



The Royal Latin School

# RLS KS3 Curriculum Outline Information Booklet

## Introduction

We have put this information booklet together to help you get a feel for what your child will be studying over the next two years in each of their subjects. We hope you will find this information useful. Please note this is a working document to be used as a guide.

We are committed to ensuring that the understanding and application of knowledge is maintained at a high level throughout and your child will receive five Assessment Point Reports. These will include an update on your child's 'working at' level, attitude to learning, and homework. As a school we feel that the first assessment point should be used to inform us of how well your child has settled into the Royal Latin School, therefore they will receive a score (out of 4) for organisation, attitude to learning, and homework.

From the Spring Assessment Point Report onwards, your child's 'working at' will be included for each subject, using our Key Stage 3 descriptors (see the table below).

	<b>Generic Criteria</b>
Mastered	Has mastered <b>all</b> concepts and skills <b>and</b> can apply to <b>all</b> new contexts.
Confident	Is confident with concepts and skills <b>and</b> can apply to new contexts.
Secure	Is secure in their understanding of the concepts and use of skills when applied to familiar contexts.
Embedding	Is embedding their understanding of the concepts and use of skills.
Beginning	Is beginning to understand concepts and develop skills

These are generic level descriptors and are not subject specific

The 'working at' that your child achieves will be a snapshot at that particular assessment point. It will only take into account work completed since the previous assessment point - this may be based on a test score, assessed or substantial piece of work/homework in line with the school marking policy, as determined by each department.

As each assessment point is now stand-alone, each department has written subject specific descriptors for each of the categories (these can be found below, using the links on the contents page). The 'working at' is not a progressive score and your child may move up or down over the course of Key Stage 3. In the third term of Year 8, students will get a final summative KS3 score - this will be based upon input from your child's teacher and an average of the four assessment points over the two years of Year 7 and Year .

We have decided to focus our new Key Stage 3 Assessment on subject specific skills, to aid the transition from Key Stage 2 to Key Stage 4. It also links into Latin Learning by giving the students ownership of their own learning and aspirations. We feel that this will also aid your child's wellbeing as we are removing the pressure to achieve certain levels. Our expectation will be that all students will leave Key Stage 3 at least secure in every subject area, but hope that many will aspire to achieve higher.

We hope your child enjoys Key Stage Three.

Yours faithfully

Mr G West

Assistant Head (KS3 Curriculum and Assessment)

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### Heads of Department and Contact Details

<b>Subject</b>	<b>Head of Department &amp; contact details</b>
Art & Design: Fine Art	Mrs Fricker - <a href="mailto:lfricker@royallatin.org">lfricker@royallatin.org</a>
Computer Science	Mr James - <a href="mailto:ljames@royallatin.org">ljames@royallatin.org</a>
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Food Science	Mrs Wood - <a href="mailto:lwood@royallatin.org">lwood@royallatin.org</a>
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History	Mrs Hanks - <a href="mailto:lhanks@royallatin.org">lhanks@royallatin.org</a>
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PSHE	Mr Farrell - <a href="mailto:mfarrell@royallatin.org">mfarrell@royallatin.org</a>

## Art & Design: Fine Art

<b>Subject:</b>	Art	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Colour theory and understanding</li> <li>● Key vocabulary - elements and principles</li> <li>● Handling line and recording shapes</li> <li>● Consideration of composition</li> <li>● Using pattern</li> <li>● Creating textures with mark-making</li> <li>● Simple clay forms</li> <li>● Tonal drawing - gradation and developing form.</li> <li>● Analysis of design, Jasper Johns, Calder and Stella.</li> <li>● Independent gathering of research</li> <li>● Developing a personal three dimensional design</li> </ul>	<p>AO1: Critical Research</p> <ul style="list-style-type: none"> <li>➤ I show or explain how symbols or codes are used to communicate.</li> <li>➤ I make clear use of these techniques in my own work</li> <li>➤ I can identify how fundamental elements create effects</li> <li>➤ I consider the artists' intentions or inspirations within my critical analysis and artistic response.</li> </ul> <p>AO2: Explore and Create ideas</p> <ul style="list-style-type: none"> <li>➤ I am able to use several materials and explore alternative approaches in deciding an image, and being able to review what is most appropriate to Jasper Johns and other artists.</li> <li>➤ I am able to work safely and with an awareness of other people and use materials with care.</li> <li>➤ I organise workspace efficiently and use materials with care</li> </ul> <p>AO3: Record Skills</p> <ul style="list-style-type: none"> <li>➤ I can select and record observations from direct and secondary sources using a range of materials.</li> <li>➤ I can demonstrate a good level of control, awareness of shape, shading and colour within my recordings and exploration.</li> <li>➤ I show some skill in recording shape, shading, texture and colour.</li> </ul> <p>AO4: Personal Response</p> <ul style="list-style-type: none"> <li>➤ I am able to make a creative final piece to a high standard in response to my research, making clear connections between my cultural research, observation and exploration.</li> <li>➤ I can organise sketchbook in an efficient, neat style that shows an awareness of layout and narrative of my 'fish' project.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Colour theory and understanding</li> <li>● Key vocabulary - elements and principles</li> </ul>	<p>AO1: Critical Research</p> <ul style="list-style-type: none"> <li>➤ I explain the links between own work and Jasper Johns, Calder and Stells</li> </ul>

	<ul style="list-style-type: none"> <li>● Handling line and recording shapes</li> <li>● Consideration of composition</li> <li>● Using pattern</li> <li>● Creating textures with mark-making</li> <li>● Simple clay forms</li> <li>● Tonal drawing - gradation and developing form.</li> <li>● Analysis of design, Jasper Johns, Calder and Stella.</li> <li>● Independent gathering of research</li> <li>● Developing a personal three dimensional design</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can express my views clearly with reasons.</li> <li>➤ I explain Jasper Johns and other selected artists' ideas, key characteristics of his work and how they use the formal elements.</li> <li>➤ I use the vocabulary learnt in context.</li> </ul> <p>AO2: Explore and create ideas.</p> <ul style="list-style-type: none"> <li>➤ I show knowledge of mark making with paint and pencil, using these appropriately.</li> <li>➤ I handle materials responsibly and make sure all equipment is cleaned and stored correctly.</li> <li>➤ I handle clay and other 3D materials with confidence and understand their properties.</li> <li>➤ I work safely and as a part of a team when handling materials.</li> </ul> <p>AO3: Record Skills</p> <ul style="list-style-type: none"> <li>➤ I work careful and am increasingly accurate with a range of materials.</li> <li>➤ I am able to mix colours accurately, blending and creating a smooth edge with a brush.</li> <li>➤ I work carefully and increasingly accurately with all the materials use so far.</li> <li>➤ I gather resources and record to inform my 3D project work.</li> <li>➤ I have drawn from a variety of sources with good recording of shape and shading.</li> </ul> <p>AO4: Personal Response</p> <ul style="list-style-type: none"> <li>➤ I complete my personal final piece for the project thoughtfully.</li> <li>➤ I comment on my work, describing how it achieves my intentions.</li> <li>➤ I explain how I have made use of ideas from cultural research and observation.</li> <li>➤ I complete work on time and I am organised with my independent work.</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Colour theory and understanding</li> <li>● Key vocabulary - elements and principles</li> <li>● Handling line and recording shapes</li> <li>● Consideration of composition</li> </ul>	<p>AO1: Critical Research.</p> <ul style="list-style-type: none"> <li>➤ I show the work I have looked at and make simple connections in my written analysis on a presentation page.</li> <li>➤ I record my thoughts about the artists look at in class with use of subject terminology.</li> </ul>

	<ul style="list-style-type: none"> <li>● Using pattern</li> <li>● Creating textures with mark-making</li> <li>● Simple clay forms</li> <li>● Tonal drawing - gradation and developing form.</li> <li>● Analysis of design, Jasper Johns, Calder and Stella.</li> <li>● Independent gathering of research</li> <li>● Developing a personal three dimensional design</li> </ul>	<ul style="list-style-type: none"> <li>➤ I present my critical research with care and awareness.</li> <li>➤ I present and identify key features of the artist's work identifying how they have used colour and texture and why.</li> <li>➤ I can create a piece of work in response to the artist.</li> </ul> <p>AO2: Explore &amp; Create my ideas.</p> <ul style="list-style-type: none"> <li>➤ I test my ideas and consider some options.</li> <li>➤ I work with all the materials responsibly with an awareness of others.</li> <li>➤ I work collaboratively and show respect to others. I can manage my materials well.</li> <li>➤ I am able to colour mix with success, make a range of shades and blend in paint. I have an improved accuracy when painting and colour mixing.</li> <li>➤ I am able to make a clear form in clay and card.</li> </ul> <p>AO3:Record skills.</p> <ul style="list-style-type: none"> <li>➤ I observe from sources showing improving awareness of colour, shape and texture.</li> <li>➤ I can identify some strengths in my own work and what skills I should develop.</li> <li>➤ I control and handle materials carefully with an increasing awareness.</li> </ul> <p>AO4:Personal response.</p> <ul style="list-style-type: none"> <li>➤ I produce a painting that is complete and made with some care.</li> <li>➤ I can evaluate my work explaining what is successful and areas for improvement.</li> <li>➤ I organise my work in a clear and appropriate manner.</li> <li>➤ I present work neatly.</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Colour theory and understanding</li> <li>● Key vocabulary - elements and principles</li> <li>● Handling line and recording shapes</li> <li>● Consideration of composition</li> <li>● Using pattern</li> <li>● Creating textures with mark-making</li> <li>● Simple clay forms</li> <li>● Tonal drawing - gradation and developing</li> </ul>	<p>AO1:Critical Research.</p> <ul style="list-style-type: none"> <li>➤ I have looked Johns, Calder and Stella in class and recorded some points and personal response to their work with key dates and titles.</li> <li>➤ I have recorded key characteristics of Jasper Johns/Paul Klee</li> </ul> <p>AO2:Explore &amp; Create my ideas.</p> <ul style="list-style-type: none"> <li>➤ I gathered images for the 3D project and presented with care.</li> <li>➤ I have drawing from my a variety of sources showing some accuracy and care.</li> </ul>



	<p>form.</p> <ul style="list-style-type: none"> <li>● Analysis of design, Jasper Johns, Calder and Stella.</li> <li>● Independent gathering of research</li> <li>● Developing a personal three dimensional design</li> </ul>	<ul style="list-style-type: none"> <li>➤ I have made alternative compositions for my Jasper Johns/ Alexander Calder design.</li> </ul> <p>AO3:Record skills.</p> <ul style="list-style-type: none"> <li>➤ I record some of my thoughts and intentions using some of the vocabulary learnt.</li> <li>➤ I tidy my materials and work safely and with consideration of others</li> <li>➤ I have improved my colour mixing and understand basic colour theory.</li> <li>➤ I handle the materials used with some control and increasing care</li> <li>➤ I am able to make a range of tones with a pencil and make graded change from light to dark</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Colour theory and understanding</li> <li>● Key vocabulary</li> <li>● Handling paint - edges, blending and mark-making</li> <li>● Tonal drawing - gradation and developing form.</li> <li>● Analysis of Jasper Johns and selected other artists.</li> <li>● Independent gathering of research</li> <li>● Observation of fish from secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>➤ I record how to improve my work.</li> <li>➤ I tidy my materials and work safely and with consideration of others</li> </ul> <p>AO4: Personal response.</p> <ul style="list-style-type: none"> <li>➤ I produce a personal result that is complete</li> <li>➤ I present my work with care</li> </ul>

<b>Subject:</b>	<b>Art</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Summer</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Thinking and problem solving in 3D.</li> <li>● Refining and quality</li> <li>● Planning</li> <li>● Exploring and developing an idea.</li> <li>● Skill with Paper Mache, collage and scrap building.</li> </ul>	<p>AO1:Critical Research</p> <ul style="list-style-type: none"> <li>➤ I respond in a personal creative way to artists.</li> <li>➤ I explain my intentions and the connections between my work and that of two other artists' work.</li> <li>➤ I give reasoned opinions, evidenced in the work studied in class.</li> </ul>

	<ul style="list-style-type: none"> <li>● Recording development of 3D work and presenting this.</li> <li>● Annotation to explain ideas and thinking.</li> <li>● Pencil observation.</li> <li>● Presentation of sketchbook.</li> <li>● Teamwork and cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I compare and describe different ideas in these images</li> <li>➤ I identify how the ideas of the time the work was made show in the image. ( context)</li> </ul> <p>AO2:Explore &amp; Create my ideas.</p> <ul style="list-style-type: none"> <li>➤ I explore ideas and observations with a structured approach, with some risk-taking.</li> <li>➤ I make studies for the outcome including trial images.</li> <li>➤ I work safely and independently, with an awareness of other people.</li> <li>➤ I independently organise workspace efficiently and use materials with understanding and control.</li> <li>➤ I am able to select materials appropriately for the effects wanted.</li> <li>➤ I identify why these materials are suitable for my intentions.</li> <li>➤ I show good understanding of form and creativity.</li> </ul> <p>AO3:Record skills.</p> <ul style="list-style-type: none"> <li>➤ I explain how I have used Formal Elements such as shape and texture from my observations in my work</li> <li>➤ I can record shape with good accuracy.</li> <li>➤ I think about how my use of materials and composition work achieved my intentions and how it may be improved.</li> <li>➤ I annotate my work to explain my thinking</li> <li>➤ I explain how my work builds on my observations</li> <li>➤ I handle the materials with a high level of skill.</li> </ul> <p>AO4: Personal response.</p> <ul style="list-style-type: none"> <li>➤ I make a large contribution towards our groups model that shows imagination, creativity and a very good quality of work.</li> <li>➤ I make thoughtful written connections between the final model, cultural research, observation and exploring aspects of the project.</li> <li>➤ I present work in an efficient, neat style that shows an awareness of layout, understanding and thinking.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Thinking and problem solving in 3D.</li> <li>● Refining and quality</li> <li>● Planning</li> <li>● Exploring and developing an idea.</li> <li>● Skill with Paper Mache, collage and scrap building.</li> </ul>	<p>AO1:Critical Research</p> <ul style="list-style-type: none"> <li>➤ I make a thoughtful written response to the work looked at in class</li> <li>➤ Make a clear connection the techniques in this work in my own work.</li> </ul> <p>AO2:Explore &amp; Create my ideas.</p>

	<ul style="list-style-type: none"> <li>● Recording development of 3D work and presenting this.</li> <li>● Annotation to explain ideas and thinking.</li> <li>● Pencil observation.</li> <li>● Presentation of sketchbook.</li> <li>● Teamwork and cooperation.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I work safely and with an awareness of other people.</li> <li>➤ I organise workspace efficiently and use materials with care.</li> <li>➤ I use several materials and explore alternative approaches in deciding on my image</li> <li>➤ I show some skill in the use of paper mache, collage and found materials.</li> <li>➤ I can identify how fundamental elements create effects in my work.</li> <li>➤ I use technical and descriptive language to explain my ideas.</li> </ul> <p>AO3:Record skills.</p> <ul style="list-style-type: none"> <li>➤ I use the materials thoughtfully and achieve my intentions.</li> <li>➤ I explain how the materials I used have been good or bad for the task.</li> <li>➤ I achieve the intended effects with the materials with a good level of control and precision</li> <li>➤ I explain my idea and how I made improvements.</li> <li>➤ I explain my choices.</li> <li>➤ I show an awareness of shape and colour</li> </ul> <p>AO4: Personal response.</p> <ul style="list-style-type: none"> <li>➤ I organise my sketchbook in an efficient, neat style that shows an awareness of layout.</li> <li>➤ I make clear connections between my research and the outcome.</li> <li>➤ I make a creative final piece to a high standard</li> </ul>
<p><b>Secure</b></p>	<ul style="list-style-type: none"> <li>● Thinking and problem solving in 3D.</li> <li>● Refining and quality</li> <li>● Planning</li> <li>● Exploring and developing an idea.</li> <li>● Skill with Paper Mache, collage and scrap building.</li> <li>● Recording development of 3D work and presenting this.</li> <li>● Annotation to explain ideas and thinking.</li> <li>● Pencil observation.</li> <li>● Presentation of sketchbook.</li> <li>● Teamwork and cooperation.</li> </ul>	<p>AO1:Critical Research</p> <ul style="list-style-type: none"> <li>➤ I identifying when, where the art works we looked at in class were made.</li> <li>➤ I explain how the images make the viewer think about the object, and my thoughts.</li> <li>➤ I identify the characteristics of the images</li> <li>➤ I use specialist language</li> </ul> <p>AO2:Explore &amp; Create my ideas.</p> <ul style="list-style-type: none"> <li>➤ I try exploring our model with collage, card construction and scrap build.</li> <li>➤ I explore two or more possible designs.</li> <li>➤ I work safely and as a part of a team.</li> <li>➤ I handle materials responsibly and make sure all equipment is cleaned and stored correctly.</li> </ul>

		<ul style="list-style-type: none"> <li>➤ I know the main characteristics of the materials used and where they are suitable.</li> </ul> <p>AO3:Record skills.</p> <ul style="list-style-type: none"> <li>➤ I gather resources to inform personal work.</li> <li>➤ I observe from secondary sources using shading and line.</li> <li>➤ I comment on my work, describing how it achieves my intentions.</li> <li>➤ I work careful and increasingly accurate with a range of materials.</li> </ul> <p>AO4: Personal response.</p> <ul style="list-style-type: none"> <li>➤ I complete my personal final piece for the project with care and increasing refinement.</li> <li>➤ I explain how I have made use of ideas from observation.</li> <li>➤ My work is well organised and neatly presented.</li> </ul>
<p><b>Embedding</b></p>	<ul style="list-style-type: none"> <li>● Thinking and problem solving in 3D.</li> <li>● Refining and quality</li> <li>● Planning</li> <li>● Exploring and developing an idea.</li> <li>● Skill with Paper Mache, collage and scrap building.</li> <li>● Recording development of 3D work and presenting this.</li> <li>● Annotation to explain ideas and thinking.</li> <li>● Pencil observation.</li> <li>● Presentation of sketchbook.</li> <li>● Teamwork and cooperation.</li> </ul>	<p>AO1:Critical Research</p> <ul style="list-style-type: none"> <li>➤ I Identify the images of the artists looked at in class and present neatly.</li> <li>➤ I Present and identify key features using the correct terms.</li> <li>➤ I record my thoughts about these images and make connections to my work</li> </ul> <p>AO2:Explore &amp; Create my ideas.</p> <ul style="list-style-type: none"> <li>➤ I am able to make a range of shapes in paper mache and the other materials used. I have improving control.</li> <li>➤ I work responsibly with an awareness of safely, materials.</li> <li>➤ I show respect to others and tidy away areas well</li> <li>➤ I show awareness of the connections between the images in the project</li> </ul> <p>AO3:Record skills.</p> <ul style="list-style-type: none"> <li>➤ I control and handle materials carefully with an increasing awareness</li> <li>➤ I make notes in my sketchbook reflecting on my work, what went well and what to work on next.</li> <li>➤ I show improving awareness of shape and form.</li> </ul> <p>AO4: Personal response.</p> <ul style="list-style-type: none"> <li>➤ I identify how the methods or styles I used relate to the artists we looked at in class.</li> <li>➤ I organise my work in a clear and appropriate manner.</li> <li>➤ I present work neatly.</li> </ul>

		<ul style="list-style-type: none"> <li>➤ I made a strong contribution towards completing our model on time.</li> <li>➤ I produce a personal result that is made with some care.</li> </ul>
<p><b>Beginning</b></p>	<ul style="list-style-type: none"> <li>● Thinking and problem solving in 3D.</li> <li>● Refining and quality</li> <li>● Planning</li> <li>● Exploring and developing an idea.</li> <li>● Skill with Paper Mache, collage and scrap building.</li> <li>● Recording development of 3D work and presenting this.</li> <li>● Annotation to explain ideas and thinking.</li> <li>● Pencil observation.</li> <li>● Presentation of sketchbook.</li> <li>● Teamwork and cooperation.</li> </ul>	<p>AO1:Critical Research</p> <ul style="list-style-type: none"> <li>➤ I have used annotation to explain my intentions recording the model making.</li> <li>➤ I have linked my work to another artist working in similar materials.</li> </ul> <p>AO2:Explore &amp; Create my ideas.</p> <ul style="list-style-type: none"> <li>➤ I tidy my materials and work safely.</li> <li>➤ I make a record of my thoughts and intentions.</li> <li>➤ I have used three or more 3D materials</li> </ul> <p>AO3:Record skills.</p> <ul style="list-style-type: none"> <li>➤ I have basic control the materials we used in the model and in the drawing.</li> <li>➤ I keep my sketchbook up to date and show and active response to key points from staff.</li> <li>➤ I gathered drawings and photographs to inform my image and keep a record of how I made my model.</li> </ul> <p>AO4: Personal response.</p> <ul style="list-style-type: none"> <li>➤ I produce a record of how we made the model and present this in my book. I contribute to the completion of our model on time</li> <li>➤ I hand in my work as on time and complete as required</li> </ul>

<b>Subject:</b>	Art	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● look at the tradition of hybrids and the role monsters in Bosch/medieval</li> <li>● considering collage composition techniques</li> <li>● transfer 2D/3D concepts</li> <li>● Recording from observed forms</li> <li>● Compare Medieval tradition with selected other cultural monsters from Aztec, Greek etc</li> <li>● annotation to explain ideas and connections</li> <li>● develop personal creativity</li> </ul>	<p>AO1:Critical Research</p> <ul style="list-style-type: none"> <li>➤ I can explore elements from the artists in my work</li> <li>➤ I gather research for my work with some independence</li> <li>➤ I use the processes and techniques purposefully and with understanding.</li> <li>➤ I show understanding and thoughtful personal response.</li> <li>➤ I use technical language to explain how the images have informed my own work.</li> <li>➤ I give reasoned opinions, evidenced in the work studied in class.</li> <li>➤ I confidently investigate and write about the image with good structure and some depth.</li> <li>➤ I comment on the connections between artistic and social context.</li> <li>➤ I comment on how the artist has communicated ideas to achieve their intentions</li> </ul> <p>AO2:Explore &amp; Create my ideas.</p> <ul style="list-style-type: none"> <li>➤ I work with some independence and creativity</li> <li>➤ I modify and refine ideas in a purposeful way.</li> <li>➤ I am clear about intentions and make changes with the idea to achieve this goal</li> <li>➤ I take an active role within a group when organising complex activities.</li> <li>➤ I show thought in planning practical work.</li> <li>➤ I manage time well.</li> <li>➤ I have a good level of awareness of my environment and take good care of materials.</li> <li>➤ I show a very good level of understanding of the characteristics of the materials.</li> <li>➤ I use the characteristics of the materials purposefully and creatively.</li> </ul> <p>AO3:Record skills.</p> <ul style="list-style-type: none"> <li>➤ I select first and secondary sources to inform my own work purposefully and with some independence.</li> <li>➤ I work with very good accuracy and precision in the shape and tones.</li> </ul>

		<ul style="list-style-type: none"> <li>➤ I use a range of media within a project.</li> <li>➤ I explore texture and mark-making in observation</li> <li>➤ I show perceptive evaluation when reviewing personal work, leading to improvement.</li> <li>➤ I use the materials with an understanding of their properties</li> <li>➤ I mix colours with accuracy and understanding</li> <li>➤ I handle the materials with confidence</li> </ul> <p>AO4: Personal response.</p> <ul style="list-style-type: none"> <li>➤ I demonstrate some independence in creating an outcome that shows imagination, creativity and perceptive understanding to a high standard.</li> <li>➤ I demonstrate effective exploration of artists and designers</li> <li>➤ I explain, with technical language, how I used cultural research to inform my work.</li> <li>➤ I present a sustained and selected project in an organised and considered manner.</li> <li>➤ I use annotation to explain my thinking and ideas.</li> </ul>
<p><b>Confident</b></p>	<ul style="list-style-type: none"> <li>● look at the tradition of hybrids and the role monsters in Bosch/medieval</li> <li>● considering collage composition techniques</li> <li>● transfer 2D/3D concepts</li> <li>● Recording from observed forms</li> <li>● Compare Medieval tradition with selected other cultural monsters from Aztec, Greek etc</li> <li>● annotation to explain ideas and connections</li> <li>● develop personal creativity using a personal three dimensional design</li> </ul>	<p>AO1::Critical Research</p> <ul style="list-style-type: none"> <li>➤ I respond in a personal creative way to artists.</li> <li>➤ I explain my intentions and the connections between my work and that of two other artists' work.</li> <li>➤ I give reasoned opinions, evidenced in the work studied in class.</li> <li>➤ I compare and describe different ideas in these images</li> <li>➤ I identify how the ideas of the time the work was made show in the image. ( context)</li> </ul> <p>AO2:Explore &amp; Create my ideas.</p> <ul style="list-style-type: none"> <li>➤ I explore ideas and observations with a structured approach, with some risk-taking.</li> <li>➤ I make studies for the outcome including trial images.</li> <li>➤ I work safely and independently, with an awareness of other people.</li> <li>➤ I independently organise workspace efficiently and use materials with understanding and control.</li> <li>➤ I am able to select materials appropriately for the effects wanted.</li> <li>➤ I identify why these materials are suitable for my intentions.</li> <li>➤ I show good understanding of form and creativity.</li> </ul> <p>AO3:Record skills.</p>

		<ul style="list-style-type: none"> <li>➤ I explain how I have used Formal Elements such as shape and texture from my observations in my work</li> <li>➤ I can record shape with good accuracy.</li> <li>➤ I think about how my use of materials and composition work achieved my intentions and how it may be improved.</li> <li>➤ I annotate my work to explain my thinking</li> <li>➤ I explain how my work builds on my observations</li> <li>➤ I handle the materials with a high level of skill.</li> </ul> <p>AO4: Personal response.</p> <ul style="list-style-type: none"> <li>➤ I make a large contribution towards our groups model that shows imagination, creativity and a very good quality of work.</li> <li>➤ I make thoughtful written connections between the final model, cultural research, observation and exploring aspects of the project.</li> <li>➤ I present work in an efficient, neat style that shows an awareness of layout, understanding and thinking.</li> </ul>
<p><b>Secure</b></p>	<ul style="list-style-type: none"> <li>● look at the tradition of hybrids and the role monsters in Bosch/medieval</li> <li>● considering collage composition techniques</li> <li>● transfer 2D/3D concepts</li> <li>● Recording from observed forms</li> <li>● Compare Medieval tradition with selected other cultural monsters from Aztec, Greek etc</li> <li>● annotation to explain ideas and connections</li> <li>● develop personal creativity</li> </ul>	<p>AO1:Critical Research</p> <ul style="list-style-type: none"> <li>➤ I make a thoughtful written response to the work looked at in class</li> <li>➤ Make a clear connection the techniques in this work in my own work.</li> </ul> <p>AO2:Explore &amp; Create my ideas.</p> <ul style="list-style-type: none"> <li>➤ I work safely and with an awareness of other people.</li> <li>➤ I organise workspace efficiently and use materials with care.</li> <li>➤ I use several materials and explore alternative approaches in deciding on my image</li> <li>➤ I show some skill in the use of paper mache, collage and found materials.</li> <li>➤ I can identify how fundamental elements create effects in my work.</li> <li>➤ I use technical and descriptive language to explain my ideas.</li> </ul> <p>AO3:Record skills.</p> <ul style="list-style-type: none"> <li>➤ I use the materials thoughtfully and achieve my intentions.</li> <li>➤ I explain how the materials I used have been good or bad for the task.</li> <li>➤ I achieve the intended effects with the materials with a good level of control and precision</li> <li>➤ I explain my idea and how I made improvements.</li> </ul>



		<ul style="list-style-type: none"> <li>➤ I explain my choices.</li> <li>➤ I show an awareness of shape and colour</li> </ul> <p>AO4: Personal response.</p> <ul style="list-style-type: none"> <li>➤ I organise my sketchbook in an efficient, neat style that shows an awareness of layout.</li> <li>➤ I make clear connections between my research and the outcome.</li> <li>➤ I make a creative final piece to a high standard</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● look at the tradition of hybrids and the role monsters in Bosch/medieval</li> <li>● considering collage composition techniques</li> <li>● transfer 2D/3D concepts</li> <li>● Recording from observed forms</li> <li>● Compare Medieval tradition with selected other cultural monsters from Aztec, Greek etc</li> <li>● annotation to explain ideas and connections</li> <li>● develop personal creativity</li> </ul>	<p>AO1:Critical Research</p> <ul style="list-style-type: none"> <li>➤ I identifying when, where the art works we looked at in class were made.</li> <li>➤ I explain how the images make the viewer think about the object, and my thoughts.</li> <li>➤ I identify the characteristics of the images</li> <li>➤ I use specialist language</li> </ul> <p>AO2:Explore &amp; Create my ideas.</p> <ul style="list-style-type: none"> <li>➤ I try exploring our model with sketches, collage and modeling</li> <li>➤ I explore two or more possible designs.</li> <li>➤ I work safely and as a part of a team.</li> <li>➤ I handle materials responsibly and make sure all equipment is cleaned and stored correctly.</li> <li>➤ I know the main characteristics of the materials used and where they are suitable.</li> </ul> <p>AO3:Record skills.</p> <ul style="list-style-type: none"> <li>➤ I gather resources to inform personal work.</li> <li>➤ I observe from secondary sources using shading and line.</li> <li>➤ I comment on my work, describing how it achieves my intentions.</li> <li>➤ I work careful and increasingly accurate with a range of materials.</li> </ul> <p>AO4: Personal response.</p> <ul style="list-style-type: none"> <li>➤ I complete my personal final piece for the project with care and increasing refinement.</li> <li>➤ I explain how I have made use of ideas from observation.</li> <li>➤ My work is well organised and neatly presented.</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● handling clay</li> </ul>	<p>AO1:Critical Research</p>

	<ul style="list-style-type: none"> <li>● three dimensional thinking - understanding space</li> <li>● refining forms</li> <li>● recording development of a 3D form</li> <li>● annotation</li> <li>● developing imagination</li> </ul>	<ul style="list-style-type: none"> <li>➤ I Identify the images of the artists looked at in class and present neatly.</li> <li>➤ I Present and identify key features using the correct terms.</li> <li>➤ I record my thoughts about these images and make connections to my work</li> </ul> <p>AO2:Explore &amp; Create my ideas.</p> <ul style="list-style-type: none"> <li>➤ I am able to make a range ideas and use a variety of materials appropriately.</li> <li>➤ I have improving control.</li> <li>➤ I work responsibly with an awareness of safely, materials.</li> <li>➤ I show respect to others and tidy away areas well</li> <li>➤ I show awareness of the connections between the images in the project</li> </ul> <p>AO3:Record skills.</p> <ul style="list-style-type: none"> <li>➤ I control and handle materials carefully with an increasing awareness</li> <li>➤ I make notes in my sketchbook reflecting on my work, what went well and what to work on next.</li> <li>➤ I show improving awareness of shape and form.</li> </ul> <p>AO4: Personal response.</p> <ul style="list-style-type: none"> <li>➤ I identify how the methods or styles I used relate to the artists we looked at in class.</li> <li>➤ I organise my work in a clear and appropriate manner.</li> <li>➤ I present work neatly.</li> <li>➤ I made a strong contribution towards completing our model on time.</li> <li>➤ I produce a personal result that is made with some care.</li> </ul>
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Computer Science

<b>Subject:</b>	Computer Science	<b>Year: 7</b>	<b>Assessment Point:</b>	Autumn
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	<b>E-Safety &amp; Kodu Programming</b>	<b>Race for the Line</b>
<b>Mastered</b>	<p>Can develop and evaluate an effective e-safety game using a wide range of techniques.</p> <p>Can compare e-safety risks based on a meaningful evaluation of risks and consequences.</p>	<p>Evaluate and creatively adapt the features of a rocket car to improve its chances of success in the competition.</p>
<b>Confident</b>	<p>Can develop an e-safety game using Kodu.</p> <p>Give and respond to peer feedback</p> <p>Can compare e-safety risks.</p>	<p>Discuss how key variables impact on the design of a rocket</p> <p>Test and respond to test results to improve the design of a rocket car</p> <p>Use software creatively to enhance the design of a rocket car</p>
<b>Secure</b>	<p>Has a detailed understanding of a range of e-safety issues.</p> <p>Knows how to use a range of Kodu tools.</p> <p>Can design and document a relevant e-safety game design.</p>	<p>Produce a design that conforms to the rules of the competition and takes account of key variables</p> <p>Use software effectively to design a rocket car</p> <p>Analyse test results when testing the effectiveness of a rocket car design.</p>
<b>Embedding</b>	<p>Can identify a range of issues and the risks associated with them.</p> <p>Can relate game design issues to existing games.</p>	<p>Aware of how key variables impact upon the design of a rocket car</p> <p>Analyse the requirements of the competition</p> <p>Use standard features of software to design a rocket car</p>
<b>Beginning</b>	<p>Aware of some e-safety issues.</p> <p>Can identify some aspects of game design.</p>	<p>Understand the competition rules</p> <p>Make a design for a rocket car</p> <p>Conduct rocket car tests</p>

<b>Subject:</b>	Computer Science	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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	<b>Code.org / codecademy</b>	<b>The Oscars</b>
<b>Mastered</b>	<p>Produce own programs to creatively solve problems (e.g. Fibonacci sequence, text-based game) by abstracting and decomposing a problem.</p> <p>Read and write to external text files</p> <p>Application of data structures</p>	<p>Can work effectively with others over a significant period of time, resolving issues as they arise.</p> <p>Can produce an effective film that meets all the requirements well.</p> <p>Can document and evaluate the filmmaking process in a detailed and meaningful way.</p> <p>Can use a range of relevant tools to enhance the film, including sound, animation, video editing etc.</p> <p>To be able to source relevant material, following copyright rules and use creatively to the filmmaking process.</p>
<b>Confident</b>	<p>Progressed to codecademy, being able to write parameter-driven functions</p> <p>Discuss the concept of abstraction and decomposition</p> <p>Understand and use a data structure (e.g. list)</p>	<p>Can work effectively with others over a significant period of time.</p> <p>Can produce an effective film that meets most of the requirements.</p> <p>Can document and evaluate the filmmaking process.</p> <p>Can use a range of relevant tools to enhance the film, including sound, animation, video editing etc.</p> <p>To be able to source relevant material and apply to the filmmaking process.</p>
<b>Secure</b>	<p>Apply concepts of sequence, selection (conditionals) and iteration (loops) to solve problems using a block-based programming language, incorporating the use of variables to adapt the outcome</p> <p>Identify repeating elements of a problem and produce code to repeat those actions (to reduce the overall size of</p>	<p>Can take on specific roles within film production.</p> <p>Can work as a group to produce films that meet the rules.</p> <p>Can use some software to produce films.</p> <p>To be able to research effectively.</p>

	a solution)	
<b>Embedding</b>	Apply concepts of sequence, selection and iteration to solve a problem using a block-based programming language	<p>To be able to work with a group to develop film ideas.</p> <p>To be able to use software tools to create film-related materials, such as scripts, graphics, animation and edits.</p> <p>To be able to carry out research for the project, for example to find out more about filmmaking concepts and skills.</p>
<b>Beginning</b>	<p>Understand what a variable is</p> <p>Write an algorithm for an everyday task</p> <p>Create a sequence to solve a problem using a block-based programming language</p>	<p>Aware of the requirements for the films.</p> <p>Knows where to find important documents and resources.</p> <p>Aware of some filmmaking concepts.</p>

<b>Subject:</b>	Computer Science	<b>Year: 7</b>	<b>Assessment Point:</b>	Summer
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	<b>Graphics Essentials</b>	<b>Modelling Essentials</b>
<b>Mastered</b>	Select and use appropriate compression and file-types for communicating images, e.g. knowing which formats work on the web and why	<p>Able to select, design and create complex models creatively for a wide range of situations.</p> <p>Able to evaluate the effectiveness of the models.</p> <p>Able to test models thoroughly and resolve issues effectively.</p>
<b>Confident</b>	<p>Understanding of a range of compression techniques when storing and communicating media</p> <p>Effective combination of animation techniques</p>	<p>Able to create complex models and apply to a range of situations.</p> <p>Able to select suitable model types for a range of situations.</p> <p>Able to explain the use of models clearly.</p> <p>Able to test models thoroughly to ensure that they are accurate.</p>

<p><b>Secure</b></p>	<p>Effective use of a wide range of editing techniques such as layers and transparency when editing and enhancing images/animations. Independently adjusting key frame properties in animations.</p> <p>Discuss the impact of image manipulation in society e.g. in magazines, social media profiles</p> <p>Explain suitable applications for bitmap and vector graphics</p> <p>Understanding of resolution and bit-depth on the overall quality of an image</p>	<p>Able to create a range of different model types using relevant software.</p> <p>Able to explain the use of computers models.</p> <p>Able to test models.</p>
<p><b>Embedding</b></p>	<p>Apply a range of editing techniques to enhance photographs/Use of basic frame-by-frame and motion tweens</p> <p>Explain the difference between a bitmap and vector graphic</p> <p>Understand how binary is used to represent a colour bitmap image</p> <p>Understand how images used on the Internet/media can be enhanced to alter perceptions</p>	<p>Able to create simple models.</p> <p>Able to identify a range of computer models and state advantages and disadvantages of computer models.</p>
<p><b>Beginning</b></p>	<p>Use basic features of photo-editing, vector-editing and animation software</p> <p>Understand how binary is used to represent a black and white image</p>	<p>Aware of different types of model.</p> <p>Aware of reasons for using computer models.</p>

<b>Subject:</b>	Computer Science	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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	<b>E-Safety &amp; Appshed</b>	<b>Computational Thinking</b>
<b>Mastered</b>	Plans, designs, develops, tests and evaluates the effectiveness of a multimedia solution to enable others to stay safe online.	Uses a linear search algorithm as part of a coded solution Produces time complexity analysis of search algorithms Demonstrate methods for adding and subtracting 8-bit binary numbers
<b>Confident</b>	Proactively takes steps to help others to stay safe online  Create media to help others to stay safe online that is appropriate for the audience  Give and respond to peer feedback	Produces without templates the code to produce a linear search Combine logic gates to create a full adder Demonstrate adding 8-bit binary numbers Explain why UTF8 is considered “the language of the web” Discuss and explain the importance of compression techniques
<b>Secure</b>	Demonstrates comprehensive understanding of e-safety issues, relating to real-life situations such as news stories  Presents knowledge in such a way that would help others to also stay safe online  Knows how to use a range of AppShed tools.	Produces (with help of pseudocode or template) code to complete searching and sorting algorithms Compares the efficiency of binary and linear searches Combine logic gates to create a half adder Explain two different methods for converting to/from binary Explain why overflow errors occur Explain a limitation of ASCII and how this is overcome Explain ‘bit-depth’ and ‘resolution’ in relation to filesize
<b>Embedding</b>	Demonstrates understanding of all key e-safety issues  Identifies and proactively takes steps to keep themselves safe online  Demonstrates understanding of how to report issues	Explain the code/pseudocode behind searching and sorting algorithms Combine logic gates to form logic circuits Convert any 8-bit number to/from binary Represent ASCII letters using binary Explain how colour images are represented in binary
<b>Beginning</b>	Demonstrates understanding of some e-safety issues, but in little detail  Shows some understanding of steps to keep safe online	State how searching and sorting algorithms work State the input and outputs of logic gates  Recall the symbols used for logic gates

	Names actions that can be taken to report issues.	Convert numbers 1 to 10 to binary Show how black and white images can be represented using binary
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<b>Subject:</b>	Computer Science	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring
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	<b>HTML/CSS/Javascript</b>	<b>The Oscars</b>
<b>Mastered</b>	<p>Gone through an iterative approach to analysing, designing, developing, testing and evaluating the success of the web site</p> <p>Web site is built for impact. An attempt made to make the site as accessible as possible.</p>	<p>Can work effectively with others over a significant period of time, resolving issues as they arise.</p> <p>Can produce an effective film that meets all the requirements well.</p> <p>Can document and evaluate the filmmaking process in a detailed and meaningful way.</p> <p>Can use a range of relevant tools to enhance the film, including sound, animation, video editing etc.</p> <p>To be able to source relevant material, following copyright rules and use creatively to the filmmaking process.</p>
<b>Confident</b>	<p>Use of JS to add an element of interactivity (either own code, or code gleaned from elsewhere)</p> <p>Use of DIV and SPAN elements, linking website pages to a single CSS file</p>	<p>Can work effectively with others over a significant period of time.</p> <p>Can produce an effective film that meets most of the requirements.</p> <p>Can document and evaluate the filmmaking process.</p> <p>Can use a range of relevant tools to enhance the film, including sound, animation, video editing etc.</p> <p>To be able to source relevant material and apply to the filmmaking process.</p>
<b>Secure</b>	<p>Built a website with a consistent user interface</p> <p>Website takes account of usability issues such as appropriate use of fonts, colours</p> <p>Implementation of tables and lists</p>	<p>Can take on specific roles within film production.</p> <p>Can work as a group to produce films that meet the rules.</p> <p>Can use some software to produce films.</p> <p>To be able to research effectively.</p>

<b>Embedding</b>	<p>Created at least three web pages, linked together, using a coherent navigation system</p> <p>Use of tags requiring one or more attributes, e.g. images, hyperlinks</p>	<p>To be able to work with a group to develop film ideas.</p> <p>To be able to use software tools to create film-related materials, such as scripts, graphics, animation and edits.</p> <p>To be able to carry out research for the project, for example to find out more about filmmaking concepts and skills.</p>
<b>Beginning</b>	<p>Created three web pages, linked together</p> <p>Use of basic tags such as P, H1, BR</p>	<p>Aware of the requirements for the films.</p> <p>Knows where to find important documents and resources.</p> <p>Aware of some filmmaking concepts.</p>

<b>Subject:</b>	Computer Science	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer
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	<b>Game development with Construct2</b>
<b>Mastered</b>	Use of global/instance variables, e.g. score, health-levels on monsters  Fully working game, aspects of originality (1 level or more)
<b>Confident</b>	Game logic is well thought out in advance of implementation, and works effectively and efficiently  Responds to user feedback
<b>Secure</b>	Appropriate use of layers, parallax scrolling Appropriate use of object types and behaviours Understanding of 'instances' Adding events and actions to perform game logic  Creation of own game, based on a similar example
<b>Embedding</b>	Recognition of how layers, behaviours, attributes, instances and events are created to control the logic of a game
<b>Beginning</b>	Follow a tutorial to create a computer game

## Drama

<b>Subject:</b>	Drama	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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	Concepts	Skills
<b>Mastered</b>	<p><b>Devising</b> highly imaginative pieces of drama that engage audiences. Going above and beyond, experimenting imaginatively, creating ideas that communicate meaning and inspiring peers.</p> <p><b>Performing</b> a distinct role with exceptional success, engaging fully with the audience. Can consistently consider the impact on the audience.</p> <p><b>Evaluating</b> verbally and through insightful and analytical written tasks using a range of key terminology showing a developed range of dramatic theory.</p>	<ul style="list-style-type: none"> <li>- Leadership</li> <li>- Discipline</li> <li>- Imaginative and effective concepts</li> <li>- Understanding of theatre practitioners</li> <li>- Dramatic devices</li> <li>- Understanding of style form and structure</li>   <li>- Vocal skills - pace, pitch, pause, tone</li> <li>- Spacing awareness - levels, proxemics, distancing, staging choices</li> <li>- Characterisation - body language, facial expressions, gestures, posture, eye-contact</li> <li>- Communication - with each other in role/audience/props/staging</li>   <li>- Structure</li> <li>- Use of key terminology for developed responses</li> <li>- Ability to self-reflect and create perceptive working targets</li> <li>- Sensitive but purposeful feedback for peers</li> <li>-</li> </ul>
<b>Confident</b>	<p><b>Devising</b> with total commitment and sensitivity in a group, leading and inspiring others. Experimenting creatively whilst using initiative to develop work with a high degree of creativity.</p> <p><b>Performing</b> with confidence, having complete control over all aspects of stage performance displaying originality.</p>	<ul style="list-style-type: none"> <li>- Dedication to project</li> <li>- Imaginative and effective concepts</li> <li>- Showing an understanding of theatre practitioners</li> <li>- Clear use of dramatic devices</li> <li>- Understanding style and form and types of staging</li>   <li>- Vocal skills - pace, pitch, pause, tone</li> <li>- Spacing awareness - levels, proxemics, distancing</li> <li>- Characterisation - body language, facial expressions, gestures, posture</li> <li>- Communication - with each other in role and the audience</li> </ul>

	<p><b>Evaluating</b> in a perceptive manner using key terminology with accuracy displaying excellent literacy skills.</p>	<ul style="list-style-type: none"> <li>- Structure</li> <li>- Use of key terminology for developed responses</li> <li>- Ability to self-reflect and create working targets</li> <li>- Sensitive but purposeful feedback for peers</li> </ul>
<b>Secure</b>	<p><b>Devising</b> unique and interesting pieces creating a positive working atmosphere. Contributing consistently with peer to improve the effectiveness of the piece.</p> <p><b>Performing</b> in different styles showing commitment and originality.</p> <p><b>Evaluating</b> myself and peers - using constructive criticism to develop own skills and encourage progress for peers. Key terminology is used effectively to support the process.</p>	<ul style="list-style-type: none"> <li>- Collaborative working</li> <li>- Dedication</li> <li>- Imaginative ideas/concepts</li> <li>- Use of dramatic devices</li> <li>- Vocal skills - pace, pitch, pause, tone</li> <li>- Spacing awareness - levels, proxemics, distancing</li> <li>- Characterisation - body language, facial expressions, gestures, posture</li> <li>- Communication with each other in role</li> <li>- Structure</li> <li>- Use of key terminology</li> <li>- Ability to self-reflect and create working targets</li> <li>- Sensitive feedback for peers</li> </ul>
<b>Embedding</b>	<p><b>Devising</b> pieces of practical work with focus and determination. Suggesting positive ideas to develop the performance and using some dramatic techniques for effect.</p> <p><b>Performing</b> to an audience using voice and movement skills to clearly portray the character. Showing confidence on stage and supporting others.</p> <p><b>Evaluating</b> a range of drama performances with good understanding of interpretations. Writing shows a clear understanding of key skills used in drama. Showcases a good level of literacy.</p>	<ul style="list-style-type: none"> <li>- Working collaboratively with peers</li> <li>- Building greater understanding of the devising process</li> <li>- Identifying techniques</li> <li>- Vocal skills - pace, pitch, pause</li> <li>- Spacing awareness - levels and proxemics</li> <li>- Characterisation - body language, facial expressions, gestures</li> <li>- Communication with each other in role - creating positive working relationships</li> <li>- Structure</li> <li>- Embedding of key terminology</li> <li>- Ability to self-reflect and create working targets</li> </ul>

<b>Beginning</b>	<p><b>Devising</b> drama by listening and co-operating with others, suggesting some ideas to the group to develop the pieces. Staying focussed for most of the process and showing an ability to create a character.</p> <p><b>Performing</b> in character and developing the skill to sustain a role.</p> <p><b>Evaluating</b> shows an understanding of personal strengths and areas for development.</p>	<ul style="list-style-type: none"> <li>- Cooperation</li> <li>- Understanding a structure for devising</li> <li>- Showing an understanding of theatre key skills used in creating drama</li>   <li>- Vocal skills - pitch and tone</li> <li>- Spacing awareness - levels</li> <li>- Characterisation - body language and facial expressions</li> <li>- Gaining confidence to perform to an audience</li>   <li>- Working towards structuring written tasks effectively</li> <li>- Use of some key terminology</li> <li>- Ability to self-reflect and create working targets</li> </ul>
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<b>Subject:</b>	Drama	<b>Year: 7</b>	<b>Assessment Point:</b>	Summer
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p><b>Devising</b> going above and beyond, experimenting imaginatively, creating ideas that communicate meaning and inspiring peers.</p> <p><b>Performing</b> engaging fully with the audience. Can consistently consider the impact on the audience.</p>	<ul style="list-style-type: none"> <li>- Leadership</li> <li>- Discipline</li> <li>- Imaginative and effective concepts</li> <li>- Understanding of theatre practitioners</li> <li>- Dramatic devices</li> <li>- Understanding of style form and structure</li>   <li>- Spacing awareness - levels, proxemics, distancing, staging choices</li> <li>- Characterisation - body language, facial expressions, gestures, posture, eye-contact</li> <li>- Communication - with each other in role/audience/props/staging</li>   <li>- Structure</li> </ul>

	<p><b>Evaluating</b> using a range of key terminology showing a developed range of dramatic theory.</p>	<ul style="list-style-type: none"> <li>- Use of key terminology for developed responses</li> <li>- Ability to self-reflect and create perceptive working targets</li> <li>- Sensitive but purposeful feedback for peers</li> </ul>
<b>Confident</b>	<p><b>Devising</b> experimenting creatively whilst using initiative to develop work with a high degree of creativity.</p> <p><b>Performing</b> having complete control over all aspects of stage performance displaying originality.</p> <p><b>Evaluating</b> using key terminology with accuracy explaining excellent literacy skills.</p>	<ul style="list-style-type: none"> <li>- Dedication to project</li> <li>- Imaginative and effective concepts</li> <li>- Showing an understanding of theatre practitioners</li> <li>- Clear use of dramatic devices</li> <li>- Understanding style and form and types of staging</li> <li>- Spacing awareness - levels, proxemics, distancing</li> <li>- Characterisation - body language, facial expressions, gestures, posture</li> <li>- Communication - with each other in role and the audience</li> <li>- Structure</li> <li>- Use of key terminology for developed responses</li> <li>- Ability to self-reflect and create working targets</li> <li>- Sensitive but purposeful feedback for peers</li> </ul>
<b>Secure</b>	<p><b>Devising</b> contributing consistently with peer to improve the effectiveness of the piece.</p> <p><b>Performing</b> Using different styles showing commitment and originality.</p> <p><b>Evaluating</b> peers - using constructive criticism to develop own skills and encourage progress for peers.</p>	<ul style="list-style-type: none"> <li>- Collaborative working</li> <li>- Dedication</li> <li>- Imaginative ideas/concepts</li> <li>- Use of dramatic devices</li> <li>- Spacing awareness - levels, proxemics, distancing</li> <li>- Characterisation - body language, facial expressions, gestures, posture</li> <li>- Communication with each other in role</li> <li>- Structure</li> <li>- Use of key terminology</li> <li>- Ability to self-reflect and create working targets</li> <li>- Sensitive feedback for peers</li> </ul>
<b>Embedding</b>	<p><b>Devising</b> suggesting positive ideas to develop the performance and using some dramatic techniques for effect.</p>	<ul style="list-style-type: none"> <li>- Working collaboratively with peers</li> <li>- Building greater understanding of the devising process</li> <li>- Identifying techniques</li> </ul>

	<p><b>Performing</b></p> <p>Using voice and movement skills to clearly portray the character.</p> <p><b>Evaluating</b></p> <p>writing shows a clear understanding of key skills used in drama. Showcases a good level of literacy.</p>	<ul style="list-style-type: none"> <li>- Vocal skills - pace, pitch, pause</li> <li>- Spacing awareness - levels and proxemics</li> <li>- Characterisation - body language, facial expressions, gestures</li> <li>- Communication with each other in role - creating positive working relationships</li> <li>- Structure</li> <li>- Embedding of key terminology</li> <li>- Ability to self-reflect and create working targets</li> </ul>
<p><b>Beginning</b></p>	<p><b>Devising</b></p> <p>staying focussed for most of the process and showing an ability to create a character.</p> <p><b>Performing</b></p> <p>developing the skill to sustain a role.</p> <p><b>Evaluating</b></p> <p>showing an understanding of personal strengths and areas for development.</p>	<ul style="list-style-type: none"> <li>- Cooperation</li> <li>- Understanding a structure for devising</li> <li>- Showing an understanding of theatre key skills used in creating drama</li> <li>- Spacing awareness - levels</li> <li>- Characterisation - body language and facial expressions</li> <li>- Gaining confidence to perform to an audience</li> <li>- Working towards structuring written tasks effectively</li> <li>- Use of some key terminology</li> <li>- Ability to self-reflect and create working targets</li> </ul>



<b>Subject</b>	Drama	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p><b>Devising</b> highly imaginative pieces of drama that engage audiences. Going above and beyond, experimenting imaginatively, creating ideas that communicate meaning and inspiring peers.</p> <p><b>Performing</b> a distinct role with exceptional success, engaging fully with the audience. Can consistently consider the impact on the audience.</p> <p><b>Evaluating</b> verbally and through insightful and through completing assessment sheets linking to Latin Learning tasks using a range of key terminology showing a developed range of dramatic theory.</p>	<ul style="list-style-type: none"> <li>- Leadership</li> <li>- Discipline</li> <li>- Imaginative and effective concepts</li> <li>- Dramatic devices</li> <li>- Understanding of style form and structure</li>   <li>- Vocal skills - pace, pitch, pause, tone</li> <li>- Spacing awareness - levels, proxemics, distancing, staging choices</li> <li>- Characterisation - body language, facial expressions, gestures, posture, eye-contact</li> <li>- Communication - with each other in role/audience/props/staging</li>   <li>- Structure</li> <li>- Use of key terminology for developed responses</li> <li>- Ability to self-reflect and create perceptive working targets</li> <li>- Sensitive but purposeful feedback for peers</li> </ul>
<b>Confident</b>	<p><b>Devising</b> with total commitment and sensitivity in a group, leading and inspiring others. Experimenting creatively whilst using initiative to develop work with a high degree of creativity.</p> <p><b>Performing</b> with confidence, having complete control over all aspects of stage performance displaying originality.</p> <p><b>Evaluating</b> in a perceptive manner using key terminology with accuracy displaying sound literacy skills shown using assessment sheets linking to Latin Learning</p>	<ul style="list-style-type: none"> <li>- Dedication to project</li> <li>- Imaginative and effective concepts</li> <li>- Clear use of dramatic devices</li> <li>- Understanding style and form and types of staging</li> <li>-</li>   <li>- Vocal skills - pace, pitch, pause, tone</li> <li>- Spacing awareness - levels, proxemics, distancing</li> <li>- Characterisation - body language, facial expressions, gestures, posture</li> <li>- Communication - with each other in role and the audience</li>   <li>- Structure</li> <li>- Use of key terminology for developed responses</li> <li>- Ability to self-reflect and create working targets</li> </ul>

		<ul style="list-style-type: none"> <li>- Sensitive but purposeful feedback for peers</li> </ul>
<b>Secure</b>	<p><b>Devising</b> unique and interesting pieces creating a positive working atmosphere. Contributing consistently with peer to improve the effectiveness of the piece.</p> <p><b>Performing</b> in different styles showing commitment and originality.</p> <p><b>Evaluating</b> myself and peers - using constructive criticism to develop own skills and encourage progress for peers. Key terminology is used effectively through use of assessment sheets linking to Latin Learning</p>	<ul style="list-style-type: none"> <li>- Collaborative working</li> <li>- Dedication</li> <li>- Imaginative ideas/concepts</li> <li>- Use of dramatic devices</li> <li>- Vocal skills - pace, pitch, pause, tone</li> <li>- Spacing awareness - levels, proxemics, distancing</li> <li>- Characterisation - body language, facial expressions, gestures, posture</li> <li>- Communication with each other in role</li> <li>- Structure</li> <li>- Use of key terminology</li> <li>- Ability to self-reflect and create working targets</li> <li>- Sensitive feedback for peers</li> </ul>
<b>Embedding</b>	<p><b>Devising</b> pieces of practical work with focus and determination. Suggesting positive ideas to develop the performance and using some dramatic techniques for effect.</p> <p><b>Performing</b> to an audience using voice and movement skills to clearly portray the character. Showing confidence on stage and supporting others.</p> <p><b>Evaluating</b> a range of drama performances with good understanding of interpretations. Writing shows a clear understanding of key skills used in drama, using assessment sheets linking to Latin Learning</p>	<ul style="list-style-type: none"> <li>- Working collaboratively with peers</li> <li>- Building greater understanding of the devising process</li> <li>- Identifying techniques</li> <li>- Vocal skills - pace, pitch, pause</li> <li>- Spacing awareness - levels and proxemics</li> <li>- Characterisation - body language, facial expressions, gestures</li> <li>- Communication with each other in role - creating positive working relationships</li> <li>- Structure</li> <li>- Embedding of key terminology</li> <li>- Ability to self-reflect and create working targets</li> </ul>
<b>Beginning</b>	<p><b>Devising</b> drama by listening and co-operating with others, suggesting some ideas to the group to develop the pieces. Staying focussed for most of</p>	<ul style="list-style-type: none"> <li>- Cooperation</li> <li>- Understanding a structure for devising</li> <li>- Showing an understanding of theatre key skills used in creating</li> </ul>

	<p>the process and showing an ability to create a character.</p> <p><b>Performing</b> in character and developing the skill to sustain a role.</p> <p><b>Evaluating</b> shows an understanding of personal strengths and areas for development using the assessment sheets linking to Latin Learning</p>	<p>drama</p> <ul style="list-style-type: none"><li>- Vocal skills - pitch and tone</li><li>- Spacing awareness - levels</li><li>- Characterisation - body language and facial expressions</li><li>- Gaining confidence to perform to an audience</li></ul> <ul style="list-style-type: none"><li>- Working towards structuring written tasks effectively</li><li>- Use of some key terminology</li><li>- Ability to self-reflect and create working targets</li></ul>
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## English

<b>Subject:</b>	English	<b>Year: 7</b>	<b>Assessment Point:</b>	Autumn 1 (Narrative Writing)
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	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes:               <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li>   <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communication is consistently clear and effective</li> <li>● Tone, style and register matched to purpose, form and audience</li> <li>● Increasingly sophisticated vocabulary and phrasing, with a range of linguistic devices</li> <li>● Writing is engaging with a range of connected, detailed ideas</li> <li>● Coherent paragraphing</li>   <li>● Sentence demarcation is consistently secure and accurate</li> <li>● Wide range of punctuation used accurately and for impact</li> <li>● Full range of apt sentence forms that help the writing feel crafted and controlled.</li> <li>● Minimal spelling errors</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes:               <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li>   <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communication is clear</li> <li>● Tone, style and register generally matched to purpose, form and audience</li> <li>● Vocabulary clearly chosen for effect and successful use of linguistic devices</li> <li>● Writing is engaging with a range of connected ideas</li> <li>● Usually coherent paragraphing with a range of discourse markers</li> <li>● Usually effective use of structural features</li>   <li>● Sentence demarcation is almost always accurate</li> <li>● Wide range of punctuation used accurately</li> <li>● Full range of apt sentence forms</li> <li>● High level of accuracy in spellings</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes:               <ul style="list-style-type: none"> <li>- Content</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Communication is mostly successful</li> <li>● Sustained attempt to match purpose, form and audience</li> <li>● Conscious use of vocabulary with some linguistic devices</li> <li>● Increasing variety of linked and relevant ideas</li> </ul>

	<ul style="list-style-type: none"> <li>- Organisation</li> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Some use of paragraphs and discourse markers</li> <li>● Some use of structural features</li> <li>● Sentence demarcation is mostly secure and mostly accurate</li> <li>● Range of punctuation used, mostly with success</li> <li>● Uses a variety of sentence forms</li> <li>● Generally accurate spelling, including more complex words</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communicates with some success</li> <li>● Attempts to match purpose, audience and form</li> <li>● Begins to vary vocabulary and some use of linguistic devices</li> <li>● Some linked and relevant ideas</li> <li>● Some use of paragraphing, not always appropriate</li> <li>● Attempts to use structural features</li> <li>● Sentence demarcation is mostly secure and mostly accurate</li> <li>● Range of punctuation used, mostly with success</li> <li>● Uses a variety of sentence forms</li> <li>● Generally accurate spelling, including some complex words</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Simple success in communication of ideas</li> <li>● Simple awareness of purpose, form and audience</li> <li>● Simply vocabulary and linguistic devices</li> <li>● One or two relevant ideas, simply linked</li> <li>● Random paragraph structure</li> <li>● Evidence of simple structural features</li> <li>● Sentence demarcation is sometimes secure and sometimes accurate</li> <li>● Some evidence of conscious punctuation</li> <li>● Simple range of sentence forms</li> <li>● Accurate spelling of basic words</li> </ul>

<b>Subject:</b>	<b>English</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Autumn 2 (A Christmas Carol - Reading)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers' ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Thoughtful, detailed</b> comparison</li> <li>● <b>Appropriate</b> references <b>integrated</b> into interpretation</li> <li>● <b>Examination</b> of the writer's methods with subject terminology used <b>effectively</b></li> <li>● <b>Examination</b> of effects on the reader</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers' ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Clear</b> comparison</li> <li>● <b>Effective</b> use of references to support explanation</li> <li>● <b>Clear</b> explanation of the writer's methods with <b>apt</b> use of terminology</li> <li>● <b>Understanding</b> of effects on the reader</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers' ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Some</b> explained comparison</li> <li>● References <b>used</b> to support a <b>range</b> of comments</li> <li>● <b>Relevant</b> comments on the writer's methods with some relevant terminology</li> <li>● <b>Identification</b> of effects of the writer's methods</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers' ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Some</b> supported comparison</li> <li>● <b>Some</b> comments on quotations or references</li> <li>● <b>Some</b> reference to subject terminology</li> <li>● <b>Identification</b> of the writer's methods</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers' ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Simple</b> comments relevant to comparison</li> <li>● <b>Reference</b> to relevant details</li> <li>● <b>Possible reference</b> to subject terminology</li> </ul>

	<ul style="list-style-type: none"> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Awareness</b> of the writer making deliberate choices</li> </ul>
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<b>Subject:</b>	<b>English</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Spring 1 (Criminal Voices Poetry comparison)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers' ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Thoughtful, detailed</b> comparison</li> <li>● <b>Appropriate</b> references <b>integrated</b> into interpretation</li> <li>● <b>Examination</b> of the writer's methods with subject terminology used <b>effectively</b></li> <li>● <b>Examination</b> of effects on the reader</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers' ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Clear</b> comparison</li> <li>● <b>Effective</b> use of references to support explanation</li> <li>● <b>Clear</b> explanation of the writer's methods with <b>apt</b> use of terminology</li> <li>● <b>Understanding</b> of effects on the reader</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers' ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Some</b> explained comparison</li> <li>● References <b>used</b> to support a <b>range</b> of comments</li> <li>● <b>Relevant</b> comments on the writer's methods with some relevant terminology</li> <li>● <b>Identification</b> of effects of the writer's methods</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers' ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Some</b> supported comparison</li> <li>● <b>Some</b> comments on quotations or references</li> <li>● <b>Some</b> reference to subject terminology</li> <li>● <b>Identification</b> of the writer's methods</li> </ul>

	<ul style="list-style-type: none"> <li>● Commenting on effects</li> </ul>	
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers' ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Simple</b> comments relevant to comparison</li> <li>● <b>Reference</b> to relevant details</li> <li>● <b>Possible reference</b> to subject terminology</li> <li>● <b>Awareness</b> of the writer making deliberate choices</li> </ul>

<b>Subject:</b>	<b>English</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Spring 2 (Opinion Writing: Letter about Festival)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communication is consistently clear and effective</li> <li>● Tone, style and register matched to purpose, form and audience</li> <li>● Increasingly sophisticated vocabulary and phrasing, with a range of linguistic devices</li> <li>● Writing is engaging with a range of connected, detailed ideas</li> <li>● Coherent paragraphing</li> <li>● Sentence demarcation is consistently secure and accurate</li> <li>● Wide range of punctuation used accurately and for impact</li> <li>● Full range of apt sentence forms that help the writing feel crafted and controlled.</li> <li>● Minimal spelling errors</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Communication is clear</li> <li>● Tone, style and register generally matched to purpose, form and audience</li> <li>● Vocabulary clearly chosen for effect and successful use of linguistic devices</li> <li>● Writing is engaging with a range of connected ideas</li> <li>● Usually coherent paragraphing with a range of discourse markers</li> </ul>



	<ul style="list-style-type: none"> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Usually effective use of structural features</li> <li>● Sentence demarcation is almost always accurate</li> <li>● Wide range of punctuation used accurately</li> <li>● Full range of apt sentence forms</li> <li>● High level of accuracy in spellings</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communication is mostly successful</li> <li>● Sustained attempt to match purpose, form and audience</li> <li>● Conscious use of vocabulary with some linguistic devices</li> <li>● Increasing variety of linked and relevant ideas</li> <li>● Some use of paragraphs and discourse markers</li> <li>● Some use of structural features</li> <li>● Sentence demarcation is mostly secure and mostly accurate</li> <li>● Range of punctuation used, mostly with success</li> <li>● Uses a variety of sentence forms</li> <li>● Generally accurate spelling, including more complex words</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communicates with some success</li> <li>● Attempts to match purpose, audience and form</li> <li>● Begins to vary vocabulary and some use of linguistic devices</li> <li>● Some linked and relevant ideas</li> <li>● Some use of paragraphing, not always appropriate</li> <li>● Attempts to use structural features</li> <li>● Sentence demarcation is mostly secure and mostly accurate</li> <li>● Range of punctuation used, mostly with success</li> <li>● Uses a variety of sentence forms</li> <li>● Generally accurate spelling, including some complex words</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Simple success in communication of ideas</li> <li>● Simple awareness of purpose, form and audience</li> <li>● Simply vocabulary and linguistic devices</li> <li>● One or two relevant ideas, simply linked</li> <li>● Random paragraph structure</li> <li>● Evidence of simple structural features</li> </ul>

		<ul style="list-style-type: none"> <li>● Sentence demarcation is sometimes secure and sometimes accurate</li> <li>● Some evidence of conscious punctuation</li> <li>● Simple range of sentence forms</li> <li>● Accurate spelling of basic words</li> </ul>
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<b>Subject:</b>	<b>English</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Summer 2 (Reading: A Midsummer Night's Dream)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Thoughtful, developed</b> response to the task</li> <li>● <b>Apt references</b> integrated into interpretation</li> <li>● <b>Examination</b> of writer's methods with subject terminology used effectively</li> <li>● <b>Examination</b> of effects of writer's methods on the audience.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Clear, explained</b> response to task</li> <li>● <b>Effective</b> use of references to support explanation</li> <li>● <b>Clear explanation</b> of the writer's methods, with apt use of relevant terminology</li> <li>● <b>Understanding</b> of the effects of writer's methods on the audience.</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● Some <b>explained</b> response to task</li> <li>● References used to support a range of relevant comments</li> <li>● <b>Explained/ relevant</b> comments on writer's methods with some relevant subject terminology</li> <li>● <b>Identification</b> of effects of writer's methods on audience.</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Some</b> supported response to the task</li> </ul>

	<ul style="list-style-type: none"> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer’s craft using subject terminology</li> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Comments on</b> relevant details</li> <li>● <b>Some</b> identification of writer’s methods</li> <li>● <b>Some</b> terminology</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer’s craft using subject terminology</li> <li>● Commenting on effects</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Simple</b> comments relevant to task</li> <li>● <b>Reference to</b> relevant details</li> <li>● <b>Awareness</b> of the writer making deliberate choices</li> <li>● <b>Possible reference</b> to subject terminology</li> </ul>

<b>Subject:</b>	<b>English</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Summer 1 (Reading Paper)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	AO1 • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts. AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.  AO4 • Evaluate texts critically and support this with appropriate textual references.	Evaluates critically and in detail the effect(s) on the reader Shows perceptive understanding of writer’s methods Selects a judicious range of textual detail Develops a convincing and critical response to the focus of the statement  Analyses the effects of the writer’s choices of language and structural features Makes sophisticated and accurate use of subject terminology
<b>Confident</b>	AO1 • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts. AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO4 • Evaluate texts critically and support this with appropriate textual references.	Evaluates clearly the effect(s) on the reader Shows clear understanding of writer’s methods Selects a range of relevant textual references Makes a clear and relevant response to the focus of the statement Explains clearly the effects of the writer’s choices of language and structural features Makes clear and accurate use of subject terminology

<b>Secure</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts.</li> </ul> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p>	<p>Makes some evaluative comments on effect(s) on the reader</p> <p>Shows some understanding of writer’s methods</p> <p>Selects some appropriate textual reference(s)</p> <p>Makes some response to the focus of the statement</p> <p>Attempts to comment on the effect of language and structure</p> <p>Makes some use of subject terminology, mainly appropriately</p>
<b>Embedding</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts.</li> </ul> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p>	<p>Makes some evaluative comments about effects on the reader</p> <p>Shows some understanding of writer’s methods</p> <p>Selects some appropriate textual reference(s)</p> <p>Makes some response to the focus of the statement</p> <p>Attempts to comment on the effect of language and structure</p> <p>Makes some use of subject terminology, mainly appropriately</p>
<b>Beginning</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts.</li> </ul> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO4 • Evaluate texts critically and support this with appropriate textual references.</p>	<p>Makes simple, limited evaluative comment(s) on effect(s) on reader</p> <p>Shows limited understanding of writer’s methods</p> <p>Selects simple, limited textual reference(s)</p> <p>Makes a simple, limited response to the focus of the statement</p> <p>Offers simple comment on the effect of language and structure</p> <p>Makes simple use of subject terminology, not always appropriately</p>

<b>Subject:</b>	<b>English</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Autumn 1 (Opinion Writing - death penalty)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li>   <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communication is convincing</li> <li>● Tone, style and register consistently match purpose, form and audience</li> <li>● Extensive vocabulary with evidence of conscious crafting of linguistic devices</li> <li>● Structured and developed writing</li> <li>● Consistently coherent paragraphs</li> <li>● Varied and effective structural features</li>   <li>● Sentence demarcation is almost always accurate</li> <li>● Wide range of punctuation used accurately</li> <li>● Full range of apt sentence forms</li> <li>● High level of accuracy in spellings</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li>   <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communication is consistently clear and effective</li> <li>● Tone, style and register matched to purpose, form and audience</li> <li>● Increasingly sophisticated vocabulary and phrasing, with a range of linguistic devices</li> <li>● Writing is engaging with a range of connected, detailed ideas</li> <li>● Coherent paragraphing</li>   <li>● Sentence demarcation is consistently secure and accurate</li> <li>● Wide range of punctuation used accurately and for impact</li> <li>● Full range of apt sentence forms that help the writing feel crafted and controlled.</li> <li>● Minimal spelling errors</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Communication is clear</li> <li>● Tone, style and register generally matched to purpose, form and audience</li> <li>● Vocabulary clearly chosen for effect and successful use of linguistic devices</li> </ul>

	<ul style="list-style-type: none"> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Writing is engaging with a range of connected ideas</li> <li>● Usually coherent paragraphing with a range of discourse markers</li> <li>● Usually effective use of structural features</li> <li>● Sentence demarcation is almost always accurate</li> <li>● Wide range of punctuation used accurately</li> <li>● Full range of apt sentence forms</li> <li>● High level of accuracy in spellings</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communication is mostly successful</li> <li>● Sustained attempt to match purpose, form and audience</li> <li>● Conscious use of vocabulary with some linguistic devices</li> <li>● Increasing variety of linked and relevant ideas</li> <li>● Some use of paragraphs and discourse markers</li> <li>● Some use of structural features</li> <li>● Sentence demarcation is mostly secure and mostly accurate</li> <li>● Range of punctuation used, mostly with success</li> <li>● Uses a variety of sentence forms</li> <li>● Generally accurate spelling, including more complex words</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communicates with some success</li> <li>● Attempts to match purpose, audience and form</li> <li>● Begins to vary vocabulary and some use of linguistic devices</li> <li>● Some linked and relevant ideas</li> <li>● Some use of paragraphing, not always appropriate</li> <li>● Attempts to use structural features</li> <li>● Sentence demarcation is mostly secure and mostly accurate</li> <li>● Range of punctuation used, mostly with success</li> <li>● Uses a variety of sentence forms</li> <li>● Generally accurate spelling, including some complex words</li> </ul>

<b>Subject:</b>	<b>English</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Autumn 2 (Paper 2 Skills: Comparison of Non-Fiction Articles on prisons)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts.</li> </ul> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<ul style="list-style-type: none"> <li>• Offers perceptive interpretation of both texts</li> <li>• Analyses how methods are used to convey ideas and perspectives; shows detailed and perceptive understanding of language.</li> <li>• Selects judicious range of quotations from both texts; synthesises evidence between texts.</li> <li>• Uses a range of subject terminology appropriately</li> <li>• Shows a detailed understanding of the similarities and differences between the ideas and perspectives</li> </ul>
<b>Confident</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts.</li> </ul> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<ul style="list-style-type: none"> <li>• Begins to interpret both texts and demonstrates clear connections between texts</li> <li>• Explains clearly how methods are used to convey ideas and perspectives; shows clear understanding of language.</li> <li>• Selects relevant quotations to support from both texts</li> <li>• Uses subject terminology appropriately.</li> <li>• Shows a clear understanding of differences between the ideas and perspectives</li> </ul>
<b>Secure</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts.</li> </ul> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<ul style="list-style-type: none"> <li>• Begins to interpret both texts and demonstrates clear connections between texts</li> <li>• Explains clearly how methods are used to convey ideas and perspectives</li> <li>• Selects relevant quotations</li> <li>• Uses subject terminology accurately</li> <li>• Shows a clear understanding of differences between the ideas and perspectives</li> </ul>

<b>Embedding</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts.</li> </ul> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<ul style="list-style-type: none"> <li>• Attempts some inference from one/both texts</li> <li>• Some comment on how methods are used to convey ideas and perspectives; shows some understanding of language</li> <li>• Selects some quotations/references, not always supporting (from one or both texts)</li> <li>• Uses some subject terminology, not always appropriately</li> <li>• Identifies some differences between the ideas and perspectives</li> </ul>
<b>Beginning</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts.</li> </ul> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<ul style="list-style-type: none"> <li>• Offers paraphrase rather than inference and makes simple or no links between texts</li> <li>• Offers simple identification of how differences are conveyed; simple comment on the effects of language</li> <li>• Simple references or textual details</li> <li>• Simple mention of subject terminology</li> <li>• Simple awareness of different ideas and/or perspectives.</li> </ul>



<b>Subject:</b>	<b>English</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Spring 1 (Shakespeare - Creative Writing based on an image)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li>   <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communication is convincing</li> <li>● Tone, style and register consistently match purpose, form and audience</li> <li>● Extensive vocabulary with evidence of conscious crafting of linguistic devices</li> <li>● Structured and developed writing</li> <li>● Consistently coherent paragraphs</li> <li>● Varied and effective structural features</li>   <li>● Sentence demarcation is almost always accurate</li> <li>● Wide range of punctuation used accurately</li> <li>● Full range of apt sentence forms</li> <li>● High level of accuracy in spellings</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li>   <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communication is consistently clear and effective</li> <li>● Tone, style and register matched to purpose, form and audience</li> <li>● Increasingly sophisticated vocabulary and phrasing, with a range of linguistic devices</li> <li>● Writing is engaging with a range of connected, detailed ideas</li> <li>● Coherent paragraphing</li>   <li>● Sentence demarcation is consistently secure and accurate</li> <li>● Wide range of punctuation used accurately and for impact</li> <li>● Full range of apt sentence forms that help the writing feel crafted and controlled.</li> <li>● Minimal spelling errors</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Communication is clear</li> <li>● Tone, style and register generally matched to purpose, form and audience</li> <li>● Vocabulary clearly chosen for effect and successful use of linguistic devices</li> </ul>

	<ul style="list-style-type: none"> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Writing is engaging with a range of connected ideas</li> <li>● Usually coherent paragraphing with a range of discourse markers</li> <li>● Usually effective use of structural features</li> <li>● Sentence demarcation is almost always accurate</li> <li>● Wide range of punctuation used accurately</li> <li>● Full range of apt sentence forms</li> <li>● High level of accuracy in spellings</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communication is mostly successful</li> <li>● Sustained attempt to match purpose, form and audience</li> <li>● Conscious use of vocabulary with some linguistic devices</li> <li>● Increasing variety of linked and relevant ideas</li> <li>● Some use of paragraphs and discourse markers</li> <li>● Some use of structural features</li> <li>● Sentence demarcation is mostly secure and mostly accurate</li> <li>● Range of punctuation used, mostly with success</li> <li>● Uses a variety of sentence forms</li> <li>● Generally accurate spelling, including more complex words</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Writing for different audiences and purposes: <ul style="list-style-type: none"> <li>- Content</li> <li>- Organisation</li> </ul> </li> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <li>● Communicates with some success</li> <li>● Attempts to match purpose, audience and form</li> <li>● Begins to vary vocabulary and some use of linguistic devices</li> <li>● Some linked and relevant ideas</li> <li>● Some use of paragraphing, not always appropriate</li> <li>● Attempts to use structural features</li> <li>● Sentence demarcation is mostly secure and mostly accurate</li> <li>● Range of punctuation used, mostly with success</li> <li>● Uses a variety of sentence forms</li> <li>● Generally accurate spelling, including some complex words</li> </ul>

<b>Subject:</b>	<b>English</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Spring 2 (Reading: The Tempest analysis)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer’s craft using subject terminology</li> <li>● Commenting on effects</li> <li>● Links to context</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Critical, exploratory</b> response to task</li> <li>● <b>Judicious</b> use of <b>precise references</b> to support interpretation</li> <li>● Analysis of writer’s methods with subject terminology used <b>judiciously</b></li> <li>● <b>Exploration</b> of effects of the writer’s methods on the audience.</li> <li>● Exploration of ideas and perspectives shown by specific, detailed links between context, text and task.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer’s craft using subject terminology</li> <li>● Commenting on effects</li> <li>● Links to context</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Thoughtful, developed</b> response to the task</li> <li>● <b>Apt references</b> integrated into interpretation</li> <li>● <b>Examination</b> of writer’s methods with subject terminology used effectively</li> <li>● <b>Examination</b> of effects of writer’s methods on the audience</li> <li>● Thoughtful examination of detailed links between text, context and task</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer’s craft using subject terminology</li> <li>● Commenting on effects</li> <li>● Links to context</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Clear, explained</b> response to task</li> <li>● <b>Effective</b> use of references to support explanation</li> <li>● <b>Clear explanation</b> of the writer’s methods, with apt use of relevant terminology</li> <li>● <b>Understanding</b> of the effects of writer’s methods on the audience.</li> <li>● Clear understanding of implicit ideas shown by links between text, context and task</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response</li> <li>● Use of evidence to support ideas</li> </ul>	<ul style="list-style-type: none"> <li>● Some <b>explained</b> response to task</li> <li>● References used to support a range of relevant comments</li> </ul>

	<ul style="list-style-type: none"> <li>● Commenting on writer’s craft using subject terminology</li> <li>● Commenting on effects</li> <li>● Links to context</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Explained/ relevant</b> comments on writer’s methods with some relevant subject terminology</li> <li>● <b>Identification</b> of effects of writer’s methods on audience.</li> <li>● Some understanding of implicit ideas shown by links between text, context and task</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer’s craft using subject terminology</li> <li>● Commenting on effects</li> <li>● Links to context</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Some</b> supported response to the task</li> <li>● Comments on <b>relevant</b> details</li> <li>● <b>Some</b> identification of writer’s methods</li> <li>● <b>Some</b> terminology</li> <li>● Some awareness on implicit contextual factors</li> </ul>

<b>Subject:</b>	<b>English</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Summer 1 (Reading: Culture Poetry comparison)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers’ ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer’s craft using subject terminology</li> <li>● Commenting on effects</li> <li>● Links to context</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Critical, exploratory</b> response to task</li> <li>● <b>Judicious</b> use of <b>precise references</b> to support interpretation</li> <li>● Analysis of writer’s methods with subject terminology used <b>judiciously</b></li> <li>● <b>Exploration</b> of effects of the writer’s methods on the audience.</li> <li>● <b>Exploration</b> of ideas and perspectives shown by <b>specific, detailed</b> links between context, text and task.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers’ ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer’s craft using subject terminology</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Thoughtful, developed</b> response to the task</li> <li>● <b>Apt references</b> integrated into interpretation</li> <li>● <b>Examination</b> of writer’s methods with subject terminology used effectively</li> </ul>

	<ul style="list-style-type: none"> <li>● Commenting on effects</li> <li>● Links to context</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Examination</b> of effects of writer's methods on the audience</li> <li>● <b>Thoughtful examination</b> of <b>detailed</b> links between text, context and task</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers' ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> <li>● Links to context</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Clear, explained</b> response to task</li> <li>● <b>Effective</b> use of references to support explanation</li> <li>● <b>Clear explanation</b> of the writer's methods, with apt use of relevant terminology</li> <li>● <b>Understanding</b> of the effects of writer's methods on the audience.</li> <li>● <b>Clear understanding</b> of <b>implicit</b> ideas shown by links between text, context and task</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers' ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> <li>● Links to context</li> </ul>	<ul style="list-style-type: none"> <li>● Some <b>explained</b> response to task</li> <li>● References used to support a range of relevant comments</li> <li>● <b>Explained/ relevant</b> comments on writer's methods with some relevant subject terminology</li> <li>● <b>Identification</b> of effects of writer's methods on audience.</li> <li>● <b>Some understanding</b> of <b>implicit</b> ideas shown by links between text, context and task</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Offering an informed personal response and comparing writers' ideas</li> <li>● Use of evidence to support ideas</li> <li>● Commenting on writer's craft using subject terminology</li> <li>● Commenting on effects</li> <li>● Links to context</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Some</b> supported response to the task</li> <li>● Comments on <b>relevant</b> details</li> <li>● <b>Some</b> identification of writer's methods</li> <li>● <b>Some</b> terminology</li> <li>● <b>Some awareness</b> of contextual factors</li> </ul>

<b>Subject:</b>	<b>English</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Summer 2 (Reading Test: Paper 2)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts.</li> </ul> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<ul style="list-style-type: none"> <li>• Offers perceptive interpretation of both texts</li> <li>• Analyses how methods are used to convey ideas and perspectives; shows detailed and perceptive understanding of language.</li> <li>• Selects judicious range of quotations from both texts; synthesises evidence between texts.</li> <li>• Uses a range of subject terminology appropriately</li> <li>• Shows a detailed understanding of the similarities and differences between the ideas and perspectives</li> </ul>
<b>Confident</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts.</li> </ul> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<ul style="list-style-type: none"> <li>• Begins to interpret both texts and demonstrates clear connections between texts</li> <li>• Explains clearly how methods are used to convey ideas and perspectives; shows clear understanding of language.</li> <li>• Selects relevant quotations to support from both texts</li> <li>• Uses subject terminology appropriately.</li> <li>• Shows a clear understanding of differences between the ideas and perspectives</li> </ul>
<b>Secure</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts.</li> </ul> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<ul style="list-style-type: none"> <li>• Begins to interpret both texts and demonstrates clear connections between texts</li> <li>• Explains clearly how methods are used to convey ideas and perspectives</li> <li>• Selects relevant quotations</li> <li>• Uses subject terminology accurately</li> <li>• Shows a clear understanding of differences between the ideas and perspectives</li> </ul>

<b>Embedding</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts.</li> </ul> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<ul style="list-style-type: none"> <li>• Attempts some inference from one/both texts</li> <li>• Some comment on how methods are used to convey ideas and perspectives; shows some understanding of language</li> <li>• Selects some quotations/references, not always supporting (from one or both texts)</li> <li>• Uses some subject terminology, not always appropriately</li> <li>• Identifies some differences between the ideas and perspectives</li> </ul>
<b>Beginning</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <ul style="list-style-type: none"> <li>• Select and synthesise evidence from different texts.</li> </ul> <p>AO2 • Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p>	<ul style="list-style-type: none"> <li>• Offers paraphrase rather than inference and makes simple or no links between texts</li> <li>• Offers simple identification of how differences are conveyed; simple comment on the effects of language</li> <li>• Simple references or textual details</li> <li>• Simple mention of subject terminology</li> <li>• Simple awareness of different ideas and/or perspectives.</li> </ul>

## Food Science

<b>Subject:</b>	Food science	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring-Ragu
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Skills & processes Create & manufacture Hygiene & safety	Has mastered all processes and skills and can apply them to the ragu product Can make a variety of changes to a recipe with confidence and independently Can independently work safely and hygienically Is highly competent and demonstrates problem solving
<b>Confident</b>	Skills & processes Create & manufacture Hygiene & safety	Is confident with processes and skills and can apply them to the ragu product Can make simple changes to a recipe independently Can work safely and hygienically Can find solutions to simple problems
<b>Secure</b>	Skills & processes Create & manufacture Hygiene & safety	Is secure in their understanding of the processes and use of skills Can follow a recipe with confidence and make simple changes with some help Can work safely and hygienically with few reminders
<b>Embedding</b>	Skills & processes Create & manufacture Hygiene & safety	Understands the processes and skills but sometimes needs help Can follow a recipe Can work safely and hygienically with reminders
<b>Beginning</b>	Skills & processes Create & manufacture Hygiene & safety	Is beginning to understand the processes and develop skills Can follow a basic recipe with help Can clear away work area but needs help and reminders



<b>Subject:</b>	Food science	<b>Year: 7</b>	<b>Assessment Point:</b>	Summer-Savoury tart
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Skills & processes Create & manufacture Hygiene & safety	Product is well presented/attractive and cooked perfectly within the time available Student demonstrates confident knife skills Can choose ingredients which work together with confidence and independently to suit a user Can independently work safely and hygienically
<b>Confident</b>	Skills & processes Create & manufacture Hygiene & safety	Product is well presented and cooked within the time available Can choose ingredients independently to suit a particular user Can work safely and hygienically
<b>Secure</b>	Skills & processes Create & manufacture Hygiene & safety	Works mainly independently but needs occasional guidance about cooking times Can follow a recipe with confidence and make simple changes. Finished product is functional Can work safely and hygienically with few reminders
<b>Embedding</b>	Skills & processes Create & manufacture Hygiene & safety	Product is adequately finished Can follow a recipe and make simple changes with help but needs assistance with cooking times Can work safely and hygienically with reminders
<b>Beginning</b>	Skills & processes Create & manufacture Hygiene & safety	Product is unfinished in the time available and not well constructed Can follow a basic recipe with help Can clear away work area but needs help and reminders

<b>Subject:</b>	Food science	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn-Mini quiche
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Skills & processes Create & manufacture Hygiene & safety	Can manufacture and assemble each component part with skill and accuracy and attention to detail Can use a basic recipe to design a product based on a theme or concept using healthy ingredients that work well together Can independently work safely and hygienically within the time available
<b>Confident</b>	Skills & processes Create & manufacture Hygiene & safety	Can manufacture and assemble each component part with some skill and accuracy Can use a basic recipe to design a product using ingredients that work well together and are healthy Can independently work safely and hygienically within the time available
<b>Secure</b>	Skills & processes Create & manufacture Hygiene & safety	Can manufacture and assemble a product with some skills Can use a basic recipe and make simple changes Can work within the time available
<b>Embedding</b>	Skills & processes Create & manufacture Hygiene & safety	Product is constructed using basic skills and ready made components Can follow a recipe and make simple changes with help but needs assistance with cooking times Can work safely and hygienically with reminders
<b>Beginning</b>	Skills & processes Create & manufacture Hygiene & safety	Product is unfinished in the time available and not well constructed Can follow a basic recipe with assistance Can clear away work area but needs help and reminders

## French

<b>Subject:</b>	<b>MFL - French</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Spring (March)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- topics: introduce myself, talk about brothers and sisters, age and birthdays, classroom objects, likes and dislikes, describe myself</li> <li>- pronunciation and the French alphabet</li> <li>- definite and indefinite articles</li> <li>- All the personal pronouns and the concept of conjugation.</li> <li>- Verbs to have and to be</li> <li>- Negative form with all pronouns</li> <li>- Adjectives agreements</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words</li> <li>- Read words/ a paragraph on a familiar topic and deduce information accurately and deduce the meaning of unknown words</li> <li>- Speak 30 words in answer to prepared questions with an excellent fluency and pronunciation</li> <li>- 100% in grammar test</li> <li>- Write about themselves a long paragraph from memory with only minor mistakes - 100 words at least, manipulate the language for example, write about someone else - use a negative sentence - include lots of opinions and justification with a range of connectives</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>- topics: introduce myself, talk about brothers and sisters, age and birthdays, classroom objects, likes and dislikes, describe myself</li> <li>- pronunciation and the French alphabet</li> <li>- definite and indefinite articles</li> <li>- All the personal pronouns and the concept of conjugation.</li> <li>- Verbs to have and to be</li> <li>- Negative form with all pronouns</li> <li>- Adjectives agreements</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer all information correctly but makes a few mistakes</li> <li>- Read words / a paragraph and deduce information correctly but makes a few minor mistakes</li> <li>- Speak 30 words in answer to prepared questions with a good fluency and pronunciation but with minor mistakes</li> <li>- 85% - 90 % at grammar test</li> <li>- Write about themselves in a long paragraph from memory with a few minor mistakes and some major mistakes - may write about someone else using simple language and a range of connectives - may use a negative sentence</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>- topics: introduce myself, talk about brothers and sisters, age and birthdays, personalities, classroom objects, likes and dislikes</li> <li>- pronunciation and the French alphabet</li> <li>- definite and indefinite articles</li> <li>- All the personal pronouns and the concept of</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer 3/4 of the information correctly</li> <li>- Read words/a paragraph and answer 3/4 the information correctly</li> <li>- Speak 20 to 30 words in answer to prepared questions with good fluency and pronunciation - no hesitation but common mistakes in pronunciation</li> </ul>

	<p>conjugation.</p> <ul style="list-style-type: none"> <li>- Verbs to have and to be</li> <li>- Negative form with all pronouns</li> <li>- Adjectives agreements (personality)</li> </ul>	<ul style="list-style-type: none"> <li>- Write 40 words about themselves from memory with a few minor and less than 10 major mistakes in spelling, gender and verbs. Use complex sentences with simple connectives.</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>- topics: introduce myself, talk about brothers and sisters, age and birthdays, personalities, classroom objects, likes and dislikes</li> <li>- pronunciation and the French alphabet</li> <li>- definite and indefinite articles</li> <li>- All the personal pronouns and the concept of conjugation.</li> <li>- Verbs to have and to be</li> <li>- Negative form with all pronouns</li> <li>- Adjectives agreements (personality)</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer half of the questions correctly</li> <li>- Read words / a paragraph and answer half of the information correctly</li> <li>- Speak 20 words in answer to prepared questions with a good pronunciation but with common mistakes and with some hesitation.</li> <li>- Write 30 words about themselves from memory with spelling mistakes (common mistakes) and mistakes in verbs, use verbs with I, mistakes in adjective agreements. No complex sentences.</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>- topics: introduce myself, talk about brothers and sisters, age and birthdays, personalities, classroom objects, likes and dislikes</li> <li>- pronunciation and the French alphabet</li> <li>- definite and indefinite articles</li> <li>- All the personal pronouns and the concept of conjugation.</li> <li>- Verbs to have and to be</li> <li>- Negative form with all pronouns</li> <li>- Adjectives agreements (personality)</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken words and able to match pictures and sentences</li> <li>- Read words and sentences and able to match sentences to pictures</li> <li>- Speak 20 words in answer to prepared questions with a few sentences with hesitation and common pronunciation mistakes</li> <li>- Write short sentences (20 words) about themselves from memory. Mistakes with spelling, gender of well known nouns and verbs, use verbs with I, mistakes in adjective agreements. No complex sentences.</li> </ul>

<b>Subject:</b>	<b>MFL - French</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Summer (July)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- topics: school, school subjects, school uniform, daily routine, free time, weather</li> <li>- give and understand time</li> <li>- The present tense or regular verb and to do</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words</li> <li>- Read words/ a paragraph on a familiar topic and deduce information</li> </ul>

	<ul style="list-style-type: none"> <li>- opinion + infinitive</li> <li>- Negative form with all pronouns</li> <li>- Adjectives agreements with clothes</li> </ul>	<p>accurately and deduce the meaning of unknown words</p> <ul style="list-style-type: none"> <li>- Speak 30 words in answer to prepared questions with an excellent fluency and pronunciation</li> <li>- 100% in grammar test</li> <li>- Write about themselves a long paragraph from memory with only minor mistakes - 100 words at least, manipulate the language for example, write about someone else - use a negative sentence - include lots of opinions and justification with a range of connectives</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>- topics: school, school subjects, school uniform, daily routine, free time, weather</li> <li>- give and understand time</li> <li>- The present tense or regular verb and to do</li> <li>- opinion + infinitive</li> <li>- Negative form with all pronouns</li> <li>- Adjectives agreements with clothes</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer all information correctly but makes a few mistakes</li> <li>- Read words / a paragraph and deduce information correctly but makes a few minor mistakes</li> <li>- Speak 30 words in answer to prepared questions with a good fluency and pronunciation but with minor mistakes</li> <li>- 85% - 90 % at grammar test</li> <li>- Write about themselves in a long paragraph from memory with a few minor mistakes and some major mistakes - may write about someone else using simple language and a range of connectives - may use a negative sentence</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>- topics: school, school subjects, school uniform, daily routine, free time, weather</li> <li>- give and understand time</li> <li>- The present tense or regular verb and to do</li> <li>- opinion + infinitive</li> <li>- Negative form with all pronouns</li> <li>- Adjectives agreements with clothes</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer 3/4 of the information correctly</li> <li>- Read words/a paragraph and answer 3/4 the information correctly</li> <li>- Speak 20 to 30 words in answer to prepared questions with good fluency and pronunciation - no hesitation but common mistakes in pronunciation</li> <li>- Write 40 words about themselves from memory with a few minor and less than 10 major mistakes in spelling, gender and verbs. Use complex sentences with simple connectives.</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>- topics: school, school subjects, school uniform, daily routine, free time, weather</li> <li>- give and understand time</li> <li>- The present tense or regular verb and to do</li> <li>- opinion + infinitive</li> <li>- Negative form with all pronouns</li> <li>- Adjectives agreements with clothes</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer half of the questions correctly</li> <li>- Read words / a paragraph and answer half of the information correctly</li> <li>- Speak 20 words in answer to prepared questions with a good pronunciation but with common mistakes and with some hesitation.</li> <li>- Write 30 words about themselves from memory with spelling</li> </ul>

		mistakes (common mistakes) and mistakes in verbs, use verbs with I, mistakes in adjective agreements. No complex sentences.
<b>Beginning</b>	<ul style="list-style-type: none"> <li>- topics: school, school subjects, school uniform, daily routine, free time, weather</li> <li>- give and understand time</li> <li>- The present tense or regular verb and to do</li> <li>- opinion + infinitive</li> <li>- Negative form with all pronouns</li> <li>- Adjectives agreements with clothes</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken words and able to match pictures and sentences</li> <li>- Read words and sentences and able to match sentences to pictures</li> <li>- Speak 20 words in answer to prepared questions with a few sentences with hesitation and common pronunciation mistakes</li> <li>- Write short sentences (20 words) about themselves from memory.</li> </ul> <p>Mistakes with spelling, gender of well known nouns and verbs, use verbs with I, mistakes in adjective agreements. No complex sentences.</p>

Note: this is based on the old scheme of work so some of the concepts are the same than in y7 who started the new course

<b>Subject:</b>	<b>MFL</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Autumn (November)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- topics: where I live (places, descriptions of a town, directions, things to do and visit)</li> <li>- revision of grammatical concepts learnt in y7 (to have/to be/to do/ present tense of regular verbs/opinions/adjectives agreements)</li> <li>- to the</li> <li>- pour + infinitive</li> <li>- pouvoir + infinitive</li> <li>- near future</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to 5-6 sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words</li> <li>- Read sentences / a paragraph on a familiar topic and deduce information accurately - deduce the meaning of unknown words</li> <li>- Speak 30 words in answer to prepared questions with an excellent fluency and pronunciation and using the future tense</li> <li>- 100% in grammar test</li> <li>- Write about yourself in a long paragraph from memory with only minor mistakes - 100 words at least with 5 verbs in the future tense, manipulate the language for example, write about someone else - use a negative sentence - include lots of opinions and justification with a range of connectives</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>- topics: where I live (places, descriptions of a town, directions, things to do and visit)</li> <li>- revision of grammatical concepts learnt in y7 (to have/to be/to do/ present tense of regular verbs/opinions/adjectives agreements)</li> <li>- to the</li> <li>- pour + infinitive</li> <li>- pouvoir + infinitive</li> <li>- near future</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer nearly all the questions correctly</li> <li>- Read sentences / a paragraph and deduce information correctly but makes a few minor mistakes</li> <li>- Speak 30 words in answer to prepared questions with a good fluency and pronunciation but with minor mistakes - use the future tense</li> <li>- 80 / 90 % at grammar test</li> <li>- Write about themselves a long paragraph from memory with a few minor mistakes and some major mistakes - include the future tense (1 or 2 verbs only), may make mistakes in future tense, may write about someone else using simple language and a range of connectives - may use a negative sentence</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>- topics: where I live (places, descriptions of a town, directions, things to do and visit)</li> <li>- revision of grammatical concepts learnt in y7 (to have/to be/to do/ present tense of regular verbs/opinions/adjectives agreements)</li> <li>- to the</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer 3/4 of the information correctly</li> <li>- Read sentences / a paragraph and deduce information correctly but make a few minor mistakes with tenses or vocabulary</li> <li>- Speak 20 to 30 words in answer to prepared questions with good fluency and pronunciation - common mistakes in pronunciation - use</li> </ul>

	<ul style="list-style-type: none"> <li>- pour + infinitive</li> <li>- pouvoir + infinitive</li> <li>- near future</li> </ul>	<p>the future tense (3 verbs)</p> <ul style="list-style-type: none"> <li>- 60 / 70 % at grammar test</li> <li>- Write about themselves around 40 words from memory with a few minor mistakes and some major mistakes (less than half) - include the future tense (1 or 2 verbs only and may make mistakes) - includes complex sentences with common connectives - may include range of pronoun or not</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>- topics: where I live (places, descriptions of a town, directions, things to do and visit)</li> <li>- revision of grammatical concepts learnt in y7 (to have/to be/to do/ present tense of regular verbs/opinions/adjectives agreements)</li> <li>- to the</li> <li>- pour + infinitive</li> <li>- pouvoir + infinitive</li> <li>- near future</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer half the information correctly</li> <li>- Read sentences / a paragraph and not able to deduce half of the information correctly - make mistakes with tenses or vocabulary</li> <li>- Speak 20 to 30 words in answer to prepared questions common mistakes in pronunciation and /or hesitation - use the future tense: 1 or 2 verbs, with mistakes</li> <li>- 60 / 70 % at grammar test</li> <li>- Write about themselves around 30 words from memory with a few minor mistakes and some major mistakes (more than half) - include or not the future tense (1 or 2 verbs only with mistakes) - no complex sentences. Only use I</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>- topics: where I live (places, descriptions of a town, directions, things to do and visit)</li> <li>- revision of grammatical concepts learnt in y7 (to have/to be/to do/ present tense of regular verbs/opinions/adjectives agreements)</li> <li>- to the</li> <li>- pour + infinitive</li> <li>- pouvoir + infinitive</li> <li>- near future</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer less than half the information correctly</li> <li>- Read sentences / a paragraph and not able to deduce half the information correctly - make mistakes with tenses or vocabulary</li> <li>- Speak 20 words in answer to prepared questions common mistakes in pronunciation and /or hesitation - no future tense.</li> <li>- less than 60% at grammar test</li> <li>- Write about themselves around 20 words from memory with a few minor mistakes and some major mistakes (less than half) - no tenses - no complex sentences. Only use I</li> </ul>



Note: this is based on the old scheme of work so some of the concepts are the same than in y7 who started the new course

<b>Subject:</b>	<b>MFL</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Spring (no assessment point)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- topics: school subjects, daily routine, description of school, time, school uniform, hobbies, physical description</li> <li>- reflexive verbs</li> <li>- near future</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to 5-6 sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words</li> <li>- Read sentences / a paragraph on a familiar topic and deduce information accurately - deduce the meaning of unknown words</li> <li>- Speak 30 words in answer to prepared questions with an excellent fluency and pronunciation and using the future tense</li> <li>- 100% in grammar test</li> <li>- Write about yourself in a long paragraph from memory with only minor mistakes - 100 words at least with 5 verbs in the future tense, manipulate the language for example, write about someone else - use a negative sentence - include lots of opinions and justification with a range of connectives</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>- topics: school subjects, daily routine, description of school, time, school uniform, hobbies, physical description</li> <li>- reflexive verbs</li> <li>- near future</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer nearly all the questions correctly</li> <li>- Read sentences / a paragraph and deduce information correctly but makes a few minor mistakes</li> <li>- Speak 30 words in answer to prepared questions with a good fluency and pronunciation but with minor mistakes - use the future tense</li> <li>- 80 / 90 % at grammar test</li> <li>- Write about themselves a long paragraph from memory with a few minor mistakes and some major mistakes - include the future tense (1 or 2 verbs only), may make mistakes in future tense, may write about someone else using simple language and a range of connectives - may use a negative sentence</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>- topics: school subjects, daily routine, description of school, time, school uniform, hobbies, physical description</li> <li>- reflexive verbs</li> <li>- near future</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer 3/4 of the information correctly</li> <li>- Read sentences / a paragraph and deduce information correctly but make a few minor mistakes with tenses or vocabulary</li> <li>- Speak 20 to 30 words in answer to prepared questions with good fluency and pronunciation - common mistakes in pronunciation - use</li> </ul>

		<p>the future tense (3 verbs)</p> <ul style="list-style-type: none"> <li>- 60 / 70 % at grammar test</li> <li>- Write about themselves around 40 words from memory with a few minor mistakes and some major mistakes (less than half) - include the future tense (1 or 2 verbs only and may make mistakes) - includes complex sentences with common connectives - may include range of pronoun or not</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>- topics: school subjects, daily routine, description of school, time, school uniform, hobbies, physical description</li> <li>- reflexive verbs</li> <li>- near future</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer half the information correctly</li> <li>- Read sentences / a paragraph and not able to deduce half of the information correctly - make mistakes with tenses or vocabulary</li> <li>- Speak 20 to 30 words in answer to prepared questions common mistakes in pronunciation and /or hesitation - use the future tense: 1 or 2 verbs, with mistakes</li> <li>- 60 / 70 % at grammar test</li> <li>- Write about themselves around 30 words from memory with a few minor mistakes and some major mistakes (more than half) - include or not the future tense (1 or 2 verbs only with mistakes) - no complex sentences. Only use I</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>- topics: school subjects, daily routine, description of school, time, school uniform, hobbies, physical description</li> <li>- reflexive verbs</li> <li>- near future</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer less than half the information correctly</li> <li>- Read sentences / a paragraph and not able to deduce half the information correctly - make mistakes with tenses or vocabulary</li> <li>- Speak 20 words in answer to prepared questions common mistakes in pronunciation and /or hesitation - no future tense.</li> <li>- less than 60% at grammar test</li> <li>- Write about themselves around 20 words from memory with a few minor mistakes and some major mistakes (less than half) - no tenses - no complex sentences. Only use I</li> </ul>

Note: this is based on the old scheme of work so some of the concepts are the same than in y7 who started the new course

<b>Subject:</b>	<b>MFL</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Summer (June)</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- hobbies, physical description</li> <li>- perfect tense</li> <li>- use 3 time frames</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to 5-6 sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words</li> <li>- Read sentences / a paragraph on a familiar topic and deduce information accurately - deduce the meaning of unknown words</li> <li>- Speak 30 words in answer to prepared questions with an excellent fluency and pronunciation and using the future tense</li> <li>- 100% in grammar test</li> <li>- Write about yourself in a long paragraph from memory with only minor mistakes - 100 words at least with 5 verbs in the future tense, manipulate the language for example, write about someone else - use a negative sentence - include lots of opinions and justification with a range of connectives</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>- hobbies, physical description</li> <li>- perfect tense</li> <li>- use 3 time frames</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer nearly all the questions correctly</li> <li>- Read sentences / a paragraph and deduce information correctly but makes a few minor mistakes</li> <li>- Speak 30 words in answer to prepared questions with a good fluency and pronunciation but with minor mistakes - use the future tense</li> <li>- 80 / 90 % at grammar test</li> <li>- Write about themselves a long paragraph from memory with a few minor mistakes and some major mistakes - include the future tense (1 or 2 verbs only), may make mistakes in future tense, may write about someone else using simple language and a range of connectives - may use a negative sentence</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>- hobbies, physical description</li> <li>- perfect tense</li> <li>- use 3 time frames</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer 3/4 of the information correctly</li> <li>- Read sentences / a paragraph and deduce information correctly but make a few minor mistakes with tenses or vocabulary</li> <li>- Speak 20 to 30 words in answer to prepared questions with good fluency and pronunciation - common mistakes in pronunciation - use</li> </ul>

		<p>the future tense (3 verbs)</p> <ul style="list-style-type: none"> <li>- 60 / 70 % at grammar test</li> <li>- Write about themselves around 40 words from memory with a few minor mistakes and some major mistakes (less than half) - include the future tense (1 or 2 verbs only and may make mistakes) - includes complex sentences with common connectives - may include range of pronoun or not</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>- hobbies, physical description</li> <li>- perfect tense</li> <li>- use 3 time frames</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer half the information correctly</li> <li>- Read sentences / a paragraph and not able to deduce half of the information correctly - make mistakes with tenses or vocabulary</li> <li>- Speak 20 to 30 words in answer to prepared questions common mistakes in pronunciation and /or hesitation - use the future tense: 1 or 2 verbs, with mistakes</li> <li>- 60 / 70 % at grammar test</li> <li>- Write about themselves around 30 words from memory with a few minor mistakes and some major mistakes (more than half) - include or not the future tense (1 or 2 verbs only with mistakes) - no complex sentences. Only use I.</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>- hobbies, physical description</li> <li>- perfect tense</li> <li>- use 3 time frames</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer less than half the information correctly</li> <li>- Read sentences / a paragraph and not able to deduce half the information correctly - make mistakes with tenses or vocabulary</li> <li>- Speak 20 words in answer to prepared questions common mistakes in pronunciation and /or hesitation - no future tense.</li> <li>- less than 60% at grammar test</li> <li>- Write about themselves around 20 words from memory with a few minor mistakes and some major mistakes (less than half) - no tenses - no complex sentences. Only use I.</li> </ul>

## Geography

<b>Subject:</b>	Geography	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● A detailed knowledge of the physical geography and environmental regions of each country, and how physical and human processes interact to influence landscapes.</li> <li>● Excellent understanding of the issues of population growth, development and urbanisation facing each country.</li> <li>● Excellent understanding of how each country is changing, and how economic change can bring benefits and problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Can locate with great accuracy a wide range of physical and human</li> <li>● Uses a wide range of globes, maps and atlases with confidence.</li> <li>● Can use the index of an atlas and latitude and longitude to locate places on a map with confidence, and uses the information as part of geographical enquiry in the classroom.</li> <li>● Can interpret Ordnance Survey maps using grid references, scale and contours confidently.</li> <li>● Interpret satellite and aerial photographs with accuracy.</li> <li>● Can use Geographical Information Software (GIS) to analyse and understand places eg Digimap for Schools.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● A detailed knowledge of the physical geography and environmental regions of each country.</li> <li>● An understanding of the issues of population growth, development and urbanisation facing each country.</li> <li>● An understanding of how each country is changing, and how economic change can bring benefits and problems.</li> </ul>	<ul style="list-style-type: none"> <li>● Can locate with accuracy a range of physical and human geographical features on a map of each country.</li> <li>● Uses a range of globes, maps and atlases with confidence.</li> <li>● Can use the index of an atlas and latitude and longitude to locate places on a map.</li> <li>● Can interpret Ordnance Survey maps using grid references, scale and contours confidently.</li> <li>● Interpret satellite and aerial photographs with accuracy.</li> <li>● Can use Geographical Information Software (GIS) to analyse and understand places eg Digimap for Schools.</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Some knowledge of the main physical geography and environmental regions of each country.</li> <li>● Beginning to develop understanding of the issues facing each country in terms of development.</li> <li>● A basic understanding of how each country is changing in the 21st Century eg industry and</li> </ul>	<ul style="list-style-type: none"> <li>● Can locate with reasonable accuracy a range of physical and human geographical features on a map of each country.</li> <li>● Can use a range of maps to describe places.</li> <li>● Can find key places in the atlas and begins to use thematic maps to describe them.</li> <li>● Can use 4 figure and 6 figure references with growing confidence. Understands the idea of contour lines and scale. Can measure distances accurately.</li> </ul>

	<p>globalisation.</p>	<ul style="list-style-type: none"> <li>● Can use GIS to describe places and can annotate maps using GIS software eg Digimap for Schools.</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Can describe 2 or 3 different environmental regions in each country.</li> <li>● Can identify the level of development of each country and compare it with the UK using statistics.</li> <li>● Can identify and begin to explain population growth/change in each country and some of its consequences.</li> </ul>	<ul style="list-style-type: none"> <li>● Can locate basic features of each country on a map eg capital city and surrounding countries.</li> <li>● Can look up places in an atlas and understand the main types of map used.</li> <li>● Can use 4 figure grid references confidently. Understands the concept of scale and how to measure distances on a map.</li> <li>● Understands the differences between aerial and satellite photos</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Can identify basic features of the physical and human landscape in each country.</li> <li>● Understand the relative population sizes of each country compared to the UK</li> <li>● Begin to understand how and why population change is happening in each country.</li> </ul>	<ul style="list-style-type: none"> <li>● Can locate each country on a world map.</li> <li>● Identify at least 3 different types of map used in Geography</li> <li>● With assistance, can look up places in an atlas.</li> <li>● With assistance can use the atlas to collect data about a country eg development statistics.</li> <li>● Can use 4 figure grid references with reasonable accuracy to find places on an OS map</li> <li>● Can use Digimap to find where they live and begin to identify geographical features on the map eg towns and villages.</li> </ul>

<b>Subject:</b>	Geography	<b>Year: 7</b>	<b>Assessment Point:</b>	Summer
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Understand the concept of sustainable tourism and be able to identify the key elements of a sustainable tourism destination.</li> <li>● Have a detailed knowledge of the tourist industry in one country including physical and human geographical attractions.</li> <li>● Understand how globalisation has impacted upon the tourist industry eg internet.</li> <li>● Understand the formation of the 3 main rock types and know examples of each.</li> <li>● Knowledge of the periods of geological time and relate to geology in the UK.</li> <li>● Understand how climate change has happened in the long term and short term and can identify causes linked to theory.</li> <li>● Can understand the different opinions and attitudes in the global warming debate.</li> <li>● Can describe in detail the main features of upland glaciation including erosion and position features.</li> <li>● Can name areas of present and former glaciation in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>● Appreciate the different values and attitudes of people involved and affected by the global tourist industry.</li> <li>● Design an imaginary tourist destination which is sustainable economic, social and environmental</li> <li>● Can begin to assess evidence of former climate change in the UK.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Have a good knowledge of the tourist industry in one country including physical and human geographical attractions.</li> <li>● Understand fully the reasons for the growth of tourism in the past 100 years and relate this to a number of tourist destinations.</li> <li>● Understand the formation of the 3 main rock types.</li> <li>● Can name some of the periods of geological time.</li> </ul>	<ul style="list-style-type: none"> <li>● Use secondary sources and the internet to research one holiday destination. Complete a report on it's tourist industry. Include benefits and problems of tourism.</li> <li>● Can identify at least one glaciated feature from photo interpretation.</li> </ul>

	<ul style="list-style-type: none"> <li>● Know how old the Earth is</li> <li>● Understand the concept of the ice age and how it affected upland areas.</li> <li>● Can name 2-3 features of upland glaciation.</li> <li>● Understand the mechanism of ice erosion.</li> </ul>	
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Understand that tourism brings benefits and problems to countries.</li> <li>● Understand several of the reasons for the growth of international tourism</li> <li>● Knowledge of the 3 main rock types.</li> <li>● Understand that the UK climate was much colder in the past 1 million years.</li> <li>● Can identify the Arctic and Antarctica on a world map</li> <li>● Can identify some evidence of upland glaciation</li> </ul>	<ul style="list-style-type: none"> <li>● Produce a simple tourist brochure for one destination and present this to the class.</li> <li>● Begin to use research skills to find out about former glaciations in the UK (Secondary sources).</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Describe the main attractions of summer and winter tourist destinations.</li> <li>● Begin to understand the main benefits tourism can bring to a country.</li> <li>● Know names of 3 types of rock and the formation of 1.</li> <li>● Know the difference between a glacier and an ice sheet</li> <li>● Identify one consequence for the UK of the enhanced greenhouse effect.</li> </ul>	<ul style="list-style-type: none"> <li>● Carry out research, using at least one source, on a tourist destination.</li> <li>● Label a simple diagram of a glaciated area</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Understand what a tourist is.</li> <li>● Describe the main attractions of summer and winter tourist destinations.</li> <li>● With help, Begin to understand the main benefits tourism can bring to a country.</li> <li>● Can name 3 different rock types found in the UK</li> <li>● Can identify a glacier and ice sheet from a photograph</li> <li>● Understand that ice sheets once covered</li> </ul>	<ul style="list-style-type: none"> <li>● Use sources provided (textbook) find out the main attractions for tourists. on a tourist destination. Can label a simple diagram of a glaciated area with 2-3 features.</li> </ul>



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<b>Subject:</b>	Geography	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>Population and Urbanisation</p> <ul style="list-style-type: none"> <li>● An excellent understanding of world population distribution and factors affecting.</li> <li>● Can explain the reasons why populations grow and factors affecting birth and death rates.</li> <li>● Excellent understanding of the concept of migration and at least one case study country. Push and pull factors fully understood.</li> <li>● Excellent understanding of urbanisation trends and case study knowledge of at least 2 contrasting cities with advantages and problems caused by urbanisation.</li> </ul> <p>Buckingham Fieldwork</p> <ul style="list-style-type: none"> <li>● An excellent understanding of how the town has developed and its urban zones</li> <li>● Excellent understanding of the geographical issues facing the town centre</li> <li>● Can relate urban models to the development of Buckingham</li> </ul>	<p>Population and Urbanisation</p> <ul style="list-style-type: none"> <li>● Produce a choropleth map of population density and understand its limitations.</li> <li>● Calculate population increase from birth and death rate statistics.</li> <li>● Confident use of atlas to look up population statistics</li> </ul> <p>Buckingham Fieldwork</p> <ul style="list-style-type: none"> <li>● Carry out Geographical enquiry fieldwork with a high level of accuracy</li> <li>● Produce a detailed report which covers the main stages of enquiry (aims, methods, data presentation, analysis, conclusion and evaluation) in detail</li> <li>● Can use GIS with confidence to present geographical data</li> </ul>
<b>Confident</b>	<p>Population and Urbanisation</p> <ul style="list-style-type: none"> <li>● Good understanding of world population distribution and factors affecting.</li> <li>● Can explain the main reasons why populations grow and most factors affecting birth and death rates.</li> </ul>	<p>Population and Urbanisation</p> <ul style="list-style-type: none"> <li>● A good understanding of how the town has developed and its urban zones</li> <li>● Good understanding of the geographical issues facing the town centre</li> <li>● Can begin to relate urban models to the development of</li> </ul>

	<ul style="list-style-type: none"> <li>● Good understanding of the concept of migration and at least one case study country. Push and pull factors understood.</li> <li>● An understanding of global urbanisation trends and growth of one case study city</li> </ul> <p>Buckingham Fieldwork</p> <ul style="list-style-type: none"> <li>● Produce a choropleth map of population density and understand some of its limitations.</li> <li>● Calculate population increase from birth and death rate statistics.</li> <li>● Confident use of atlas to look up population statistics</li> </ul>	<p>Buckingham</p> <p>Buckingham Fieldwork</p> <ul style="list-style-type: none"> <li>● Carry out Geographical enquiry fieldwork with a high level of accuracy</li> <li>● Produce a report which covers the main stages of enquiry (aims, methods, data presentation, analysis, conclusion and evaluation) in detail</li> <li>● Can use GIS with confidence to present geographical data</li> </ul>
<b>Secure</b>	<p>Population and Urbanisation</p> <ul style="list-style-type: none"> <li>● Main factors affecting world population distribution understood</li> <li>● Understands that world population is growing rapidly</li> <li>● Understand push and pull factors affecting main migrations in one country</li> <li>● Understand that a greater % of the world's population live in cities and some of the reasons for urbanisation.</li> </ul> <p>Buckingham Fieldwork</p> <ul style="list-style-type: none"> <li>● Produce a map of world population distribution using colours and a key</li> <li>● Can calculate natural increase from birth and death rate statistics</li> <li>● Can look up places in an atlas using index</li> </ul>	<p>Population and Urbanisation</p> <ul style="list-style-type: none"> <li>● Can locate and describe the main differences between residential zones in the town</li> <li>● Have a reasonable grasp of the problems of traffic and environment in the town centre</li> </ul> <p>Buckingham Fieldwork</p> <ul style="list-style-type: none"> <li>● Carry out fieldwork in 2 different locations in the town</li> <li>● Record fieldwork data with accuracy</li> <li>● Describe trends in data and begin to offer explanations</li> <li>● Can present data in graph form and maps.</li> </ul>
<b>Embedding</b>	<p>Population and Urbanisation</p> <ul style="list-style-type: none"> <li>● Reasonable grasp of factors affecting world population distribution -physical and human</li> <li>● Understand that population growth is a function of birth and deaths in a country</li> <li>● Understand that urbanisation refers to the growth of cities</li> <li>● Understands one problem caused by rapid</li> </ul>	<p>Population and Urbanisation</p> <ul style="list-style-type: none"> <li>● Understand that Buckingham has grown from the centre outwards</li> <li>● Recognise the main differences between old and new residential areas</li> </ul> <p>Buckingham Fieldwork</p> <ul style="list-style-type: none"> <li>● Can collect fieldwork data on shopping, traffic and housing areas as part of a group</li> </ul>

	<p>urbanisation in a named city</p> <p>Buckingham Fieldwork</p> <ul style="list-style-type: none"> <li>• Can identify areas of high and low population density on a map</li> <li>• Can draw a line graph of world population growth with a title and labelled axes.</li> </ul>	<ul style="list-style-type: none"> <li>• Can process fieldwork data to produce graphs</li> <li>• Begin to draw conclusions from fieldwork data.</li> </ul>
<b>Beginning</b>	<p>Population and Urbanisation</p> <ul style="list-style-type: none"> <li>• Understand one physical and one human factor affecting world population distribution</li> <li>• Understand that world population is growing</li> <li>• Understand that many cities in the world are growing rapidly</li> <li>• Understand one problem caused by rapid city growth in developing countries.</li> </ul> <p>Buckingham Fieldwork</p> <ul style="list-style-type: none"> <li>• Can shade a world map showing areas of high and low population distribution from an atlas map</li> <li>• Can draw a line graph of world population growth with reasonable accuracy</li> </ul>	<p>Population and Urbanisation</p> <ul style="list-style-type: none"> <li>• Understand that towns have old and new areas and these can be identified with surveys of housing</li> <li>• Understand that towns draw customers from a wide area</li> </ul> <p>Buckingham Fieldwork</p> <ul style="list-style-type: none"> <li>• Can collect fieldwork data as part of a group in a safe and accurate way.</li> <li>• Can draw basic graphs and describe simple patterns</li> </ul>

German

<b>Subject:</b>	<b>MFL - German</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Spring</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- Students understand and communicate accurately personal information such as: name, age, birthday, pets, school objects and likes and dislikes.</li> <li>- Students use all personal pronouns and the concept of conjugation.</li> <li>- Students are aware of the case system in German and are able to identify and use the nominative and the accusative with definite, indefinite articles, possessive pronouns and in the negative</li> <li>- Students understand the importance of the three genders to the accuracy of utterances.</li> </ul>	<ul style="list-style-type: none"> <li>- Listening: understand spoken foreign languages of two - three sentences in familiar context and deduce all information accurately - including the meaning of unfamiliar words</li> <li>- Reading:; translate accurately a short text on a familiar topic and including unknown words</li> <li>- Speaking: answer prepared questions with excellent fluency and pronunciation</li> <li>- Writing: write about themselves from memory with only minor mistakes - manipulate the language for example, write about someone else - use connectives, negatives and a variety of opinion phrases.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>- Students understand and communicate personal information such as: name, age, birthday, pets, school objects and likes and dislikes, with reasonable accuracy, making only minor mistakes.</li> <li>- Students use all personal pronouns and the concept of conjugation with reasonable confidence and accuracy.</li> <li>- Students are aware of the case system in German and are mostly able to identify and use the nominative and the accusative with definite, indefinite articles, possessive pronouns and in the negative</li> <li>- Students understand the importance of the three genders to the accuracy of utterance.</li> </ul>	<ul style="list-style-type: none"> <li>- Listening: understand spoken foreign languages of two - three sentences in familiar context and deduce most information accurately - including the meaning of some unfamiliar words</li> <li>- Reading:; translate with reasonable accuracy a short text on a familiar topic and including some unknown words</li> <li>- Speaking: answer prepared questions with reasonable fluency and pronunciation</li> <li>- Writing: write about themselves from memory with only minor mistakes - manipulate the language for example, write about someone else - use some connectives, negatives and a variety of opinion phrases.</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>- Students understand and communicate personal information such as: name, age, birthday, pets, school objects and likes and dislikes, with reasonable accuracy, making only few serious mistakes.</li> <li>- Students use most personal pronouns and the concept of conjugation with reasonable accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>- Listening: understand spoken foreign languages of two - three sentences in familiar context and deduce <math>\frac{3}{4}</math> of the information accurately -occasionally including the meaning of some unfamiliar cognates</li> <li>- Reading:; translate mostly accurately a short text on a familiar topic and including some unknown cognates</li> </ul>

	<ul style="list-style-type: none"> <li>- Students are aware of the case system in German and are mostly able to identify and use the nominative and the accusative with definite, indefinite articles, possessive pronouns and in the negative.</li> <li>- Students are aware of the importance of the three genders to the accuracy of an utterance.</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking: mostly accurate answers to prepared questions, with some minor mistakes and first language interference</li> <li>- Writing: write about themselves from memory with less than 10 serious mistakes - some manipulation of the language for example, write about someone else - use some connectives, negatives and opinion phrases.</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>- Students understand and communicate most personal information such as: name, age, birthday, pets, school objects and likes and dislikes, making only few serious mistakes.</li> <li>- Students use most personal pronouns and the concept of conjugation with reasonable accuracy.</li> <li>- Students are aware of the case system in German and are mostly able to identify and use the nominative and the accusative with definite, indefinite articles, possessive pronouns and in the negative.</li> <li>- Students are mostly aware of the importance of the three genders to the accuracy of an utterance.</li> </ul>	<ul style="list-style-type: none"> <li>- Listening: to spoken foreign languages of two - three sentences in familiar context and answer half of the questions correctly</li> <li>- Reading: a short and simple text and answer half of the information correctly</li> <li>- Speaking: answer to prepared questions with a good pronunciation but with common mistakes and with some hesitation.</li> <li>- Writing: write about themselves from memory with gender error, spelling mistakes and mistakes in verb conjugation, use verbs mostly with first person singular.</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>- Students are able to understand accurately personal information (name (alphabet), age, birthday, pets, likes and dislikes) and information about objects from school</li> <li>- Students know all personal pronouns and the concept of verb conjugation. They can use verbs confidently with I.</li> <li>- Students understand the negative</li> </ul>	<ul style="list-style-type: none"> <li>- Listening: understand spoken words and be able to match pictures and sentences</li> <li>- Reading: able to match sentences to pictures</li> <li>- Speaking: answer prepared questions with a few sentences with hesitation and common pronunciation mistakes</li> <li>- Writing: produce short sentences about themselves from memory. Mistakes with spelling, gender of well known nouns and verbs, and verb conjugation, even in the first person singular.</li> </ul>

<b>Subject:</b>	<b>MFL German</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Summer</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>-Students confidently describe themselves and others, give complex details of where they live and where they come from, know a range of European and non-European countries and languages, talk about a range of free time activities.</p> <p>-Students use a broad range of opinion phrases, verbs with all personal pronouns (except 'you plural), understand some adjective endings</p>	<ul style="list-style-type: none"> <li>- Listening: understand spoken foreign languages of two - three sentences in familiar context and deduce all information accurately - including the meaning of unfamiliar words</li> <li>- Reading: translate accurately a short text on a familiar topic and including unknown words</li> <li>- Speaking: answer prepared questions with excellent fluency and pronunciation</li> <li>- Writing: write about themselves from memory with only minor mistakes - manipulate the language for example, write about someone else - use connectives, negatives and a variety of opinion phrases.</li> </ul>
<b>Confident</b>	<p>-Students describe themselves and others, give details of where they live and where they come from, know a range of European and non-European countries and languages, talk about a range of free time activities.</p> <p>-Students use a wide range of opinion phrases, verbs with all personal pronouns (except 'you plural'), understand some adjective endings.</p>	<ul style="list-style-type: none"> <li>- Listening: understand spoken foreign languages of two - three sentences in familiar context and deduce most information accurately - including the meaning of some unfamiliar words</li> <li>- Reading: translate with reasonable accuracy a short text on a familiar topic and including some unknown words</li> <li>- Speaking: answer prepared questions with reasonable fluency and pronunciation</li> <li>- Writing: write about themselves from memory with only minor mistakes - manipulate the language for example, write about someone else - use some connectives, negatives and a variety of opinion phrases.</li> </ul>
<b>Secure</b>	<p>-Students describe themselves and others, give some details of where they live and where they come from, know some European and non-European countries and languages, talk about some free time activities.</p> <p>-Students use at least three different opinion phrases, verbs with pronouns, mostly singular, understand adjective endings in principle.</p>	<ul style="list-style-type: none"> <li>- Listening: understand spoken foreign languages of two - three sentences in familiar context and deduce <math>\frac{3}{4}</math> of the information accurately -occasionally including the meaning of some unfamiliar cognates</li> <li>- Reading: translate mostly accurately a short text on a familiar topic and including some unknown cognates</li> <li>- Speaking: mostly accurate answers to prepared questions, with some minor mistakes and first language interference</li> <li>- Writing: write about themselves from memory with less than 10 serious mistakes - some manipulation of the language for example,</li> </ul>

		write about someone else - use some connectives, negatives and opinion phrases.
<b>Embedding</b>	<p>-Students can describe themselves, give brief details of where they live and where they come from, know German speaking countries, talk about free time activities in the first and third person singular.</p> <p>-Students can express their opinion with at least one phrase.</p>	<p>- Listening: to spoken foreign languages of two - three sentences in familiar context and answer half of the questions correctly</p> <p>- Reading: a short and simple text and answer half of the information correctly</p> <p>- Speaking: answer to prepared questions with a good pronunciation but with common mistakes and with some hesitation.</p> <p>- Writing: write about themselves from memory with gender error, spelling mistakes and mistakes in verb conjugation, use verbs mostly with first person singular.</p>
<b>Beginning</b>	<p>-Students can describe themselves in simple terms, give brief details of where they live and where they come from, know at least one German speaking country, and some free time activities.</p> <p>-Students understand and give opinions.</p>	<p>- Listening: understand spoken words and be able to match pictures and sentences</p> <p>- Reading: able to match sentences to pictures</p> <p>- Speaking: answer prepared questions with a few sentences with hesitation and common pronunciation mistakes</p> <p>- Writing: produce short sentences about themselves from memory. Mistakes with spelling, gender of well known nouns and verbs, and verb conjugation, even in the first person singular.</p>

<b>Subject:</b>	German	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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	<b>Concepts</b>	<b>Skills: Listening/Reading/Writing/Speaking</b>
<b>Mastered</b>	<p>topics: freetime &amp; other frequently used verbs  Time &amp; frequency phrases  grammar: word order: verb 2nd unit including inverted word order  future tense</p>	<p>-curriculum content handled with near perfect result in the four skills  -near perfect use of present and future tense  -errors may occur, even few serious as a result of more complex language being constructed  -the student is in overall control of the material and manipulates the language mostly successfully</p>
<b>Confident</b>		<p>-content handled with more frequent errors  -all topic vocabulary is learnt and used correctly  -inverted word order nearly always correct  -present tense used error-free, future tense mostly used correctly  willingness to experiment with language</p>
<b>Secure</b>		<p>-topic vocabulary learnt securely and mostly spelt correctly  -use of tenses mostly without serious mistakes  -word order more often successful than not  -sentence structure follows known patterns</p>
<b>Embedding</b>		<p>-good range of topic vocabulary is used  -most spelling correct/occasional lapses  -inverted word order/or basic understood, but not always applied  -present tense mostly correct with some lapses  -future tense attempted although not always correctly</p>
<b>Beginning</b>		<p>-narrow range of vocabulary  -attempted language is often incorrect  -recurring common misspellings: capitals, ie/ei  -some of the topic vocabulary is attempted  -some understanding of basic word order  -inverted word order always, or often not successful</p>



		<ul style="list-style-type: none"> <li>-present and future tense mostly correct</li> <li>-modal verbs not often attempted</li> <li>-beginning to understand cases</li> </ul>
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<b>Subject:</b>	German	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	topics: house, own room prepositions where things are time/daily routine places in town/directions shops/shopping/coffee shop clothes/adjectives/uniform grammar:es gibt / accusative positional dative motion accusative modal verbs reflexive verbs separable verbs Word order TMP adjective agreement / accusative	<ul style="list-style-type: none"> <li>-curriculum content handled with near perfect result in the four skills</li> <li>-near perfect use of present, future tense and modal verbs</li> <li>-extensive knowledge of types of verbs including weak verbs</li> <li>-competent use of cases, although errors can occur</li> <li>-errors may occur, even few serious as a result of more complex language being constructed</li> <li>-the student is in overall control of the material and manipulates the language mostly successfully</li> </ul>
<b>Confident</b>		<ul style="list-style-type: none"> <li>-content handled with more frequent errors</li> <li>-all topic vocabulary is learnt and used correctly</li> <li>-inverted word order nearly always correct, some errors can occur with TMP</li> <li>-good knowledge and use of all types of verbs</li> <li>-good understanding of cases with only few errors occurring</li> <li>-present tense used error-free, future tense mostly used correctly, efficient use of modal verbs</li> <li>-willingness to experiment with language</li> </ul>
<b>Secure</b>		<ul style="list-style-type: none"> <li>-topic vocabulary learnt securely and good knowledge of most verb</li> </ul>

		<p>forms</p> <ul style="list-style-type: none"> <li>-use of tenses mostly without serious mistakes</li> <li>-fair use of modal verbs, mostly 1st person singular</li> <li>-word order more often successful than not, including TMP</li> <li>-sentence structure follows known patterns</li> </ul>
<b>Embedding</b>		<ul style="list-style-type: none"> <li>-good range of topic vocabulary is used</li> <li>-most spelling correct/occasional lapses</li> <li>-inverted word order/or basic/TMP mostly understood, but not always applied</li> <li>-present and future tense mostly correct with some lapses</li> <li>-some use of modal verbs not always correct</li> <li>-some awareness of cases, not often applied successfully</li> </ul>
<b>Beginning</b>		

## History

<b>Subject:</b>	History	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring (Source interpretation)
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Demonstrates thorough understanding of source and develops a strong evaluation	<ul style="list-style-type: none"> <li>● Explained and evaluated their interpretation fully</li> <li>● Clear evidence of links between the analysis and factual knowledge</li> <li>● Well-substantiated comments</li> </ul>
<b>Confident</b>	Demonstrates accurate understanding of the source and evaluates the interpretation	<ul style="list-style-type: none"> <li>● Demonstrates accurate subject knowledge</li> <li>● Explained and evaluated interpretation</li> <li>● Started to make links between the source and contextual knowledge</li> <li>● Mostly focused, justified conclusions</li> </ul>
<b>Secure</b>	Demonstrates mostly accurate understanding of the source and begins to evaluate the interpretation	<ul style="list-style-type: none"> <li>● Demonstrates mostly accurate subject knowledge</li> <li>● Described and starts to evaluate interpretation</li> <li>● Key points of source identified</li> <li>● Some focused conclusions</li> </ul>
<b>Embedding</b>	Demonstrates some understanding of the source and links to subject knowledge	<ul style="list-style-type: none"> <li>● Shown some subject knowledge</li> <li>● Some description of the source</li> <li>● Generic conclusion without much justification</li> </ul>
<b>Beginning</b>	Demonstrates superficial understanding of source interpretation	<ul style="list-style-type: none"> <li>● Limited subject knowledge</li> <li>● Superficial description of the source</li> <li>● Some observations used but not fully understood</li> </ul>

<b>Subject:</b>	History	<b>Year: 7</b>	<b>Assessment Point:</b>	Summer (Essay response)
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Demonstrates thorough and in-depth understanding of causation and significance	<ul style="list-style-type: none"> <li>● Demonstrates in-depth subject knowledge</li> <li>● Explained and evaluated a range of causes</li> <li>● Clear evidence of links between the different types of causes</li> <li>● Well-substantiated conclusions</li> </ul>
<b>Confident</b>	Demonstrates accurate understanding of causation and significance	<ul style="list-style-type: none"> <li>● Demonstrates accurate subject knowledge</li> <li>● Described and explained a range of causes</li> <li>● Started to make links between the different types of causes</li> <li>● Mostly focused, justified conclusions</li> </ul>
<b>Secure</b>	Demonstrates mostly accurate understanding of causation and significance	<ul style="list-style-type: none"> <li>● Demonstrates mostly accurate subject knowledge</li> <li>● Described and started to explain some of the causes</li> <li>● Key terms used accurately</li> <li>● Some focused conclusions</li> </ul>
<b>Embedding</b>	Demonstrates some understanding of causation and significance	<ul style="list-style-type: none"> <li>● Shown some subject knowledge</li> <li>● Some description of the causes</li> <li>● Some key terms used accurately</li> <li>● Generic conclusion without much justification</li> </ul>
<b>Beginning</b>	Demonstrates superficial understanding of causation and significance	<ul style="list-style-type: none"> <li>● Limited subject knowledge</li> <li>● Superficial description of the causes</li> <li>● Some key terms used but not fully understood</li> <li>● Unsubstantiated conclusions</li> </ul>

<b>Subject:</b>	History	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Demonstrates thorough and in-depth understanding of trench life and empathy.	<ul style="list-style-type: none"> <li>● Convinced the reader the letter is genuine, as it is so well written and informative</li> <li>● Censored the letter to ensure no sensitive information remains</li> </ul>
<b>Confident</b>	Demonstrates accurate understanding of trench life and empathy.	<ul style="list-style-type: none"> <li>● Evaluated whether soldier's feelings have changed over time</li> <li>● Shown evidence of independent research</li> <li>● Made sensitive decisions when censoring your work</li> </ul>
<b>Secure</b>	Demonstrates mostly accurate understanding of trench life and empathy.	<ul style="list-style-type: none"> <li>● Expressed your feelings about your conditions</li> <li>● Fully described and explained the impact of the conditions on soldiers</li> <li>● Used appropriate language for the period</li> </ul>
<b>Embedding</b>	Demonstrates some understanding of trench life and empathy.	<ul style="list-style-type: none"> <li>● Written a moving and accurate description of life in the trenches</li> <li>● Expressed clear insight into what life was really like</li> <li>● Written in sentences and paragraphs</li> </ul>
<b>Beginning</b>	Demonstrates superficial understanding of trench life and empathy.	<ul style="list-style-type: none"> <li>● Give examples of life in the trenches</li> </ul>

## Mathematics

<b>Subject:</b>	Maths	<b>Year: 7</b>	<b>Assessment Point:</b>	Autumn
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>Simplify fractions</p> <p>Use BIDMAS and mental maths</p> <p>Subtract mixed fractions</p>	<p>Cancel common factors before multiplying fractions</p> <p>Combine laws of arithmetic for brackets with mental calculations of cube roots and square roots</p> <p>Subtract mixed number fractions when the fractional part of the first fraction is all that is required for the calculation to take place</p>
<b>Confident</b>	<p>Use index laws</p> <p>Convert between decimals and fractions</p> <p>Write numbers as a product of their factors</p> <p>Expand brackets</p> <p>Substitution</p>	<p>Understand which part of an expression is raised to a power</p> <p>Use fraction notation to express a smaller whole number as a fraction</p> <p>Express time as a mixed number</p> <p>Use the distributive law to take out numerical common factors</p> <p>Multiply a single term over a bracket</p> <p>Substitute positive integers into expressions involving small powers</p>

	Collect like terms	Simplify simple expressions involving power but not brackets by collecting like terms
<b>Secure</b>	Use index laws  Frequency diagrams  Statistical analysis  Create equations  Pie charts	Use index notation for small integer powers e.g. $3 \times 2^3 = 24$  Construct a frequency diagram from a grouped frequency table  Compare two distributions given summary statistics in simple cases  Derive more complex formulae expressed in letter symbols Construct on paper and using ICT simple pie charts using categorical data, e.g. two or three categories
<b>Embedding</b>	Estimation  HCF & LCM  Addition and Subtraction  Fractions, decimals and percentages  Add and subtract fractions	Be able to estimate answers to calculations involving 2 or more operations and BIDMAS  Find the HCF or LCM of 2 numbers less than 20  Add and subtract integers – positive and negative integers  Recall of equivalent fractions and decimals and percentage including for fractions that are greater than 1  Add and subtract simple fractions with denominators of any size

	Substitution  Simplifying expressions  Multiplication and division	Substitute positive and negative integers into simple formulae  Simplify simple expression by collecting like terms  Multiply and divide integers – positive and negative integers
<b>Beginning</b>	Division  Averages  Create equations	Divide three-digit by two-digit whole numbers  Calculate the mean from a simple frequency table  Calculate the mean of a set of data  Construct expressions from worded descriptions using all four basic operations

<b>Subject:</b>	Maths	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Angles in shapes  Trial and improvement	Use the interior and exterior angles of regular and irregular polygons  Use systematic trial and improvement to find the approximate solution to one decimal place of equations such as $x^3 = 29$
<b>Confident</b>	Ratio	Use a unitary method e.g. if £40 is 60% find 1% by dividing by 60 and then 100% by multiplying by 100



	<p>Decimal operations</p> <p>Solving equations</p>	<p>Multiply and divide by decimals, dividing by transforming to division by an integer</p> <p>Construct and solve equations of the form <math>a(x \pm b) = c(x \pm d)</math></p>
<b>Secure</b>	<p>Solving equations</p> <p>Decimal operations</p> <p>Percentages</p> <p>Solving equations</p>	<p>Solve simple two-step linear equations with integer coefficients, of the form <math>ax + b = c</math> with negative <math>x</math> coefficient</p> <p>Multiply and divide by decimals, dividing by transforming to division by an integer</p> <p>Find the outcome of a given percentage decrease</p> <p>Find a positive and negative square root as a solution of an equation involving <math>x^2</math></p>
<b>Embedding</b>	<p>Angles in shapes</p> <p>Properties of of shapes</p> <p>Percentage</p> <p>Fractions, decimals and percentage conversion</p> <p>Rounding</p>	<p>Solve geometric problems using side and angle properties of equilateral and isosceles triangles</p> <p>Classify quadrilaterals by their geometric properties</p> <p>Express one given number as a percentage of another</p> <p>Recall of equivalent fractions, decimals and percentage including for fractions that are greater than 1</p> <p>Round decimals to the nearest two decimal places</p>

	Solving equations	Solve simple two-step linear equations with integer coefficients, of the form $ax + b = c$
<b>Beginning</b>	Coordinate geometry  Percentages of amounts	Find coordinates of points determined by geometric information  Extend the percentage calculation strategies with jottings to find any percentage e.g. 17% by finding 10%, 5% and 2% and adding

<b>Subject:</b>	Maths	<b>Year: 7</b>	<b>Assessment Point:</b>	Summer
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Lines of best fit  Angles in shapes  Trial and improvement	Use a line a best fit drawn by eye to estimate the missing value in a two variable data set  Draw a line of best fit by eye  Use the interior and exterior angles of regular and irregular polygons  Use systematic trial and improvement to find the approximate solution to one decimal place of equations such as $x^3 = 29$
<b>Confident</b>	Ratio  Inverse proportion	Compare ratios by changing them to the form $1 : m$ or $m : 1$  Solve inverse proportion problems e.g. 'it takes 2 men 3 hours...'

	<p>BIDMAS calculations</p> <p>Coordinate geometry</p> <p>Subtract fractions</p> <p>Converting between units</p> <p>Deriving formulae</p> <p>Solving equations</p> <p>Properties of quadrilaterals</p>	<p>Be able to work with calculations where the brackets are squared or square rooted</p> <p>Find the midpoint of a diagonal line segment, AB, using the coordinates of these points</p> <p>Subtract mixed number fractions when the fractional part of the first fraction is all that is required for the calculation to take place</p> <p>Convert between volume measures (e.g. mm<sup>3</sup> to cm<sup>3</sup>, cm<sup>3</sup> to m<sup>3</sup>, and vice versa)</p> <p>Deduce and use the formula for the area of a parallelogram</p> <p>Solve equations of the form <math>a(x \pm b) = c(x \pm d)</math></p> <p>Identify and begin to use angle, side and symmetry properties of quadrilaterals</p>
<b>Secure</b>	<p>Surface area of cuboids</p> <p>Volumes of cuboids</p> <p>Derive formulae</p>	<p>Calculate surface areas of shapes made from cuboids, for lengths given as whole numbers</p> <p>Calculate volumes of shapes made from cuboids, for lengths given as whole numbers</p> <p>Deduce and use the formula for the area of a parallelogram</p>

	<p>Percentage increase</p> <p>Simplifying expressions</p> <p>Derive nth terms of sequences</p> <p>Substitution</p> <p>Convert between ratio and proportion</p> <p>Deriving formulae</p> <p>Angles in parallel lines</p> <p>Solve ratio problems</p> <p>Plot linear equations</p>	<p>Find the outcome of a given percentage increase</p> <p>Simplify simple expressions involving power but not brackets by collecting like terms</p> <p>Begin to use formal algebra to describe the nth term in an arithmetic sequence</p> <p>Substitute positive integers into expressions involving small powers</p> <p>Understand the relationship between ratio and proportion (convert proportions to ratios)</p> <p>Derive more complex formula expressed in letter symbols</p> <p>Identify alternate angles</p> <p>Use the unitary method to solve simple word problems involving ratio and direct proportion</p> <p>Plot a graph of a simple linear function in the first quadrant</p>
<b>Embedding</b>	Ratio	<p>Simplify a ratio expressed in different units</p> <p>Divide a quantity into more than 2 parts in a given ratio</p>

	<p>Volume of cuboids</p> <p>Area of compound shapes</p> <p>Scatter graphs</p> <p>Pie charts</p> <p>BIDMAS</p> <p>Rounding</p> <p>Ordering decimals</p> <p>Ratio and proportion</p> <p>Fractions</p>	<p>Know the formulae for the volume of cube and a cuboid</p> <p>Calculate areas of compound shapes made from rectangles and triangles</p> <p>Construct scatter graphs</p> <p>Construct on paper and using ICT simple pie charts using categorical data – e.g. two or three categories</p> <p>Add and subtract integers – positive and negative integers</p> <p>Round decimals to the nearest two decimal places</p> <p>Be able to order positive decimals as a list with the smallest on the left. Decimals should be to 4 or 5 significant figures</p> <p>Use proportional reasoning to solve best buy problems</p> <p>Calculate fractions of quantities and measurements (fraction answers)</p>
<b>Beginning</b>	<p>Ratio</p> <p>3D visualisation</p>	<p>Divide a quantity into two parts in a given ratio, where ratio given in ratio notation</p> <p>Use 2D representations to visualise 3D shapes and their properties</p>

	Averages	Calculate the mean from a simple frequency table
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<b>Subject:</b>	Maths	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn HT
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>Use the index laws in algebraic calculations and expressions</p> <p>Substitute positive and negative integers into linear complex expressions involving powers (non-calculator)</p>	<p>Apply index laws to fractional/non integer powers</p> <p>Apply BIDMAS comfortably and accurately</p>
<b>Confident</b>	<p>Apply the index laws for multiplication and division of small positive integer powers</p> <p>Understand the difference between squaring a negative number and subtracting a squared number within a more complex calculations</p> <p>Round numbers to a given number of significant figures</p> <p>Use numbers of any size rounded to 1 significant figure to make standardised estimates for calculations with 1 step</p> <p>Substitute positive and negative integers into linear expressions and expressions involving powers</p> <p>Apply the index laws for multiplication and division of small integer powers (e.g. <math>a^3 \times a^2</math>, <math>x^3 \div x^2</math>)</p> <p>Construct and solve equations that involve multiplying out brackets by a negative number and collecting like terms, e.g. <math>4(2a - 1) = 32 - 3(2a - 2)</math></p>	<p>Use a calculator effectively</p> <p>Round logically to simplify calculations</p> <p>Apply the addition, subtraction a power laws of indices</p> <p>Collect like terms</p> <p>Rearrange equations to make a variable a subject</p>
<b>Secure</b>	<p>Use prime factor decomposition to find the HCF or LCM of 2 numbers</p>	<p>Use a venn diagram or list to calculate HCF and LCM of two numbers</p>

	<p>Know and understand the meaning of an identity and use the identity sign</p> <p>Simplify expressions involving brackets and powers, e.g. <math>x(x^2 + x + 4)</math>, <math>3(a + 2b) - 2(a + b)</math></p>	Expand and factorise into single brackets involving 2 or more terms
<b>Embedding</b>	Find the prime factor decomposition of a number	Use a prime factor tree to obtain a product of prime factors
<b>Beginning</b>	<p>Calculate the HCF and LCM of two numbers</p> <p>Create simple algebraic expressions</p>	<p>List multiples and factors</p> <p>Interpret mathematical language i.e. more/less than, at least etc.</p>

<b>Subject:</b>	Maths	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn EOT
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>Calculate the lengths and areas given the volumes in right prisms.</p> <p>Calculate the lengths, areas and volumes in cylinders</p>	<p>Calculate and reason with 3D objects in problem solving contexts and functional problems.</p> <p>Recall and use formulae for a cylinder - surface area and volume leaving answers in exact form for accuracy within calculations</p>
<b>Confident</b>	<p>Apply the index laws for multiplication and division of small positive integer powers</p> <p>Round numbers to a given number of significant figures</p> <p>Use numbers of any size rounded to 1 significant figure to make standardised estimates for calculations with 1 step</p>	<p>Understand and use compound units i.e. km/h, m/s</p> <p>Use a calculator effectively</p> <p>Round logically to simplify calculations</p> <p>Apply the addition, subtraction a power laws of indices</p>



	<p>Substitute positive and negative integers into linear expressions and expressions involving powers</p> <p>Construct and solve equations that involve multiplying out brackets by a negative number and collecting like terms, e.g. <math>4(2a - 1) = 32 - 3(2a - 2)</math></p> <p>Use and apply Pythagoras' theorem to solve problems</p> <p>Recognise graphs showing constant rates of change, average rates of change and variable rates of change</p>	<p>Collect like terms</p> <p>Rearrange equations to make a variable a subject</p> <p>Interpret the gradient of a graph in context</p>
<b>Secure</b>	<p>Find the prime factor decomposition of a number</p> <p>Use prime factor decomposition to find the HCF or LCM of 2 numbers</p> <p>Know and understand the meaning of an identity and use the identity sign</p> <p>Simplify expressions involving brackets and powers, e.g. <math>x(x^2 + x + 4)</math>, <math>3(a + 2b) - 2(a + b)</math></p> <p>Use the formula for the circumference of a circle</p> <p>Use the formulae for area of a circle, given the radius or diameter</p> <p>Discuss and interpret real-life graphs</p>	<p>Use a venn diagram or list to calculate HCF and LCM of two numbers</p> <p>Expand and factorise into single brackets involving 2 or more terms</p> <p>Understand and interpret various real life graphs e.g. conversion graphs, water filling baths/containers, graphs comparing e.g. mobile phone tariffs – how you can see which tariff is better for different numbers of calls.</p> <p>Recall formulae for the area and circumference of a circle. Substitute into formulae accurately.</p>
<b>Embedding</b>	<p>Calculate the volume of right prisms.</p>	<p>Apply the formula to calculate volume of triangular prisms and cuboids</p>
<b>Beginning</b>	<p>Use 2D representations of 3D solids.</p>	<p>Understand plans, elevations and produce these accurately on isometric paper</p>

<b>Subject:</b>	Maths	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring half term
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>Identify the scale factor of an enlargement as the ratio of the lengths of any two corresponding line segments</p> <p>Calculate the new volume of a shape after enlargement</p> <p>Calculate percentage change, using the formula <math>\text{actual change} / \text{original amount} \times 100</math> – where formula is recalled</p> <p>Calculate compound interest and repeated percentage change</p>	<p>Apply ratios comfortably when comparing two line segments, calculating scale factors</p> <p>Use a linear scale factor to determine area and volume scale factors</p> <p>Apply scale factors to solve area and volume problems of 3d objects</p> <p>Calculate percentages comfortably in a range of different contexts recognising when to apply repeated and compound percentages</p>
<b>Confident</b>	<p>Enlarge 2D shapes, given a centre of enlargement</p> <p>Recognise that enlargements preserve angle but not length</p> <p>Know that enlargements of 2D shapes produce similar shapes</p> <p>Convert a recurring decimal to a fraction</p>	<p>Enlarge a shape using a negative, fractional or positive scale factor from a centre of enlargement on a coordinate grid.</p> <p>Understand similarity and congruence in relation to enlargement</p> <p>Use an algebraic method to convert between decimals and fractions</p>
<b>Secure</b>	<p>Calculate percentages of amounts</p> <p>Work out an original quantity before a percentage increase or decrease</p>	<p>Calculate percentages using both non calculator and calculator methods.</p> <p>Recognise decimal multipliers for increase/decrease percentage problems.</p>
<b>Embedding</b>	<p>Recognise and visualise the transformation of a 2D shape translation; Describe a reflection, giving the equation of the line of reflection</p>	<p>Rotate a shape clockwise/anti-clockwise by 90, 180, 270 and 360 degrees on a coordinate grid</p> <p>Use a vector to translate an object on an coordinate grid</p>

	<p>Reflection on a coordinate grid in <math>y = x</math>, <math>y = -x</math></p> <p>Transform 2D shapes by more complex combinations of rotations, reflections and translations (e.g. a reflection, followed by a rotation, reflection in <math>y = x</math>, <math>y = -3</math> and rotations about points other than the origin)</p>	<p>Identify the equation of horizontal, vertical and diagonal lines i.e. <math>x = a</math> or <math>y = b</math> and <math>y=x</math> or <math>y = -x</math></p>
<b>Beginning</b>	<p>Learn fractional equivalents to key recurring decimals</p>	<p>Recollect recurring fractions e.g. 0.333 333..., 0.666 666 66..., 0.111 11..., and by extension 0.222 222...</p>

<b>Subject:</b>	Maths	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring EOT
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>Calculate the new volume of a shape after enlargement</p> <p>Calculate percentage change, using the formula <i>actual change / original amount</i> <math>\times 100</math> – where formula is recalled</p> <p>Calculate compound interest and repeated percentage change</p> <p>Recognise and use the perpendicular distance from a point to a line as the shortest distance to the line</p>	<p>Solve harder percentage problems recognising multipliers for an increase/decrease.</p> <p>Calculate length, area and volume of prisms in problem solving contexts</p> <p>Identify an area and volume scale factor in relation to a linear scale factor</p> <p>Understand and apply the compound interest formula</p> <p>Understand that the product of perpendicular gradients of two linear lines is -1</p> <p>Construct the perpendicular bisector between two points without feathering</p>

<b>Confident</b>	<p>Enlarge 2D shapes, given a centre of enlargement outside the shape and a negative whole-number scale factor</p> <p>Understand the implications of enlargement for perimeter</p> <p>Convert a recurring decimal to a fraction</p> <p>Draw the locus equidistant between 2 points or from a point</p>	<p>Enlarge a shape using a negative, fractional or positive scale factor from a centre of enlargement on a coordinate grid</p> <p>Use an algebraic method to convert between decimals and fractions</p> <p>I can draw simple loci involving arcs and use loci to solve problems</p>
<b>Secure</b>	<p>Use straight edge and compasses to construct the bisector of an angle</p> <p>Construct nets of 3D solids using a ruler and compasses.</p>	<p>Use a compass accurately to construct arcs carefully without feathering</p> <p>Recognise nets of 3D solids</p>
<b>Embedding</b>	<p>Describe a reflection, giving the equation of the line of reflection</p> <p>Reflection on a coordinate grid</p> <p>Learn fractional equivalents to key recurring decimals</p> <p>Draw triangles accurately using a ruler and protractor.</p> <p>Use straight edge and compasses to construct the midpoint and perpendicular bisector of a line segment</p>	<p>Identify the equation of horizontal, vertical and diagonal lines i.e. <math>x = a</math> or <math>y = b</math> and <math>y = x</math> or <math>y = -x</math></p> <p>Draw an accurate triangle given angles and sides (ASA, SAS, SSS)</p> <p>Recollect recurring fractions e.g. 0.333 333..., 0.666 666 66..., 0.111 11..., and by extension 0.222 222...</p> <p>Construct the perpendicular bisector of a given line</p> <p>Construct a perpendicular to a given line that passes through a given point</p>
<b>Beginning</b>	<p>Rotation on a coordinate grid</p> <p>Recognise and visualise the transformation of 2D shape translation</p>	<p>Rotate a shape clockwise/anti-clockwise by 90, 180, 270 and 360 degrees on a coordinate grid</p> <p>Use a vector to translate an object on an coordinate grid</p>

<b>Subject:</b>	Maths	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer (half term test)
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>Draw and use tree diagrams to represent outcomes of two independent events and calculate probabilities</p> <p>Generate fuller solutions by presenting a concise and reasoned argument</p>	<p>Construct and interpret a tree diagram for 2 events</p> <p>Calculate the probability of 2 independent events through sufficient reasoning</p> <p>Understand relative frequency as an estimate of probability</p> <p>Use similarity to solve problems in 2D shapes.</p>
<b>Confident</b>	<p>Calculate the probability of a missing event and of a set of mutually exclusive events</p> <p>Find points that divide a line in a given ratio, using the properties of similar triangles</p> <p>Identify congruent and similar shapes.</p> <p>Use congruence to solve problems in triangles and quadrilaterals.</p>	<p>Estimate the frequency of an event happening</p> <p>Use the sum of probabilities being 1</p> <p>Record all the outcomes for 2 events using a sample space</p> <p>Recognise the difference between congruence and similarity</p> <p>Calculate scale factors accurately in similar triangles</p>
<b>Secure</b>	<p>Identify conditions for a fair game from a small set of simple options</p> <p>Construct and interpret scale drawings for a map or bearing</p>	<p>Estimate the probability based on an experiment</p> <p>Find the probability of an event not happening</p> <p>Find the probability when rolling a dice or tossing a coin</p> <p>Find the probability of choosing various cards from a standard deck of 52 playing cards</p> <p>Draw diagrams accurately using appropriate measuring tools i.e. compass, protractor and ruler</p> <p>Understand how to read a ratio in context i.e. (1:2500)</p>

<b>Embedding</b>	Identify all mutually exclusive outcomes for two successive events with two outcomes in each event  Know that if probability of event is $p$ probability of not occurring is $1 - p$	Use the 0 to 1 probability scale Understand and identify mutually exclusive events
<b>Beginning</b>	Find and justify probabilities based on equally likely outcomes in simple contexts	Describe the likelihood of an event Use the vocabulary of probability (certain, likely, unlikely, impossible) Recognise that some events are more likely than others

<b>Subject:</b>	Maths	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer EOY
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>Calculate percentage change, using the formula <math>\frac{\text{actual change}}{\text{original amount}} \times 100</math> – where formula is recalled</p> <p>Use similarity to solve problems in 2D shapes</p> <p>Generate fuller solutions by presenting a concise and reasoned argument</p> <p>Calculate the lengths and areas given the volumes in right prisms (non - calculator)</p> <p>Calculate the new volume of a shape after enlargement (non - calculator)</p> <p>Calculate compound interest and repeated percentage change (non - calculator)</p> <p>Use similarity to solve problems in 2D shapes</p>	<p>Solve harder percentage problems recognising multipliers for an increase/decrease.</p> <p>Calculate length, area and volume of prisms in problem solving contexts</p> <p>Identify an area and volume scale factor in relation to a linear scale factor</p> <p>Understand and apply the compound interest formula</p> <p>Understand that the product of perpendicular gradients of two linear lines is -1</p>

	Recognise when lines are parallel or perpendicular to their equations	
<b>Confident</b>	<p>Draw the locus equidistant between 2 points or from a point</p> <p>Round numbers to a given number of significant figures</p> <p>Use numbers of any size rounded to 1 significant figure to make standardized estimates for calculations with 1 step</p> <p>Construct and solve equations that involve multiplying out brackets by a negative number and collecting like terms, e.g. <math>4(2a - 1) = 32 - 3(2a - 2)</math></p> <p>Substitute positive and negative integers into linear expressions and expressions involving powers</p> <p>Use and apply Pythagoras' theorem to solve problems (non - calculator)</p> <p>Calculate the probability of a combination of events or single missing event of a set of mutually exclusive events using sum of outcomes is one (non - calculator)</p> <p>Recognise that any line parallel to a given line will have the same gradient</p> <p>Be able to work out when a point is on a line</p>	<p>I can construct the perpendicular bisector of a given line</p> <p>I can construct a perpendicular to a given line that passes through a given point</p> <p>I can draw simple loci involving arcs and use loci to solve problems</p> <p>I can expand a single bracket</p> <p>I can form and use simple identities and expressions</p> <p>I can solve equations with letter terms on both sides</p> <p>I can substitute values into more complex formulae, e.g involving powers, brackets or <math>\pi</math></p> <p>Use Pythagoras Theorem to calculate unknown lengths rounding to an appropriate degree of accuracy</p> <p>I can use the sum of probabilities being 1</p> <p>Recognise mutually exclusive events</p>
<b>Secure</b>	<p>Enlarge 2D shapes, given a centre of enlargement and a positive whole-number scale factor</p> <p>Learn fractional equivalents to key recurring decimals</p>	<p>Recognise that a positive scale factor <math>&gt; 1</math> will increase the size of an object</p> <p>Recollect recurring fractions e.g. 0.333 333..., 0.666 666 66..., 0.111 11..., and by extension 0.222 222...</p>

	<p>Find the prime factor decomposition of a number</p> <p>Multiply a single term over a bracket, e.g. <math>x(x + 4)</math>, <math>3x(2x - x^3)</math></p> <p>Know and understand the meaning of an identity and use the identity sign.</p> <p>Simplify expressions involving brackets and powers, e.g. <math>x(x^2 + x + 4)</math>, <math>3(a + 2b) - 2(a + b)</math>.</p> <p>Simplify simple expressions involving index notation, i.e. <math>x^2 + 2x^2</math>, <math>p \times p^2</math>, <math>r^5 \div r^2</math></p> <p>Use the formula for the circumference of a circle (non - calculator)</p> <p>Use graphs to solve distance–time problems (non - calculator)</p> <p>Use and interpret maps, using proper map scales (1 : 25 000)</p>	<p>Expand a single bracket accurately using integers, fractions, decimals and expressions applying index laws where appropriate.</p> <p>Know the distinction between an identity, equation, expression and formula</p> <p>Expand a single bracket for algebraic terms accurately using index laws where appropriate</p> <p>Collect like terms</p> <p>Recollect the circumference of a circle and give answers in terms of pi for exact values</p> <p>Understand that the gradient on a distance/time graph is interpreted as speed</p> <p>Understand a how to interpret a ratio in context</p>
<b>Embedding</b>	Describe a reflection, giving the equation of the line of reflection	Identify the equation of horizontal, vertical and diagonal lines i.e. $x = a$ or $y = b$ and $y=x$ or $y = -x$
<b>Beginning</b>	<p>Rotation on a coordinate grid</p> <p>Recognise and visualise the transformation of 2D shape translation</p>	<p>Rotate a shape clockwise/anti-clockwise by 90, 180, 270 and 360 degrees on a coordinate grid</p> <p>Use a vector to translate an object on an coordinate grid</p>



## Music

<b>Subject:</b>	Music	<b>Year: 7</b>	<b>Assessment Point:</b>	Autumn
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	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing with fluency and holds harmony line in group</li> <li>2. Improvises musically with stylistic integrity</li> <li>3. Composes an idiomatic response to a given stimulus</li> <li>4. Prepared to take musical risks</li> <li>5. Applies <i>Simultaneous Learning</i> in performing and composing</li> </ol>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing with accuracy and stylistic integrity</li> <li>2. Improvises musically</li> <li>3. Composes an effective word setting which uses melodic techniques</li> <li>4. Demonstrates purposeful practice as performer/audience etiquette</li> <li>5. Confident knowledge of notation with reasonable aural understanding</li> </ol>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing in tune, with musical expression</li> <li>2. Improvises using a limited range of given options</li> <li>3. Composes music which has a clear structure and purpose</li> <li>4. Resilient to setbacks in composition and can problem solve</li> <li>5. Able to write and present notation with reasonable understanding</li> </ol>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing more or less in tune, following contours of melody</li> <li>2. Improvises/makes musical responses, including through notation</li> <li>3. Composes using a limited range of musical ideas (rhythm and pitch)</li> <li>4. Discusses and critiques own work and work of others appropriately</li> <li>5. Able to write and present notation with some understanding</li> </ol>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing with basic vocal production to develop a sense of community</li> <li>2. Improvises/understands basic musical responses</li> <li>3. Composes/responds using a limited range of musical ideas (rhythm)</li> <li>4. Works effectively in a group; responds positively to feedback</li> <li>5. Able to recognise simple rhythms and pitch in hearing steps/leaps</li> </ol>

<b>Subject:</b>	Music	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings with fluency and holds harmony line in group</li> <li>2. Improvises musically with stylistic integrity</li> <li>3. Composes an idiomatic response to a given stimulus</li> <li>4. Prepared to take musical risks</li> <li>5. Applies <i>Simultaneous Learning</i> in performing and composing</li> </ol>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings with accuracy and stylistic integrity</li> <li>2. Improvises musically</li> <li>3. Composes an effective word setting which uses melodic techniques</li> <li>4. Demonstrates purposeful practice as performer/audience etiquette</li> <li>5. Confident knowledge of notation with reasonable aural understanding</li> </ol>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings in tune, with musical expression</li> <li>2. Improvises using a limited range of given options</li> <li>3. Composes music which has a clear structure and purpose</li> <li>4. Resilient to setbacks in composition and can problem solve</li> <li>5. Able to write and present notation with reasonable understanding</li> </ol>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings more or less in tune, following contours of melody</li> <li>2. Improvises/makes musical responses, including through notation</li> <li>3. Composes using a limited range of musical ideas (rhythm and pitch)</li> <li>4. Discusses and critiques own work and work of others appropriately</li> <li>5. Able to write and present notation with some understanding</li> </ol>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings with basic vocal production to develop a sense of community</li> <li>2. Improvises/understands basic musical responses</li> <li>3. Composes/responds using a limited range of musical ideas (rhythm)</li> <li>4. Works effectively in a group; responds positively to feedback</li> <li>5. Able to recognise simple rhythms and pitch in hearing steps/leaps</li> </ol>

<b>Subject:</b>	Music	<b>Year: 7</b>	<b>Assessment Point:</b>	Summer
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Duration (Pulse and Rhythm)</li> <li>● Expressive application of Leitmotifs</li> <li>● Structure (Sections, Key, Phrases, Techniques)</li> <li>● Texture (Focus: Contrast)</li> <li>● Instruments and Timbre (Tone Colour)</li> </ul>	<ol style="list-style-type: none"> <li>1. Performs with complete technical and expressive control</li> <li>2. Demonstrates aural awareness/sensitivity to other parts</li> <li>3. Composes an idiomatic response to a given stimulus</li> <li>4. Prepared to take musical risks</li> <li>5. Applies <i>Simultaneous Learning</i> in performing and composing</li> </ol>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Duration (Pulse and Rhythm)</li> <li>● Expressive application of Leitmotifs</li> <li>● Structure (Sections, Key, Phrases, Techniques)</li> <li>● Texture (Focus: Contrast)</li> <li>● Instruments and Timbre (Tone Colour)</li> </ul>	<ol style="list-style-type: none"> <li>1. Performs with fluency, accuracy and stylistic integrity</li> <li>2. Improvises musically</li> <li>3. Composes effective Film Music with contrasting Leitmotifs</li> <li>4. Intelligent Listening is well honed, relevant to the ingredients</li> <li>5. Clear awareness of Structure (key, section, meter, phrases)</li> </ol>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Duration (Pulse and Rhythm)</li> <li>● Expressive application of Leitmotifs</li> <li>● Structure (Sections, Key, Phrases, Techniques)</li> <li>● Texture (Focus: Contrast)</li> <li>● Instruments and Timbre (Tone Colour)</li> </ul>	<ol style="list-style-type: none"> <li>1. Plays with accuracy and musical expression</li> <li>2. Able to demonstrate Film Music ingredients</li> <li>3. Composes music which has a clear structure and purpose</li> <li>4. Resilient to setbacks; able to problem solve effectively</li> <li>5. Discusses and critiques accurately and appropriately</li> </ol>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Duration (Pulse and Rhythm)</li> <li>● Expressive application of Leitmotifs</li> <li>● Structure (Sections, Key, Phrases, Techniques)</li> <li>● Texture (Focus: Contrast)</li> <li>● Instruments and Timbre (Tone Colour)</li> </ul>	<ol style="list-style-type: none"> <li>1. Plays with accuracy: rhythmic patterns / contours of melody</li> <li>2. Improvises/makes musical responses related to film scenes</li> <li>3. Composes well within a limited focus</li> <li>4. Discusses and critiques appropriately</li> <li>5. Clear awareness of tonality including tonic and dominant</li> </ol>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Duration (Pulse and Rhythm)</li> <li>● Expressive application of Leitmotifs</li> <li>● Structure (Sections, Key, Phrases, Techniques)</li> <li>● Texture (Focus: Contrast)</li> <li>● Instruments and Timbre (Tone Colour)</li> </ul>	<ol style="list-style-type: none"> <li>1. Plays with pulse which contributes well to the group/ensemble</li> <li>2. Improvises/understands basic musical responses</li> <li>3. Composes/responds using a limited range of musical ideas</li> <li>4. Works effectively in a group; responds positively to feedback</li> <li>5. Able to select appropriate resources</li> </ol>

<b>Subject:</b>	Music	<b>Year: 8</b>	<b>Assessment Point:</b>	Autum
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure (Simple Modulation)</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings/Raps/Plays a more complex part with awareness of musicality</li> <li>2. Plays bass &amp; chords together, or sings fluently, playing at same time</li> <li>3. Composes an idiomatic, musical response to the lyrics</li> <li>4. Prepared to take musical risks vocally and/or with instruments</li> <li>5. Applies <i>Simultaneous Learning</i> in performing and composing</li> </ol>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure (Strophic Pop Song)</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings/Raps/Plays with accuracy and stylistic integrity</li> <li>2. Improvises /plays convincing chord progressions musically</li> <li>3. Composes a Pop Song which uses melodic techniques</li> <li>4. Demonstrates purposeful practice as performer/audience etiquette</li> <li>5. Skills to play/perform with stylistic awareness</li> </ol>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure (Primary &amp; Secondary Chords)</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings in tune /plays a part showing awareness of musicality</li> <li>2. Play Primary and Secondary chords at correct time, changing fluently</li> <li>3. Composes a tune relating to a clear chord structure and purpose</li> <li>4. Resilient to setbacks in composition and can problem solve</li> <li>5. Secure knowledge and understanding of the style(s)</li> </ol>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure (Primary Chords)</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings/Raps more or less in tune, following contours of melody</li> <li>2. Understands chord structure (I, IV, V); makes musical responses</li> <li>3. Improvises/ takes part in an ensemble (tune/chords/percussive)</li> <li>4. Composes using a range of musical ideas (rhythm, pitch, lyrics)</li> <li>5. Discusses and critiques own work and work of others appropriately</li> </ol>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure (Some elements of Pop Song)</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings/Raps/Voice as instrument, developing a sense of performance</li> <li>2. Improvises/ takes part in an ensemble (simple part)</li> <li>3. Composes/responds using a limited range of musical ideas (rhythm)</li> <li>4. Works effectively in a group and responds positively to feedback</li> </ol>

<b>Subject:</b>	Music	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings/Plays a more complex part showing awareness of musicality</li> <li>2. Plays bass &amp; chords together, or sings fluently, playing at same time</li> <li>3. Composes an idiomatic, musical response; understands the ensemble</li> <li>4. Prepared to take musical risks including a leadership role</li> <li>5. Applies <i>Simultaneous Learning</i> in performing and composing</li> </ol>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings/Plays with accuracy and stylistic integrity</li> <li>2. Improvises /plays convincing melodic/modal shape musically</li> <li>3. Composes Arriba/TV music which uses structural techniques</li> <li>4. Demonstrates purposeful practice as performer/audience etiquette</li> <li>5. Applies <i>Simultaneous Learning</i> in performing and composing</li> </ol>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings/Plays a part showing awareness of musicality</li> <li>2. Play Primary and Secondary chords at correct time, changing fluently</li> <li>3. Composes a tune relating to a clear chord structure and purpose</li> <li>4. Resilient to setbacks in composition and can problem solve</li> <li>5. Applies <i>Simultaneous Learning</i> in performing and composing</li> </ol>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings/Plays a part, following contours of melody</li> <li>2. Understands chord structure (I, IV, V); makes musical responses</li> <li>3. Improvises/ takes part in an ensemble (tune/chords/percussive)</li> <li>4. Composes using a range of musical ideas (rhythm, pitch, lyrics)</li> <li>5. Discusses and critiques own work and work of others appropriately</li> </ol>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Developing a sense of performance</li> <li>2. Understands organisation of balance and expression in an ensemble</li> <li>3. Responds by coordinating a simple rhythmic pattern with the pulse</li> <li>4. Works effectively in a group and responds positively to feedback</li> <li>5. Able to select appropriate resources</li> </ol>

<b>Subject:</b>	Music	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing/Plays a more complex part showing awareness of musicality</li> <li>2. Plays bass &amp; chords together, or sings fluently, playing at same time</li> <li>3. Composes an idiomatic, musical response to the lyrics</li> <li>4. Prepared to take musical risks vocally and/or with instruments</li> <li>5. Applies <i>Simultaneous Learning</i> in performing and composing</li> </ol>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing/Narrates/Plays with accuracy and stylistic integrity</li> <li>2. Improvises /plays convincing chord progressions musically</li> <li>3. Composes using word painting and melodic techniques</li> <li>4. Understands the musical genres, styles and techniques available</li> <li>5. Applies <i>Simultaneous Learning</i> in performing and composing</li> </ol>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing in tune /plays a part showing awareness of musicality</li> <li>2. Performs fluently and with sensitivity to the musicians</li> <li>3. Knows and Understands how their part integrates with the whole</li> <li>4. Composes a part relating to the form, chord structure and purpose</li> <li>5. Demonstrates purposeful practice as performer/audience etiquette</li> </ol>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing/Raps in tune expressively, following contours of melody</li> <li>2. Understands chords (I, IV, V, II, VI); makes musical responses</li> <li>3. Improvises/ takes part in an ensemble (tune/chords/percussive)</li> <li>4. Composes using a range of musical ideas (rhythm, pitch, lyrics)</li> <li>5. Discusses and critiques own work and work of others appropriately</li> </ol>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Duration</li> <li>● Expression</li> <li>● Structure</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sing/Raps/Voice as instrument, developing a sense of performance</li> <li>2. Improvises/ takes part in an ensemble (simple part)</li> <li>3. Composes/responds using a limited range of musical ideas (rhythm)</li> <li>4. Works effectively in a group and responds positively to feedback</li> <li>5. Able to select appropriate resources</li> </ol>

## Philosophy & Religion

<b>Subject:</b>	P&R	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring (Ethical Leaders - Jesus and Creation - Certainty and Belief)
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Very thorough knowledge of i) The ethical teachings and application of the teaching and ethics of Jesus, Excellent understanding of the text and stories relating to ethical leadership.</li> <li>● Excellent depth of understanding and evaluation of different perspectives on creation - religious, philosophical, secular and scientific.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to evaluate and compare ethical theories/creation perspectives and to differentiate strong/weak arguments in depth</li> <li>● Ability to relate and compare own experiences, beliefs and opinions accurately and with clarity of reasoning.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Good knowledge of i) The ethical teachings and application of the teaching and ethics of Jesus, Clear understanding of the text and stories relating to ethical leadership.</li> <li>● Clear understanding and evaluation of different perspectives on creation - religious, philosophical, secular and scientific.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to evaluate and compare ethical theories/creation perspectives and to differentiate strong/weak arguments</li> <li>● Ability to relate and compare own experiences, beliefs and opinions accurately..</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Sound knowledge of The ethical teachings and application of the teaching and ethics of Jesus. Some understanding of the text and stories relating to ethical leadership.</li> <li>● Sound understanding and beginning to compare different perspectives on creation - religious, philosophical, secular and scientific.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to evaluate and compare ethical theories/creation perspectives and to differentiate strong/weak arguments</li> <li>● Evidencing ability to relate and compare own experiences, beliefs and opinions.</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Can describe 2 or 3 different examples of Jesus' ethical leadership.</li> <li>● Can identify the different perspectives of creation and recall the narratives. Comparing the different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>● Beginning to evaluate and compare ethical theories/creation perspectives and to identify arguments</li> <li>● Evidencing ability to relate and compare own experiences, beliefs and opinions.</li> </ul>

<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Can identify basic examples of Jesus' ethical leadership.</li> <li>● Can identify basic examples and contrasting narratives regarding creation myths and theories.</li> </ul>	<ul style="list-style-type: none"> <li>● Comparing and relating basic ethical ideas</li> <li>● Comparing the different perspectives and beginning to identify the key arguments.</li> </ul>
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<b>Subject:</b>	P&R	<b>Year: 7</b>	<b>Assessment Point:</b>	Summer (Hinduism and Holy Books)
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Very thorough knowledge of the ethical teachings and beliefs of Hinduism. Excellent depth of understanding and evaluation of different Holy books</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to evaluate and compare beliefs and teachings of Hinduism/in Holy books</li> <li>● Ability to relate and compare own experiences, beliefs and opinions accurately and with clarity of reasoning..</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Good knowledge of the ethical teachings and beliefs of Hinduism. Good depth of understanding and evaluation of different Holy books</li> <li>● Clear understanding and evaluation of different features of Hinduism and Holy books</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to evaluate and compare beliefs and teachings of Hinduism/in Holy books</li> <li>● Ability to relate and compare own experiences, beliefs and opinions accurately.</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Sound knowledge of the ethical teachings beliefs of Hinduism. Good depth of understanding and evaluation of different Holy books</li> <li>● Sound understanding and beginning to compare different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to evaluate and compare beliefs and teachings of Hinduism/in Holy books</li> <li>● Evidencing ability to relate and compare own experiences, beliefs and opinions.</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Can describe 2 or 3 beliefs of Hinduism. Understanding and evaluation of different Holy books</li> <li>● Can identify the different beliefs and holy books. Comparing the different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>● Beginning to evaluate and compare beliefs and teachings of Hinduism/in Holy books</li> <li>● Evidencing ability to relate and compare own experiences, beliefs and opinions.</li> </ul>



<b>Beginning</b>	<ul style="list-style-type: none"><li>● Can identify basic examples of beliefs of Hinduism and understanding and of different Holy books</li><li>● Can identify basic examples and contrasting narratives regarding hinduism and holy books.</li></ul>	<ul style="list-style-type: none"><li>● Comparing and relating basic Hindu ideas</li><li>● Comparing the different perspectives and beginning to identify the key arguments.</li></ul>
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<b>Subject:</b>	P&R	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn (Buddhism - Rites of Passage)
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Very thorough knowledge of the ethical teaching and application of Buddha/Buddhism, Excellent understanding of the text and stories relating to ethical leadership.</li> <li>● Excellent depth of understanding and evaluation of different perspectives on rites of passage - religious, philosophical, secular and scientific.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to evaluate and compare rites of passage and to differentiate strong/weak arguments in depth</li> <li>● Ability to relate and compare own experiences, beliefs and opinions accurately and with clarity of reasoning.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Good knowledge of the ethical teachings and application of the teaching and Buddha/Buddhism, Clear understanding stories relating to ethical leadership.</li> <li>● Clear understanding and evaluation of different perspectives on rites of passage - religious, philosophical, secular and scientific.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to evaluate and compare rites of passage and to access how they relate to own lives.</li> <li>● Ability to relate and compare own experiences, beliefs and opinions accurately.</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Sound knowledge of The ethical teachings and application of the teaching and Buddha/Buddhism. Some understanding of the text and stories relating to ethical leadership.</li> <li>● Sound understanding and beginning to compare different perspectives on creation - religious, philosophical, secular and scientific.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to evaluate and compare rites of passage and to access how they relate to own lives.</li> <li>● Evidencing ability to relate and compare own experiences, beliefs and opinions.</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Can describe 2 or 3 different examples of application of the teaching and Buddha/Buddhism.</li> <li>● Can identify the different perspectives of creation and recall the narratives. Comparing the different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>● Beginning to evaluate and compare rite of passage.</li> <li>● Evidencing ability to relate and compare own experiences, beliefs and opinions</li> </ul>

<b>Beginning</b>	<ul style="list-style-type: none"> <li>• Can identify basic examples of Buddhism and Buddhist Teaching</li> <li>• Can identify basic examples and contrast rites of passage.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing and relating Buddhist ideas</li> <li>• Comparing the different perspectives and beginning to identify the key arguments.</li> </ul>
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<b>Subject:</b>	P&R	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring (Ethical Leaders - Sikh Gurus - Rights and Responsibilities)
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>• Very thorough knowledge of the ethical teachings and application of the teaching and ethics of The Gurus, Excellent understanding of the text and stories relating to ethical leadership.</li> <li>• Excellent depth of understanding and evaluation of different perspectives on creation - religious, philosophical, secular and scientific.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to evaluate and compare ethical theories/creation perspectives and to differentiate strong/weak arguments in depth</li> <li>• Ability to relate and compare own experiences, beliefs and opinions accurately and with clarity of reasoning.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>• Good knowledge of i) The ethical teachings and application of the teaching and ethics of The Gurus, Clear understanding of the text and stories relating to ethical leadership.</li> <li>• Clear understanding and evaluation of different perspectives on rights and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to evaluate and compare ethical theories/creation perspectives and to differentiate strong/weak arguments</li> <li>• Ability to relate and compare own experiences, beliefs and opinions accurately</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>• Sound knowledge of The ethical teachings and application of the teaching and ethics of the Gurus. Some understanding of the text and stories relating to ethical leadership.</li> <li>• Sound understanding and beginning to compare different perspectives on rights and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to evaluate and compare ethical theories/creation perspectives and to differentiate strong/weak arguments</li> <li>• Evidencing ability to relate and compare own experiences, beliefs and opinions</li> </ul>

<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Can describe 2 or 3 different examples of the Guru's ethical leadership.</li> <li>● Can identify the different approaches the rights and responsibilities. Can compare the different approaches and history.</li> </ul>	<ul style="list-style-type: none"> <li>● Beginning to evaluate and compare ethical theories/creation perspectives and to identify arguments</li> <li>● Evidencing ability to relate and compare own experiences, beliefs and opinions.</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Can identify basic examples of Jesus' ethical leadership.</li> <li>● Can identify basic examples and history of rights and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>● Comparing and relating basic Sikh ethical teachings.</li> <li>● Comparing the different perspectives and beginning to identify the key approaches.</li> </ul>

<b>Subject:</b>	P&R	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer (Ethical Leaders - Community Cohesion - Environment Ethics and Animal Rights)
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Very thorough knowledge of Community Cohesion - issues of Racism, Sexism and Discrimination are understood and evaluated effectively - including an understanding of others opinions</li> <li>● Excellent depth of understanding and evaluation of different perspectives on Environmental Ethics including - religious, philosophical, secular and scientific.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to evaluate and compare ethical theories and to differentiate strong/weak arguments in depth</li> <li>● Ability to relate and compare own experiences, beliefs and opinions accurately and with clarity of reasoning.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>● Good knowledge of Community Cohesion - issues of Racism, Sexism and Discrimination are understood and evaluated effectively - including an understanding of others opinions</li> <li>● Clear understanding and evaluation of different perspectives on Environmental Ethics including - religious, philosophical, secular and scientific.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to evaluate and compare ethical theories and to differentiate strong/weak arguments</li> <li>● Ability to relate and compare own experiences, beliefs and opinions accurately.</li> </ul>

<b>Secure</b>	<ul style="list-style-type: none"> <li>● Sound knowledge of issues of Racism, Sexism and Discrimination are understood and evaluated effectively - including an understanding of others opinions</li> <li>● Sound understanding and beginning to compare different perspectives on Environmental Ethics including - religious, philosophical, secular and scientific.</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to evaluate and compare ethical theories/perspectives and to differentiate strong/weak arguments</li> <li>● Evidencing ability to relate and compare own experiences, beliefs and opinions.</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>● Can describe 2 or 3 different examples of Community Cohesion/Environmental Ethical arguments</li> <li>● Can identify the different perspectives Community Cohesion/Environmental. Comparing the different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>● Beginning to evaluate and compare Community Cohesion/Environmental perspectives and to identify arguments</li> <li>● Evidencing ability to relate and compare own experiences, beliefs and opinions.</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Can identify basic examples of Community Cohesion/Environmental Ethics.</li> </ul>	<ul style="list-style-type: none"> <li>● Comparing and relating basic Community Cohesion/Environmental ethical ideas</li> <li>● Comparing the different perspectives and beginning to identify the key arguments.</li> </ul>

## Physical Education

<b>Subject:</b>	PE	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Range and Quality of Skills Physical Attributes Decision Making	Demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations Core skills are performed consistently with a very good standard of accuracy, control and fluency The advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency Demonstrates appropriate levels of physical fitness and psychological control to perform very effectively Successfully selects and uses appropriate skills on many occasions Applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity Demonstrates very good awareness of the rules/regulations of the activity during performance Demonstrates very good regard for the safety of themselves and others Demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) Communication with other player(s)/performer(s) is very good
<b>Confident</b>	Range and Quality of Skills Physical Attributes Decision Making	Demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations Core skills are performed consistently with a good standard of accuracy, control and fluency The advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency Demonstrates appropriate levels of physical fitness and psychological control to perform effectively Successfully selects and uses appropriate skills on some occasions Applies appropriate team strategies/tactics/compositional ideas

		<p>demonstrating a good understanding of the activity</p> <p>Demonstrates good awareness of the rules/regulations of the activity during performance</p> <p>Demonstrates good regard for the safety of themselves and others</p> <p>Demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s)</p> <p>Communication with other player(s)/performer(s) is good</p>
<b>Secure</b>	<p>Range and Quality of Skills</p> <p>Physical Attributes</p> <p>Decision Making</p>	<p>Demonstrates many core skills and few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations</p> <p>Core skills are performed with limited consistency and some accuracy, control and fluency</p> <p>The advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency</p> <p>Demonstrates sufficient physical fitness and psychological control to perform with some effectiveness</p> <p>Selects and uses appropriate skills on some occasions.</p> <p>Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</p> <p>Demonstrates limited awareness of the rules/regulations of the activity during performance</p> <p>Demonstrates limited awareness for the safety of themselves and others</p> <p>Demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s)</p> <p>Communication with other player(s)/performer(s) is limited</p>
<b>Embedding</b>	<p>Range and Quality of Skills</p> <p>Physical Attributes</p> <p>Decision Making</p>	<p>Demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations</p> <p>Few, if any of the advanced skills for the activity are attempted</p> <p>Core skills are performed inconsistently and with limited accuracy, control and fluency</p> <p>Any advanced skills attempted are performed with little success</p> <p>Demonstrates limited physical fitness and psychological control during performance</p> <p>Selects and uses appropriate skills on few occasions.</p> <p>rarely applies team strategies/tactics/compositional ideas</p>

		<p>demonstrating little understanding of the activity demonstrates little awareness of the rules/regulations of the activity during performance</p> <p>Demonstrates little awareness for the safety of themselves and others</p> <p>Demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s)</p> <p>Rarely communicates with other player(s)/performer(s)</p>
<b>Beginning</b>	<p>Range and Quality of Skills</p> <p>Physical Attributes</p> <p>Decision Making</p>	<p>Demonstrates some core skills for the activity in isolation</p> <p>Some simple core skills are performed, with limited effectiveness</p> <p>Advanced skills are not usually attempted</p> <p>Level of personal fitness is a concern and more regular health and fitness activities are advised</p> <p>Rarely selects the appropriate skill for the situation</p> <p>Demonstrates very little awareness of the rules/regulations of the activity during performance</p> <p>Demonstrates very little awareness for the safety of themselves and others</p>



<b>Subject:</b>	PE	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Summer</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Range and Quality of Skills Physical Attributes Decision Making	Demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations Core skills are performed consistently with a very good standard of accuracy, control and fluency The advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency Demonstrates appropriate levels of physical fitness and psychological control to perform very effectively Successfully selects and uses appropriate skills on many occasions Applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity Demonstrates very good awareness of the rules/regulations of the activity during performance Demonstrates very good regard for the safety of themselves and others Demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) Communication with other player(s)/performer(s) is very good
<b>Confident</b>	Range and Quality of Skills Physical Attributes Decision Making	Demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations Core skills are performed consistently with a good standard of accuracy, control and fluency The advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency Demonstrates appropriate levels of physical fitness and psychological control to perform effectively Successfully selects and uses appropriate skills on some occasions Applies appropriate team strategies/tactics/compositional ideas

		<p>demonstrating a good understanding of the activity</p> <p>Demonstrates good awareness of the rules/regulations of the activity during performance</p> <p>Demonstrates good regard for the safety of themselves and others</p> <p>Demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s)</p> <p>Communication with other player(s)/performer(s) is good</p>
<b>Secure</b>	<p>Range and Quality of Skills</p> <p>Physical Attributes</p> <p>Decision Making</p>	<p>Demonstrates many core skills and few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations</p> <p>Core skills are performed with limited consistency and some accuracy, control and fluency</p> <p>The advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency</p> <p>Demonstrates sufficient physical fitness and psychological control to perform with some effectiveness</p> <p>Selects and uses appropriate skills on some occasions.</p> <p>Sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity</p> <p>Demonstrates limited awareness of the rules/regulations of the activity during performance</p> <p>Demonstrates limited awareness for the safety of themselves and others</p> <p>Demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s)</p> <p>Communication with other player(s)/performer(s) is limited</p>
<b>Embedding</b>	<p>Range and Quality of Skills</p> <p>Physical Attributes</p> <p>Decision Making</p>	<p>Demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations</p> <p>Few, if any of the advanced skills for the activity are attempted</p> <p>Core skills are performed inconsistently and with limited accuracy, control and fluency</p> <p>Any advanced skills attempted are performed with little success</p> <p>Demonstrates limited physical fitness and psychological control during performance</p> <p>Selects and uses appropriate skills on few occasions.</p> <p>rarely applies team strategies/tactics/compositional ideas</p>

		<p>demonstrating little understanding of the activity demonstrates little awareness of the rules/regulations of the activity during performance</p> <p>Demonstrates little awareness for the safety of themselves and others</p> <p>Demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s)</p> <p>Rarely communicates with other player(s)/performer(s)</p>
<b>Beginning</b>	<p>Range and Quality of Skills</p> <p>Physical Attributes</p> <p>Decision Making</p>	<p>Demonstrates some core skills for the activity in isolation</p> <p>Some simple core skills are performed, with limited effectiveness</p> <p>Advanced skills are not usually attempted</p> <p>Level of personal fitness is a concern and more regular health and fitness activities are advised</p> <p>Rarely selects the appropriate skill for the situation</p> <p>Very rarely applies strategies/tactics/compositional ideas of the activity, without directly being told what to do</p> <p>Demonstrates very little awareness of the rules/regulations of the activity during performance</p> <p>Demonstrates very little awareness for the safety of themselves and others</p>

<b>Subject:</b>	Physical Education	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Range of Skills Quality of Skills Physical Attributes Decision making Analysing and Evaluating	Demonstrates all core skills and nearly all advanced skills for the activity in isolation and under competitive pressure in authentic performance situations core and advanced skills are performed consistently with an excellent standard of accuracy, control and fluency demonstrates appropriate levels of physical fitness and psychological control to perform very effectively successfully selects and uses appropriate skills on nearly all occasions applies appropriate team strategies/tactics/compositional ideas demonstrating an excellent understanding of the activity demonstrates excellent awareness of the rules/regulations of the activity during performance demonstrates excellent awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) communication with other player(s)/performer(s) is excellent
<b>Confident</b>	Range of Skills Quality of Skills Physical Attributes Decision making Analysing and Evaluating	Demonstrates all core skills and many advanced skills for the activity in isolation and under competitive pressure in authentic performance situations core skills are performed consistently with a very good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a very good standard of accuracy, control and fluency demonstrates appropriate levels of physical fitness and psychological control to perform very effectively successfully selects and uses appropriate skills on many occasions applies appropriate team strategies/tactics/compositional ideas demonstrating a very good understanding of the activity demonstrates very good awareness of the rules/regulations of the activity during performance demonstrates very good awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) communication with other player(s)/performer(s) is very good

<p><b>Secure</b></p>	<p>Range of Skills Quality of Skills Physical Attributes Decision making Analysing and Evaluating</p>	<p>demonstrates most core skills and some advanced skills for the activity in isolation and under competitive pressure in authentic performance situations core skills are performed consistently with a good standard of accuracy, control and fluency the advanced skills demonstrated are performed with some consistency and a good standard of accuracy, control and fluency demonstrates appropriate levels of physical fitness and psychological control to perform effectively successfully selects and uses appropriate skills on some occasions applies appropriate team strategies/tactics/compositional ideas demonstrating a good understanding of the activity demonstrates good awareness of the rules/regulations of the activity during performance demonstrates good awareness of and response to the strengths, weaknesses and actions of other player(s)/ performer(s) communication with other player(s)/performer(s) is good</p>
<p><b>Embedding</b></p>	<p>Range of Skills Quality of Skills Physical Attributes Decision making Analysing and Evaluating</p>	<p>demonstrates many core skills and few advanced skills for the activity in isolation and under competitive pressure in authentic performance situations core skills are performed with limited consistency and some accuracy, control and fluency the advanced skills demonstrated are performed with limited consistency and often lack accuracy, control and fluency demonstrates sufficient physical fitness and psychological control to perform with some effectiveness selects and uses appropriate skills on some occasions sometimes applies team strategies/tactics/compositional ideas demonstrating some understanding of the activity demonstrates limited awareness of the rules/regulations of the activity during performance demonstrates limited awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s) communication with other player(s)/performer(s) is limited</p>
<p><b>Beginning</b></p>	<p>Range of Skills Quality of Skills Physical Attributes</p>	<p>demonstrates some core skills for the activity in isolation and under competitive pressure in authentic performance situations few, if any of the advanced skills for the activity are attempted</p>

	<p>Decision making Analysing and Evaluating</p>	<p>core skills are performed inconsistently and with limited accuracy, control and fluency any advanced skills attempted are performed with little success demonstrates limited physical fitness and psychological control during performance selects and uses appropriate skills on few occasions rarely applies team strategies/tactics/compositional ideas demonstrating little understanding of the activity demonstrates little awareness of the rules/regulations of the activity during performance demonstrates little awareness of and response to the strengths, weaknesses and actions of other player(s)/ performer(s) rarely communicates with other player(s)/performer(s)</p>
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## Science

<b>Subject:</b>	KS3 Science	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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	Concepts	Skills
<p><b>Mastered</b> <i>(ALL concepts and skills and apply to ALL new contexts)</i></p>	<p>Acids and Alkali -</p> <ul style="list-style-type: none"> <li>● Understands acid strength - can link pH to the concentration of hydrogen ions.</li> </ul> <p>Cells and organs Reproduction-</p> <ul style="list-style-type: none"> <li>● Demonstrate an understanding of how organ systems work together to keep the body functioning</li> <li>● Be able to link the changing levels of progesterone and oestrogen to the release of the egg and breakdown of the uterus lining during the menstrual cycle</li> </ul> <p>Particles and Energy- Conservation of energy</p> <ul style="list-style-type: none"> <li>● Explain and applying the particle model</li> <li>● Applying the particle model to the process of dissolving</li> <li>● Representing energy changes through energy profile diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe and explain why a pH probe can give greater accuracy and precision in measurements.</li> <li>● Ability to plot a rate graph and draw a suitable line of best fit - correctly identifying the trend..</li>   <li>● Produce an accurate, labelled diagram of animal and plant cell using a microscope (at x400 magnification)</li>   <li>● Use the particle model to explain new situations such as sublimation.</li> </ul>
<p><b>Confident</b> <i>(Can use skills and apply to new contexts)</i></p>	<p>Acids and Alkali -</p> <ul style="list-style-type: none"> <li>● Can link acid strength to the pH. Explain what is meant by concentration.</li> </ul> <p>Cells and organs Reproduction</p> <ul style="list-style-type: none"> <li>● Explain how individual organs can work together in a system, to carry out an</li> </ul>	<ul style="list-style-type: none"> <li>● To know a range of methods to test for the pH of a substance.</li> <li>● Be able to apply knowledge to everyday situations - eg. treating bee stings.</li>   <li>● Ability to change focus on a microscope using all three objective lenses</li> </ul>

	<p>essential role in the body, e.g. organs in reproduction</p> <p>Particles and Energy</p> <ul style="list-style-type: none"> <li>• Can describe how the arrangement of particles change during a change in state.</li> <li>• Can explain an energy transfer using an energy profile diagram.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce simple diagrams of plant and animal cells using a microscope</li> <li>• Can identify saturation point.</li> <li>• Draw and label an energy profile diagram without guidance.</li> </ul>
<p><b>Secure</b> <i>(Understands the concepts)</i></p>	<p>Acids and Alkali -</p> <ul style="list-style-type: none"> <li>• To describe how to test the pH of a substance and identify as acid/alkali</li> </ul> <p>Cells and organs Reproduction</p> <ul style="list-style-type: none"> <li>• Using appropriate terminology, describe the parts of simple cells and explain their functions, including reasons for differences in cellular structure in specialised cells</li> <li>• Describe the processes of fertilisation, pregnancy, birth and puberty in humans</li> </ul> <p>Particles and Energy</p> <ul style="list-style-type: none"> <li>• To explain particle model and how energy can affect the arrangement and motion of particles.</li> <li>• Be able to describe reactions as exo and endothermic and draw and label an energy profile diagram.</li> </ul>	<ul style="list-style-type: none"> <li>• To test pH using given appropriate equipment. Safely carry out practical work. Carry out an investigation, controlling variables.</li> <li>• Follow a method to produce an observable onion cell slide and use a microscope to observe the slide</li> <li>• Measure a change in temperature and link this to an energy transfer.</li> </ul>
<p><b>Embedding</b> <i>(Still getting basics)</i></p>	<p>Acids and Alkali</p> <ul style="list-style-type: none"> <li>• Can use the pH scale to identify chemicals as acids/alkali/neutral.</li> </ul> <p>Cells and organs</p>	<ul style="list-style-type: none"> <li>• Use correct safety equipment to work appropriately in the lab.</li> </ul>



	<p>Reproduction</p> <ul style="list-style-type: none"> <li>Describe the functions of the main plant and animal organs and why they are essential</li> <li>Describe the fertilisation process in plants</li> </ul> <p>Particles and Energy</p> <ul style="list-style-type: none"> <li>Use the correct terminology of the particle model to describe the arrangement and motion of the particles.</li> </ul>	<ul style="list-style-type: none"> <li>Uses evidence from microscope slides to identify organisms as plant or animal.</li> <li>Draw a scientific diagram</li>   <li>Can draw a diagram to represent the motion of particles in a solid/liquid/gas.</li> </ul>
<p><b>Beginning</b></p>	<p>Acids and Alkali</p> <ul style="list-style-type: none"> <li>Understands chemicals can be categorised as acid/alkali/neutral.</li> </ul> <p>Cells and organs Reproduction</p> <ul style="list-style-type: none"> <li>Names and describes external parts of features of plants and humans.</li> <li>Recognise and describe similarities and differences between plant and animal cells they observe.</li> </ul> <p>Particles and Energy</p> <ul style="list-style-type: none"> <li>Recall the properties of a solid/liquid/gas</li> </ul>	<ul style="list-style-type: none"> <li>Can describe basic lab safety.</li>   <li>Set up a light microscope to view pre-made slides.</li> </ul>

<b>Subject:</b>	KS3 Science	<b>Year: 7</b>	<b>Assessment Point:</b>	Summer
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b> <i>(ALL concepts and skills and apply to ALL new contexts)</i>	Chemical Reactions <ul style="list-style-type: none"> <li>Write balanced symbol equations when given formula of reactants and products.</li> </ul> Electricity & Energy: <ul style="list-style-type: none"> <li>Able to apply voltage and current concepts correctly to series and parallel circuits in combination</li> </ul>	<ul style="list-style-type: none"> <li>Students can suggest the reactants to form salts.</li> <li>Set up simple and complex circuits and correctly record measurements of current and voltage.</li> </ul>
<b>Confident</b> <i>(Can use skills and apply to new contexts)</i>	Chemical Reactions <ul style="list-style-type: none"> <li>Writing word equations.</li> </ul> Electricity & Energy: <ul style="list-style-type: none"> <li>Able to correctly describe current and voltage in parallel circuits</li> </ul>	<ul style="list-style-type: none"> <li>Predict the products of reactions. Can write the formula of basic reactants and products. E.g. HCl, H<sub>2</sub>O, CO<sub>2</sub></li> <li>Set up simple and complex circuits from circuit diagrams and correctly record measurements of current and voltage.</li> </ul>
<b>Secure</b> <i>(Understands the concepts)</i>	Chemical Reactions <ul style="list-style-type: none"> <li>Can recall the five main chemical reactions with acids, metals, carbonates and bases.</li> </ul> Electricity & Energy: <ul style="list-style-type: none"> <li>Know that current is the flow of charge and voltage is the energy transferred</li> </ul>	<ul style="list-style-type: none"> <li>Can recall the tests for hydrogen, carbon dioxide.</li> <li>Can form general word equations</li> <li>Set up simple and complex circuits from circuit diagrams</li> </ul>
<b>Embedding</b> <i>(Still getting basics)</i>	Chemical Reactions <ul style="list-style-type: none"> <li>To understand the use of numbers in chemical formula.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the number of atoms and the chemical elements in a chemical formula.</li> </ul>

	<p>Electricity &amp; Energy:</p> <ul style="list-style-type: none"> <li>Recall that electricity is a way of transferring energy</li> </ul>	<ul style="list-style-type: none"> <li>Can set up simple circuits from circuit diagrams.</li> </ul>
<b>Beginning</b>	<p>Chemical Reactions</p> <ul style="list-style-type: none"> <li>To understand the symbols for representing chemicals elements.</li> </ul> <p>Electricity &amp; Energy:</p> <ul style="list-style-type: none"> <li>Able to name the components of a simple circuit</li> </ul>	<ul style="list-style-type: none"> <li>Identify the chemical elements in a chemical formula.</li> <li>Collect correct components using a pictorial diagram</li> </ul>

<b>Subject:</b>	KS3 Science	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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	<b>Concepts</b>	<b>Skills</b>
<p><b>Mastered</b> <i>(ALL concepts and skills and apply to ALL new contexts)</i></p>	<p>Forces:</p> <ul style="list-style-type: none"> <li>• Able to explain motion (including orbits) of balanced and unbalanced forces</li> </ul> <p>Ecology</p> <ul style="list-style-type: none"> <li>• Estimate the diversity of an environment</li> </ul> <p>Digestion</p> <ul style="list-style-type: none"> <li>• Link the role of bacteria and enzymes to digestion</li> </ul>	<ul style="list-style-type: none"> <li>• Explain whether an object will accelerate (or decelerate) (including change of direction).</li> <li>• Plan and carry out a suitable investigation into the diversity of an environment</li> <li>• Understanding and critique different models of digestion</li> </ul>
<p><b>Confident</b> <i>(Can use skills and apply to new contexts)</i></p>	<p>Forces:</p> <ul style="list-style-type: none"> <li>• Predict motion in situations of balanced and unbalanced forces</li> </ul> <p>Ecology</p> <ul style="list-style-type: none"> <li>• Explain the predator prey cycle</li> </ul> <p>Digestion</p> <ul style="list-style-type: none"> <li>• Calculate the energy requirements in a healthy diet and link to diet related health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Able to describe when an object will accelerate, decelerate or not</li> <li>• Predict possible effects of changes on organisms in food chains and food webs</li> <li>• Plan and carry out a suitable investigation into energy available in different foods</li> </ul>
<p><b>Secure</b> <i>(Understands the concepts)</i></p>	<p>Forces:</p> <ul style="list-style-type: none"> <li>• Able to combine forces in one dimension</li> </ul> <p>Ecology</p> <ul style="list-style-type: none"> <li>• Explain food chains/webs and pyramids of numbers and biomass</li> </ul>	<ul style="list-style-type: none"> <li>• Correct combination of forces acting on an object e.g. drag and thrust on a car</li> <li>• Correctly use ecology equipment in the field</li> </ul>

	<p>Digestion</p> <ul style="list-style-type: none"> <li>● Explain how the tissues and organs in the digestive system work together to digest food</li> <li>● Analyse the results of food tests</li> </ul>	<ul style="list-style-type: none"> <li>● Carry out food tests on a range of substances safely</li> <li>● Interpret results of food tests</li> </ul>
<p><b>Embedding</b> <i>(Still getting basics)</i></p>	<p>Forces:</p> <ul style="list-style-type: none"> <li>● Able to identify different types of forces (including contact and non-contact)</li> </ul> <p>Ecology</p> <ul style="list-style-type: none"> <li>● Describe how certain adaptations help an organism to survive</li> </ul> <p>Digestion</p> <ul style="list-style-type: none"> <li>● Describe the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases</li> </ul>	<ul style="list-style-type: none"> <li>● Correctly label basic forces in simple situations</li> <li>● Identify adaptations from looking at an organism</li> <li>● Research</li> </ul>
<p><b>Beginning</b></p>	<p>Forces:</p> <ul style="list-style-type: none"> <li>● Able to identify forces as pushes or pulls</li> </ul> <p>Ecology</p> <ul style="list-style-type: none"> <li>● Describe the possible changes in an organism's environment</li> </ul> <p>Digestion</p> <ul style="list-style-type: none"> <li>● Name the essential components of a healthy, balanced diet.</li> </ul>	<ul style="list-style-type: none"> <li>● Correctly identify push, pull or combination of both</li> <li>● Identify short and long term changes</li> <li>● Follow method for testing foods</li> </ul>

<b>Subject:</b>	KS3 Science	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring
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	<b>Concepts</b>	<b>Skills</b>
<p><b>Mastered</b> <i>(ALL concepts and skills and apply to ALL new contexts)</i></p>	<p>Atoms, Elements and Compounds</p> <ul style="list-style-type: none"> <li>● Explain how patterns in reactions can be predicted with reference to the periodic table and balanced symbol equations</li> </ul> <p>Space</p> <ul style="list-style-type: none"> <li>● Understand how the model of the solar system has changed over time and why.</li> </ul> <p>Heat</p> <ul style="list-style-type: none"> <li>● Explain how our understanding of the the transfer of heat in the real world</li> </ul>	<ul style="list-style-type: none"> <li>● Use knowledge of groups to predict the reaction of a particular element</li> <li>● Produce scale models or posters of the solar system</li> <li>● Design an Eco home which keeps in the heat</li> </ul>
<p><b>Confident</b> <i>(Can use skills and apply to new contexts)</i></p>	<p>Atoms, Elements and Compounds</p> <ul style="list-style-type: none"> <li>● Represent chemical reactions using formulae and using equations</li> </ul> <p>Space</p> <ul style="list-style-type: none"> <li>● The relationship between weight, mass and gravity</li> </ul> <p>Heat</p> <ul style="list-style-type: none"> <li>● Explain how we can test how heat travels through different mediums</li> </ul>	<ul style="list-style-type: none"> <li>● Write symbol equations from practicals carried out in lessons</li> <li>● Calculate weights on different planets</li> <li>● Plan and carry out an investigation into radiation</li> </ul>
<p><b>Secure</b> <i>(Understands the concepts)</i></p>	<p>Atoms, Elements and Compounds</p> <ul style="list-style-type: none"> <li>● Know some chemical symbols and formulae for elements and compounds</li> </ul> <p>Space</p> <ul style="list-style-type: none"> <li>● Able to explain differences in relative brightness of stars and planets</li> </ul>	<ul style="list-style-type: none"> <li>● Carry out a range of chemical reactions safely</li> <li>● Modelling</li> </ul>

	<p>Heat</p> <ul style="list-style-type: none"> <li>● Explain how heat can travel through different mediums</li> </ul>	<ul style="list-style-type: none"> <li>● Safely carry out experiments into heat transfer</li> </ul>
<p><b>Embedding</b> <i>(Still getting basics)</i></p>	<p>Atoms, Elements and Compounds</p> <ul style="list-style-type: none"> <li>● Know the differences between atoms, elements and compounds and the principles of the periodic table</li> </ul> <p>Space</p> <ul style="list-style-type: none"> <li>● Understand the difference between stars and planets</li> </ul> <p>Heat</p> <ul style="list-style-type: none"> <li>● Describe how heat can travel through different mediums</li> </ul>	<ul style="list-style-type: none"> <li>● Research</li> <li>● Research</li> <li>● Follow instructions to carry out practicals into heat transfer</li> </ul>
<p><b>Beginning</b></p>	<p>Atoms, Elements and Compounds</p> <ul style="list-style-type: none"> <li>● Know the simple atomic model and the properties of metals and non-metal</li> </ul> <p>Space:</p> <ul style="list-style-type: none"> <li>● Understand that the Earth orbits the Sun</li> </ul> <p>Heat</p> <ul style="list-style-type: none"> <li>● Understand that heat must travel differently in different mediums</li> </ul>	<ul style="list-style-type: none"> <li>● Research</li> <li>● Research</li> <li>● Follow instructions to carry out practicals into heat transfer</li> </ul>

<b>Subject:</b>	KS3 Science	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b> <i>(ALL concepts and skills and apply to ALL new contexts)</i>	<p>Skeleton</p> <ul style="list-style-type: none"> <li>Discuss implications of medical advances on diagnosis and treatment of skeletal problems</li> </ul> <p>Patterns of Reactivity</p> <ul style="list-style-type: none"> <li>Predict the outcome of a reaction between metals in the reactivity series</li> </ul> <p>Magnets</p> <ul style="list-style-type: none"> <li>Explain the application of magnets and electromagnets in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>Dissection to identify key structures such as cartilage;, bone; fat; bone marrow; skin; tendons; ligaments</li> <li>Apply knowledge to an unfamiliar chemical reactions</li> <li>Plan and carry out an investigation into electromagnets</li> </ul>
<b>Confident</b> <i>(Can use skills and apply to new contexts)</i>	<p>Skeleton</p> <ul style="list-style-type: none"> <li>Explain how antagonistic muscles allow movement in the body</li> </ul> <p>Patterns of Reactivity</p> <ul style="list-style-type: none"> <li>Write balanced symbol equations for reactions of metals with oxygen, water and acids</li> </ul> <p>Magnets</p> <ul style="list-style-type: none"> <li>Explain how electromagnets work</li> </ul>	<ul style="list-style-type: none"> <li>Carry out an investigation into muscle fatigue</li> <li>Use chemical formulae to write balanced chemical equations</li> <li>Make own electromagnet</li> </ul>
<b>Secure</b> <i>(Understands the concepts)</i>	<p>Skeleton</p> <ul style="list-style-type: none"> <li>Explain the different purposes of the skeleton</li> <li>Know the differences in structure and function of different joints</li> </ul> <p>Patterns of Reactivity</p> <ul style="list-style-type: none"> <li>Understand the order of the reactivity series</li> </ul>	<ul style="list-style-type: none"> <li>Model a hinge joint and how it works with its muscles</li> <li>Carry out simple practicals into reactivity of metals</li> </ul>



	<p>Magnets</p> <ul style="list-style-type: none"> <li>• Understand why compasses point north</li> </ul>	<ul style="list-style-type: none"> <li>• Make own magnet</li> </ul>
<p><b>Embedding</b> <i>(Still getting basics)</i></p>	<p>Skeleton</p> <ul style="list-style-type: none"> <li>• Describe the different purposes of the skeleton</li> </ul> <p>Patterns of Reactivity</p> <ul style="list-style-type: none"> <li>• Write word equations for reactions of metals with acids, water and oxygen</li> </ul> <p>Magnets</p> <ul style="list-style-type: none"> <li>• Describe the magnetic field around a bar magnet</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Write specific word equations predicting the products that will be formed</li> <li>• Safely investigate the field lines around a bar magnet</li> </ul>
<p><b>Beginning</b></p>	<p>Skeleton</p> <ul style="list-style-type: none"> <li>• Name a range of tissues and organs in animals</li> </ul> <p>Patterns of Reactivity</p> <ul style="list-style-type: none"> <li>• State the general word equations for reactions of metals with oxygen, water and acids</li> </ul> <p>Magnets</p> <ul style="list-style-type: none"> <li>• State that some areas of magnets attract and other repel</li> </ul>	<ul style="list-style-type: none"> <li>• Research</li> <li>• Write the general word equations</li> <li>• Investigate attraction and repulsion using bar magnets</li> </ul>

## Spanish

<b>Subject:</b>	<b>MFL - Spanish</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Spring</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- Students are able to understand <b>accurately</b>:               <ul style="list-style-type: none"> <li>+personal information (name (alphabet), age, physical description, nationalities, birthday, pets, family)</li> <li>+information about objects from school, school subjects, likes and dislikes</li> <li>+the time, school food, transport</li> </ul> </li> <li>- Students know all the personal pronouns and the concept of conjugation. They can use basic verbs (to be, to have, to be called) very confidently with all personal pronouns.</li> <li>- Students understand the negative</li> <li>- Students can use <b>adjectives confidently</b> and apply gender and number rules when it is about themselves or about school subjects</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words.</li> <li>- Read 100 - 150 words on a familiar topic and deduce information accurately and deduce the meaning of unknown words.</li> <li>- 95+% in assessment</li> <li>- Write about themselves from memory with only minor mistakes - manipulate the language for example, write about someone else - use connectives - use a negative sentence.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>- Students can understand <b>most</b>:               <ul style="list-style-type: none"> <li>+personal information (name (alphabet), age, physical description, nationalities, birthday, pets, family)</li> <li>+information about objects from school, school subjects, likes and dislikes</li> <li>+the time, school food, transport</li> </ul> </li> <li>- Students know all the personal pronouns and the concept of conjugation. They can use basic verbs (to be, to have, to be called) very confidently with all personal pronouns.</li> <li>- Students understand the negative</li> <li>- Students can use <b>adjectives confidently</b> and apply gender and number rules when it is about themselves or about school subjects</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer all information correctly.</li> <li>- Read 100 words and deduce information correctly.</li> <li>- Write about themselves from memory with a few minor mistakes and some major mistakes - may write about someone else using simple language or use simple connectives - may use a negative sentence.</li> <li>- 80+% in assessment</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>- Students are able to understand <b>accurately</b>:               <ul style="list-style-type: none"> <li>+personal information (name (alphabet), age, physical description, nationalities, birthday, pets, family)</li> <li>+information about objects from school, school subjects, likes and dislikes</li> <li>+the time, school food, transport</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer 3/4 of the information correctly</li> <li>- Read 100 words and answer 3/4 the information correctly</li> <li>- Write 100 words about themselves from memory with a</li> </ul>

	<ul style="list-style-type: none"> <li>- Students know all the personal pronouns and the concept of conjugation. They sometimes can use basic verbs (to be, to have, to be called) confidently with different personal pronouns</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and understand the gender and number rules when it is about themselves or school subjects but <b><u>make mistakes</u></b></li> </ul>	<ul style="list-style-type: none"> <li>few minor and less than 10 major mistakes in spelling, gender and verbs.</li> <li>- 70+% in assessment</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>- Students are able to understand <b><u>accurately:</u></b> <ul style="list-style-type: none"> <li>+personal information (name (alphabet), age, physical description, nationalities, birthday, pets, family)</li> <li>+information about objects from school, school subjects, likes and dislikes</li> <li>+the time, school food, transport</li> </ul> </li> <li>- Students know all the personal pronouns and the concept of conjugation. They can use basic verbs (to be, to have, to be called) <b><u>confidently with I.</u></b></li> <li>- Students understand the negative</li> <li>- Students can use adjectives and are <b><u>starting to apply gender and number rules</u></b></li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer half of the questions correctly</li> <li>- Read 100 words and answer half of the information correctly</li> <li>- Write about themselves from memory with spelling mistakes (common mistakes) and mistakes in verbs, use verbs with I, mistakes in adjective agreements.</li> <li>- 60+% in assessment</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>- Students are able to understand <b><u>accurately:</u></b> +personal information (name (alphabet), age, physical description, nationalities, birthday, pets, family) <ul style="list-style-type: none"> <li>+information about objects from school, school subjects, likes and dislikes</li> <li>+the time, school food, transport</li> </ul> </li> <li>- Students know all the personal pronouns and the concept of conjugation. They can use basic verbs (to be, to have, to be called) <b><u>confidently with I</u></b></li> <li>- Students understand the negative</li> <li>- Students <b><u>start using common adjectives and understand the gender and number rules</u></b></li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken words and able to match pictures and sentences</li> <li>- Read sentences and able to match sentences to pictures</li> <li>- Write short sentences about themselves from memory. Mistakes with spelling, gender of well known nouns and verbs, use verbs with I, mistakes in adjective agreements</li> <li>- Less than 60% in assessment</li> </ul>

<b>Subject:</b>	<b>MFL - Spanish</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Summer</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- Students are able to understand <b>accurately:</b> <ul style="list-style-type: none"> <li>+ where I live: places, descriptions of a town, directions, things to do and visit, the weather</li> <li>+ description of a house and its furniture</li> <li>+ daily routine</li> <li>+ numbers (1-100)</li> </ul> </li> <li>- Students know all the personal pronouns and the concept of conjugation. <b>They can use verbs confidently</b> with all personal pronouns in the present tense (reflexive and non reflexive verbs) and immediate future.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules</li> <li>- Students understand people's opinions, give their opinions as well as someone else's opinion</li> <li>- Students use connectives and frequency adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words</li> <li>- Read 100 150 words on a familiar topic and deduce information accurately and deduce the meaning of unknown words</li> <li>- Write about themselves from memory with only minor mistakes - manipulate the language for example, write about someone else - use connectives - use a negative sentence</li> <li>- 95+% in assessment</li> <li>- Speak 100 - 150 words in answer to prepared questions with an excellent fluency and pronunciation</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>- Students are able to understand <b>accurately:</b> <ul style="list-style-type: none"> <li>+ where I live: places, descriptions of a town, directions, things to do and visit, the weather</li> <li>+ description of a house and its furniture</li> <li>+ daily routine</li> <li>+ numbers (1-100)</li> </ul> </li> <li>- Students know all the personal pronouns and the concept of conjugation. <b>They can use verbs confidently</b> with different personal pronouns in the present tense (reflexive and non reflexive verbs)and immediate future.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules</li> <li>- Students understand people's opinions and give their opinions - they can also give someone else's opinion using he/she</li> <li>-Students use connectives and frequency adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer all information correctly</li> <li>- Read 100 words and deduce information correctly</li> <li>- Write about themselves from memory with a few minor mistakes and some major mistakes - may write about someone else using simple language or use simple connectives - may use a negative sentence</li> <li>- 80+% in assessment</li> <li>- Speak 100 words in answer to prepared questions with a good fluency and pronunciation but with minor mistakes</li> </ul>

<p><b>Secure</b></p>	<ul style="list-style-type: none"> <li>- Students are able to understand <b>accurately</b>: <ul style="list-style-type: none"> <li>+ where I live: places, descriptions of a town, directions, things to do and visit, the weather</li> <li>+ description of a house and its furniture</li> <li>+ daily routine</li> <li>+ numbers (1-100)</li> </ul> </li> <li>- Students know all the personal pronouns and the concept of conjugation. <b>They can use verbs confidently with more than one personal pronoun</b> in the present tense (reflexive and non reflexive verbs) and immediate future.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules</li> <li>- Students understand people’s opinions and give their opinions - they can give someone else’s opinion using he/she</li> <li>-Students use connectives and frequency adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer 3/4 of the information correctly</li> <li>- Read 100 words and answer 3/4 the information correctly</li> <li>- Speak 100 words in answer to prepared questions with good fluency and pronunciation - no hesitation but common mistakes in pronunciation.</li> <li>- 70+% in assessment</li> <li>- Write 100 words about themselves from memory with a few minor and less than 10 major mistakes in spelling, gender and verbs.</li> </ul>
<p><b>Embedding</b></p>	<ul style="list-style-type: none"> <li>- Students are able to understand <b>accurately</b>: <ul style="list-style-type: none"> <li>+ where I live: places, descriptions of a town, directions, things to do and visit, the weather</li> <li>+ description of a house and its furniture</li> <li>+ daily routine</li> <li>+ numbers (1-100)</li> </ul> </li> <li>- Students know all the personal pronouns and the concept of conjugation. <b>They can use verbs confidently</b> in the present tense (reflexive and non reflexive verbs) and immediate future.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules</li> <li>- Students understand people’s opinions and give their opinions</li> <li>- Students use <b>simple</b> connectives and frequency adverbs</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of two - three sentences in familiar context and answer half of the questions correctly</li> <li>- Read 100 words and answer half of the information correctly</li> <li>- Write about themselves from memory with spelling mistakes (common mistakes) and mistakes in verbs, use verbs with I, mistakes in adjective agreements.</li> <li>- 60+% in assessment</li> <li>- Speak 50 words in answer to prepared questions with a good pronunciation but with common mistakes and with some hesitation.</li> </ul>
<p><b>Beginning</b></p>	<ul style="list-style-type: none"> <li>- Students are able to understand <b>accurately</b>: <ul style="list-style-type: none"> <li>+ where I live: places, descriptions of a town, directions, things to do and visit, the weather</li> <li>+ description of a house and its furniture</li> <li>+ daily routine</li> <li>+ numbers (1-100)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken words and able to match pictures and sentences</li> <li>- Read sentences and able to match sentences to pictures</li> <li>- Write short sentences about themselves from memory. Mistakes with spelling, gender of well known nouns and verbs, use verbs with I, mistakes in adjective agreements</li> </ul>

	<ul style="list-style-type: none"><li>- Students know all the personal pronouns and the concept of conjugation. They can <b>use verbs confidently</b> with I in the present tense (reflexive and non reflexive verbs) and immediate future.</li><li>- Students understand the negative</li><li>- Students can use adjectives confidently and apply gender and number rules</li><li>- Students understand people's opinions and give their opinions</li><li>- Students use simple connectives and frequency adverbs</li></ul>	<ul style="list-style-type: none"><li>- Less than 60% in assessment</li><li>- Speak in answer to prepared questions with a few sentences with hesitation and common pronunciation mistakes</li></ul>
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<b>Subject:</b>	<b>MFL: Spanish</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Autumn</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- Topics: Personal information, Gifts, toiletries</li> <li>- revision of grammatical concepts learnt in y7:               <ul style="list-style-type: none"> <li>+ present tense of regular verbs. Irregular: ser/tener</li> <li>+ present tense of reflexive verbs. Stem changing</li> <li>+ immediate future</li> </ul> </li> <li>+ opinions, adjectives and agreements</li> <li>- Comparatives and superlatives</li> <li>- Toiletries</li> <li>- Students know all the personal pronouns and the concept of conjugation. <b>They can use verbs confidently</b> with all personal pronouns in the present tense (reflexive and non reflexive verbs) and immediate future.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules when comparing.</li> <li>- Students understand people's opinions, give their opinions as well as someone else's opinion</li> <li>- Students use connectives and frequency adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to 5-6 sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words.</li> <li>- Read sentences / a paragraph on a familiar topic and deduce information accurately - deduce the meaning of unknown words</li> <li>- 95+% in assessment</li> <li>- Write about yourself in a long paragraph from memory with only minor mistakes, 100 words at least. Include writing about someone else. Use reflexive verbs and immediate future, use a negative sentence, include lots of opinions and justification with a range of connectives. Compare members of the family accurately.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>- Topics: Personal information, Gifts, toiletries</li> <li>- revision of grammatical concepts learnt in y7:               <ul style="list-style-type: none"> <li>+ present tense of regular verbs. Irregular: ser/tener</li> <li>+ present tense of reflexive verbs. Stem changing</li> <li>+ immediate future</li> </ul> </li> <li>+ opinions, adjectives and agreements</li> <li>- Comparatives and superlatives</li> <li>- Toiletries</li> <li>- Students know all the personal pronouns and the concept of conjugation. <b>They can use verbs confidently</b> with all personal pronouns in the present tense (reflexive and non reflexive verbs) and immediate future.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules when comparing.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer nearly all the questions correctly.</li> <li>- Read sentences / a paragraph and deduce information correctly but makes a few minor mistakes.</li> <li>- 80+ % in assessment</li> <li>- Write about themselves a long paragraph from memory with a few minor mistakes and some major mistakes (reflexive). May write about someone else. May use reflexive verbs and immediate future, may use a negative sentence, may include opinions and justification with a range of connectives. May compare members of the family accurately.</li> </ul>

	<ul style="list-style-type: none"> <li>- Students understand people’s opinions, give their opinions as well as someone else’s opinion</li> <li>- Students use connectives and frequency adverbs.</li> </ul>	
<b>Secure</b>	<ul style="list-style-type: none"> <li>- Topics: Personal information, Gifts, toiletries</li> <li>- revision of grammatical concepts learnt in y7: <ul style="list-style-type: none"> <li>+ present tense of regular verbs. Irregular: ser/tener</li> <li>+ present tense of reflexive verbs. Stem changing</li> <li>+ immediate future</li> </ul> </li> <li>+ opinions, adjectives and agreements</li> <li>- Comparatives and superlatives</li> <li>- Toiletries</li> <li>- Students know all the personal pronouns and the concept of conjugation. <b><u>They can use verbs confidently</u></b> with all personal pronouns in the present tense (reflexive and non reflexive verbs) and immediate future.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules when comparing.</li> <li>- Students understand people’s opinions, give their opinions as well as someone else’s opinion</li> <li>- Students use connectives and frequency adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer 3/4 of the information correctly.</li> <li>- Read sentences / a paragraph and deduce information correctly but make a few minor mistakes with tenses or vocabulary.</li> <li>- 70+ % in assessment</li> <li>- Write about themselves a long paragraph from memory with a few minor mistakes (agreement) and some major mistakes (reflexive).May write about someone else. May use reflexive verbs and immediate future, may use a negative sentence, may include opinions and justification with a range of connectives. May compare members of the family accurately.</li> <li>- Write 100 words about themselves from memory with a few minor and less than 10 major mistakes in spelling, gender and verbs.</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>- Topics: Personal information, Gifts, toiletries</li> <li>- revision of grammatical concepts learnt in y7: <ul style="list-style-type: none"> <li>+ present tense of regular verbs. Irregular: ser/tener</li> <li>+ present tense of reflexive verbs. Stem changing</li> <li>+ immediate future</li> </ul> </li> <li>+ opinions, adjectives and agreements</li> <li>- Comparatives and superlatives</li> <li>- Toiletries</li> <li>- Students know all the personal pronouns and the concept of conjugation. <b><u>They can use verbs confidently</u></b> with more than one personal pronoun in the present tense (reflexive and non reflexive verbs) and immediate future.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules when comparing.</li> <li>- Students understand people’s opinions, give their opinions as well</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer half the information correctly</li> <li>- Read sentences / a paragraph and not able to deduce half of the information correctly - make mistakes with tenses or vocabulary</li> <li>- 60+ % in assessment</li> <li>- Write about themselves a short paragraph from memory with a some minor mistakes (agreement) and some major mistakes (reflexive).May not write about someone else. May use reflexive verbs and immediate future, may use a negative sentence, may include opinions and justification with a range of connectives. May not compare members of the family accurately.</li> </ul>



	<p>as someone else's opinion</p> <ul style="list-style-type: none"> <li>- Students use simple connectives and frequency adverbs.</li> </ul>	
<b>Beginning</b>	<ul style="list-style-type: none"> <li>- Topics: Personal information, Gifts, toiletries</li> <li>- revision of grammatical concepts learnt in y7: <ul style="list-style-type: none"> <li>+ present tense of regular verbs. Irregular: ser/tener</li> <li>+ present tense of reflexive verbs. Stem changing</li> <li>+ immediate future</li> <li>+ opinions, adjectives and agreements</li> </ul> </li> <li>- Comparatives and superlatives</li> <li>- Toiletries</li> <li>- Students know all the personal pronouns and the concept of conjugation. <b>They can use verbs confidently</b> with all personal pronouns in the present tense (reflexive and non reflexive verbs) and immediate future.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules when comparing.</li> <li>- Students understand people's opinions, give their opinions as well as someone else's opinion</li> <li>- Students use simple connectives and frequency adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer less than half the information correctly</li> <li>- Read sentences / a paragraph and not able to deduce half the information correctly - make mistakes with tenses or vocabulary.</li> <li>- less than 60% in assessment</li> <li>- Write about themselves a short paragraph from memory with a some minor mistakes (agreement) and some major mistakes (reflexive). Not write about someone else. Not use reflexive verbs correctly and no immediate future, not use a negative sentence, may include opinions and justification with a range of connectives. no comparisons.</li> </ul>

<b>Subject:</b>	<b>MFL: Spanish</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Spring</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>Topics: food &amp; drink, clothes</p> <ul style="list-style-type: none"> <li>+ adjectives to describe food</li> <li>+ adjectives to describe clothes</li> <li>+ Big numbers</li> <li>- Students know all the personal pronouns and the concept of conjugation. <b>They can use verbs confidently</b> with all personal pronouns in the present tense and immediate future.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to 5-6 sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words.</li> <li>- Read sentences / a paragraph on a familiar topic and deduce information accurately - deduce the meaning of unknown words</li> <li>- 95+% in assessment</li> <li>- Write about yourself in a long paragraph from memory with only minor mistakes, 100 words at least. Include writing about someone else. Use immediate future, use a negative sentence, include lots of opinions and justification with a range of connectives. Compare food, drinks and clothes accurately.</li> </ul>

	<p>gender and number rules.</p> <ul style="list-style-type: none"> <li>-Students can use comparatives and superlatives confidently.</li> <li>- Students understand people’s opinions, give their opinions as well as someone else’s opinion</li> <li>- Students use connectives and frequency adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Speak in answer to prepared questions with an excellent fluency and pronunciation, using comparisons, opinions and justifications. (role-play)</li> </ul>
<b>Confident</b>	<p>Topics: food &amp; drink, clothes</p> <ul style="list-style-type: none"> <li>+ adjectives to describe food</li> <li>+ adjectives to describe clothes</li> <li>+ Big numbers</li> </ul> <ul style="list-style-type: none"> <li>- Students know all the personal pronouns and the concept of conjugation. <b><u>They can use verbs confidently</u></b> with all personal pronouns in the present tense and immediate future.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules.</li> <li>-Students can use comparatives and superlatives confidently.</li> <li>- Students understand people’s opinions, give their opinions as well as someone else’s opinion</li> <li>- Students use connectives and frequency adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer nearly all the questions correctly.</li> <li>- Read sentences / a paragraph and deduce information correctly but makes a few minor mistakes.</li> <li>- 80+ % in assessment</li> <li>- Write about themselves a long paragraph from memory with a few minor mistakes and some major mistakes (agreement). 100 words at least. Include writing about someone else. Use immediate future, use a negative sentence, include lots of opinions and justification with a range of connectives. Compare food, drinks and clothes accurately.</li> <li>- Speak in answer to prepared questions with an excellent fluency, some pronunciation mistakes, using comparisons, opinions and justifications. (role-play)</li> </ul>
<b>Secure</b>	<p>opics: food &amp; drink, clothes</p> <ul style="list-style-type: none"> <li>+ adjectives to describe food</li> <li>+ adjectives to describe clothes</li> <li>+ Big numbers</li> </ul> <ul style="list-style-type: none"> <li>- Students know all the personal pronouns and the concept of conjugation. <b><u>They can use verbs confidently</u></b> with all personal pronouns in the present tense and immediate future.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules.</li> <li>-Students can use comparatives and superlatives confidently.</li> <li>- Students understand people’s opinions, give their opinions as well as someone else’s opinion</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer 3/4 of the information correctly.</li> <li>- Read sentences / a paragraph and deduce information correctly but make a few minor mistakes with tenses or vocabulary.</li> <li>- 70+ % in assessment</li> <li>- Write about themselves a long paragraph from memory with a few minor mistakes and some major mistakes (agreement). May include writing about someone else. May use immediate future, may use a negative sentence, may include lots of opinions and justification with a range of connectives. May compare food, drinks and clothes accurately.</li> <li>- Speak in answer to prepared questions with good fluency and pronunciation, common mistakes in pronunciation, but using comparisons. (role-play)</li> </ul>

	- Students use connectives and frequency adverbs.	
<b>Embedding</b>	<p>Topics: food &amp; drink, clothes  + adjectives to describe food  + adjectives to describe clothes  + Big numbers</p> <p>- Students know all the personal pronouns and the concept of conjugation. <b><u>They can use verbs confidently</u></b> with some personal pronouns in the present tense and immediate future.</p> <p>- Students understand the negative</p> <p>- Students may use adjectives confidently and apply gender and number rules.</p> <p>- Students may use comparatives and superlatives confidently.</p> <p>- Students understand people's opinions, give their opinions as well as someone else's opinion</p> <p>- Students may use connectives and frequency adverbs.</p>	<p>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer half the information correctly</p> <p>- Read sentences / a paragraph and not able to deduce half of the information correctly - make mistakes with tenses or vocabulary</p> <p>- 60+ % in assessment</p> <p>- Write about themselves a long paragraph from memory with a few minor mistakes and some major mistakes (agreement). May include writing about someone else. May use immediate future, may use a negative sentence, may include lots of opinions and justification with a range of connectives. May compare food, drinks and clothes accurately.</p> <p>- Speak in answer to prepared questions with a few sentences with hesitation and common pronunciation mistakes (role-play)</p>
<b>Beginning</b>	<p>Topics: food &amp; drink, clothes  + adjectives to describe food  + adjectives to describe clothes  + Big numbers</p> <p>- Students know all the personal pronouns and the concept of conjugation. <b><u>They can use verbs confidently</u></b> with some personal pronouns in the present tense and immediate future.</p> <p>- Students understand the negative</p> <p>- Students may use adjectives confidently and apply gender and number rules.</p> <p>- Students may use comparatives and superlatives confidently.</p> <p>- Students understand people's opinions, may give their opinions as well as someone else's opinion</p> <p>- Students may use connectives and frequency adverbs.</p>	<p>- Listen to spoken foreign languages of 5-6 sentences in familiar context and answer less than half the information correctly</p> <p>- Read sentences / a paragraph and not able to deduce half the information correctly - make mistakes with tenses or vocabulary.</p> <p>- less than 60% in assessment</p> <p>- Write about themselves a short paragraph from memory with a few minor mistakes (agreement) and some major mistakes (reflexive). Not write about someone else. Not use reflexive verbs correctly and no immediate future, not use a negative sentence, may include opinions and justification with a range of connectives. no comparisons.</p> <p>- Speak in answer to prepared questions common mistakes in pronunciation and /or hesitation, not use of comparisons, agreement mistakes. (role-play)</p>

<b>Subject:</b>	<b>MFL: Spanish</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Summer</b>
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>Topics: local area, festivals, holidays, free time</p> <ul style="list-style-type: none"> <li>- Grammar: <ul style="list-style-type: none"> <li>+ impersonal “se puede” + infinitive</li> <li>+Preterite tense of regular verbs + “to go”</li> <li>+widen variety of activity verbs</li> </ul> </li> <li>- Places to visit, leisure</li> <li>- Adjectives to describe places</li> <li>- Types of films and adjectives</li> <li>- Going out</li> <li>- different festivals</li> <li>- holidays in the present and preterite tense.</li> <li>- Students know all the personal pronouns and the concept of conjugation. <b><u>They can use verbs confidently</u></b> with all personal pronouns in the preterite tense.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules.</li> <li>- Students understand people’s opinions, give their opinions as well as someone else’s opinion</li> <li>- Students use connectives and frequency adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to 5-6 sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words.</li> <li>- Read sentences / a paragraph on a familiar topic and deduce information accurately - deduce the meaning of unknown words</li> <li>- 100% in grammar test</li> <li>- Write about your holidays in a long paragraph from memory with only minor mistakes, 100 words at least. Include writing about someone else. Use Preterite, Present and Immediate Future, use a negative sentence, include lots of opinions and justification with a range of connectives.</li> <li>- Speak in answer to prepared questions with an excellent fluency and pronunciation. Use Preterite, Present and Immediate Future, use a negative sentence, include lots of opinions and justification with a range of connectives.</li> </ul>
<b>Confident</b>	<p>Topics: local area, festivals, holidays, free time</p> <ul style="list-style-type: none"> <li>- Grammar: <ul style="list-style-type: none"> <li>+ impersonal “se puede” + infinitive</li> <li>+Preterite tense of regular verbs + “to go”</li> <li>+widen variety of activity verbs</li> </ul> </li> <li>- Places to visit, leisure</li> <li>- Adjectives to describe places</li> <li>- Types of films and adjectives</li> <li>- Going out</li> <li>- different festivals</li> <li>- holidays in the present and preterite tense.</li> <li>- Students know all the personal pronouns and the concept of conjugation. <b><u>They can use verbs confidently</u></b> with all personal</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to 5-6 sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words.</li> <li>- Read sentences / a paragraph on a familiar topic and deduce information accurately - deduce the meaning of unknown words</li> <li>- 90+% in grammar test</li> <li>- Write about your holidays in a long paragraph from memory with only minor mistakes, 100 words at least. Include writing about someone else. Use Preterite, Present and Immediate Future, use a negative sentence, include lots of opinions and justification with a range of connectives.</li> </ul>

	<p>pronouns in the preterite tense.</p> <ul style="list-style-type: none"> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules.</li> <li>- Students understand people’s opinions, give their opinions as well as someone else’s opinion</li> <li>- Students use connectives and frequency adverbs.</li> </ul>	<p>-Speak in answer to prepared questions with an excellent fluency, some pronunciation mistakes. Use Preterite, Present and Immediate Future, use a negative sentence, include opinions and justification with a range of connectives.</p>
<b>Secure</b>	<p>Topics: local area, festivals, holidays, free time</p> <p>- Grammar:</p> <ul style="list-style-type: none"> <li>+ impersonal “se puede” + infinitive</li> <li>+Preterite tense of regular verbs + “to go”</li> <li>+widen variety of activity verbs</li> </ul> <ul style="list-style-type: none"> <li>- Places to visit, leisure</li> <li>- Adjectives to describe places</li> <li>- Types of films and adjectives</li> <li>- Going out</li> <li>- different festivals</li> <li>- holidays in the present and preterite tense.</li> <li>- Students know all the personal pronouns and the concept of conjugation. <b><u>They can use verbs confidently</u></b> with all personal pronouns in the preterite tense.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules.</li> <li>- Students understand people’s opinions, give their opinions as well as someone else’s opinion</li> <li>- Students use connectives and frequency adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to 5-6 sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words.</li> <li>- Read sentences / a paragraph on a familiar topic and deduce information accurately - deduce the meaning of unknown words</li> <li>- 80+% in grammar test</li> <li>- Write about your holidays in a long paragraph from memory with some minor mistakes and a few major ones. 100 words at least. May include writing about someone else. Use Preterite, Present and may use Immediate Future, use a negative sentence, include opinions and justification with a range of connectives.</li> <li>- Speak in answer to prepared questions with good fluency and pronunciation, common mistakes in pronunciation. May include writing about someone else. Use Preterite, Present and may use Immediate Future, use a negative sentence, include opinions and justification with a range of connectives.</li> </ul>
<b>Embedding</b>	<p>Topics: local area, festivals, holidays, free time</p> <p>- Grammar:</p> <ul style="list-style-type: none"> <li>+ impersonal “se puede” + infinitive</li> <li>+Preterite tense of regular verbs + “to go”</li> <li>+widen variety of activity verbs</li> </ul> <ul style="list-style-type: none"> <li>- Places to visit, leisure</li> <li>- Adjectives to describe places</li> <li>- Types of films and adjectives</li> <li>- Going out</li> <li>- different festivals</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to 5-6 sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words.</li> <li>- Read sentences / a paragraph on a familiar topic and deduce information accurately - deduce the meaning of unknown words</li> <li>- 70+% in grammar test</li> <li>- Write about your holidays in a short paragraph from memory with minor and major mistakes. May not include writing about someone else. May use only Preterite</li> </ul>

	<ul style="list-style-type: none"> <li>- holidays in the present and preterite tense.</li> <li>- Students know all the personal pronouns and the concept of conjugation. <b><u>They can use verbs confidently</u></b> with all personal pronouns in the preterite tense.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules.</li> <li>- Students understand people's opinions, give their opinions as well as someone else's opinion</li> <li>- Students use connectives and frequency adverbs.</li> </ul>	<p>tense, not use a negative sentence, may not include opinions or justification, may use basic connectives.</p> <ul style="list-style-type: none"> <li>- Speak in answer to prepared questions with a few sentences with hesitation and common pronunciation mistakes. May use only Preterite tense, not use a negative sentence, may not include opinions or justification, may use basic connectives.</li> </ul>
<p><b>Beginning</b></p>	<p>Topics: local area, festivals, holidays, free time</p> <ul style="list-style-type: none"> <li>- Grammar: <ul style="list-style-type: none"> <li>+ impersonal "se puede" + infinitive</li> <li>+Preterite tense of regular verbs + "to go"</li> <li>+widen variety of activity verbs</li> </ul> </li> <li>- Places to visit, leisure</li> <li>- Adjectives to describe places</li> <li>- Types of films and adjectives</li> <li>- Going out</li> <li>- different festivals</li> <li>- holidays in the present and preterite tense.</li> <li>- Students know all the personal pronouns and the concept of conjugation. <b><u>They can use verbs confidently</u></b> with all personal pronouns in the preterite tense.</li> <li>- Students understand the negative</li> <li>- Students can use adjectives confidently and apply gender and number rules.</li> <li>- Students understand people's opinions, give their opinions as well as someone else's opinion</li> <li>- Students use connectives and frequency adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to 5-6 sentences in familiar context and answer all information accurately - deduce the meaning of unfamiliar words.</li> <li>- Read sentences / a paragraph on a familiar topic and deduce information accurately - deduce the meaning of unknown words</li> <li>- Less than 70% in grammar test</li> <li>- Write about your holidays in a short paragraph from memory with minor and major mistakes. Not include writing about someone else. Use only Preterite tense, not use a negative sentence, not include opinions or justification, may use basic connectives.</li> <li>- Speak in answer to prepared questions common mistakes in pronunciation and /or hesitation. Use only Preterite tense, not use a negative sentence, not include opinions or justification, may use basic connectives.</li> </ul>

## Electives

Our electives programme runs from year 7 to year 11 where students are off timetable to explore learning experiences they wouldn't have access to within the core curriculum. To gain a feel for the breadth of opportunities available, please click [here](#).

## PSHE

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
7	Behaviours - Respect & Manners	Relationships - Bullying & Resilience	Study Skills	Emotional Well-Being	Emotional Well-Being	Buddying
8	Relationships - Diversity & Discrimination	Careers GCSE Options preparation	Health & Wellbeing - SRE	Health & Wellbeing - Staying Safe	Managing Money	Health & Wellbeing - Drugs, Alcohol & Smoking

## Philosophy for Children

The P&R department provide for all year 7 and 8 students a course based around Philosophy for Children (P4C). Philosophy for Children covers the wide spectrum of ethical, philosophical and critical thinking issues and problems. The purpose of the course is to enable all students to develop excellent analytical, critical and evaluation skills by actively engaging in thought experiments and ethical conundrums. As a discrete subject it is an enjoyable and popular area of student for year 7 and 8. It also overlaps and forges cross curricular skills across all subjects - including the Sciences, English and the Humanities. Included in the topics are Ancient Greek Philosophy from Plato and Aristotle, the three key schools of Ethical thinking, Modern Philosophy and Epistemology and Ethical issues and applications.