAGER Can run a 2 part warm up. Confident at 2 roles. Basic organisation and communication skills. Encourages others	DEVELOPING Identify and describe the reasons people take part in sport under the headings: Social, Physical and Psychological. Identify and describe the various roles available in sport. Knows how to calculate maximum HR.
Entered on Level 3	CONTROL Join 3 or more skills/actions accurately in a small game/ sequence/performance. Perform a combination of actions showing a high level of control. Increase the number of skills I can perform accurately.	REACT Reacts to situations with some basic though/movement. Make simple decisions in a drill and controlled practice situation. Decisions take time to employ.					IDENTIFY Can identify skills S&W. Uses but does not need a prompt sheets to assist in giving feedback.	ASSISTANT Assists teacher to lead. Takes one part of a 3 part warm up. Confident at 1 role (coach, recorder, measurer, official).	FUNDAMENTAL Identify the following muscles and demonstrate a stretch for each: quadriceps, hamstrings, triceps, biceps, deltoids, gastrocnemius. Know the difference between static and dynamic stretches. Knows importance of resting HR.
Entered below Level 3	FUNDAMENTAL Demonstrate skills/ideas in different actions with control.	ALTER Changes the skills they need to suit the task.					COMMENT General comments on aesthetics rather than performance “That looked good” Needs prompting to give feedback.	PLANNER Can work with others to plan a simple warm up.	BASIC Identify 3 phases of a warm up. Give simple physiological reasons why we warm up before PA. Knows how to take pulse rate

The Year 8 Physical Education Cowleian – GIRLS ATTAINMENT										
	1. Aspiration to improve Performance		NETBALL	GYMNASTICS	ATHLETICS	HOCKEY	2. Being a Good Communicator through Coaching & Leadership		3. Being Healthy by improving Fitness	
	Performance						Coaching	Leadership	Fitness	
	Skills	Decisions							Mind	Body
Entered on Level 6	FLUENCY Level Descriptors for Sport	INFLUENCE Decisions influence individual and team situations. Decisions are planned in advance. Decisions made using basic tactics. Gives others feedback on their decision making.					COMPARE Can say why one student is different / similar to another using key terminology and teaching points for a variety of sports.	ORGANISER Can run a 3 part warm up. Devise and run a small skill practice. Happier leading smaller/familiar groups or peers. Confident at 3 roles. Knows how to gain attention (verbal)	CONFIDENT Identify and describe the following COF - CV & muscular endurance, flexibility, strength, speed, agility, balance, coordination, power, reaction time. Give sporting examples of when each COF is required. Knows how to train safely.	Data from: 12 min run Standing LJ 50m Sprint Power Throw
Entered on Level 5	PRECISION Consistently perform a combination of skills/actions with precision & accuracy. Adapt skills/actions with constant control according to changing situations.	INFLUENCE Decisions influence individual and team situations. Decisions are planned in advance. Decisions made using basic tactics. Gives others feedback on their decision making.					COMPARE Can say why one student is different / similar to another using key terminology and teaching points for a variety of sports.	ORGANISER Can run a 3 part warm up. Devise and run a small skill practice. Happier leading smaller/familiar groups or peers. Confident at 3 roles. Knows how to gain attention (verbal).	CONFIDENT Identify and describe the following COF - CV & muscular endurance, flexibility, strength, speed, agility, balance, coordination, power, reaction time. Give sporting examples of when each COF is required. Knows how to train safely.	

Entered on Level 4	CONSISTENCY Combine a range of skills & actions according to the situation/activity. Consistently demonstrate the correct skills & actions to improve my performance.	RESPOND Looks at a situation and chooses a simple action a little faster. Knows why you respond in certain situations. Make simple decisions in a small game.					DESCRIBE Can identify skills and fitness S&W. Describes using some key terminology and teaching points.	MANAGER Can run a 2 part warm up. Confident at 2 roles. Basic organisation and communication skills. Encourages others.	DEVELOPING Identify and describe the reasons people take part in sport under the headings: Social, Physical and Psychological. Identify and describe the various roles available in sport. Knows how to calculate maximum HR
Entered on Level 3	CONTROL Join 3 or more skills/actions accurately in a small game/ sequence/performance. Perform a combination of actions showing a high level of control. Increase the number of skills I can perform accurately.	REACT Reacts to situations with some basic though/movement. Make simple decisions in a drill and controlled practice situation. Decisions take time to employ.					IDENTIFY Can identify skills S&W. Uses but does not need a prompt sheets to assist in giving feedback.	ASSISTANT Assists teacher to lead. Takes one part of a 3 part warm up. Confident at 1 role (coach, recorder, measurer, official).	FUNDAMENTAL Identify the following muscles and demonstrate a stretch for each: quadriceps, hamstrings, triceps, biceps, deltoids, gastrocnemius. Know the difference between static and dynamic stretches. Knows importance of resting HR.
Entered below Level 3	FUNDAMENTAL Demonstrate skills/ideas in different actions with control.	ALTER Changes the skills they need to suit the task.					COMMENT General comments on aesthetics rather than performance “That looked good” Needs prompting to give feedback.	PLANNER Can work with others to plan a simple warm up.	BASIC Identify 3 phases of a warm up. Give simple physiological reasons why we warm up before PA. Knows how to take pulse rate

Design & Technology

Prior Attainment on entry (KS2)	Expected attainment in Years 7 & 8 Investigating the Design Context	Expected attainment in Years 7 & 8 Development of Design Proposals (including modelling)	Expected attainment in Years 7 & 8 Making	Expected attainment in Years 7 & 8 Testing and Evaluation	Likely GCSE grade
Exceptional Performance Year 8	• Discrimination shown when selecting and acquiring relevant research that will promote originality in designing • Excellent understanding and analysis of the design context • Detailed analysis of relevant existing products or systems undertaken related to design intentions • Comprehensive analysis of relevant and focused research undertaken • Clear and specific design criteria identified, reflecting the analysis undertaken • Target market identified and the intended consumer/user profiled	• Imaginative and innovative ideas have been developed, demonstrating creativity, flair and originality. Further developments made to take account of ongoing research • A coherent and appropriate design strategy, with clear evidence of a planned approach, adopted throughout • The implications of a wide range of issues including social, moral, environmental and sustainability, are taken into consideration and inform the development of the design proposals • Excellent development work through experimentation with a wide variety of techniques and modelling (including CAD where appropriate) in order to produce a final design solution • Appropriate materials/ingredients and components selected with full regard to their working properties • Fully detailed and justified product/ manufacturing specification taking full account of the analysis undertaken	• Final outcome(s) shows a high level of making/modelling/finishing skills and accuracy • Selected and used appropriate tools, materials and/or technologies including, where appropriate, CAM correctly, skilfully and safely • Worked independently to produce a rigorous and demanding outcome • Quality controls are evident throughout the project and it is clear how accuracy has been achieved. • The outcome has the potential to be commercially viable and is suitable for the target market	• Detailed testing and evaluation as appropriate throughout the designing and making process taking account of client/user or third party opinion • All aspects of the final outcome have been tested against the design criteria and/or the product/ manufacturing specification • Evaluate and justify the need for modifications to the product and consideration given as to how the outcome might need to be modified for commercial production	Year 8 8/9

Exceptional Performance Year 7 High attaining Year 8	• Good understanding and analysis of the design context • Good analysis of relevant products or systems undertaken • Good analysis of relevant research and context • Design criteria which reflects the analysis undertaken • Target market for product has been identified	• Imaginative ideas demonstrating a degree of creativity, which are further developed to take account of ongoing research • An appropriate design strategy, with evidence of planning, adopted for most aspects • Development of design proposals take into account the main aspects relating to a variety of social, moral, environmental and sustainability issues • Good development work achieved through working with a variety of techniques and modelling (including CAD where appropriate) • Appropriate materials/ingredients and components selected with regard to their working properties • Product/manufacturing specification is complete and reflects key aspects of the analysis undertaken	• Final outcome shows very good level of making/modelling/finishing skills • Selected and used appropriate tools, materials and/or technologies including, where appropriate, CAM correctly and safely • Outcome demonstrates a high level of demand • Quality control checks applied in the manufacture of the product • The outcome is suitable for the target market and could be commercially viable with further development	• Appropriate testing and evaluation evident throughout the designing and making process • Most aspects of the final outcome have been tested against the design criteria and/or the product/ manufacturing specification • Evaluate and justify the need for improvements or modifications to the product	Year 7 8/9 Year 8 6/7

Design & Technology

High Attaining Year 7 Middle Attaining Year 8	• Basic understanding and analysis of the design context • Some analysis of related products or systems undertaken • Made a superficial analysis of most of the research material and the context • Design criteria reflects most of the analysis undertaken • Some consideration has been taken of the likely consumer/user	• Design ideas show some degree of creativity and further development • An appropriate design strategy, with some evidence of planning, adopted for some aspects • Developments of design solutions are influenced to some extent by factors relating to social, moral, environmental and sustainability issues • Adequate development work achieved through working with a range of techniques and modelling (including CAD where appropriate) • Materials/ingredients and components selected with some regard to their working properties • Product/manufacturing specification reflects most aspects of the analysis	• Final outcome shows good level of making/modelling/finishing skills • Used appropriate materials, components, equipment and processes correctly and safely (including CAM) • Parts of outcome show high levels of demand• Applied quality control checks broadly but superficially • The outcome requires further development in order to be suitable for the target market	• Evidence of some testing and evaluation leading to the production of the final outcome • Some evidence of testing against the design criteria and/ or the product/ manufacturing specification • Some improvements or modifications to product suggested	Year 7 6/7 Year 8 4/5
Middle Attaining Year 7 Low Attaining Year 8	• Limited understanding or analysis of design context • Minimal analysis of other products or systems undertaken • Provided little evidence of research and analysis of context • Design criteria is very general and lacking in any detail • Limited understanding of the target market/ user evident	• Ideas show some variation in approach or concept• A limited design strategy, with minimal planning, is evident • Some consideration taken of social, moral, environmental and sustainability issue in development of design solutions • Development work is lacking in detail but makes reference to a number of techniques and modelling (including CAD where appropriate) • Materials/ingredients and components selected with limited regard to their working properties • Limited product/manufacturing specification which reflects most obvious features of analysis	• Final outcome is largely complete and represents a basic level of making/modelling/finishing skills • Used materials, components and equipment correctly and safely (including CAM if appropriate) • Some aspects of outcome are demanding • Some evidence of limited quality control applied throughout the process • The outcome has some weaknesses which limit its suitability for the target market	• Minimal testing and evaluation throughout the designing and making process • Limited or no testing of final outcome against the design criteria and/or the product/manufacturing specification • Limited mention of some improvements or modifications that could be made to the product	Year 7 4/5 Year 8 3

Low Attaining Year 7	pupil will be able to: Show an awareness of the context but may not be able to understand it from the users point of view.	pupil will be able to: Produce some ideas based on a specification.	pupil will be able to: Make a product with the help of specialist equipment and/or a TA.	pupil will be able to: Look back at the design/ product process.	Year 7 3/2 Year 8 2
We have pupils with varying special needs in our school. For pupils with a physical disability like using a wheelchair we have specific Equipment and or a T/A that should be utilised. Other conditions that may disadvantage pupils in Technology could include colour blindness, small height (using machines), HI and VI.			It should be notes that there is not always a correlation in Technology between low attainment and SEN nor high attainment and academic ability.		

Key:

Exceptional Performance: Pupils who achieved L6 at KS2,

High Attainers: Pupils who achieved level 5 at KS2,

Middle Attainers: Pupils who achieved level 4 at KS2,

Low Attainers: Pupils who achieved level 3 at KS2

EBACC

Computing
History
Geography
MFL

Computing

Prior attainment on entry	Computer Science	Information & Communication Technology	Digital Literacy	Likely GCSE Grade
Exceptional performance Year 8 (entered on L6)	Data • Explain and convert between any of denary / binary / hexadecimal • Explain data representation within text, sounds and graphics • Explain a range of sorting and searching algorithms Hardware and Networks • Explain how data is transmitted between computers over networks • Explain the purpose of different protocols • Explain the importance of IP addressing • Explain how client server networks operate Visual based programming • Develop programs which use computational abstractions e.g. subroutines • Develop different algorithms for the same problem e.g. pseudocode Text based programming Develop modular programs which use: • functions • arrays • 'While' and 'For' • local and global variables • Develop Boolean Logic in circuits e.g. Arduino and C, Pi GPIO (without libraries)	Creative Projects • Creates and explains a relational database. • Creates and explains a spreadsheet model with complex features e.g. functions, linked worksheets and absolute and relative cell referencing • Undertakes projects that collect, analyse, and evaluate data for a known audience • Effectively combine digital content which has been created in different software applications • Creates effective digital artefacts for a wider audience	Digital Literacy • Understands ethical issues and the existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Act, CopYearight etc. • Considers the properties of media when importing them into digital artefacts.	8/9

High Attaining Year 8 (entered on L5) Exceptional performance Year 7 (entered on L6)	Data • Convert between denary/binary, binary/denary • Represent data within any two from text, sounds and graphics • Describe both a sorting and a searching algorithm Hardware and Networks • Describe how a processor works e.g. fetch cycle • Describe the purpose of IP addresses • Describe the purpose of different components of a computer network e.g. hubs, routers, switches Visual based programming • Develop programs which use selection If...Then… Else e.g. Scratch, Flowol, Go • Develop programs for electrical circuits with inputs and outputs e.g. Raspberry Pi - ScratchGPIO or Arduino – Ardublocks/S4A Text based programming • Develop programs which use lists e.g. Sonic Pi, Python • Develop programs which use selection If...Then… Else e.g. Python • Develop which use local variables e.g. Python, Sonic Pi • Develop programs for electrical circuits with inputs and outputs e.g. Raspberry Pi - Pibrella libraries	Creative Projects • Creates a flat file database, queries data on one table using Boolean and relational operators and produces reports • Creates and explains a spreadsheet model with arrange of formula and relative cell referencing • Undertakes projects that collect data • Creates effective digital artefacts for a different audiences • Documents user feedback, the improvements identified and the refinements made to the solution	Digital Literacy • Recognises ethical issues surrounding the application of information technology beyond school. • Makes judgements about appropriateness of digital content when repurposing for different audiences. • Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns.	6/7

Computing

Prior attainment on entry	Computer Science	Information & Communication Technology	Digital Literacy	Likely GCSE Grade
Middle attaining Year 8 (entered on L4) High attaining Year 7 (entered on L5)	Data • Convert between binary/denary • Represent data within any from text, sounds or graphics • Complete a sorting or a searching algorithm Hardware and Networks • Describe computer hardware e.g. memory, processor, storage, inputs, outputs Visual based programming • Write programs which use selection If...Then e.g. Scratch, Flowol, Go • Write programs for electrical circuits with different types of outputs (e.g. motors/LEDs/buzzers) e.g. Raspberry Pi - ScratchGPIO or Arduino – Ardublocks/S4A Text based programming • Write programs which use selection If...Then e.g. Sonic Pi, Python • Write programs which use constants e.g. Python, Sonic Pi • Write programs for electrical circuits with different types of outputs (e.g. motors/LEDs/buzzers) e.g. Raspberry Pi - Pibrella libraries	Creative Projects • Produces a database table including relevant data types. Creates a form and inputs data. Queries data on one table using single search criteria and produces reports • Creates a spreadsheet model with formula • Creates effective digital artefacts against a brief • Select a variety of software to accomplish given goals	Digital Literacy • Uses technologies and online services securely, and knows how to identify and report inappropriate conduct. • Identifies and explains how the use of technology can impact on society. • Considers the trustworthiness of digital content	4/5

Low attaining Year 8 (entered on L3) Middle attaining Year 7 (entered on L4)	Data • Convert between denary/binary • Recognise that text, sounds and graphics can be represented as data • Recognise that algorithms can be used to search or sort data Visual based programming • Write programs which use repeats e.g. Scratch, Flowol, Go • Write programs for electrical circuits with an output e.g. Raspberry Pi - ScratchGPIO or Arduino – Ardublocks/S4A Text based programming • Write programs which use repeats e.g. Sonic Pi, Python • Write programs to achieve a goal e.g. Sonic Pi, Python • Write programs for electrical circuits with an output e.g. Raspberry Pi - Pibrella libraries	Creative Projects • Navigates the web and can carry out simple web searches to collect digital content. • Uses technology with increasing independence to purposefully organise digital content.	Digital Literacy • Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online. • Shows an awareness for the quality of digital content collected.	2/3
Year 8 (entered on Below 3) Low attaining Year 7 (entered on L3)	Data • Recognise that binary is a base 2 numbering system • Recognise that text and graphics can be represented as data • Recognise that data can be searched or sorted Visual based programming • Take an existing program and debug it to achieve a desired outcome e.g. Scratch, Flowol, Go Text based programming • Take an existing program and debug it to achieve a desired outcome e.g. Sonic Pi, Python	Creative Projects • Obtains content from the world-wide web using a web browser. • Uses software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. • Understands that people interact with computers. • Talks about their work and makes changes to improve it.	Digital Literacy • Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. Knows what to do when concerned about content or being contacted. • Knows common uses of information technology beyond the classroom.	1

KS3 History

Principles of Framework

We have linked the new NC (Sept 2013) Attainment Targets with the assessment structure of GCSE and A level History courses and identified 3 historical strands.

- Historical Understanding links together the four sub-strands of causation, significance, change over time, and similarities of key features.
- Historical Enquiry links the sub-strands of using and evaluating historical evidence, and issues related to interpretations of history.
- Historical Communication involves the use of subject specific terms and vocabulary and also the use of chronological frameworks.

How to use the framework assessment

- When devising assessment programmes, we are suggesting following the weighting outlined in new national GCSE guidance (April 2014), which places 70% weighting on the themes involved in Historical Understanding and 30% on Historical enquiry, with 5% of marks overall in any assessment programme being used to credit the accuracy and skills involved in the Historical Communication strand.
- This framework relates primarily to large assessment tasks. It is not offered as a 'one size fits all' for History assessment. There will be different ways that we will monitor progress within each class, using other mechanisms such as factual tests and student response to ongoing marking and feedback.

History Assessment Year 7			
Level/Grade	**Historical Communication**	**Historical Understanding**	**Historical Enquiry**
Entered on Level 6	Attempts to use accurate terminology, but inconsistent deployment of historical terms. Can deviate from the point at times. Generally accurate subject knowledge, not always explained in relation to the question. Developed understanding of the rules of spelling, punctuation and grammar. Reasonably well-organised and presented in full, detailed sentences and paragraphs.	Able to show a developed understanding of historical concepts. Able to explain concepts. Able to use some evidence to support ideas. Beginning to analyse. Reaches a conclusion, though this may not be wholly convincing.	Beginning to ask questions of sources of evidence. Can select and organise relevant historical information. Needs a limited amount of support. Beginning to consider the origin and purpose of a source of evidence. Beginning to use own knowledge to test the value and limitations of a source. Beginning to compare and contrast sources of evidence to test lines of enquiry. Can suggest reasons how and why different interpretations have arisen.
Entered on Level 5	Uses some historical terminology, although not always accurately. Descriptive/narrative deployment of subject knowledge. An understanding of the rules of SPaG, but not always accurately applied. Attempts a structure, not always fully developed or consistent.	Attempts to explain historical concepts such as causation of events. Relevant ideas with some supporting evidence but lacks depth.	Can use evidence to find answers to enquiry questions with limited support. Beginning to consider origin and purpose of sources. Beginning to use own knowledge. An awareness of different viewpoints but is lacking in development.

Entered on Level 4	Able to use everyday language to communicate ideas. Rarely uses historical terminology. Some subject knowledge used, not always relevant to the question. Simple understanding of the rules of spelling, punctuation and grammar. Written answers generally make sense but are basic in development.	Limited awareness of historical concepts. Some relevant ides given but not supported with evidence. Able to identify and describe.	Beginning to use evidence to find answers to enquiry questions with structured support. Accepts evidence at face value. Generic response. Can identify different views and begin to suggest reasons why they have occurred.
Entered on or below Level 3	Able to use simple language skills to communicate ideas. Can use sentences to communicate but not always able to form paragraphs. Limited understanding of SPaG.	They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes.	Able to identify different examples of types of sources. Beginning to make deductions from sources going beyond simple observation.

History Assessment Year 8			
Level/ Grade	**Historical Communication**	**Historical Understanding**	**Historical Enquiry**
	Consistent and appropriate use of historical terminology. Able to write clearly, using historical terms accurately. All points are developed and extended. Precise in use of supporting factual information. Uses sophisticated language; develops and substantiates points.	Secure understanding of historical concepts. Sustained analysis and conclusions. Reasoned and convincing argument. Developed evidential support. Consistently analytical. A sustained explanation.	Can construct own investigations. Able to consult a range of challenging sources. Substantiates arguments. Requires very limited guidance. Beginning to consider historiography. Critical analysis of origin, purpose and content of courses. Confident in comparing and contrasting sources of evidence. Explains how and why different interpretations have arisen.
Entered on Level 6	Appropriate use of terminology. Responses focuses on the question/task set. Appropriate and accurate use of supporting knowledge, though there may be some minor errors or occasional points which are underdeveloped. Well-organised fluent and coherent (including thematic organisation, where appropriate).	Sound conceptual understanding. Arguments supported with evidence. Developed explanation. Reaches a coherent conclusion.	Can suggest ideas for appropriate enquiries, though many need limited support to construct overall enquiry question. Can effectively ask questions of sources of evidence. Accurately selects and organises historical information. Only occasional/limited support needed. Considers origin and purpose of evidence. Effectively uses own knowledge to test value of sources. Can compare and contrast sources to test lines of enquiry. Assesses how and why different interpretations have arisen.

Entered on Level 5	Attempts to use accurate terminology, but inconsistent deployment of historical terms. Can deviate from the point at times. Generally accurate subject knowledge, not always explained in relation to the question. Developed understanding of the rules of spelling, punctuation and grammar. Reasonably well-organised and presented in full, detailed sentences and paragraphs.	Able to show a developed understanding of historical concepts. Able to explain concepts. Able to use some evidence to support ideas. Beginning to analyse. Reaches a conclusion, though this may not be wholly convincing.	Beginning to ask questions of sources of evidence. Can select and organise relevant historical information. Needs a limited amount of support. Beginning to consider the origin and purpose of a source of evidence. Beginning to use own knowledge to test the value and limitations of a source. Beginning to compare and contrast sources of evidence to test lines of enquiry. Can suggest reasons how and why different interpretations have arisen.
Entered on Level 4	Uses some historical terminology, although not always accurately. Descriptive/narrative deployment of subject knowledge. An understanding of the rules of SPaG, but not always accurately applied. Attempts a structure, not always fully developed or consistent.	Attempts to explain historical concepts such as causation of events. Relevant ideas with some supporting evidence but lacks depth.	Can use evidence to find answers to enquiry questions with limited support. Beginning to consider origin and purpose of sources. Beginning to use own knowledge. An awareness of different viewpoints but is lacking in development.
Entered on Level 3	Able to use everyday language to communicate ideas. Rarely uses historical terminology. Some subject knowledge used, not always relevant to the question. Simple understanding of the rules of spelling, punctuation and grammar. Written answers generally make sense but are basic in development.	Limited awareness of historical concepts. Some relevant ides given but not supported with evidence. Able to identify and describe.	Beginning to use evidence to find answers to enquiry questions with structured support. Accepts evidence at face value. Generic response. Can identify different views and begin to suggest reasons why they have occurred.
Entered below Level 3	Able to use simple language skills to communicate ideas. Can use sentences to communicate but not always able to form paragraphs. Limited understanding of SPaG.	They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes.	Able to identify different examples of types of sources. Beginning to make deductions from sources going beyond simple observation.

History Assessment Year 9			
Level/Grade	**Historical Communication**	**Historical Understanding**	**Historical Enquiry**
Entered on Level 6	Consistent and appropriate use of historical terminology. Able to write clearly, using historical terms accurately. All points are developed and extended. Precise in use of supporting factual information. Uses sophisticated language; develops and substantiates points.	Secure understanding of historical concepts. Sustained analysis and conclusions. Reasoned and convincing argument. Developed evidential support. Consistently analytical. A sustained explanation.	Can construct own investigations. Able to consult a range of challenging sources. Substantiates arguments. Requires very limited guidance. Beginning to consider historiography. Critical analysis of origin, purpose and content of courses. Confident in comparing and contrasting sources of evidence. Explains how and why different interpretations have arisen.
Entered on Level 5	Appropriate use of terminology. Responses focuses on the question/task set. Appropriate and accurate use of supporting knowledge, though there may be some minor errors or occasional points which are underdeveloped. Well-organised fluent and coherent (including thematic organisation, where appropriate).	Sound conceptual understanding. Arguments supported with evidence. Developed explanation. Reaches a coherent conclusion.	Can suggest ideas for appropriate enquiries, though many need limited support to construct overall enquiry question. Can effectively ask questions of sources of evidence. Accurately selects and organises historical information. Only occasional/limited support needed. Considers origin and purpose of evidence. Effectively uses own knowledge to test value of sources. Can compare and contrast sources to test lines of enquiry. Assesses how and why different interpretations have arisen.

Entered on Level 4	Attempts to use accurate terminology, but inconsistent deployment of historical terms. Can deviate from the point at times. Generally accurate subject knowledge, not always explained in relation to the question. Developed understanding of the rules of spelling, punctuation and grammar. Reasonably well-organised and presented in full, detailed sentences and paragraphs.	Able to show a developed understanding of historical concepts. Able to explain concepts. Able to use some evidence to support ideas. Beginning to analyse. Reaches a conclusion, though this may not be wholly convincing.	Beginning to ask questions of sources of evidence. Can select and organise relevant historical information. Needs a limited amount of support. Beginning to consider the origin and purpose of a source of evidence. Beginning to use own knowledge to test the value and limitations of a source. Beginning to compare and contrast sources of evidence to test lines of enquiry. Can suggest reasons how and why different interpretations have arisen.
Entered on Level 3	Uses some historical terminology, although not always accurately. Descriptive/narrative deployment of subject knowledge. An understanding of the rules of SPaG, but not always accurately applied. Attempts a structure, not always fully developed or consistent.	Attempts to explain historical concepts such as causation of events. Relevant ideas with some supporting evidence but lacks depth.	Can use evidence to find answers to enquiry questions with limited support. Beginning to consider origin and purpose of sources. Beginning to use own knowledge. An awareness of different viewpoints but is lacking in development.
Entered below Level 3	Able to use everyday language to communicate ideas. Rarely uses historical terminology. Some subject knowledge used, not always relevant to the question. Simple understanding of the rules of spelling, punctuation and grammar. Written answers generally make sense but are basic in development.	Limited awareness of historical concepts. Some relevant ides given but not supported with evidence. Able to identify and describe.	Beginning to use evidence to find answers to enquiry questions with structured support. Accepts evidence at face value. Generic response. Can identify different views and begin to suggest reasons why they have occurred.

Year 7 – India Prior Attainment	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
Entered on Level 6	They will recall the meaning of urban and rural and be able to apply it in context. They will recall 5 key words to describe Dharavi.	They understand and can explain in detail what different physical and human factors can lead to urbanisation.	They will be able to locate places in the atlas using latitude and longitude, the contents page and index without support. They can describe the location of India in detail. They can select and accurately use one complex map skill; e.g. place names, points of a compass, latitude and longitude, scale when describing the location. They can independently complete a map showing a variety of both human and physical regions within India. They will draw a detailed field sketch of a slum containing 5 labels/title.
Entered on Level 5	They will recall the meaning of urban and rural. They will recall 4 key words to describe Dharavi.	They understand and can explain what different physical and human factors can lead to urbanisation.	They will be able to locate places in the atlas using the contents page and index without support. They can describe the location of India. They can accurately select and use a variety (3) of map skills (maybe complex skills); e.g. place names, points of a compass, latitude and longitude, scale when describing the location. They can complete a map showing both human and physical regions within India. They will draw a detailed field sketch of a slum containing 4 labels/title.
Entered on Level 4	They will recall the meaning of urban or rural. They will recall 3 key words to describe Dharavi.	They understand some of the different human and/or physical factors causing urbanisation.	They will be able to locate places in the atlas using the contents page and index with some support. They can accurately use 2 map skills; e.g. place names, points of a compass, latitude and longitude, scale when describing the location. They can complete a map showing 2 physical features and 2 major cities within India. They will draw a detailed field sketch of a slum containing 3 labels/title.

Entered on Level 3	They will recall the meaning of urban or rural with the support of a help sheet. They will recall 2 key words to describe Dharavi.	They understand what urbanisation is.	They will be able to locate places in the atlas using the contents page and index with support. They can accurately use at least 1 different map skills; e.g. place names, points of a compass, scale, when describing the location. They can complete a map showing physical regions, 1 physical feature and 1 city within India. They will draw a field sketch of a slum containing 2 labels/title.
Entered below level 3	They can recall some information about slums.	They know that Mumbai is growing in size.	They can use 1 map skill, with help it maybe accurate. With help they can complete a map of India and show 2 physical/human features. They will draw a field sketch and add a label, which is recognisable.
Year 7 – Boscastle flooding	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
Entered on Level 6	They will recall the location, causes and effects of flooding in Boscastle, with detailed case study. They will identify hard and soft engineering methods to manage floods.	They understand the links between different human and physical processes contributing to the Boscastle flood and the effects these have on the people and the environment, including a variety of key terms. They will examine in detail how these effects are linked to a hydrograph identifying when the effects may have happened. They will understand a wide variety of hard and soft engineering methods, give advantages and disadvantages of each, using geographical key terms. They make informed decisions, backed up with detailed reasons, about the management of the rivers and the best solution for Boscastle.	They can accurately select and use a wide variety of complex map skills; e.g. place names, points of a compass, scale, latitude & longitude when describing the location of Boscastle. They will create an accurate hydrograph with a variety of labels and arrows.

Entered on Level 5	They will recall the location, causes and effects of flooding in Boscastle with some case study detail. They will identify some hard and soft engineering methods to manage floods.	They understand some links between different human and physical processes contributing to the Boscastle flood and the effects these have on the people and the environment. They can identify on a hydrograph when these effects happened. They will understand a variety of hard and soft engineering methods, give advantages and disadvantages of each, using basic geographical key terms. They make decisions, backed up with reasons, about the management of Boscastle.	They can accurately select and use a limited number of map skills; e.g. place names, points of a compass. They can accurately use two complex skills: scale and/or latitude & longitude when describing the location of Boscastle. They will create a hydrograph with some accuracy with at least three accurate labels.
Entered on Level 4	They will recall the location, causes and effects of flooding with limited case study. They will identify one hard and one soft engineering method to manage floods.	They understand the different human and physical processes contributing to the Boscastle flood and the effects these have on the people and the environment. They will identify a range of hard and soft engineering methods and give advantages and disadvantages of each. They will use everyday language. They begin to make decisions about the management of Boscastle.	They can accurately use a limited number of map skills; e.g. place names, points of a compass. They can attempt to use scale and/or latitude & longitude when describing the location of Boscastle. They will create a basic hydrograph with at least two accurate labels.
Entered on Level 3	They will identify some causes and effects of flooding. Maybe give a location. They will identify either hard/soft engineering methods to manage floods.	They will identify some causes of flooding. They identify human and/or physical factors that contributed to the Boscastle flood and the effects these have on the people and the environment. They begin to give advantages and disadvantages of some management schemes. They make decisions and give basic reasons about the management of Boscastle.	They can accurately use at least 1 map skill; e.g. place names, direction when describing the location of Boscastle. The will complete a basic hydrograph with at least one accurate label.

Entered below level 3	They begin to see the difference between causes and effects of flooding. They understand people can manage floods.	They identify factors that contributed to the Boscastle flood (lots of rain) and the effects these have on the people. They begin to make decisions and give basic reasons about one management scheme.	They can accurately use 1 map skill; e.g. place names, direction when describing the location of Boscastle. The will complete a basic hydrograph.

Year 7 – Different climates	**Progress Objective: Knowledge**	**Progress Objective: Understanding and Geographical Application**	**Progress Objective: Skills and Geographical Application**
Entered on Level 6	They will recall facts about animal adaptions and will begin to use geographical key terms. Recall facts as evidence for understanding how the weather affects different groups of people.	They can explain in detail 2 types of rainfall, including a named mountain range in The UK (relief rainfall) and draw detailed labelled diagrams. They can explain the weather patterns of a depression and anticyclone; to forecast the weather. They can describe and explain in detail how camels have adapted to the hot desert. They understand and explain in detail how the weather conditions affect different people and the economy; both negative and positive.	They can accurately select and use a variety of complex map skills; e.g. place names, points of a compass, scale, latitude & longitude when describing the location of North Africa. They can accurately draw a climate graph and describe it. They can collect and record accurate weather data using equipment; they can draw simple graphs, interpret the data and reach basic conclusions. They can make decisions about where to locate a picnic site and provide reasons (with evidence) to justify their decision. They can identify limitations with the data they have collected.
Entered on Level 5	They will recall facts about animal adaptions and will use everyday language. Recall some facts as evidence for understanding how the weather affects different groups of people.	They can explain 2 types of rainfall and draw labelled diagrams. They can explain the weather patterns of a depression and anticyclone. They can describe and explain how camels have adapted to the hot desert. They understand and explain how the weather conditions affect different people and the economy; negative and/or positive.	They can accurately select and use a limited number of map skills; e.g. place names, points of a compass. They can accurately use one complex skill: scale and/or latitude & longitude when describing the location of North Africa. They can draw a climate graph and describe it. They can collect and record accurate weather data using equipment; they can draw simple graphs, interpret the data and reach basic conclusions. They can make decisions about where to locate a picnic site and provide reasons (with evidence) to justify their decision.

Entered on Level 4	They will recall fact(s) about animal adaptions and will use everyday language.	They begin to explain 2 types of rainfall, with labelled diagrams. They begin to explain the weather associated with either a depression or a anticyclone. They can describe two features of a camel and begin to explain how 1 feature has adapted to the hot desert. They understand and begin to explain how weather conditions affect different people; positive and/or negative.	They can accurately use a limited number of map skills; e.g. place names, points of a compass. They can attempt to use scale and/or latitude & longitude when describing the location of North Africa. They can draw, with help, a climate graph and begin to describe it. They can collect and record weather data using equipment; they can draw simple graphs, interpret the data and reach basic conclusions. They can make decisions about where to locate a picnic site and provide basic reasons to justify their decision.
Entered on Level 3	They will recall a fact about animal adaptions and will use simple language.	They can add labels to a diagram to explain relief rainfall. Label a chart, with help, to show the weather of a depression or an anticyclone. They describe one feature of a camel. They identify how the weather affects different people.	They can accurately use at least 1 map skill; e.g. place names, direction. When describing the location North Africa. They can complete part of a climate graph or a separate bar graph/line graph, with help. They can answer simple questions on it. They can collect and record weather data in groups using equipment; they can draw a simple graph with help, begin to interpret the data. They can make decisions about where to locate a picnic site.
Entered below level 3		They can add labels to a diagram to show what relief rainfall is, with help. They describe one feature of a camel. They identify how the weather affects people.	They can accurately use 1 map skill; e.g. place names, direction. When describing the location North Africa. They can complete a separate bar graph or line graph, with help. They can answer simple questions on it. They can collect and record weather data in groups using equipment; they can draw a simple graph with help. They can answer basic questions about the data. They can make decisions about where to locate a picnic site.

Year 7 – Global Interactions Diamonds	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
Entered on Level 6	They will successfully put the diamond chain in order of their formation. They will also identify which jobs fall under which sector. Recall detailed information by writing a diary entry for a child worker including; where they work, what they have to do and how much they get paid.	Explain, in detail, what blood diamonds are and why Kanye West won't wear blood diamonds. Suggest how this can be stopped by explaining what the Kimberly process is and how it helps.	They can accurately select and use a variety of complex map skills; e.g. place names, points of a compass, scale, latitude & longitude when describing the location of Sierra Leone. GIS – Will be able to access a world map from Google, circle where several countries are found and create interactive slides about these countries containing information about their literacy rate, GDP and % of the population with HIV/AIDS.
Entered on Level 5	They will successfully put the diamond chain in order of their formation. They will also identify which sector most of the jobs fall under. Recall information by writing a diary entry for a child worker including; where they work, what they have to do and how much they get paid.	Explain what blood diamonds are and why Kanye West won't wear blood diamonds. Suggest how this can be stopped by explain what the Kimberly process is.	They can accurately select and use a limited number of map skills; e.g. place names, points of a compass. They can accurately use one complex skill: scale and/or latitude & longitude when describing the location of Sierra Leone. GIS – Will be able to access a world map from Google, circle where several countries are found and create interactive slides about these countries containing information about their literacy rate and GDP.
Entered on Level 4	They will successfully put the diamond chain in order of their formation, with some help. They will also identify which sector some of the jobs fall under. Recall some information by writing a diary entry for a child worker including 2 of the following; where they work, what they have to do and how much they get paid.	State what blood diamonds are and begin to explain why Kanye West won't wear blood diamonds. Suggest how this can be stopped by writing a sentence stating what the Kimberly process is.	They can accurately use a limited number of map skills; e.g. place names, points of a compass. They can attempt to use scale and/or latitude & longitude when describing the location of Sierra Leone. GIS – Will be able to access a world map from Google, circle where several countries are found. They will create interactive slides for 2 of these countries which contains information about their literacy rate.

Entered on Level 3	They will put the diamond chain back in order, with some help. Recall limited information by writing a simple diary entry for a child worker.	State what blood diamonds are and write a sentence saying why Kanye West won't wear blood diamonds.	They can accurately use at least 1 map skill; e.g. place names, direction. When describing the location of Sierra Leone. They can complete part of a climate graph or a separate bar graph/line graph, with help. They can answer simple questions on it. GIS – Will be able to access a world map from Google and circle where a series of countries are found on the world map using PowerPoint.
Entered below Level 3	Recall limited information to write a few sentences about child workers.	Say what blood diamonds are and why they are bed.	They can accurately use 1 map skill when describing the location of Sierra Leone. With help they can complete part of a climate graph (either temperature or rainfall). They can answer simple questions on either temperature or rainfall. Working with others they use Google to find countries.

Year 7 – Middle East	**Progress Objective: Knowledge**	**Progress Objective: Understanding and Geographical Application**	**Progress Objective: Skills and Geographical Application**
Entered on Level 6	They will research/recall facts about Masdar city and will begin to use geographical key terms.	They can categorise a wide variety of different types of energy into renewable or nonrenewable energy resources, linking to sustainability and giving justifications for decisions. They understand and can classify a wide variety of sustainable features of Masdar city, linking to sustainability the effect on the environment with specific facts and figures. They identify that sustainability can bring problems.	They can accurately select and use a variety of complex map skills; e.g. place names, points of a compass, scale, latitude & longitude when describing the location of Tehran. They can accurately collect evidence and record findings in detail to show how sustainable Cowley is. Accurately complete a bar chart.

Entered on Level 5	They will research/recall facts about Masdar city and will use everyday language.	They can categorise a range of different types of energy into renewable or nonrenewable energy resources, linking to sustainability. They understand and can classify a range of sustainable features of Masdar city, with specific facts and figures. They identify that sustainability can bring problems.	They can accurately select and use a limited number of map skills; e.g. place names, points of a compass. They can accurately use one complex skill: scale and/or latitude & longitude when describing the location of Tehran They can accurately collect evidence and record findings to show how sustainable Cowley is. Accurately complete a bar chart.
Entered on Level 4	They will research/recall fact(s) about Masdar city and will use everyday language.	They can categorise different types of energy into renewable or nonrenewable energy resources. They understand and can classify some sustainable features of Masdar city. They begin to identify problem of sustainability.	They can accurately use a limited number of map skills; e.g. place names, points of a compass. They can attempt to use scale and/or latitude & longitude when describing the location of Tehran. They can collect evidence and record findings to show how sustainable Cowley is. Complete a bar chart.
Entered on Level 3	They will research a fact about Masdar city and will use simple language.	They can categorise at least one type of energy into renewable or nonrenewable energy resources. They identify and describe the sustainable features of Masdar city. They can describe a problem of sustainability.	They can accurately use at least 1 map skill; e.g. place names, direction. When describing the location Tehran. They can collect evidence and record findings to show how sustainable Cowley is. Complete a bar chart, with some help.
Entered below Level 3	They can research how Cowley is environmental friendly.	They understand that cities can have features which help the environment.	They can accurately use 1 map skill. In groups they can collect evidence. Complete a bar chart, with some help.

Year 7 – Yorkshire Dales	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
Entered on Level 6	They will recall and describe the different types of weathering and begin to use a variety of geographical key terms.	They can explain in detail how limestone features are formed, including the weathering process and carbonation. They understand how different groups of people feel about the tourists; both positives and negatives. They can identify solutions to all problems caused by tourists.	They can accurately select and use a variety of complex map skills; e.g. place names, points of a compass, scale, latitude & longitude when describing the location of Yorkshire Dales. They can accurately draw a field sketch of a limestone pavement, including a title, and at least 4 correct labels. Arrows should also be accurate.
Entered on Level 5	They will recall and describe the different types of weathering and will use everyday language.	They can explain how limestone features are formed including the carbonation process. They understand how different groups of people feel about the tourists; positive and/or negative. They can identify solutions to some of the problems caused by tourists.	They can accurately select and use a limited number of map skills; e.g. place names, points of a compass. They can accurately use one complex skill: scale and/or latitude & longitude when describing the location of Yorkshire Dales. They can accurately draw a field sketch of a limestone pavement, including a title, and at least 3 correct labels. Arrows should also be accurate.
Entered on Level 4	They will recall and describe 2 different types of weathering and use everyday language.	They can describe one feature of a limestone area and begin to explain how it forms. They understand how different groups of people feel about the tourists; positive and/or negative.	They can accurately use a limited number of map skills; e.g. place names, points of a compass. They can attempt to use scale and/or latitude & longitude when describing the location of Yorkshire Dales. They can draw a field sketch of a limestone pavement, including a title and 2 correct labels.
Entered on Level 3	They will recall and describe 1 type of weathering and use simple language.	They describe one feature found in a limestone area. They understand how some people may feel about the tourists in the Yorkshire Dales.	They can accurately use at least 1 map skill; e.g. place names, direction. When describing the location Yorkshire Dales. They can draw a field sketch of a limestone pavement; including a title and one label, with help.

Entered below Level 3	Recall what weathering is; rocks fall apart…	They can orally describe a photograph of a limestone feature.	They can accurately use 1 map skill, when describing the location of the Yorkshire Dales. They can add a label to a diagram of a limestone pavement.

Year 7 - skills	**Progress Objective: Knowledge**	**Progress Objective: Understanding and Geographical Application**	**Progress Objective: Skills and Geographical Application**
Entered on Level 6	They can recall above 15 (out of 20) places; rivers, capital cities, mts, countries of the BI and world continents and oceans.		They can accurately select and use a wide variety of complex map skills; e.g. place names, relief, points of a compass, scale (curved and straight line), 6 figure grid references when describing a route using an OS map. Accurately draw a cross-section and label the map and cross section with 2 labels (gentle slope etc) Use a variety of techniques to collect data, analyse evidence, identify some limitations and reach plausible conclusions.
Entered on Level 5	They can recall 10-15 places; rivers, capital cities, mts, countries of the BI and world continents and oceans.		They can accurately select and use two complex map skills; e.g. place names, relief, points of a compass, scale (straight line and attempt curved), 4/6 figure grid references when describing a route using an OS map. Draw a cross-section with some accuracy and label the map and cross section with 1 label. Use 3 techniques to collect data, begin to analyse evidence, identify a limitation and reach conclusions.
Entered on Level 4	They can recall 5-9 places; rivers, capital cities, mts, countries of the BI and world continents and oceans.		They can accurately use a variety of map skills; e.g. place names, relief, points of a compass, scale, 4/6 figure grid references when describing a route using an OS map. Draw a cross-section. Use 2 techniques to collect data, describe evidence, and reach basic conclusions.
Entered on Level 3	They can recall less than 5 places; rivers, capital cities, mts, countries of the BI and world continents and oceans.		They can use at least 2 different map skills; e.g. place names, relief, points of a compass, scale, 4 figure grid references when describing a route using an OS map. One map skill is accurate. With some help complete a cross-section. Use at least 1 technique to collect data and write about results in simple language.
Entered below Level 3			They can use 1 map skill, with help it maybe accurate, and simple language when describing a route. Use 1 technique to collect data and answer basic questions about the data

Year 8 – Himalayas	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
Entered on Level 6	They will recall a variety of case study facts about The Himalayas and will use geographical key terms. They will research a variety of reasons why people go on holiday to Nepal and write a detailed postcard. They will classify the benefits/problems of tourism using a detailed Venn diagram. They will recall the specific causes and effects of a case study of an avalanche and include them in a detailed newspaper report using geographical terms. They will recall 3 ways to prevent damage from avalanches.	They understand how and why climate has changed since the last ice age and the effects these have on people and the environment. They will explain the processes of weathering and erosion in detail and how they shape the mountain. They will understand how the processes are linked to create a variety of features. They explain in detail the formation of arêtes, corries and pyramidal peaks. They will explain in detail the causes, effects and management of an avalanche using geographical terminology.	They can accurately complete a map showing part of Asia labelling a variety of places and describing in detail using a wide variety of complex skill e.g. place names, relief, 8 points of a compass, scale, longitude & latitude, the location of the Himalayas. They can accurately draw a climate graph and describe it.
Entered on Level 5	They will recall a number of case study facts about Himalayas. They will begin to use geographical key terms. They will research a number of reasons why people go on holiday to Nepal and write a postcard. They classify the benefits/problems into 3 categories. They will recall a number of causes and effects of a case study of an avalanche and include them in a newspaper report using limited geographical terms. They will recall 2 ways to prevent damage from avalanches.	They understand how and some of the reasons why climate has changed since the last ice age and some of the effects these have on people and the environment. They will explain in detail the processes of weathering and erosion and how they shape the mountain using geographical terminology. They will understand how some of the processes are linked to create a variety of features. They explain the formation of arêtes, corries and pyramidal peaks. They will explain the causes, effects and management of an avalanche using geographical terminology.	They can accurately complete a map showing part of Asia labelling a variety of places and describing in detail and use two complex map skills; e.g. place names, relief, 8 points of a compass, scale, longitude and latitude, to describe the location of the Himalayas. They can draw a climate graph and describe it.

Entered on Level 4	They will recall a limited number of case study facts about Himalayas. They will use everyday language. They will research some reasons why people go on holiday to Nepal and write a postcard. They begin to classify the benefits/problems into more than one category. They will recall some causes and effects of an avalanche and include them in a newspaper report using basic language. They will recall 1 method to prevent damage from avalanches.	They understand a limited understanding of how and why climate has changed since the last ice age and recognise a limited number of effects these have on people and the environment. They will explain the processes of weathering and erosion and how they shape the mountain using limited geographical terminology. They describe and begin to explain the formation of arêtes, corries and pYearamidal peaks.	They can complete a map showing part of Asia labelling a variety of places and can accurately use a variety of map skills; e.g. place names, relief, 8 points of a compass, scale, longitude and latitude, to describe the location of the Himalayas. They can draw, with help, a climate graph and begin to describe it.
Entered on Level 3	They will use simple language to describe the Himalayas. They will identify some reasons why people go on holiday to Nepal. They will use some of this information and attempt to write a postcard. They can identify benefits and problems of tourism. They will recall a cause and some effects of an avalanche and attempt to include them in a newspaper report using basic language.	They have a basic understanding of how and at least one reason why climate has changed since the last ice age and a limited number of effects these have on people and the environment. They will begin to explain the processes of weathering and erosion and how they shape the mountain using everyday language. They describe and begin to explain the appearance of one of arêtes, corries/ pYearamidal peaks. They will begin to describe the events of an avalanche using basic language.	They can complete a map showing part of Asia labelling a variety of places They can accurately use at least 2 different map skills; e.g. place names, relief, points of a compass, scale to describe the location of the Himalayas. They can complete part of a climate graph or a separate bar graph/line graph, with help. They begin to interpret it.
Entered below Level 3	They use simple words to describe the Himalayas. They can complete a writing frame on why tourists visit. They can identify a benefit and problem of tourism. They can complete a writing frame (with a choice of words) on cause(s), effect(s) of an avalanche.	They understand the climate is getting warmer and some of the effects this will have. They can describe photographs of corries etc in simple language.	They can complete a map showing part of Asia labelling some places They can accurately use at least 1 map skill; e.g. place names, relief, points of a compass, to describe the location of the Himalayas. They can complete a separate bar graph/ line graph, with help. They can answer basic questions

Year 8 – China and Malawi	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
Entered on Level 6	They will recall a variety of case study facts about China and Malawi and will use geographical key terms.	They explain in detail why China is richer than Malawi using a variety of key terms and detailed case study. They understand the links between different human factors contributing to HIV/AIDs in Malawi and the effects these have on the people. They make informed decisions about how best to support the people of Malawi, these decisions are backed up with detailed reasons.	They can accurately select and use a wide variety of complex map skills; e.g. place names, plate boundaries, 8 points of a compass, scale, latitude & longitude when describing the location and size of Malawi.
Entered on Level 5	They will recall a number of case study facts about China and Malawi. They will begin to use geographical key terms.	They explain why China is richer than Malawi using key terms and case study. They understand some links between different human factors contributing to HIV/AIDs in Malawi and the effects these have on the people. They make decisions about how best to support the people of Malawi, these decisions are backed up with reasons.	They can accurately use a number of map skills; e.g. place names, plate boundaries, 8 points of a compass. They can accurately use one complex skill: scale and/or latitude & longitude when describing the location and size of Malawi.
Entered on Level 4	They will recall a limited number of case study facts about China and Malawi. They will use everyday language.	They begin to explain why the China is richer than Malawi, with some key terms and some case study. They understand the different human factors contributing to HIV/AIDs in Malawi and the effects these have on the people. They begin to make decisions about how best to support the people of Malawi, these decisions are backed up with some reasons.	They can accurately use 3 map skills; e.g. place names, 8 points of a compass. They can attempt to use scale and/or latitude & longitude when describing the location and size of Malawi.

Entered on Level 3	They will use simple language to describe the features of China and Malawi.	They describe how China is richer than Malawi, maybe use a key term. They identify human factors contributing to HIV/AIDs in Malawi and the effects these have on the people. They identify 2 ways to support the people of Malawi. They attempt to decide which method is best. Basic reasons are given.	They can accurately use at least 2 map skill; e.g. place names, direction when describing the location and size of Malawi.
Entered below Level 3	They will use simple language to describe the features of China or Malawi.	They understand some countries are richer than others. They can identify how the people of Malawi can be helped.	They can accurately use at least 1 map skill; e.g. place names, direction when describing the location and size of Malawi.

Year 8 – China earthquake	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
Entered on Level 6	They will recall a variety of case study facts about the China earthquake and will use 4/5 geographical key terms. They include a variety of case study detail.	They explain in detail why the China earthquake happened using a variety of key terms and detailed case study. Must include: Type of plate boundary and convection currents. They explain in detail the contribution different processes had on the effects on the people and the environment; they start to make links between different factors.	They can accurately select and use a wide variety of complex map skills; e.g. place names, plate boundaries, 8 points of a compass, scale, latitude & longitude when describing the location of the China earthquake.
Entered on Level 5	They will recall a number of case study facts about the China earthquake. They will begin to use geographical key terms (2/3). They include a number of case study facts.	They explain why the China earthquake happened using a variety of key terms and some case study. They explain in detail the contribution different processes had on the effects on the people and the environment.	They can accurately select and use a number of map skills; e.g. place names, plate boundaries, 8 points of a compass. They can accurately use one complex skill: scale and/or latitude & longitude when describing the location of the China earthquake.
Entered on Level 4	They will recall a limited number of case study facts about the China earthquake. They will use ½ key terms. They refer to some case study.	They begin to explain why the China earthquake happened using some key terms and limited case study. They understand the different human and physical processes contributing to the China earthquake and the effects these have on the people and the environment.	They can accurately use a limited number of map skills; e.g. place names, 8 points of a compass. They can attempt to use scale and/or latitude & longitude when describing the location of the China earthquake.
Entered on Level 3	They will identify some effects of an earthquake and use simple language.	They describe why the China earthquake happened using simple vocabulary. They identify human and/or physical factors that contributed to the China earthquake and the effects these have on the people and the environment.	They can accurately use at least 2 map skill; e.g. place names, direction when describing the location of the China earthquake.
Entered below Level 3	They can describe the effects of an earthquake, using a photograph to help them.	They can give 1 basic reason to explain why there was a lot of death (v. large earthquake, lots of people live there)	They can accurately use at least 1 map skill e.g. place names, direction when describing the location of the China earthquake.

Year 8 – Holderness Coast	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
Entered on Level 6	They will use a variety of key terms in their explanations of the formation of a spit. They will complete a missing word passage on cliff collapse correctly with no help. They will refer to detailed case study.	They will rank the different coastal defence schemes from best to worst and provide detailed explanations for choices with fully justified reasons, including a variety of key terms. They will examine in detail the different coastal defence schemes by comparing the different approaches to managing the coast along Holderness. They make informed decisions that are backed up with detailed reasons of how to manage the coastline.	They can accurately select and use a wide variety of complex map skills; e.g. place names, 8 points of a compass, scale, latitude & longitude when describing the location of the Holderness coast. They will create a field sketch with a variety of detailed labels and accurate arrows to explain the formation of erosional landforms.
Entered on Level 5	They will use a range of key terms in their explanation of the formation of a spit. They will complete a missing word passage on cliff collapse, most answers will be correct, with no help. They will refer to case study.	They will rank the different coastal defence schemes from best to worst and provide detailed explanations for their choices with fully justified reasons. They will start to examine the different coastal defence schemes by comparing the different approaches to managing the coast along Holderness. They make informed decisions that are backed up with reasons of how to manage the coastline.	They can accurately select and use a number of map skills; e.g. place names, 8 points of a compass. They can accurately use two complex skills: scale and/or latitude & longitude when describing the location of the Holderness coast. They will create a field sketch with three accurate and detailed labels to explain the formation of erosional landforms. .
Entered on Level 4	They will use some key terms in their explanation of the formation of a spit. They will complete a missing word passage on cliff collapse, maybe in pairs. They will refer to some case study detail.	They will rank the different coastal defence schemes from best to worst and provide reasons for their choices. They begin to make decisions when creating their article on the Holderness coast. They give reasons of how to manage the coastline.	They can accurately use a limited number of map skills; e.g. place names, 8 points of a compass. They can attempt to use scale and/or latitude & longitude when describing the location of the Holderness coast. They will create a field sketch with three labels to show erosional landforms.
Entered on Level 3	They will be able to describe and briefly explain how a beach is formed. They will refer to 1/2 pieces of case study.	They will rank the different coastal defence schemes from best to worst and provide some basic reasons. They give basic reasons of how to manage the coastline.	They can accurately use at least 2 map skill; e.g. place names, direction when describing the location of the Holderness coast. The will create a basic field sketch with two accurate label to show erosional landforms.
Entered below Level 3	They will begin to describe how a beach is formed.	In groups they begin to make decisions, with basic reasons.	They can accurately use 1 map skill. They complete a sketch and add a label to show erosional landforms.

Year 8 – Population	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
Entered on Level 6	They will recall a variety of case study facts about China's one-child policy and will use geographical key terms. (Exam)	They explain in detail why birth rates vary for The UK and The Gambia. They identify and explain the problems of China's one-child policy, supported with evidence.	They can accurately complete a choropleth map using density shading and label countries.
Entered on Level 5	They will recall a number of case study facts about China's one-child policy. They will begin to use geographical key terms. (Exam)	They explain why birth rates vary for The UK and The Gambia. They identify and explain the problems of China's one-child policy.	They can accurately complete a choropleth map using density shading and label countries.
Entered on Level 4	They will recall a limited number of case study facts about China's one-child policy. They will use everyday language. (Exam)	They begin to explain why birth rates vary for The UK and The Gambia. They identify and begin to explain the problems of China's one-child policy.	They can complete a choropleth map using density shading or colour shading, and label countries.
Entered on Level 3	They will use simple language to describe the features of China's one-child policy. (Exam)	They describe why birth rates vary for The UK and The Gambia. They identify problems of China's one-child policy.	They can complete a choropleth map using colour shading, with some countries labelled.
Entered below Level 3	They can recall some features of China's one-child policy, using simple language. (Exam)	They understand people have fewer children in The UK. They can describe some problems of China's one-child policy.	They can complete a choropleth map using shading and label a few countries, with help.

Year 8 – Soils in the Local Area	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
EP (GCSE 8/9) Started av L6	They will recall a variety of problems with the various soil types found in St Helens and provide advice on how to improve different soil types, using geographical terms when writing the Agony Aunts reply (4/5).	Complete a storyboard with detailed headings explaining how soils are formed. This must be linked to weathering processes. Geographical terms are used throughout. Rank the techniques for soil improvement from best to worst and provide detailed explanations for choices and explain in detail why soils are important for people.	They can accurately select and use a wide variety of complex map skills; e.g. place names, 8 points of a compass, scale, latitude & longitude when describing the location St Helens and the different soil types. Use 2 techniques to accurately decide the soil types. Collect data, analyse evidence and reach plausible conclusions.
HA (GCSE 6/7) Started av L5	They will recall a number of problems with the various soil types found in St Helens and will provide some advice on how to improve different soil types. They will begin to use geographical terms when writing the Agony Aunts reply (2/3).	Complete a storyboard with detailed headings explaining how soils are formed. They begin to link to weathering processes. Geographical terms are used. Rank the techniques for soil improvement from best to worst and provide detailed explanations for choices. Start to link this to the importance of soils.	They can accurately select and use a limited number of map skills; e.g. place names, 8 points of a compass. They can accurately use one complex skill: scale and/or latitude & longitude when describing the location of St Helens and the different soil types. Use 2 techniques to collect data and decide the soil type. Begin to analyse evidence and reach conclusions.
MA (GCSE 4/5) Started av L4	They will recall a limited number of problems with the various soil types found in St Helens and will begin to provide some solutions to these problems when writing their Agony Aunts letter. They will use ½ key terms.	Complete a storyboard beginning to explain how soils are formed with basic headings. Everyday language is used. Rank the techniques for soil improvement from best to worst and provide reasons for your choices.	They can accurately use a limited number of map skills; e.g. place names, 8 points of a compass. They can attempt to use scale and/or latitude & longitude when describing the location of St Helens and the different soil types. Use 2 techniques to collect data and decide the soil type. They will describe evidence and reach basic conclusions.

LA (GCSE 2/3) Started av L3	They will identify some problems and improvements that can be made to the various soil types.	Accurately complete the word fill to explain how soils are formed. Rank the techniques for soil improvement from best to worst and provide some basic reasons.	They can accurately use at least 2 map skill; e.g. place names, direction when describing the location of St Helens. Use at least 1 technique to collect data and write about results in simple language, deciding the soil type from possible types.
SEN (GCSE 1) Started av below L3	They identify a problem and improvement to soil.	In groups rank the techniques for soil improvement from best to worst and provide some basic reasons. Accurately complete the word fill to explain how soils are formed.	They can accurately use 1 map skill. Use at least 1 technique to collect data and answer simple questions about the results.

Year 9 Amazonia	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
Entered on Level 6	They will recall a number of case study facts about conserving the rainforest. They will recall the meanings of key terms.	They explain how the vegetation has adapted to the climate. They can describe and give the social and environmental impacts of 1 project used to save the rainforest	They can accurately use a number of map skills; e.g. place names, plate boundaries, 8 points of a compass; including at least one complex skill: scale and/or latitude & longitude when describing the location and size of Amazonia and/or Guyana. They can accurately draw and interpret a climate graph.
Entered on Level 5	They will recall limited information about conserving the rainforest, possibly using some key terms.	They begin to explain how the vegetation has adapted to the climate. They begin to describe and give the impacts of 1 project used to save the rainforest.	They can accurately use at least 3 map skills; e.g. place names, 8 points of a compass. They attempt to use scale and/or latitude & longitude (sometimes accurately) when describing the location and size of Amazonia and/or Guyana. They can draw and interpret a climate graph.
Entered on Level 4	They will use simple language to describe the how rainforests can be conserved.	They describe how the vegetation has adapted to the climate. They can briefly describe how 1 project can help to save the rainforest/ or the impacts of the project.	They can accurately use at least 2 map skills; e.g. place names, direction (8 points). They attempt to use scale and/or latitude/longitude when describing the location and size of Amazonia and/or Guyana. They can complete a climate graph and start to interpret it.
Entered on Level 3		They can briefly describe how the vegetation has adapted to the climate. With prompts they can briefly describe how 1 project can help save the rainforest/or the impacts of the project.	They can accurately use at least 2 map skills: place names, direction (8 points). They can complete a climate graph or separate bar and line graph. They begin to interpret it with some help.

Year 9 – Icelandic Volcano	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
Entered on Level 6	They will recall information comparing composite and shield volcanoes, using comparison words and a number of key words e.g. viscous. Recall information about why people want to live near volcanoes. Include at least 3 reasons in a speech to the Mayor of Iceland.	They will write a newspaper article about the Iceland volcano, explaining the local, national and global effects. Write a paragraph to explain why the Iceland volcano erupted, including convection currents and key terms.	They can accurately select and use a number of map skills; e.g. place names, 8 points of a compass. They can accurately use one complex skill: scale and/or latitude & longitude when describing the location of volcanoes and location of the Iceland volcano.
Entered on Level 5	They will recall limited information comparing composite and shield volcanoes, possibly using some key words. Recall some information about why people want to live near a volcano. Include 2 reasons in a speech to the Mayor of Iceland.	They will write a newspaper article about the Iceland volcano and begin to describe the local, national, and global effects. Write a paragraph to begin to explain why the Iceland volcano erupted. At least 1 key term is used and some may briefly explain convection currents.	They can accurately use at least 3 map skills; e.g. place names, 8 points of a compass. They can attempt to use scale and/or latitude & longitude (increasing accuracy) when describing the location of volcanoes and location of the Iceland volcano.
Entered on Level 4	They will use simple language to describe a composite volcano and a shield volcano. Recall 2 reasons why people want to live near a volcano. Use simple language to prepare a speech to the Mayor of Iceland.	They categorise the local, national and global effects of the Iceland volcano eruption. Draw a diagram with labels to show why the Iceland volcano erupted. They can describe/ begin to explain what is happening.	They can accurately use at least 2 map skills; e.g. place names, direction (8 point) when describing the location of volcanoes and location of the Iceland volcano. They attempt to use scale and/or latitude/ longitude.
Entered on Level 3	They can describe a volcano. Recall 1 reason why people want to live near the volcano. Complete a missing word passage (speech to the Mayor)	They can add labels to a diagram of a volcano to describe why it erupts. They can write a few sentences describing the eruption.	They can accurately use at least 2 map skills; place names, direction.

Year 9 – Tourism	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
Entered on Level 6	They will recall a number of reasons and will provide their own reasons why tourism has grown. They will recall a number of human and physical attractions at Blackpool and give a wide variety of ways it has been regenerated. They will recall a number of human and physical attractions in Kenya.	They categorise a variety of advantages and disadvantages of tourism in Blackpool, using geographical key terms and case study detail. Analyse the problems and give a range of solutions surrounding tourism in Antarctica using geographical key terms and specific case study detail. They will write a report by making decisions backed up with reasons, about the management of tourism in Kenya, including sustainability. They will use geographical key terms and specific case study detail. They will create a map of a tourist resort and an extended piece of writing to explain reasons for the location of the different attractions on the map, the impact the resort will have on other areas and why the resort is sustainable.	They can accurately select and use a number of map skills; e.g. place names, 8 points of a compass. They can accurately use two complex skills: scale and/or latitude & longitude when describing the location of Blackpool and Dubai. They will create an accurate and detailed bar chart to show where tourists visit with a variety of labels and arrows. They will be able to interpret a variety of maps, diagrams and graphs, analysing groups and picking out trends for the growth of tourism. They will then be able to explain this in a paragraph. They draw an appropriate field sketch to show the physical and human attractions in a variety of areas, including a title, and at least 4 correct labels. Arrows should also be accurate.
Entered on Level 5	They will recall some of the reasons why tourism has grown. They will recall some of the human and physical attractions at Blackpool and give a variety of ways it has been regenerated. They will recall some of the human and physical attractions in Kenya.	They categorise some of the advantages and disadvantages of tourism in Blackpool, using basic geographical key terms and limited case study detail. Understand the problems and give at least one solution surrounding tourism in Antarctica using every day language and some case study detail. They will write a report by making decisions backed up with reasons, about the management of tourism in Kenya, including sustainability. They will use every day language and some case study detail. They will create a map of a tourist resort and an extended piece of writing to explain reasons for the location of the different attractions on the map and the impact the resort will have on other areas.	They can accurately use a limited number of map skills; e.g. place names, 8 points of a compass. They can attempt to use scale and/or latitude & longitude when describing the location of Blackpool and Dubai. They will create a basic bar chart showing where tourists visit with two accurate labels. They will be able to interpret some maps, diagrams and graphs, analysing groups and picking out trends for the growth of tourism. They draw an appropriate field sketch to show the physical and human attractions in a variety of areas, including a title and two correct labels.

Entered on Level 4	They will recall a limited number of reasons why tourism has grown. They will recall a limited number of attractions at Blackpool and give one way it has been regenerated. They will recall a limited number of attractions in Kenya.	They categorise some of the advantages and disadvantages of tourism in Blackpool, using everyday language with no case study detail. Describe the problems and give at least one solution surrounding tourism in Antarctica using everyday language and limited case study detail. They will write a report by making decisions backed up with reasons, about the management of tourism in Kenya, including sustainability. They will use every day language and limited case study detail. They will create a map of a tourist resort and an extended piece of writing to explain reasons for the location of the different attractions on the map.	They can accurately use at least 2 map skills; e.g. place names, direction when describing the location of Blackpool and Dubai. They will complete a basic bar chart showing where tourists visit with one accurate label. They annotate a range of photographs to show the physical and human attractions in a variety of areas.
Entered on Level 3	They will recall a reason why tourism has grown. They will recall a limited number of attractions at Blackpool and give one way it has been regenerated. They will recall 1/ attractions in Kenya.	They categorise some of the advantages or disadvantages of tourism in Blackpool, using everyday language. Describe a problem. They will write a report by completing a missing word passage - making decisions backed up with reasons, about the management of tourism in Kenya, including sustainability.	They can accurately use at least 1 map skill; e.g. place names, direction when describing the location of Blackpool and Dubai. They will complete a basic bar chart showing where tourists visit with one accurate label, with help. They annotate a photograph to show the physical and human attractions in a variety of areas.

Year 9 Water	Progress Objective: Knowledge	Progress Objective: Understanding and Geographical Application	Progress Objective: Skills and Geographical Application
Entered on Level 6	They will recall a variety of ways in which we need water to live. They will recall a variety of ways to save water and explain the best 5. They will recall a variety of facts about Guinea Worm. They will recall 5 characteristics of the Yangtze River dam. They will recall a variety of advantages and disadvantages of building a dam.	They will understand and be able to explain how water is cleaned They identify and understand the links between different human and physical processes contributing to the spread of Guinea Worm. They will explain in detail how the building of a dam can affect different people in different ways. They will make an informed decision as to whether they think the dam should have been built or not, based on the information collected.	They will locate all 7 continents, seas and oceans on a world map. Some will locate major rivers; including the Yangtze River and its dam. They will accurately locate countries affected by Guinea Worm. They will accurately locate Israel using an atlas and name 3 bordering countries. They can accurately select and use a wide variety of complex map skills; e.g. place names, 8 points of a compass, scale, latitude & longitude when describing the location of countries with Guinea Worm.
Entered on Level 5	They will recall a number of ways in which we need water to live. They will recall a number of ways to save water and explain the best 4. They will recall a number of facts about Guinea Worm. They will recall 3 characteristics of the Yangtze River dam. They will recall a variety of advantages and disadvantages of building a dam with support.	They will understand and be begin to explain how water is cleaned using a card sort activity They identify and understand some of the links between different human and physical processes contributing to the spread of Guinea Worm. They will explain how the building of a dam can affect different people in different ways. They will decide whether they think the dam should have been built or not, based upon the evidence collected.	They will locate 7 continents, 2 sea and 3 oceans on a world map. Some will locate major rivers; including the Yangtze River. They will locate some countries affected by Guinea Worm. They will accurately locate Israel using an atlas and name 2 bordering countries. They can accurately select and use a number of map skills; e.g. place names, 8 points of a compass. They can accurately use one complex skill: scale and/or latitude & longitude when describing the location of the Guinea Worm.

Entered on Level 4	They will recall a limited number of ways in which we need water to live. They will recall a limited number of ways to save water and explain some of them. They will recall a limited number of facts about Guinea Worm. They will recall 2 characteristics of the Yangtze River dam. They will recall some advantages and disadvantages of building a dam.	They will begin to explain how water is cleaned using a card sort activity. They identify human and/or physical factors that contributed to the spread of Guinea Worm. They will give some examples of how building of a dam can affect different people in different ways. They will make a decision as to whether they think the dam should have been built supported by one reason.	They will locate 7 continents, 1 sea and 2 oceans on a world map. Locate major rivers including the Yangtze River (with help). They will locate at least 1 country affected by Guinea Worm. They will accurately locate Israel using an atlas and name 1 bordering country. They can accurately use a limited number of map skills; e.g. place names, 8 points of a compass. They can attempt to use scale and/or latitude & longitude when describing the location of Guinea Worm.
Entered on Level 3	They will recall at least 1 reason why we need water. They will recall 1 way to save water and how to do it. They should be able to name the Yangtze dam. They will recall some advantages or disadvantages of building a dam.	In groups they will complete a card sort on how water is cleaned. They can give 1 cause of Guinea Worm. With support they can make a decision on whether to build a dam and give 1 basic reason.	They will locate 7 continents. Some will locate the Yangtze River. In groups they will locate Israel. They can accurately use at least 2 map skills.

YEAR 7 Term 1	Listening	Reading	Speaking	Writing
Entered on Level 6	*Accessing longer passages of familiar language *Understands main points including opinions and some details *Understands present tense *Developing understanding of past / future	*Accessing longer texts of familiar context *Understands main points including opinions and some detail *Translate simple sentences into English *Occasionally reading independently *Understands present tense *Developing understanding of past / future	*take part in simple conversations or presentation and use clues *Express opinions with increasing variety *Use the present tense *Pronunciation and Intonation is generally consistent	*Write paragraph(s) on familiar topics, using the present tense *Draw on language from memory and manipulate grammar to make sentences *Use a dictionary or glossaries to check words
Entered on Level 5	*Accessing passages of familiar language in simple sentences *Understands main points including opinions and some detail *Understands present tense *May recognise some past / future	*Accessing short texts of familiar context *Understands main points including opinions and some detail *Beginning to translate simple sentences into English *Begin to read independently *Understands present tense *May recognise some past /future	*take part in simple conversations and use clues *Express some simple opinions *Use the present tense *Pronunciation and intonation is generally consistent	*Write sentences on familiar topics, using the present tense *Draw on language from memory and substitute words/phrases *Use a dictionary or glossaries to check words
Entered on Level 4	*Accessing short passages of familiar language in simple sentences from familiar language *Understands main points and some opinions *Understands present tense	*Accessing short texts of familiar context *Understands main points and some opinions *Can substitute words in a familiar text into English *Begin to read short texts independently *Recognises present tense with some past /future	*Be able to ask and answer simple questions *Express simple likes and dislikes *Use the present tense *Pronunciation and intonation is understandable	*Write short sentences / phrases on familiar topics *Draw on language from memory and substitute words *Use a dictionary or glossaries to check words
Entered on Level 3	*Accessing sentences of familiar language *Understanding familiar statements which could include some opinions with repetition	*Accessing sentences of familiar language *Understanding short phrases which may include some opinions *Begin to select simple texts for independent reading and use a glossary for new words	*be able to answer simple questions and use clues and substitution of key words	*Copy familiar phrases correctly *Write key words from memory *use sentence frames and substitute words *Spelling is understandable

YEAR 7 Term 2	Listening	Reading	Speaking	Writing
Entered on Level 6	*Accessing longer passages of familiar language *Understands main points including opinions and some details *Understands present tense *Developing understanding of past / future	*Accessing longer texts of familiar context *Understands main points including opinions and some detail *Begin to use context to work out meaning *Translate simple sentences into English with increasing accuracy *Occasionally reading independently *Understands present tense *Developing understanding of past / future	*take part in simple conversations or presentation and use clues *Express opinions *Use the present tense *Pronunciation and Intonation is generally consistent	*Write extended text(s)on familiar topics, using the present tense *Draw on language from memory and manipulate grammar to make sentences *Use a dictionary or glossaries to check words
Entered on Level 5	*Accessing passages of familiar language in simple sentences *Understands main points including opinions and some detail *Understands present tense *Developing understanding of some past /future	*Accessing short texts of familiar context *Understands main points including opinions and some detail *Beginning to translate simple sentences into English *Begin to read independently *Understands present tense * Developing understanding of some past /future	*take part in simple conversations and use clues *Express a variety of opinions *Use the present tense *Pronunciation and intonation is generally consistent	*Write short paragraph(s) on familiar topics, using the present tense *Draw on language from memory and substitute words/phrases *Use a dictionary or glossaries to check words
Entered on Level 4	*Accessing passages of familiar language in simple sentences from familiar language *Understands main points and some opinions *Understands present tense *May recognise some past/ future	*Accessing short texts of familiar context *Understands main points and some opinions and key details *Beginning to translate short phrases into English *Begin to read longer texts independently *Understands present tense with some past /future	*take part in simple conversations and use clues and substitution of phrases *Express key simple opinions *Use the present tense *Pronunciation and intonation is understandable	*Write extended sentences on familiar topics *Draw on language from memory and substitute words *Use a dictionary or glossaries to check words
Entered on Level 3	*Accessing sentences of familiar language. May access a passage of familiar language *Understanding main points including some opinions with repetition	*Accessing short texts of familiar language *Understanding main points including some opinions and some details *Begin to select simple texts for independent reading and use a glossary for new words *Can substitute words in a familiar text into English *Beginning to translate very short phrases into English	*Be able to ask and answer simple questions *Express some likes and dislikes in familiar contexts	*Write short phrases on familiar topics – some from memory *use sentence frames and substitute words *Spelling is understandable

YEAR 7 Term 3	Listening	Reading	Speaking	Writing
Entered on Level 6	*Accessing passages of familiar language *Understands main points including opinions and some details *Readily understands present/ past/ future In familiar contexts	*Accessing texts of familiar context *Understands main points including opinions and detail * uses context to work out meaning *Translate sentences into English with accuracy *Frequently reading independently *Understands present/past/future In familiar contexts	*take the lead in simple conversations or presentation without clues *Express opinions *Use the present tense and incorporating some examples of past/future *Pronunciation and Intonation is generally consistent	*Write extended texts on a range of familiar topics, using the present tense and incorporating examples of past/future *Draw on language from memory and manipulate grammar to make sentences *Use a dictionary or glossaries to check words
Entered on Level 5	*Accessing longer passages of familiar language *Understands main points including opinions and some detail *Transcribes short extracts with increasing accuracy. Only needs some repetition *Understands present tense with either past or future	*Accessing longer texts of familiar context *Understands main points including opinions and some detail *translates simple sentences into English with increasing accuracy *More regularly reading independently *Understands present tense with either past or future	*take part in simple conversations and use clues *Express a variety simple opinions *Use the present tense *Pronunciation and intonation is generally consistent	*Write extended paragraph on key familiar topics, using the present tense *Draw on language from memory and substitute words/phrases *Use a dictionary or glossaries to check words

Entered on Level 4	*Accessing short passages of familiar language f *Understands main points and some opinions *Understands present tense *May recognise some past/ future	*Accessing short texts of familiar context *Understands main points and some opinions and key details *Beginning to translate into sentences into English *Begin to read independently *Understands present tense with some past / future	*take part in simple conversations and use clues and substitution of phrases *Express a greater range of simple opinions *Use the present tense *Pronunciation and intonation is understandable	*Write short paragraph on familiar topics *Draw on language from memory and substitute words *Use a dictionary or glossaries to check words
Entered on Level 3	*Accessing short passages of familiar language. *Understanding main points including some opinions with repetition *May recognise some past/ future	*Accessing short texts of familiar contexts *Understanding main points including some opinions and some details Begin to select simple texts for independent reading and use a glossary for new words *Beginning to translate short phrases into English	*take part in short conversations and use clues and substitution of key words/phrases *Express some simple opinions *Pronunciation and intonation is understandable	*Write short sentences on familiar topics – some from memory *Use a dictionary or glossaries to check words *Spelling is more accurate

YEAR 8 Term 1	Listening	Reading	Speaking	Writing
Entered on Level 6	*Accessing several familiar contexts in longer passages *Understanding unfamiliar language in longer sentences *Understands main points including opinions and important details *Understands present/past/ Future in familiar contexts *Coping with near normal speed	*Accessing a range of texts including less familiar contexts *Understands main points including opinions and important details * Continues to use context/ grammar to work out meaning *Translate short texts into English with a wider range of structure and unfamiliar contexts – mostly accurate *Frequently reading independently – may begin to consult a range of reference sources/types of reading material	*give a short prepared talk and can answer simple unprepared questions *Pronunciation and Intonation is generally consistent *in conversation, begin to improvise and keep conversation going *begin to use more varied structures *Begin to give more detailed or extended responses	*Write texts to give and seek information * Use more descriptive language * Use more varied structures *Begin to structure and link ideas *Begin to edit and redraft *Adapt language to new purposes *translate short texts into TL
Entered on Level 5	*Accessing passages of familiar language *Understands main points including opinions and some detail *Understands most present/past/ Future in familiar contexts	*Accessing longer texts of familiar context *Understands main points including opinions and some detail * uses context to work out meaning *translates extracts into English with increasing accuracy *regularly reading independently *Understands present/past/ future In familiar contexts	*take part in simple conversations without clues *Express opinions *Use the present tense and incorporate examples of past/future *Pronunciation and intonation is generally consistent	*Write longer texts on familiar topics, using the present tense tense and incorporate examples of past/future *Draw on language from memory and substitute words/ phrases *Use a dictionary or glossaries to check words

Entered on Level 4	*Accessing longer passages of familiar language f *Understands main points and some opinions *Understands present tense *May recognise some past/ future	*Accessing longer texts of familiar context *Understands main points and some opinions and key details *Beginning to translate longer extracts into English *Begin to read independently *Understands present tense with some past /future	*take part in simple conversations and use clues and substitution of phrases *Express simple opinions *Use the present tense *Pronunciation and intonation is understandable	*Write extended paragraphs on familiar topics *Draw on language from memory and substitute words *Use a dictionary or glossaries to check words
Entered on Level 3	*Accessing short passages of familiar language. *Understanding main points including some opinions with repetition *May recognise simple phrases in past/future	*Accessing short texts of familiar contexts *Understanding main points including some opinions and some details Begin to select simple texts for independent reading and use a glossary for new words *Beginning to translate short sentences into English	*take part in brief conversations and use clues and substitution of key words/phrases *Express simple opinions *Pronunciation and intonation is understandable	*Write short texts on familiar topics – some from memory *Use a dictionary or glossaries to check words

YEAR 8 Term 2	Listening	Reading	Speaking	Writing
Entered on Level 6	*Accessing several familiar contexts in longer passages *Understanding unfamiliar language in longer sentences *Understands main points including opinions and important details *Transcribes extracts accurately. Needs little repetition *Understands present/past/ future In familiar contexts *Coping with near normal speed	*Accessing a range of texts including less familiar contexts *Understands main points including opinions and important details * Confidence to use context/ grammar to work out meaning *Translate short texts with a wider range of structure and unfamiliar contexts – mostly accurate Understanding imperfect v perfect *Frequently reading independently – including fiction and non-fiction of interest	*give a short prepared talk and can answer simple unprepared questions *Using three time frames *Pronunciation and Intonation is generally consistent *in conversation, begin to improvise and keep conversation going *begin to use more varied structures *Begin to give more detailed or extended responses *Hesitant at times	*Write texts to give and seek information * Use more descriptive language * Use more varied structures *More able to structure and link ideas *More able to edit and redraft *Adapt language to new purposes *translate short texts into TL with less support
Entered on Level 5	*Accessing several familiar contexts in longer passages *Understanding some unfamiliar language in longer sentences *Understands main points including opinions and important details *Transcribes extracts accurately. Needs little repetition *Understands present/past/ future In familiar contexts *Coping with near normal speed	*Accessing a range of texts including less familiar contexts *Understands main points including opinions and important details * Continues to use context to work out meaning *Translate short texts into English with a wider range of structure and unfamiliar contexts – mostly accurate *Frequently reading independently - begin to consult a range of reference sources/types of reading material	*give a short prepared talk and can answer simple unprepared questions *Pronunciation and Intonation is generally consistent *in conversation, begin to improvise and keep conversation going *begin to use more varied structures *Begin to give more detailed or extended responses	*Write texts to give and seek information * Use more descriptive language * Use more varied structures *Begin to structure and link ideas *Begin to edit and redraft *Adapt language to new purposes *translate sentences into TL with support

Entered on Level 4	*Accessing passages of familiar language *Understands main points including opinions and some detail *Transcribes longer extracts with accuracy and limited repetition *Understands present/past/ future In familiar contexts	*Accessing longer texts of familiar context *Understands main points including opinions and some detail * uses context to work out meaning *translates extracts into English with increasing accuracy *regularly reading independently *Understands present/past/ future In familiar contexts	*take part in simple conversations without clues *Express opinions *Use the present tense and incorporate examples of past/future *Pronunciation and intonation is generally consistent	*Write longer texts on familiar topics, using the present tense tense and incorporate examples of past/ future *Draw on language from memory and substitute words/phrases *Use a dictionary or glossaries to check words
Entered on Level 3	*Accessing longer passages of familiar language f *Understands main points and some opinions *Transcribes longer extracts mostly accurately with some repetition *Understands present tense *May understand some past/ future	*Accessing longer texts of familiar context *Understands main points and some opinions and key details *Beginning to translate longer extracts into English *Begin to read independently *Understands present tense with some past /future	*take part in simple conversations and use clues and substitution of phrases *Express simple opinions *Use the present tense *Pronunciation and intonation is understandable	*Write short paragraphs on familiar topics *Draw on language from memory and substitute words *Use a dictionary or glossaries to check words

YEAR 8 Term 3	Listening	Reading	Speaking	Writing
Entered on Level 6	*Accessing a wide range of material containing complex sentences and unfamiliar language *Cope with near normal speed *Limited repetition needed *Transcription of longer passages is highly accurate	*Accessing a wide range of material containing complex sentences and unfamiliar language *Understand gist, main points and important details *Translations of texts which contain unfamiliar language *Confidence in ability to use and adapt new vocab/structures met via Reading in Speaking and Writing.	*Able to answer unprepared questions *Increasing able to react and keep conversation going *Confident speakers when using familiar language *Use more varied time structures, vocabulary and structures mostly accurately *Few significant mistakes	*Write formal and informal texts on familiar topics *Able to use appropriate register *Able to justify opinions and ideas *Writing is increasingly coherent in structure *Translate short texts into TL with unfamiliar language little support needed *Spelling and grammar use accurate
Entered on Level 5	*Accessing a range of material containing some complex sentences and unfamiliar language *Cope with near normal speed *Limited repetition needed *Transcription of longer passages is increasingly accurate	*Accessing a range of material containing some complex sentences and unfamiliar language *Understand gist, main points and important details *Translations of texts which contain unfamiliar language *Able to use new vocab/structures met via Reading in Speaking and writing.	*Able to answer unprepared questions *Increasing able to react and keep conversation going *Confident speakers when using familiar language *Use varied time structures, vocabulary and structures mostly accurately *Few significant mistakes	*Write formal and informal texts on familiar topics *Beginning to justify opinions and ideas *Beginning to draw on material heard or read *Continues to edit and redraft *Continues to structure and link ideas *Translate short texts into TL with unfamiliar language with support *Spelling and grammar are increasingly accurate

Entered on Level 4	*Accessing several familiar contexts in longer passages *Understanding some unfamiliar language in longer sentences *Understands main points including opinions and important details *Transcribes extracts accurately. Needs little repetition *Understands present/past/ future In familiar contexts *Coping with near normal speed	*Accessing a range of texts including less familiar contexts *Understands main points including opinions and important details * Continues to use context to work out meaning *Translate short texts into English with a wider range of structure and unfamiliar contexts – mostly accurate *Frequently reading independently - begin to consult a range of reference sources/types of reading material	*give a short prepared talk and can answer simple unprepared questions *Pronunciation and Intonation is generally consistent *in conversation, begin to improvise and keep conversation going *begin to use more varied structures *Begin to give more detailed or extended responses	*Write texts to give and seek information * Use more descriptive language * Use more varied structures *Begin to structure and link ideas *Begin to edit and redraft *Adapt language to new purposes *translate sentences into TL with support
Entered on Level 3	*Accessing passages of familiar language *Understands main points including opinions and some detail *Transcribes longer extracts with accuracy and limited repetition *Understands present/past/ future In familiar contexts	*Accessing longer texts of familiar context *Understands main points including opinions and some detail * uses context to work out meaning *translates extracts into English with increasing accuracy *regularly reading independently *Understands present/past/ future In familiar contexts	*take part in simple conversations without clues *Express opinions *Use the present tense and incorporate examples of past/future *Pronunciation and intonation is generally consistent	*Write extended paragraph using familiar topics, using the present tense and incorporate examples of past/ future *Draw on language from memory and substitute words/ phrases *Use a dictionary or glossaries to check words

OTHER

Citizenship
Religious Education

The development of the political system of democratic government in the UK

Year 7 Autumn Term	Progress Objective 1 Recall, select and communicate K&U	Progress Objective 2 Participation	Progress Objective 3 Analysis and evaluation of issues and evidence
Entered on Level 6	Can describe some of the key features of the democratic processes and work of the government	Can participate effectively in class activities involving representation, voting and campaigning for a political party	Can evaluate the extent to which citizens can play an active part in the democratic process
Entered on Level 5	Can show an understanding of democracy, including the development of democracy in the UK and the roles and responsibilities within Parliament	Can work together with others to create a political party, with aims and policies	Can begin to assess the extent to which citizens can play an active part in the democratic process
Entered on Level 4	Can begin to show an understanding of democracy, including the development of democracy in the UK and the roles and responsibilities within Parliament	With support, can work in a group to create a political party, with aims and policies	With support, can begin to assess the extent to which citizens can play an active part in the democratic process
Entered on Level 3	Can describe what is meant by democracy	With support, can work in a group to create a political party, with some idea of aims and policies	With support, can begin to suggest ways in which citizens can play an active part in the democratic process

Year 7 Spring Term Being British	Progress Objective 1 Recall, select and communicate K&U	Progress Objective 2 Participation	Progress Objective 3 Analysis and evaluation of issues and evidence
Entered on Level 6	Can explain the cultural traditions and parts of the value system that contribute to being British.	Can engage in responsible action to develop the Cowleian ethos of the school community, including promoting good British values, including interviewing a local MP	Can explore connections between British values, viewpoints and actions with respect to rights and responsibilities for individuals in different communities.
Entered on Level 5	Can describe some cultural traditions and parts of the value system that contribute to being British.	Can suggest ways to develop the Cowleian ethos of the school community, including promoting good British values	Can begin to explore connections between British values, viewpoints and actions with respect to rights and responsibilities for individuals in different communities.
Entered on Level 4	Can identify some of the cultural traditions that contribute to being British.	Can begin to suggest ways to develop the Cowleian ethos of the school community, including promoting good British values	Can consider similarities and differences of a range of viewpoints on British values
Entered on Level 3	With support, can identify some cultural traditions that contribute to being British.	Can begin to suggest ways they can demonstrate good British values through actions in school	Can begin to consider similarities and differences of a range of viewpoints on British values

Year 7 Summer Term Liberties and Freedom	Progress Objective 1 Recall, select and communicate K&U	Progress Objective 2 Participation	Progress Objective 3 Analysis and evaluation of issues and evidence
Entered on Level 6	Can explain different kinds of rights and freedoms (speech, opinion, association and the right to vote) Can show an understanding of political parties and pressure groups in influencing public debate about liberty and freedom	Can work collaboratively with others to stage a protest, incorporating numerous methods studied	Can evaluate the effectiveness of peaceful protest, using a case study
Entered on Level 5	Can describe different kinds of rights and freedoms (speech, opinion, association and the right to vote)	Can work with others to stage a protest, incorporating methods studied	Can begin to evaluate the effectiveness of peaceful protest, using a case study
Entered on Level 4	Can identify different kinds of rights and freedoms (speech, opinion, association and the right to vote)	Can work with others to plan a protest, incorporating some of the methods studied	Can study a peaceful protest, in a case study, and determine whether it was a success / failure
Entered on Level 3	With support, can identify different kinds of rights and freedoms (speech, opinion, association and the right to vote)	Can work with others to suggest ways that they could protest	Can study a peaceful protest, in a case study, and suggest whether it was a success / failure

Voting and elections in the UK

Year 8 Autumn Term	Progress Objective 1 Recall, select and communicate K&U	Progress Objective 2 Participation	Progress Objective 3 Analysis and evaluation of issues and evidence
Entered on Level 6	Can show knowledge of the electoral process, the role of an MP and the roles and responsibilities of the House of Commons and the house of Lords	In debates about the age of voting in the UK and on the proposal of a Bill, can communicate their arguments clearly, giving reasons for their opinions and recognising the range of ideas involved	Can evaluate the extent to which citizens can play an active part in the democratic process to influence decision making and to hold decision makers to account, with a particular focus on Pressure groups and Lobbying groups
Entered on Level 5	Can show some knowledge of the electoral process, the role of an MP and the roles and responsibilities of the House of Commons and the house of Lords	In debates about the age of voting in the UK and on the proposal of a Bill, can communicate their arguments clearly, giving reasons for their opinions	Can evaluate the extent to which citizens can play an active part in the democratic process to influence decision making, with a particular focus on Pressure groups and Lobbying groups
Entered on Level 4	Can show some knowledge of the electoral process and the role of an MP	Can make informed contributions in debates about the age of voting in the UK and on the proposal of a Bill	Can begin to evaluate the extent to which citizens can play an active part in the democratic process to influence decision making
Entered on Level 3	Can show some knowledge of the electoral process	Can take part in debates about the age of voting in the UK and on the proposal of a Bill	Can begin to evaluate the extent to which citizens can influence decision making

Year 8 Spring Term Justice	Progress Objective 1 Recall, select and communicate K&U	Progress Objective 2 Participation	Progress Objective 3 Analysis and evaluation of issues and evidence
Entered on Level 6	Can explain key aspects of the justice system, in relation to young people	Can discuss and debate controversial issues, including the age of criminal responsibility. Can communicate their arguments clearly and give reasons for their opinions, whilst recognising the opinions of others	Can evaluate the effectiveness of a Young Offenders Institution, offering suggestions for improvement

Entered on Level 5	Can describe some key aspects of the justice system, in relation to young people	Can discuss and debate controversial issues, including the age of criminal responsibility.	Can begin to evaluate the effectiveness of a Young Offenders Institution, and can offer some suggestions for improvement
Entered on Level 4	Can identify key aspects of the justice system, in relation to young people	Can make informed contributions in debates, including the age of criminal responsibility.	Can identify ways in which a Young Offenders Institution is effective / ineffective, and offer some suggestions for improvement
Entered on Level 3	Can identify some key aspects of the justice system, in relation to young people	Can express an opinion in debates, including the age of criminal responsibility	Can identify ways in which a Young Offenders Institution is effective / ineffective

Year 8 Summer Term Being British	**Progress Objective 1 Recall, select and communicate K&U**	**Progress Objective 2 Participation**	**Progress Objective 3 Analysis and evaluation of issues and evidence**
Entered on Level 6	Can explain key features of Britishness, including good and bad British habits, and explain why some people are considered to be successful Britons	Can develop informed arguments in a debate about successful Britons, taking account of all viewpoints offered, and challenging assumptions	Can evaluate the impact that the actions of citizens can have on a nation's reputation, using case studies to highlight both positive and negative instances, suggesting ways in which a nation's reputation can be improved
Entered on Level 5	Can describe key features of Britishness, including good and bad British habits, and identify successful Britons	Can communicate arguments clearly in a debate about successful Britons, giving reasons for their opinion and recognising the viewpoints of others	Can begin to evaluate the impact that the actions of citizens can have on a nation's reputation, using case studies to highlight both positive and negative instances, identifying ways in which a nation's reputation can be improved
Entered on Level 4	Can identify key features of Britishness, including British habits, and identify some successful Britons	Can make informed contributions in a debate about successful Britons, giving reasons for their opinion	Can begin to evaluate the impact that the actions of citizens can have on a nation's reputation, using case studies to highlight both positive and negative instances
Entered on Level 3	Can identify some British habits, and name some successful Britons	Can give reasons for their opinions in a debate about successful Britons	Can begin to suggest ways in which the actions of citizens can have a positive and negative impact on a nation's reputation

The role of the citizen within a democratic UK

Year 9 Autumn Term	Progress Objective 1 Recall, select and communicate K&U	Progress Objective 2 Participation	Progress Objective 3 Analysis and evaluation of issues and evidence
Entered on Level 6	Has a detailed knowledge of Citizenship issues and concepts Can understand how citizens participate in bringing about change in society through democratic processes	Can work with others to initiate, negotiate, and plan a pressure group, with an on line campaign	Can carry out different types of research Can ask challenging questions to explore the ways in which justice, laws and governments operate and the roles citizens can take in shaping society
Entered on Level 5	Has a good knowledge of Citizenship issues and concepts Is beginning to understand how citizens participate in bringing about change in society through democratic processes	Can work with others to initiate, negotiate, and plan a pressure group, with an on line campaign, with some support given	Can carry out different types of research, with support Can ask questions to explore the ways in which justice, laws and governments operate and the roles citizens can take in shaping society
Entered on Level 4	Can identify key Citizenship issues and concepts Can give some examples of how citizens participate in bringing about change in society through democratic processes	Can work with others to initiate, negotiate, and plan a pressure group, with an on line campaign, with support given	Is beginning to investigate different types of research Is beginning to ask questions to explore the ways in which justice, laws and governments operate and the roles citizens can take in shaping society
Entered on Level 3	Can give some examples of how citizens participate in bringing about change in society through democratic processes (e.g name one pressure group)	Can work with others to plan a pressure group, with an on line campaign, with support given	Is beginning to investigate one type of research Is beginning to ask questions to explore the ways in which justice, laws and governments operate and the roles citizens can take in shaping society, with support

Making a difference within our communities

Year 9 Spring Term Justice	Progress Objective 1 Recall, select and communicate K&U	Progress Objective 2 Participation	Progress Objective 3 Analysis and evaluation of issues and evidence
Entered on Level 6	Show a detailed understanding of how citizens participate in bringing about change, through volunteering	Can work with others to initiate, negotiate, and plan a campaign to encourage students to volunteer	Test their campaign in school and hypothesise alternative courses of action to improve upon their campaign
Entered on Level 5	Show a good understanding of how citizens participate in bringing about change, through volunteering	Can work with others to initiate, negotiate, and plan a campaign to encourage students to volunteer, with some support	Can think of ways to test their campaign in school and suggest ways to improve their campaign

Entered on Level 4	Identify ways in which citizens participate in bringing about change, through volunteering	Can work with others to initiate, negotiate, and plan a campaign to encourage students to volunteer, with support given	Beginning to think of ways to test their campaign in school
Entered on Level 3	Can give some examples of volunteering groups	Can work with others to plan a campaign to encourage students to volunteer, with support given	Beginning to think of ways to test their campaign in school, with support given

Finances

Year 8 Summer Term Being British	**Progress Objective 1 Recall, select and communicate K&U**	**Progress Objective 2 Participation**	**Progress Objective 3 Analysis and evaluation of issues and evidence**
Entered on Level 6	Has a detailed knowledge and understanding of finances and different ways to borrow and save	Can work with others to initiate, negotiate, and plan a budget that makes full use of their knowledge and understanding	Can reflect on their budget and hypothesise alternative courses of action to improve upon their budget
Entered on Level 5	Has a good knowledge and understanding of finances and different ways to borrow and save	Can work with others to initiate, negotiate, and plan a budget that makes good use of their knowledge and understanding	Is beginning to reflect on their budget and suggest alternative courses of action to improve upon their budget
Entered on Level 4	Can show some knowledge and understanding of finances and different ways to borrow and save	Can work with others to initiate, negotiate, and plan a budget that attempts to make use of their knowledge and understanding	Is beginning to reflect on their budget and suggest ways to improve upon their budget
Entered on Level 3	Can give examples of ways to borrow and save	Can work with others to plan a budget that attempts to make use of their knowledge and understanding, with support	Is beginning to reflect on their budget and suggest ways to improve upon their budget, with support

Year 7	A01 What, who, when.	A02 Why, how.	A03 Evaluate, compare, significance of.	SPAG
Entered on Level 6	• An accurate and relevant statement of teaching themes or concepts, with a clear explanation. • Communicate clearly and appropriately using religious language and key terms frequently – always used in correct context to show understanding. • Makes explicit links between practices and beliefs across religions.	• An expanded justification of viewpoints incorporating religious and moral teachings. • Always give appropriate examples.	• Implications for the individual, the religion, and/or the rest of society. • A thorough response to the issue • Different views are evaluated. • The argument is strongly supported an appropriate conclusion which is drawn from earlier arguments. • Material is organised clearly and coherently.	• Good legibility and high level of accuracy in spelling, grammar and punctuation.
Entered on Level 5	• An accurate and relevant statement of teaching themes or concepts, with a clear explanation. • Communicate clearly and appropriately using religious language and key terms regularly – mostly used in correct context to show understanding. • Makes clear links between practices and beliefs across religions.	• An expanded justification of viewpoints incorporating religious and moral teachings. • Several appropriate examples.	• A fairly full response to issue(s) raised • Different views are considered, with some comment. • The argument is adequately supported by reasoning and/or evidence. • The argument is supported by an appropriate conclusion. • Material is organised clearly.	• Clear legibility and high level of accuracy in spelling, grammar and punctuation.
Entered on Level 4	• Communicates clearly and appropriately. • Uses some specialist language. • Makes some links between practices and beliefs across religions.	• An expanded justification of one point of view. • Uses some appropriate examples.	• Addresses the main issue(s). • More than one view is mentioned (though not necessarily in a balanced way), with limited comment. • The argument is partially supported by reasoning and/or evidence. • A relevant conclusion may be drawn.	• Satisfactory legibility and accuracy in spelling, grammar and punctuation.

Entered on Level 3	• Can make a variety of statements relevant to the topic. • Occasional use of key terms. • Makes simple links between practices and beliefs across religions.	• A simple justification of one point of view, possibly linked to evidence. • Gives an example.	• Some grasp of the main issue(s) is shown; comment is limited. • An attempt is made to construct an argument, may be partially supported by some reasoning or evidence. • Little or no recognition of more than one view.	• Legibility and accuracy in spelling, grammar and punctuation are adequate.
Entered below Level 3	• Can make a relevant statement. • Can identify key words. • Recognise/select links between practices and beliefs within a single religion.	• Gives a reason for a point of view/ and or example.	• Some brief attempt made to address the question in a very simple way, with little understanding.	• Legibility and accuracy in spelling, grammar and punctuation are barely adequate.

Year 8	A01 What, who, when.	A02 Why, how.	A03 Evaluate, compare, significance of.	SPAG
Entered on Level 6	• Makes accurate and relevant statements of teaching themes or concepts, with clear explanations. • Communicate clearly and appropriately using religious language and key terms frequently – always used in correct context to show understanding. • Makes numerous explicit links between practices and beliefs across religions.	• An expanded justification of viewpoints incorporating religious and moral teachings. • Always give appropriate examples	• Implications for the individual, the religion, and/or the rest of society. • A mature and insightful response to the issue • Different views within and across religions are evaluated. • The argument is strongly supported an appropriate conclusion which is drawn from earlier arguments. • Material is organised clearly and coherently	• Excellent legibility and high level of accuracy in spelling, grammar and punctuation
Entered on Level 5	• An accurate and relevant statement of teaching themes or concepts, with a clear explanation. • Communicate clearly and appropriately using religious language and key terms frequently – always used in correct context to show understanding. • Makes explicit links between practices and beliefs across religions.	• An expanded justification of viewpoints incorporating religious and moral teachings. • Always give appropriate examples.	• Implications for the individual, the religion, and/or the rest of society. • A thorough response to the issue • Different views are evaluated. • The argument is strongly supported an appropriate conclusion which is drawn from earlier arguments. • Material is organised clearly and coherently.	• Good legibility and high level of accuracy in spelling, grammar and punctuation.

Entered on Level 4	• An accurate and relevant statement of teaching themes or concepts, with a clear explanation. • Communicate clearly and appropriately using religious language and key terms regularly – mostly used in correct context to show understanding. • Makes clear links between practices and beliefs across religions.	• An expanded justification of viewpoints incorporating religious and moral teachings. • Several appropriate examples.	• A fairly full response to issue(s) raised • Different views are considered, with some comment. • The argument is adequately supported by reasoning and/ or evidence. • The argument is supported by an appropriate conclusion. • Material is organised clearly.	• Clear legibility and high level of accuracy in spelling, grammar and punctuation.
Entered on Level 3	• Communicates clearly and appropriately. • Uses some specialist language. • Makes some links between practices and beliefs across religions.	• An expanded justification of one point of view. • Uses some appropriate examples.	• Addresses the main issue(s). • More than one view is mentioned (though not necessarily in a balanced way), with limited comment. • The argument is partially supported by reasoning and/ or evidence. • A relevant conclusion may be drawn.	• Satisfactory legibility and accuracy in spelling, grammar and punctuation.
Entered below Level 3	• Can make a variety of statements relevant to the topic. • Occasional use of key terms. • Makes simple links between practices and beliefs across religions.	• A simple justification of one point of view, possibly linked to evidence. • Gives an example.	• Some grasp of the main issue(s) is shown; comment is limited. • An attempt is made to construct an argument, may be partially supported by some reasoning or evidence. • Little or no recognition of more than one view.	• Legibility and accuracy in spelling, grammar and punctuation are adequate.