



# The Royal Latin School

## RLS KS3 Curriculum Outline Information Booklet

Reviewed January 2020

## 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 four 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. There is also a brief overview of the work your child will be covering each term at the start of each section.

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

Subject	Head of Department & contact details
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## Art & Design: Fine Art

<b>Subject:</b>	Art	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>● <b>Colour Theory</b></li> <li>● <b>Brush control and mark-making</b></li> <li>● <b>Colour mixing and blending</b></li> <li>● <b>Analysis of Art work</b></li> <li>● <b>Developing an image</b></li> </ul>	This term students will be learning how to analyse images and developing an idea. They will also learn how to handle colour in paint and apply this in response to need to thoughtfully respond to Jasper Johns' and Paul Klee's work.
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	<b>Skills</b>
<b>Mastered</b>	<p><b>AO1: Critical Research</b></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><b>AO2: Explore and Create</b></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><b>AO3: Record Skills</b></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 skill when recording shape, shading, texture and colour.</li> </ul> <p><b>AO4: Personal Response</b></p> <ul style="list-style-type: none"> <li>● I make clear connections cultural research, observation.</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>Confident</b>	<p><b>AO1: Critical Research</b></p> <ul style="list-style-type: none"> <li>● I explain the links between own work and Jasper Johns</li> <li>● I can express my views clearly with reasons.</li> </ul>

	<ul style="list-style-type: none"> <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><b>AO2: Explore and create ideas.</b></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><b>AO3: Record Skills</b></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 used 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><b>AO4: Personal Response</b></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>
Secure	<p><b>AO1: Critical Research.</b></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 the use of subject terminology.</li> <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><b>AO2: Explore &amp; Create my ideas.</b></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> </ul> <p><b>AO3: Record skills.</b></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><b>AO4: Personal response.</b></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> </ul>

	<ul style="list-style-type: none"> <li>• I organise my work in a clear and appropriate manner.</li> <li>• I present work neatly.</li> </ul>
<b>Embedding</b>	<p><b>AO1:Critical Research.</b></p> <ul style="list-style-type: none"> <li>• I have looked at Johns' work 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</li> </ul> <p><b>AO2:Explore &amp; Create my ideas.</b></p> <ul style="list-style-type: none"> <li>• I gathered images for my painted project and presented with care.</li> <li>• I have drawn from my a variety of sources showing some accuracy and care.</li> <li>• I have made alternative compositions for my Jasper Johns/ Paul Klee design.</li> <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><b>AO3:Record skills.</b></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> <p><b>AO4: Personal response.</b></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>Beginning</b>	<p><b>AO1:Critical Research.</b></p> <ul style="list-style-type: none"> <li>• I have looked at Johns' work in class and recorded some points about their work with key dates and titles.</li> </ul> <p><b>AO2:Explore &amp; Create my ideas.</b></p> <ul style="list-style-type: none"> <li>• I have made drawn responses to observation</li> <li>• I have made provisional plans for my Jasper Johns/ Paul Klee design.</li> <li>• I tidy my materials and work safely and with consideration of others</li> </ul> <p><b>AO3:Record skills.</b></p> <ul style="list-style-type: none"> <li>• I record some of my thoughts about my work.</li> <li>• I have improved my colour mixing.</li> <li>• I have used a range of materials with some control</li> <li>• I am able to make a range of tones with a pencil</li> </ul>



<b>Subject:</b>	Art	<b>Year: 7</b>	<b>Assessment Point:</b>	Summer
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<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>● <b>Developing an image into 3D</b></li> <li>● <b>Collaborative working</b></li> <li>● <b>Exploring and developing ideas</b></li> <li>● <b>Refining and reviewing</b></li> <li>● <b>Painting - texture and colour mixing consolidation</b></li> <li>● <b>Analysis of Art work</b></li> <li>● <b>Problem solving</b></li> </ul>	This term students will be learning how to develop a three-dimensional image creatively, using texture and applying skills learnt in previous terms. There is a focus on explaining the connections to the artists studied and their choices, reviewing and improving.
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	<b>Skills</b>
<b>Mastered</b>	<p><b>AO1:Critical Research</b></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><b>AO2:Explore &amp; Create my ideas.</b></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><b>AO3:Record skills.</b></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><b>AO4: Personal response.</b></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> </ul>

	<ul style="list-style-type: none"> <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>	<p><b>AO1:Critical Research</b></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><b>AO2:Explore &amp; Create my ideas.</b></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><b>AO3:Record skills.</b></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><b>AO4: Personal response.</b></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>Secure</b>	<p><b>AO1:Critical Research</b></p> <ul style="list-style-type: none"> <li>• I identifying when, where the artworks 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><b>AO2:Explore &amp; Create my ideas.</b></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> <li>• I know the main characteristics of the materials used and where they are suitable.</li> </ul> <p><b>AO3:Record skills.</b></p> <ul style="list-style-type: none"> <li>• I gather resources to inform personal work.</li> </ul>

	<ul style="list-style-type: none"> <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><b>AO4: Personal response.</b></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>Embedding</b>	<p><b>AO1:Critical Research</b></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><b>AO2:Explore &amp; Create my ideas.</b></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><b>AO3:Record skills.</b></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><b>AO4: Personal response.</b></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>
<b>Beginning</b>	<p><b>AO1:Critical Research</b></p> <ul style="list-style-type: none"> <li>• I have used annotations 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><b>AO2:Explore &amp; Create my ideas.</b></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><b>AO3:Record Skills.</b></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><b>AO4: Personal Response.</b></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>
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<b>Subject:</b>	Art	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>● <b>Understanding the head structure</b></li> <li>● <b>tonal drawing</b></li> <li>● <b>Transferring between 2D and 3D</b></li> <li>● <b>Historical Study, Bosch, Chimera and Hybrids</b></li> <li>● <b>Developing an idea, refining and connecting</b></li> <li>● <b>Using pen, ink and watercolour</b></li> </ul>	In September and October students learn drawing techniques, with a focus on portraiture and shading. They analyse structure and form. They then study Chimeras and Hieronymus Bosch. They use ideas from these and observation to develop their own ideas.
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	<b>Skills</b>
<b>Mastered</b>	<p><b>AO1:Critical Research</b></p> <ul style="list-style-type: none"> <li>● I select elements from several sources to inform my personal practical project.</li> <li>● I make sustained and purposeful connections that inform the development of my image.</li> <li>● I make personal, creative and perceptive responses in my practical work.</li> <li>● I give reasoned opinions, evidenced in the work I studied and my personal experience</li> <li>● I explain, with technical language, how I have selected and responded to the images in my own work.</li> <li>● I research independently from several sources.</li> <li>● I make informed and intelligent comment with some depth.</li> <li>● I am able to reflect on a new image with thoughtful reasoning.</li> </ul> <p><b>AO2:Explore &amp; Create Ideas.</b></p> <ul style="list-style-type: none"> <li>● I show creativity and imagination with an independent approach.</li> <li>● I explore alternatives and subtle variation in an idea.</li> <li>● I take creative risks</li> <li>● I work purposefully to my stated goal</li> <li>● I organise working environment and time effectively and efficiently.</li> <li>● I have a high level of awareness of environment and handle materials safely and responsibly.</li> <li>● Select and exploit the characteristic qualities of the chosen materials for personal intentions.</li> <li>● Explore the properties of the materials creatively and perceptively.</li> </ul> <p><b>AO2:Explore &amp; Create Ideas.</b></p> <ul style="list-style-type: none"> <li>● I confidently record from the real world, handling colour, line, shape, space and depth with skill.</li> <li>● I exploit the qualities of drawing and photography when developing personal responses and exploring creative options.</li> <li>● I provide a reasoned evaluation of purpose and meaning when developing ideas creatively.</li> </ul> <p><b>AO4: Personal Response.</b></p> <ul style="list-style-type: none"> <li>● I demonstrate independent thinking and creativity.</li> <li>● I make an outcome that shows imagination, creativity and perceptive understanding to a very high standard.</li> </ul>

	<ul style="list-style-type: none"> <li>• I demonstrate effective exploration of artists and designers.</li> <li>• I show understanding and independent research in my use of cultural research.</li> <li>• I explain with technical language how and why I selected the cultural research and observations.</li> <li>• I present a sustained and selected project in an organised, considered manner with a very good understanding layout and clarity</li> <li>• I show confidence in annotation and a mature presentation style.</li> </ul>
<b>Confident</b>	<p><b>AO1:Critical Research</b></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><b>AO2:Explore &amp; Create Ideas.</b></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><b>AO3:Record skills.</b></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> <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><b>AO4: Personal response.</b></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> </ul>

	<ul style="list-style-type: none"> <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 annotations to explain my thinking and ideas.</li> </ul>
<b>Secure</b>	<p><b>AO1:Critical Research</b></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.</li> </ul> <p><b>AO2:Explore &amp; Create my ideas.</b></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><b>AO3:Record skills.</b></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><b>AO4: Personal response.</b></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>Embedding</b>	<p><b>AO1:Critical Research</b></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><b>AO2:Explore &amp; Create my ideas.</b></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> </ul>

	<ul style="list-style-type: none"> <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><b>AO3:Record skills.</b></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><b>AO4: Personal response.</b></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>
Beginning	<p><b>AO1:Critical Research</b></p> <ul style="list-style-type: none"> <li>• I identify when and 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><b>AO2:Explore &amp; Create my ideas.</b></p> <ul style="list-style-type: none"> <li>• I try exploring our model with sketches, collage and modelling</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><b>AO3:Record skills.</b></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><b>AO4: Personal response.</b></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>Subject:</b>	Art	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring
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<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>● <b>Analysis of Dorothea Lange Michalene Thomas and Chuck Close.</b></li> <li>● <b>Photographic skills</b></li> <li>● <b>Composition</b></li> <li>● <b>Developing an image in response to a concept</b></li> <li>● <b>Collage</b></li> <li>● <b>Colour observation</b></li> <li>● <b>Painting skills</b></li> </ul>	<p>In January students work from the Autumn term research to create a three dimensional model of their concept.</p> <p>In February we return to human form and photography. We study the work of contemporary artists and their responses to Classical images and use students photography in response to this. This leads onto a personal response with exploration of composition, colour and pattern.</p>
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	<b>Skills</b>
<b>Mastered</b>	<p><b>AO1:Critical Research</b></p> <ul style="list-style-type: none"> <li>● I select elements from several sources to inform my personal practical project.</li> <li>● I make sustained and purposeful connections that inform the development of my image.</li> <li>● I make personal, creative and perceptive responses in my practical work.</li> <li>● I give reasoned opinions, evidenced in the work I studied and my personal experience</li> <li>● I explain, with technical language, how I have selected and responded to the images in my own work.</li> <li>● I research independently from several sources.</li> <li>● I make informed and intelligent comment with some depth.</li> <li>● I am able to reflect on a new image with thoughtful reasoning.</li> </ul> <p><b>AO2:Explore &amp; Create Ideas.</b></p> <ul style="list-style-type: none"> <li>● I show creativity and imagination with an independent approach.</li> <li>● I explore alternatives and subtle variation in an idea.</li> <li>● I take creative risks</li> <li>● I work purposefully to my stated goal</li> <li>● I organise working environment and time effectively and efficiently.</li> <li>● I have a high level of awareness of environment and handle materials safely and responsibly.</li> <li>● Select and exploit the characteristic qualities of the chosen materials for personal intentions.</li> <li>● Explore the properties of the materials creatively and perceptively.</li> </ul> <p><b>AO3:Record Skills.</b></p> <ul style="list-style-type: none"> <li>● I confidently record from the real world, handling colour, line and shape with skill.</li> <li>● I exploit the qualities of drawing and photography when developing personal responses and exploring creative options.</li> <li>● I provide a reasoned evaluation of purpose and meaning when developing ideas creatively.</li> </ul> <p><b>AO4: Personal response.</b></p>

	<ul style="list-style-type: none"> <li>● I demonstrate independent thinking and creativity.</li> <li>● I make an outcome that shows imagination, creativity and perceptive understanding to a very high standard.</li> <li>● I demonstrate effective exploration of artists and designers.</li> <li>● I show understanding and independent research in my use of cultural research.</li> <li>● I explain with technical language how and why I selected the cultural research and observations.</li> <li>● I present a sustained and selected project in an organised, considered manner with a very good understanding layout and clarity</li> <li>● I show confidence in annotation and a mature presentation style.</li> </ul>
<b>Confident</b>	<p><b>AO1:Critical Research</b></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><b>AO2:Explore &amp; Create Ideas.</b></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><b>AO3:Record Skills.</b></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> <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><b>AO4: Personal response.</b></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 annotations to explain my thinking and ideas.</li> </ul>
<b>Secure</b>	<p><b>AO1::Critical Research</b></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.</li> </ul> <p><b>AO2:Explore &amp; Create my ideas.</b></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><b>AO3:Record skills.</b></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><b>AO4: Personal Response.</b></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>Embedding</b>	<p><b>AO1:Critical Research</b></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><b>AO2:Explore &amp; Create my ideas.</b></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><b>AO3:Record Skills.</b></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><b>AO4: Personal Response.</b></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>Beginning</b>	<p><b>AO1:Critical Research</b></p> <ul style="list-style-type: none"> <li>• I make a written response to the work looked at in class</li> <li>• Make some connections the techniques in this work in my own work.</li> </ul> <p><b>AO2:Explore &amp; Create my ideas.</b></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 make alternative designs when deciding on my image</li> <li>• I show improving 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><b>AO3:Record skills.</b></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 reasonable level of control.</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><b>AO4: Personal response.</b></p> <ul style="list-style-type: none"> <li>• I organise my sketchbook in a style that shows an awareness of layout.</li> <li>• I make connections between my research and the outcome.</li> <li>• I make a creative final piece to a high standard.</li> </ul>

<b>Subject:</b>	Art	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer
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<b>Key concepts:</b>	<ul style="list-style-type: none"> <li>● <b>Analyse the work of Kehinde Wiley</b></li> <li>● <b>Use collage and own photography to make a personal response.</b></li> <li>● <b>Idea development - with a focus on composition and connections to art history</b></li> <li>● <b>Scale</b></li> <li>● <b>Group-work skills</b></li> <li>● <b>Mixed media imagery</b></li> </ul>	This term continues the theme started last term. We extend the investigation to Kehinde Wiley, using collage and mixed media to develop an informed response. Students will use his compositional techniques and own photography, print and collage to make personal and group responses to his work.
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	<b>Skills</b>
<b>Mastered</b>	<p><b>AO1:Critical Research</b></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><b>AO2:Explore &amp; Create</b></p> <ul style="list-style-type: none"> <li>● I work with 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><b>AO3:Record Skills.</b></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><b>AO4: Personal Response.</b></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 annotations to explain my thinking and ideas.</li> </ul>
<b>Confident</b>	<p><b>AO1:Critical Research</b></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.</li> </ul> <p><b>AO2:Explore &amp; Create my ideas.</b></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><b>AO3:Record Skills.</b></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><b>AO4: Personal Response.</b></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> </ul>

	<ul style="list-style-type: none"> <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>Secure</b>	<p><b>AO1:Critical Research</b></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><b>AO2:Explore &amp; Create my ideas.</b></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 skills 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><b>AO3:Record skills.</b></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><b>AO4: Personal Response.</b></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>	<p><b>AO1:Critical Research</b></p> <ul style="list-style-type: none"> <li>• I identify when and where the artworks 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><b>AO2:Explore &amp; Create my ideas.</b></p> <ul style="list-style-type: none"> <li>• I try exploring our model with sketches, collage and modelling</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><b>AO3:Record skills.</b></p> <ul style="list-style-type: none"> <li>• I gather resources to inform personal work.</li> </ul>

	<ul style="list-style-type: none"> <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><b>AO4: Personal response.</b></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>	<p><b>AO1:Critical Research</b></p> <ul style="list-style-type: none"> <li>● I identify when and where the artworks we looked at in class were made.</li> <li>● I can explain my thoughts about the object and my thoughts.</li> <li>● I identify the characteristics of the images</li> <li>● I use specialist language</li> </ul> <p><b>AO2:Explore &amp; Create my ideas.</b></p> <ul style="list-style-type: none"> <li>● I try exploring our model with testing and trial pieces</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><b>AO3:Record skills.</b></p> <ul style="list-style-type: none"> <li>● I use found resources to inform my personal work.</li> <li>● I observe from secondary sources with a good level of control and shading.</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><b>AO4: Personal response.</b></p> <ul style="list-style-type: none"> <li>● I complete my personal final piece for the project with some care.</li> <li>● I explain how I have made use of ideas from observation.</li> <li>● My work is well organised and presented.</li> </ul>



## Computer Science

[The live version of this information can be found here.](#)

## Drama

<b>Subject:</b>	Drama	<b>Year: 7</b>	<b>Assessment Point:</b>	Autumn
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### **UNIT 1: Simon's Story and Your Story**

This unit introduces students to a range of explorative strategies that explore a story as a stimulus. After students have explored the text, characters, backstory and possible endings they will have the opportunity to create their own story and produce it for their first assessment.

	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> </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>	<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> </ul>

	<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 explaining excellent literacy skills.</p>	<ul style="list-style-type: none"> <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> <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 peers 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>	<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> </ul>

	<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>- 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>

<b>Subject:</b>	Drama	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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## UNIT 2: Roald Dahl

Within this unit of work students get the opportunity to explore a range of stories and poems written by Roal Dahl and then create their own Charlie and the Chocolate Factory characters for their end of term assessment piece.

	Concepts	Skills
<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> <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>- 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> <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>	<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> </ul>

	<p><b>Evaluating</b> using key terminology with accuracy explaining excellent literacy skills.</p>	<ul style="list-style-type: none"> <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 peers 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> <p><b>Performing</b>  Using voice and movement skills to clearly portray the character.</p> <p><b>Evaluating</b> 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></p>	<ul style="list-style-type: none"> <li>- Cooperation</li> </ul>

	<p>staying focussed for most of the process and showing an ability to create a character.</p> <p><b>Performing</b> developing the skill to sustain a role.</p> <p><b>Evaluating</b> showing an understanding of personal strengths and areas for development.</p>	<ul style="list-style-type: none"> <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>
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<b>Subject:</b>	Drama	<b>Year: 7</b>	<b>Assessment Point:</b>	Summer
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### Unit 3: Romeo & Juliet through time

This unit of work explores the themes within Shakespeare's Romeo & Juliet and how this has been replicated over time within other play texts. Students will consider segregation, conflict, love and war and ways to practically explore these concepts.

	Concepts	Skills
<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> <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>- 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> <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>	<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> </ul>



	<p><b>Evaluating</b> using key terminology with accuracy explaining excellent literacy skills.</p>	<ul style="list-style-type: none"> <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 peers 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> <p><b>Performing</b>  Using voice and movement skills to clearly portray the character.</p> <p><b>Evaluating</b> 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></p>	<ul style="list-style-type: none"> <li>- Cooperation</li> </ul>

	<p>staying focussed for most of the process and showing an ability to create a character.</p> <p><b>Performing</b> developing the skill to sustain a role.</p> <p><b>Evaluating</b> showing an understanding of personal strengths and areas for development.</p>	<ul style="list-style-type: none"> <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>
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<b>Subject</b>	Drama	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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### UNIT 1: Verbatim

Students will study verbatim theatre and explore ways to produce a piece of documentary theatre based on true events. Each student will create a scrapbook of developing ideas, costume designs, set and staging ideas, research and much more.

	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 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>	<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> </ul>

	<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>- 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> unique and interesting pieces creating a positive working atmosphere. Contributing consistently with peers 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 the 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 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>	<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: 8</b>	<b>Assessment Point:</b>	Spring
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## UNIT 2: Frantic Assembly and Physical Theatre

Students will learn the theatre style physical theatre and will explore the practitioner 'Frantic Assembly' their methods, concepts and techniques and create their own physical theatre piece.

	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 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>	<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> </ul>

	<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>- 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> unique and interesting pieces creating a positive working atmosphere. Contributing consistently with peers 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 the 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 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>	<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: 8</b>	<b>Assessment Point:</b>	Summer
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### UNIT 3: Shakespeare: From page to stage

A range of playtexts will be explored this term and students will focus on vocal skills and how to bring Shakespeare's works to life.

	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 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>- Discipline</li> <li>- Research undertaken is insightful</li> <li>- Imaginative and effective concepts</li> <li>- Use of effective 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>- 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>- A sound understanding of Verbatim style shown throughout verbal and written feedback</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</p>	<ul style="list-style-type: none"> <li>- Dedication to project in Verbatim style</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>- Vocal skills - pace, pitch, pause, tone</li> <li>- Spacing awareness - levels, proxemics, distancing</li> </ul>

	<p>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>- 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> unique and interesting pieces creating a positive working atmosphere. Contributing consistently with peers 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 the 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</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>

	drama, using assessment sheets linking to Latin Learning	<ul style="list-style-type: none"> <li>- Some understanding of verbatim theatre is evident</li> </ul>
<b>Beginning</b>	<p><b>Devising</b> a verbatim style 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 using the assessment sheets linking to Latin Learning</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 relating to the style of theatre</li> <li>- Ability to self-reflect and create working targets</li> </ul>

## English

<b>Subject:</b>	<b>English</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Autumn 1 (Narrative Writing - ghost story inspired by study of A Christmas Carol)</b>
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The term will start with a mini-unit called “Life in a Day”. This autobiographical work will support their transition from primary school, before starting on the more challenging text (“A Christmas Carol”. The key aim of the mini-unit at the start of the year is to enable students to develop their writing skills, by crafting and delivering a piece of writing that is purposeful and that engages their audience. These skills are then extended further and assessed later this half-term when students prepare and write the opening pages of their own a ghost story.

	<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><li>● Usually effective use of structural features</li></ul>

	<ul style="list-style-type: none"> <li>● SPaG (Spelling, punctuation and grammar)</li> </ul>	<ul style="list-style-type: none"> <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> <li>● Sentence demarcation is sometimes secure and sometimes accurate</li> </ul>

		<ul style="list-style-type: none"><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>Autumn 2 (A Christmas Carol - extended exploration of presentation of Scrooge)</b>
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In this term, students will continue their study of the novel, "A Christmas Carol". The aim of this unit is to practise the skills that are important for English Language GCSE Paper 1, as well as general English Literature analysis skills. Questions will be worded as follows to link in with the Paper 1 questions: 1. What do you learn from the text about...; 2. How has the writer used language to...?; 3. How is an extract structured to interest the reader?; 4. How far do you agree with the view that...?. The assessment will be a Q4-based task about how Scrooge has changed by the final Stave.

	<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> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> supported comparison</li> <li><b>Some</b> comments on quotations or references</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>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> <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 1 (Criminal Voices Poetry - extended comparison writing)</b>
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This unit introduces students to two poems (“Stealing” by Carol Ann Duffy and “A Case of Murder” by Vernon Scannell) and allows them to develop their analytical skills by exploring the language and structure employed by each poet and the impact it has on our understanding. The students then work on skills of comparison and produce an extended essay with suitable scaffolding and support as their assessment piece.

	<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> </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 writer's craft using subject terminology</li> <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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The aim of this unit is to practise the skills that are important for English Language GCSE Paper writing section, where students have to write a nonfiction piece that expresses an opinion about a topic. The writing assessment is a persuasive letter in role, for or against a village music festival. They will need to use a range of writing techniques and write with clarity and accuracy. Students will also develop their speaking and listening skills in this unit.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>• Writing for different audiences and purposes:</li> <li>• Content</li> <li>• Organisation</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:</li> <li>• Content</li> <li>• Organisation</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> </ul>

		<ul style="list-style-type: none"> <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:</li> <li>● Content</li> <li>● Organisation</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:</li> <li>● Content</li> <li>● Organisation</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:</li> <li>● Content</li> <li>● Organisation</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>Summer 1 (Reading Paper)</b>
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In this term, we will begin our study of the Shakespeare play, "A Midsummer Night's Dream". We will have a break from this text in the middle (just after half term) to study for and complete a English Language Paper 1 Test - this is the first time the students will have completed this sort of test; it is designed to extend students' familiarity with Paper 1 for the new GCSE English Language examination. Questions will be worded as follows: 1. What do you learn from the text about...; 2. How has the writer used language to...?; 3. How is an extract structured to interest the reader?; 4. How far do you agree with the view that...?.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <p>• Select and synthesise evidence from different texts.</p> <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>	<ul style="list-style-type: none"> <li>• Evaluates critically and in detail the effect(s) on the reader</li> <li>• Shows perceptive understanding of writer's methods</li> <li>• Selects a judicious range of textual detail</li> <li>• Develops a convincing and critical response to the focus of the statement</li> <li>• Analyses the effects of the writer's choices of language and structural features</li> <li>• Makes sophisticated and accurate use of subject terminology</li> </ul>
<b>Confident</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p> <p>• Select and synthesise evidence from different texts.</p> <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>	<ul style="list-style-type: none"> <li>• Evaluates clearly the effect(s) on the reader</li> <li>• Shows clear understanding of writer's methods</li> <li>• Selects a range of relevant textual references</li> <li>• Makes a clear and relevant response to the focus of the statement</li> <li>• Explains clearly the effects of the writer's choices of language and structural features</li> <li>• Makes clear and accurate use of subject terminology</li> </ul>
<b>Secure</b>	<p>AO1 • Identify and interpret explicit and implicit information and ideas.</p>	<ul style="list-style-type: none"> <li>• Makes some evaluative comments on effect(s) on the reader</li> <li>• Shows some understanding of writer's methods</li> </ul>

	<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>	<ul style="list-style-type: none"> <li>• Selects some appropriate textual reference(s)</li> <li>• Makes some response to the focus of the statement</li> <li>• Attempts to comment on the effect of language and structure</li> <li>• Makes some use of subject terminology, mainly appropriately</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>AO4 • Evaluate texts critically and support this with appropriate textual references.</p>	<ul style="list-style-type: none"> <li>• Makes some evaluative comments about effects on the reader</li> <li>• Shows some understanding of writer's methods</li> <li>• Selects some appropriate textual reference(s)</li> <li>• Makes some response to the focus of the statement</li> <li>• Attempts to comment on the effect of language and structure</li> <li>• Makes some use of subject terminology, mainly appropriately</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>AO4 • Evaluate texts critically and support this with appropriate textual references.</p>	<ul style="list-style-type: none"> <li>• Makes simple, limited evaluative comment(s) on effect(s) on reader</li> <li>• Shows limited understanding of writer's methods</li> <li>• Selects simple, limited textual reference(s)</li> <li>• Makes a simple, limited response to the focus of the statement</li> <li>• Offers simple comment on the effect of language and structure</li> <li>• Makes simple use of subject terminology, not always appropriately</li> </ul>

<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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The main aim between now and the end of the year is to enjoy completing the Shakespeare play ("A Midsummer Night's Dream"), while developing the skills needed for GCSE English Literature: extract analysis, exploring a key theme, making good class notes/ mind-maps. When studying the play, we will focus on the THEME OF LOVE and do some close extract analysis. This will build up to students writing 2-3 paragraphs to analyse how love is presented in a specific extract.

	<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 the 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: 8</b>	<b>Assessment Point:</b>	<b>Autumn 1 (Opinion Writing - crime and punishment)</b>
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The aim of this unit is to study a variety of Sherlock Holmes stories, starting with 'The Red-Headed League'. While reading the short stories, we will ask questions that tie in with Paper 1 Fiction Reading skills, such as: What do you learn from the text about...?; How has the writer used language to...?; How is an extract structured to interest the reader?; How far do you agree with the view that...?. We will combine this work with analysis of linked non-fiction texts, focusing on what the writers' opinions are about the topics and how they have used language to communicate their opinions. This will culminate in students writing their own non-fiction article about crime and punishment.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>• Writing for different audiences and purposes:</li> <li>• Content</li> <li>• Organisation</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:</li> <li>• Content</li> <li>• Organisation</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> </ul>

		<ul style="list-style-type: none"> <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> <li>• Sentence demarcation is sometimes secure and sometimes accurate</li> </ul>

		<ul style="list-style-type: none"><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: 8</b>	<b>Assessment Point:</b>	<b>Autumn 2 (Paper 2 Skills: Comparison of Non-Fiction Articles on prisons)</b>
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In this half-term, we aim to continue our analysis of fiction with other Sherlock Holmes short stories (“The Man with the Twisted Lip” and “The Speckled Band”), alongside analysis and comparison of linked non-fiction texts. The focus for the assessment will be on how about writers show their opinions about the purpose, standards and effectiveness of prisons in different time periods in two non-fiction articles.

	<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. AO3 • Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.	<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>	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. AO3 • Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.	<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>	AO1 • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.	<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> </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>• 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 comments 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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The main aim between now and the end of the spring term is to study a complete Shakespeare play ("The Tempest"), while developing the skills needed for GCSE English Literature: extract analysis, exploring a key theme, making good class notes/ mind-maps. When studying the play, we will focus on the THEME OF POWER and do some close extract analysis. Before starting the text, we aim to practise creative writing skills by planning and completing a STORY or DESCRIPTION based on an image that is linked to "The Tempest". Students will be assessed on the content, organisation, accuracy and variety in their writing.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>• Writing for different audiences and purposes</li> <li>• Content</li> <li>• Organisation</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</li> <li>• Content</li> <li>• Organisation</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> </ul>

		<ul style="list-style-type: none"> <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</li> <li>● Content</li> <li>● Organisation</li> </ul> <ul style="list-style-type: none"> <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> </ul> <ul style="list-style-type: none"> <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</li> <li>● Content</li> <li>● Organisation</li> </ul> <ul style="list-style-type: none"> <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> </ul> <ul style="list-style-type: none"> <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</li> <li>● Content</li> <li>● Organisation</li> </ul> <ul style="list-style-type: none"> <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: 8</b>	<b>Assessment Point:</b>	<b>Spring 2 (Reading: The Tempest analysis)</b>
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The main aim between now and the end of the spring term is to complete the Shakespeare play ("The Tempest"), while continuing to develop the skills needed for GCSE English Literature: extract analysis, exploring a key theme, making good class notes/ mind-maps. We will continue to focus on the THEME OF POWER and do some close extract analysis. This will build up to students writing an essay to analyse how love is presented in a specific extract AND in the wider text.

	<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>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 the effects of writer's methods on the audience</li> <li>● <b>Thoughtful examination</b> of detailed links between text, context 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>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 implicit ideas shown by 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> </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 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>● <b>Some understanding</b> 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> <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>● <b>Comments on</b> relevant details</li> <li>● <b>Some</b> identification of writer's methods</li> <li>● <b>Some</b> terminology</li> <li>● <b>Some awareness</b> of relevant contextual factors</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>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> <li>● <b>Some awareness</b> of implicit contextual factors, not always relevant</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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This unit introduces students to poems from other cultures (including work by John Agard, Tom Leonard, Grace Nichols, Moniza Alvi and Sujata Bhatt) and allows them to develop their analytical skills by exploring the language and structure employed by each poet, the impact these things have on our understanding and what the poets are saying about their culture. The students then work on skills of comparison and produce, with suitable scaffolding and support, an assessed extended essay.

	<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>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 the 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>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> <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>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> </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>

	<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>Some understanding of 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>● <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 relevant contextual factors</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>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> <li>● <b>Some awareness</b> of implicit contextual factors, not always relevant</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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The first aim of this unit is to develop students' familiarity with Paper 2 for the new GCSE English Language examination and give students a chance to address their reading EBIs (especially from Prisons Q4 assessment from Autumn 2). Students will answer 4 questions that will be worded in this style: 1. Choose 4 'True' statements out of the 8 given; 2. Write a summary of the differences in the two sources; 3. How does the writer use language to... in one of the sources?; 4. How do the writers present their opinions about.....in the sources?After this assessment, students will explore the conventions of Science Fiction and Science Non-Fiction texts. They will develop their group work and speaking skills, as well as their ability to use persuasive and informative techniques.

	<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. AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	<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>	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. AO3 • Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	<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>	AO1 • Identify and interpret explicit and implicit information and ideas. • Select and synthesise evidence from different texts.	<ul style="list-style-type: none"> <li>• Begins to interpret both texts and demonstrates clear connections between 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>• 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 comments 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

The year 7 Food science course focuses mainly on the skills that are the basis for preparing meals. This encompasses hygiene, safety, use of equipment and also basic decision making. The products that students make will ensure that by the end of year 7 all children should be able to

- Clear away after themselves in the kitchen
- Turn on and use the different parts of the oven
- Use knives safely
- Use and know the names of a range of small equipment
- Perform important skills such as preparing an onion
- Make decisions about ingredient substitution for different diets and preferences
- Use a range of ingredients and understand their properties

<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 in order to complete the product within the lesson
<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	Is beginning to understand the processes and develop skills

	Create & manufacture Hygiene & safety	Can follow a basic recipe with help Can clear away work area but needs help and reminders The product is not completed in the lesson
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<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 Product is not completed within the lesson



In year 8 students use the basic skills that they acquired in year 7 to make a wide range of popular savoury dishes. Some of the techniques that students use include

- Making sauces
- Working hygienically with raw meat
- Using ready made components
- Working with dough
- Dry frying
- Separating an egg

It is even more important this year for students to take responsibility for their work. They will be given a basic ingredient list but individuals are expected to make decisions about the ingredients they choose and how this will affect their product.

We take allergies and food intolerances very seriously therefore with a few adjustments all students we expect students to take part in every practical session.

<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 well 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 but work area is not completely tidy.
<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 but work area is not tidy.

<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
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<b>Subject:</b>	Food science	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring-Sweet and sour
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	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Skills and processes  Hygiene and safety Create and manufacture	Has mastered all the skills and processes and can complete the product well within the time available Can independently work hygienically and safely Is highly competent and demonstrates excellent knife skills
<b>Confident</b>	Skills & processes Hygiene & safety Create & manufacture	Is confident with processes and skills and can complete the product within the time available Can work safely and hygienically Can demonstrate good knife skills
<b>Secure</b>	Skills & processes  Hygiene & safety Create & manufacture	Is secure in their understanding of the product and can finish the product within the time available with a little help Most of the cleaning is completed within the lesson Can demonstrate good knife skills but chopping is not consistent
<b>Embedding</b>	Skills & processes  Hygiene & safety Create & manufacture	Understands the processes and skills but struggles to complete the product within the time available Work area is not clean at the end of the lesson Some good knife skills demonstrated but vegetables are irregular sizes
<b>Beginning</b>	Skills & processes Hygiene & safety Create & manufacture	Doesn't always understand the results for each process Requires help to complete the product and finish on time Chopping of ingredients is inconsistent resulting in undercooked food

## French

<b>Subject:</b>	<b>French</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Spring</b>
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By Spring, students will have studied the following topics: say my name, my age, learn numbers up to 31, my birthday, introduce someone else, learn dates and the French alphabet, be confident in pronouncing French words and sounds, speak about brothers and sisters, describe a classroom and explain what school means for them, express and understand likes and dislikes and justify them, describe their own and someone else's personality.

In grammar, students will also be familiar with the concepts of verbs, subjects pronouns, definite and indefinite articles, nouns, plural & singular, adjective agreements.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- verb to have + nouns</li> <li>- verb to be + adjectives</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>- Know the verb to have and to be in full with only minor mistakes</li> <li>- Know all the subject pronouns</li> <li>- Minor mistakes in nouns and adjectives</li> <li>- Listen to people speaking in French about situations studied in class using familiar vocabulary and answer questions in English or non verbal nearly all correctly</li> <li>- Read paragraphs in French and answer a range of comprehension questions in English or non verbal nearly all correctly</li> <li>- Translate 4 sentences from French to English using familiar vocabulary nearly correctly.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>- verb to have + nouns</li> <li>- verb to be + adjectives</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>- Know the verb to have and to be in full with occasional errors</li> <li>- Know all the subject pronouns</li> <li>- Occasional errors in nouns and adjectives</li> <li>- Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer most questions in English or non verbal</li> <li>- Read paragraphs in French and can answer most of the comprehension questions in English or non verbal</li> <li>- Translate 4 sentences from French to English using familiar vocabulary with occasional errors.</li> </ul>

<b>Secure</b>	<ul style="list-style-type: none"> <li>- verb to have + nouns</li> <li>- verb to be + adjectives</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>- Know some of the verb to have and to be</li> <li>- Mistakes with subject pronouns - confusion with you/they/we</li> <li>- Mistakes in nouns and adjectives</li> <li>- Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer questions in English or non verbal - there may be lapses in vocabulary</li> <li>- Read paragraphs in French and can answer a range of comprehension questions in English or non verbal - there may be lapses in vocabulary</li> <li>- Translate 4 sentences from French to English using familiar vocabulary - The meaning of some sentences may be only partially communicated.</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>- verb to have + nouns</li> <li>- verb to be + adjectives</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>- Confusion over the verb to have and to be</li> <li>- Mistakes with subject pronouns - confusion with you/they/we</li> <li>- Mistakes in nouns and adjectives</li> <li>- Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer questions in English or non verbal - there may be lapses in vocabulary</li> <li>- Read paragraphs in French and can answer a range of comprehension questions in English or non verbal - there may be lapses in vocabulary</li> <li>- Translate 4 sentences from French to English using familiar vocabulary - The meaning of a few sentences may be only partially communicated.</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>- verb to have + nouns</li> <li>- verb to be + adjectives</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>- Knowledge of verb to have or to be inadequate</li> <li>- Confusion over subject pronouns</li> <li>- Mistakes in nouns and adjectives</li> <li>- Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer questions in English or non verbal - Lapses in vocabulary</li> <li>- Read paragraphs in French and can answer a range of comprehension questions in English or non verbal - Lapses in vocabulary</li> <li>- Translate 4 sentences from French to English using familiar vocabulary - Some words are communicated but the overall meaning of the sentence is not communicated.</li> </ul>

<b>Subject:</b>	<b>French</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Summer</b>
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By July, students will have studied the following topics: School subjects, likes and dislikes, school uniform and colours, time and describing their day, speak about their favourite day, describe their school briefly (what there is & isn't), what they eat for lunch, the weather, sports and leisure activities.

In grammar, students will also be familiar with the concepts of the French present tense with ER, RE and IR verbs, questions using "est-ce que" and "qu'est-ce que", a range of connectives and quantifiers, the place of adjectives, the verb to do.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- Present tense of ER, RE, IR verbs</li> <li>- Answer questions in French about : name/age/birthday/brothers &amp; sisters/likes &amp; dislikes/personality/opinion on school subjects/description of school uniform/activity at lunchtime/what time you go home</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>- Write verbs in the present tense correctly with only one or two minor mistakes</li> <li>- Answer in speaking 4 out of 8 prepared questions correctly, responses to all questions are clear and developed - simple language with frequent attempt at complex structures and more varied vocabulary - minor errors which do not impede communication</li> <li>- Listen to people speaking in French about situations studied in class using familiar vocabulary and answer questions in English or non verbal nearly all correctly</li> <li>- Read paragraphs in French and answer a range of comprehension questions in English or non verbal nearly all correctly</li> <li>- Translate 16 sentences from French to English using familiar vocabulary nearly correctly.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>- Present tense of ER, RE, IR verbs</li> <li>- Answer questions in French about : name/age/birthday/brothers &amp; sisters/likes &amp; dislikes/personality/opinion on school subjects/description of school uniform/activity at lunchtime/what time you go home</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>- Write verbs in the present tense correctly with occasional error in the verbs.</li> <li>- Answer in speaking 4 out of 8 prepared questions correctly, responses to all questions are clear and most are developed - simple language with some frequent attempt at complex structures and more varied vocabulary - there are errors which do not impede communication.</li> <li>-Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer most questions in English or non verbal.</li> <li>-Read paragraphs in French and can answer most of the comprehension questions in English or non verbal</li> </ul>

		-Translate 16 sentences from French to English using familiar vocabulary with occasional errors.
<b>Secure</b>	<ul style="list-style-type: none"> <li>- Present tense of ER, RE, IR verbs</li> <li>- Answer questions in French about : name/age/birthday/brothers &amp; sisters/likes &amp; dislikes/personality/opinion on school subjects/description of school uniform/activity at lunchtime/what time you go home</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>- Write verbs in the present tense correctly but with errors in the verbs or the subject pronouns.</li> <li>- Answer in speaking 4 out of 8 prepared questions correctly, responses to most questions are understandable and at least one answer is developed. Simple structures with some attempts to use more complex vocabulary and structure but they may not be successful. Errors may impede communication.</li> <li>-Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer questions in English or non verbal - there may be lapses in vocabulary.</li> <li>-Read paragraphs in French and can answer a range of comprehension questions in English or non verbal - there may be lapses in vocabulary</li> <li>-Translate 16 sentences from French to English using familiar vocabulary - The meaning of some sentences may be only partially communicated.</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>- Present tense of ER, RE, IR verbs</li> <li>- Answer questions in French about : name/age/birthday/brothers &amp; sisters/likes &amp; dislikes/personality/opinion on school subjects/description of school uniform/activity at lunchtime/what time you go home</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>- Write verbs in the present tense but makes many mistakes with endings or with subject pronouns.</li> <li>- Answer in speaking 4 out of 8 prepared questions correctly, with simple structures and vocabulary, often repetitive. There are likely to be errors which sometimes impeded communication. Some hesitation.</li> <li>-Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer questions in English or non verbal - there may be lapses in vocabulary.</li> <li>-Read paragraphs in French and can answer a range of comprehension questions in English or non verbal - there may be lapses in vocabulary</li> <li>-Translate 16 sentences from French to English using familiar vocabulary - The meaning of a few sentences may be only partially communicated.</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>- Present tense of ER, RE, IR verbs</li> <li>- Answer questions in French about : name/age/birthday/brothers &amp; sisters/likes &amp;</li> </ul>	<ul style="list-style-type: none"> <li>- Confusion over the endings for verbs.</li> <li>-Answer in speaking 4 out of 8 prepared questions correctly, may have forgotten some answers, lots of hesitation. Frequent errors which</li> </ul>

	dislikes/personality/opinion on school subjects/description of school uniform/activity at lunchtime/what time you go home - vocabulary on all the topics listed above (see vocabulary lists given during lessons)	regularly impede communication. -Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer questions in English or non verbal - Lapses in vocabulary. -Read paragraphs in French and can answer a range of comprehension questions in English or non verbal - Lapses in vocabulary. -Translate 16 sentences from French to English using familiar vocabulary - Some words are communicated but the overall meaning of the sentence is not communicated.
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<b>Subject:</b>	<b>French</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Autumn</b>
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By November, students will have studied the following topics: Pets, family members, how to describe someone's appearance, high numbers, rooms in the house, the area where they live, places in town, how to make plans to meet up  
In grammar, students will also be familiar with the concepts of the preposition "to", the verb "to want", "to go" and the near future tense.

	<b>Concepts (note: y8 are starting a new course in Sept 19 which will be reviewed through the year)</b>	<b>Skills</b>
<b>Mastered</b>	guided writing about home and local area -Use of 2 tenses in writing/listening/reading -vocabulary on all the topics listed above (see vocabulary lists given during lessons)	-Write responses to all questions set are clear and all answers are developed. More varied vocabulary, nearly faultless. Several examples of a successful use of a second time frame. - Listen to people speaking in French about situations studied in class using familiar vocabulary and answer questions in English or non verbal nearly all correctly. - Read paragraphs in French and answer a range of comprehension questions in English or non verbal nearly all correctly. - Translate 4 sentences from French to English using familiar vocabulary nearly correctly.
<b>Confident</b>	guided writing about home and local area -Use of 2 tenses in writing/listening/reading -vocabulary on all the topics listed above (see vocabulary lists given during lessons)	-Write responses to all questions set are clear and most answers are developed. Attempt varied vocabulary, errors but do not impede communication. One or two examples of a successful use of a second time frame. -Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer most questions in English or non verbal. -Read paragraphs in French and can answer most of the comprehension questions in English or non verbal. -Translate 4 sentences from French to English using familiar vocabulary with occasional errors.
<b>Secure</b>	guided writing about home and local area -Use of 2 tenses in writing/listening/reading -vocabulary on all the topics listed above (see vocabulary lists given during lessons)	-Write responses to all questions set are clear and some answers are developed. Attempt at more varied vocabulary not always successful - may impede communication. Use of a second time frame but with mistakes. -Listen to people speaking in French about situations studied in class



		<p>using familiar vocabulary and can answer questions in English or non verbal - there may be lapses in vocabulary.</p> <p>-Read paragraphs in French and can answer a range of comprehension questions in English or non verbal - there may be lapses in vocabulary.</p> <p>-Translate 4 sentences from French to English using familiar vocabulary - The meaning of some sentences may be only partially communicated.</p>
<b>Embedding</b>	<p>guided writing about home and local area</p> <p>-Use of 2 tenses in writing/listening/reading</p> <p>-vocabulary on all the topics listed above (see vocabulary lists given during lessons)</p>	<p>-Write responses to all questions set are understandable and at least one answer is developed. Simple structures - repetition - one time frame - many errors.</p> <p>-Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer questions in English or non verbal - there may be lapses in vocabulary.</p> <p>-Read paragraphs in French and can answer a range of comprehension questions in English or non verbal - there may be lapses in vocabulary.</p> <p>-Translate 4 sentences from French to English using familiar vocabulary - The meaning of a few sentences may be only partially communicated.</p>
<b>Beginning</b>	<p>guided writing about home and local area</p> <p>-Use of 2 tenses in writing/listening/reading</p> <p>-vocabulary on all the topics listed above (see vocabulary lists given during lessons)</p>	<p>-Write responses to all questions set are understandable and short. Simple structures - repetition - one time frame - many errors which impede communication.</p> <p>-Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer questions in English or non verbal - Lapses in vocabulary.</p> <p>-Read paragraphs in French and can answer a range of comprehension questions in English or non verbal - Lapses in vocabulary.</p> <p>-Translate 4 sentences from French to English using familiar vocabulary - Some words are communicated but the overall meaning of the sentence is not communicated.</p>

<b>Subject:</b>	<b>French</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Spring</b>
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In the Spring term, students will study the following topics: food and festivals with also looking at high numbers  
In grammar, students will learn about the words for some and consolidating their knowledge of the present and future tenses.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- Speaking test (new)</li> <li>- Written test (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>- Answer in speaking 4 out of 8 prepared questions correctly, responses to all questions are clear and developed - simple language with frequent attempt at complex structures and more varied vocabulary - minor errors which do not impede communication.</li> <li>-Write responses to all questions set are clear and all answers are developed. More varied vocabulary, nearly faultless. Several examples of a successful use of a second time frame.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>- Speaking test (new)</li> <li>- Written test (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>- Answer in speaking 4 out of 8 prepared questions correctly, responses to all questions are clear and most are developed - simple language with some frequent attempt at complex structures and more varied vocabulary - there are errors which do not impede communication.</li> <li>-Write responses to all questions set are clear and most answers are developed. Attempt varied vocabulary, errors but do not impede communication. One or two examples of a successful use of a second time frame.</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>- Speaking test (new)</li> <li>- Written test (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>-Answer in speaking 4 out of 8 prepared questions correctly, responses to most questions are understandable and at least one answer is developed. Simple structures with some attempts to use more complex vocabulary and structure but they may not be successful. Errors may impede communication.</li> <li>-Write responses to all questions set are clear and some answers are developed. Attempt at more varied vocabulary not always successful - may impede communication. Use of a second time frame but with</li> </ul>

		mistakes.
<b>Embedding</b>	<ul style="list-style-type: none"> <li>- Speaking test (new)</li> <li>- Written test (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<p>-Answer in speaking 4 out of 8 prepared questions correctly, with simple structures and vocabulary, often repetitive. There are likely to be errors which sometimes impeded communication. Some hesitation.</p> <p>-Write responses to all questions set are understandable and at least one answer is developed. Simple structures - repetition - one time frame - many errors.</p>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>- Speaking test (new)</li> <li>- Written test (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<p>-Answer in speaking 4 out of 8 prepared questions correctly, may have forgotten some answers, lots of hesitation. Frequent errors which regularly impede communication.</p> <p>-Write responses to all questions set are understandable and short. Simple structures - repetition - one time frame - many errors which impede communication.</p>

<b>Subject:</b>	<b>French</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Summer</b>
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In the Summer term, students will study the following topics: TV, technology and cinema  
In grammar, students will learn the past tense aiming at being able to use 3 tenses.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Listening and reading assessments (new) vocabulary on all the topics listed above (see vocabulary lists given during lessons)	<ul style="list-style-type: none"> <li>- Listen to people speaking in French about situations studied in class using familiar vocabulary and answer questions in English or non verbal nearly all correctly.</li> <li>- Read paragraphs in French and answer a range of comprehension questions in English or non verbal nearly all correctly.</li> <li>- Translate 4 sentences from French to English using familiar vocabulary nearly correctly.</li> </ul>
<b>Confident</b>	Listening and reading assessments (new) vocabulary on all the topics listed above (see vocabulary lists given during lessons)	<ul style="list-style-type: none"> <li>-Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer most questions in English or non verbal.</li> <li>-Read paragraphs in French and can answer most of the comprehension questions in English or non verbal.</li> <li>-Translate 4 sentences from French to English using familiar vocabulary with occasional errors.</li> </ul>
<b>Secure</b>	Listening and reading assessments (new) vocabulary on all the topics listed above (see vocabulary lists given during lessons)	<ul style="list-style-type: none"> <li>-Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer questions in English or non verbal - there may be lapses in vocabulary.</li> <li>-Read paragraphs in French and can answer a range of comprehension questions in English or non verbal - there may be lapses in vocabulary.</li> <li>-Translate 4 sentences from French to English using familiar vocabulary - The meaning of some sentences may be only partially communicated.</li> </ul>
<b>Embedding</b>	Listening and reading assessments (new) vocabulary on all the topics listed above (see vocabulary lists given during lessons)	<ul style="list-style-type: none"> <li>-Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer questions in English or non verbal - there may be lapses in vocabulary.</li> <li>-Read paragraphs in French and can answer a range of comprehension questions in English or non verbal - there may be lapses in vocabulary.</li> </ul>

		-Translate 4 sentences from French to English using familiar vocabulary - The meaning of a few sentences may be only partially communicated.
<b>Beginning</b>	Listening and reading assessments (new) vocabulary on all the topics listed above (see vocabulary lists given during lessons)	<ul style="list-style-type: none"> <li>-Listen to people speaking in French about situations studied in class using familiar vocabulary and can answer questions in English or non verbal - Lapses in vocabulary.</li> <li>-Read paragraphs in French and can answer a range of comprehension questions in English or non verbal - Lapses in vocabulary.</li> <li>-Translate 4 sentences from French to English using familiar vocabulary - Some words are communicated but the overall meaning of the sentence is not communicated.</li> </ul>

## Geography

<b>Subject:</b>	Geography	<b>Year: 7</b>	<b>Assessment Point:</b>	Autumn
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In this term students study the following topics in Geography:

- Introducing Geography
- Ordnance Survey map skills
- Atlas skills and GIS
- Tectonics

	<b>Introducing Geography and Where I live</b>	<b>Tectonics</b>
<b>Mastered</b>	<p><b>CONCEPTS:</b> Excellent understanding of physical, human and environmental geography.</p> <p><b>SKILLS:</b> Produce a detailed and annotated GIS map using wide variety of features</p> <p>Wide range of evidence used in enquiry Detailed and accurate use of geographical terminology.</p>	<p><b>CONCEPTS:</b> Fully understands terminology associated with volcanoes and earthquakes</p> <p>Explain fully how human and physical factors combine to turn natural hazards into disasters. Can relate this to several case studies of hazards.</p> <p>A detailed understanding of plate tectonic theory and the evidence to support it eg sea floor spreading and continental drift. Understands fully the range of plate margin types.</p> <p><b>SKILLS:</b> Excellent location knowledge -plate margins on a world map.</p>
<b>Confident</b>	<p><b>CONCEPTS:</b> Range of evidence from research included about settlement Good understanding of physical, human and environmental geography.</p> <p><b>SKILLS</b> Produce a GIS map with at least 3 types of annotation</p>	<p><b>CONCEPTS:</b> Understand most terminology associated with volcanoes and earthquakes</p> <p>Understand that human factors can turn some tectonic hazards into disasters and can relate this to two case studies.</p> <p>Can explain the location of tectonic hazards in relation to plate tectonics theory</p>

		<b>SKILLS:</b> Carry out research from secondary sources on the origin of plate tectonic theory eg Wegener and Continental Drift
<b>Secure</b>	<b>CONCEPTS:</b> Reasonable grasp of physical, human and environmental geography.  <b>SKILLS</b> Produce a GIS map with some annotation Some attempt to research secondary sources	<b>CONCEPTS:</b> Understands some of the terminology associated with tectonic hazards  Can describe the impacts of two earthquakes in different countries.
<b>Embedding</b>	<b>CONCEPTS:</b> Descriptive content of settlement which covers at least 2 aspects  <b>SKILLS:</b> Produce a GIS map of settlement of geography	<b>CONCEPTS:</b> Can describe the location of earthquakes and volcanoes on a world map  Understands how earthquakes can have more severe impacts in some countries  Beginning to understand how plates move at a basic level  <b>SKILLS;</b> Locate and label major earthquakes and volcanoes on a world map
<b>Beginning</b>	<b>CONCEPTS:</b> Basic descriptive facts about settlement Very little research evident.  <b>SKILLS:</b> Simple map produced - not GIS	<b>CONCEPTS:</b> Describes the main effects of earthquakes and volcanoes but lacks use of terminology  <b>SKILLS:</b> Limited location knowledge of plates and boundaries on the world map .

<b>Subject:</b>	Geography	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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In this term students study the following topics in Geography:

- The geography of India and China
- Map skills
- Geological timelines
- Climate change

	India and China	Map Skills	Rocks, Ice Age and Climate Change
<b>Mastered</b>	<p><b>CONCEPTS:</b> A detailed knowledge of the physical geography and environmental regions of each country, and how physical and human processes interact to influence landscapes.</p> <p>Excellent understanding of the issues of population growth, development and urbanisation facing each country.</p> <p>Excellent understanding of how each country is changing, and how economic change can bring benefits and problems.</p> <p><b>SKILLS:</b> Can locate with great accuracy a wide range of physical and human geographical features on a map of each country.</p>	<p><b>SKILLS:</b> Uses a wide range of globes, maps and atlases with confidence.</p> <p>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.</p> <p>Can interpret Ordnance Survey maps using grid references, scale and contours confidently.</p> <p>Interpret satellite and aerial photographs with accuracy.</p> <p>Can use Geographical Information Software (GIS) to analyse and understand places eg Digimap for Schools.</p>	<p><b>CONCEPTS:</b> Understand the formation of the 3 main rock types and know examples of each.</p> <p>Knowledge of the periods of geological time and relate to geology in the UK.</p> <p>Understand how climate change has happened in the long term and short term and can identify causes linked to theory.</p> <p>Can understand the different opinions and attitudes in the global warming debate.</p> <p>Can describe in detail the main features of upland glaciation including erosion and deposition features.</p> <p>Can name areas of present and former glaciation in</p>



			<p>Europe.</p> <p><b>SKILLS:</b> Can begin to assess evidence of former climate change in the UK.</p>
<b>Confident</b>	<p><b>CONCEPTS:</b> A detailed knowledge of the physical geography and environmental regions of each country. An understanding of the issues of population growth, development and urbanisation facing each country.</p> <p>An understanding of how each country is changing, and how economic change can bring benefits and problems.</p> <p><b>SKILLS:</b> Can locate with accuracy a range of physical and human geographical features on a map of each country.</p>	<p><b>SKILLS</b></p> <p>Uses a range of globes, maps and atlases with confidence.</p> <p>Can use the index of an atlas and latitude and longitude to locate places on a map.</p> <p>Can interpret Ordnance Survey maps using grid references, scale and contours confidently.</p> <p>Interpret satellite and aerial photographs with accuracy. Can use Geographical Information Software (GIS) to analyse and understand places eg Digimap for Schools.</p>	<p><b>CONCEPTS:</b> Understand the formation of the 3 main rock types. Can name some of the periods of geological time.</p> <p>Understand the concept of the ice age and how it affected upland areas.</p> <p>Can name 2-3 features of upland glaciation.</p> <p>Understand the mechanism of ice erosion.</p> <p><b>SKILLS:</b> Can identify at least one glaciated feature from photo interpretation.</p>
<b>Secure</b>	<p><b>CONCEPTS:</b> Some knowledge of the main physical geography and environmental regions of each country.</p> <p>Beginning to develop an understanding of the issues facing each country in terms of development.</p> <p>A basic understanding of how each country is changing in the 21st Century</p>	<p><b>SKILLS:</b> Can use a range of maps to describe places. Can find key places in the atlas and begins to use thematic maps to describe them.</p> <p>Can use 4 figure and 6 figure references with growing confidence. Understands the idea of contour lines and scale. Can measure distances accurately.</p> <p>Can use GIS to describe places and can</p>	<p><b>CONCEPTS:</b> Knowledge of the 3 main rock types.</p> <p>Understand that the UK climate was much colder in the past 1 million years.</p> <p>Can identify the Arctic and Antarctica on a world map</p>

	<p>eg industry and globalisation.</p> <p><b>SKILLS:</b> Can locate with reasonable accuracy a range of physical and human geographical features on a map of each country.</p>	<p>annotate maps using GIS software eg Digimap for Schools.</p>	<p><b>SKILLS:</b> Begin to use research skills to find out about former glaciations in the UK. Secondary sources.</p>
<b>Embedding</b>	<p><b>CONCEPTS:</b> Can describe 2 or 3 different environmental regions in each country.</p> <p>Can identify the level of development of each country and compare it with the UK using statistics.</p> <p>Can identify and begin to explain population growth/change in each country and some of it's consequences.</p> <p><b>SKILLS:</b> Can locate basic features of each country on a map eg capital city and surrounding countries.</p>	<p><b>SKILLS:</b> Can look up places in an atlas and understand the main types of map used.</p> <p>Can use 4 figure grid references confidently. Understands the concept of scale and how to measure distances on a map.</p> <p>Understands the differences between aerial and satellite photos</p>	<p><b>CONCEPTS:</b> Know the names of the 3 types of rock and the formation of 1.</p> <p>Know the difference between a glacier and ice sheet</p> <p>Identify one consequence for the UK of the enhanced greenhouse effect.</p> <p><b>SKILLS:</b> Label a simple diagram of a glaciated area</p>
<b>Beginning</b>	<p><b>CONCEPTS:</b> Can identify basic features of the physical and human landscape in each country.</p> <p>Understand the relative population sizes of each country compared to the UK</p> <p>Begin to understand how and why population change is happening in each country.</p>	<p><b>SKILLS:</b> Identify at least 3 different types of map used in Geography</p> <p>With assistance, can look up places in an atlas.</p> <p>With assistance can use the atlas to collect data about a country eg development statistics.</p> <p>Can use 4 figure grid references with reasonable accuracy to find places on an OS</p>	<p><b>CONCEPTS:</b> Can name 3 different rock types found in the UK</p> <p>Can identify a glacier and ice sheet from a photograph</p> <p>Understand that ice sheets once covered most of the UK.</p> <p><b>SKILLS:</b> Can label a simple diagram of a glaciated area with 2-3</p>

	<b>SKILLS:</b> Can locate each country on a world map.	map  Can use Digimap to find where they live and begin to identify geographical features on the map eg towns and villages.	features.
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<b>Subject:</b>	Geography	<b>Year: 7</b>	<b>Assessment Point:</b>	Summer
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In this term students study the following topics in Geography:

- Coasts
- Tourism

	<b>Our changing coast</b>	<b>Going on holiday: tourism</b>
<b>Mastered</b>	<p><b>CONCEPTS:</b>            Have a detailed knowledge of the main coastal processes of erosion, deposition and transport and the inter- relationship between them.            Can relate these processes to one UK coastline experiencing rapid erosion.</p> <p>Understand in detail the main methods of coastal engineering.</p> <p>Understand the importance of sustainability and cost-benefit analysis in the management of the coastline.</p> <p>Understand how climate change is affecting coastal management in the future.</p> <p><b>SKILLS:</b>            Can appreciate the roles of different ‘players’ at the coast and the importance of attitudes and values in decision making.            Can interpret historical OS maps to show the rates of coastal recession</p>	<p><b>CONCEPTS:</b>            Understand the concept of sustainable tourism and be able to identify the key elements of a sustainable tourism destination.            Have a detailed knowledge of the tourist industry in one country, including physical and human geographical attractions.</p> <p>Understand how globalisation has impacted upon the tourist industry eg internet.</p> <p><b>SKILLS:</b>            Appreciate the different values and attitudes of people involved and affected by the global tourist industry.</p> <p>Design an imaginary tourist destination which is sustainable economic, social and environmental</p>
<b>Confident</b>	<p><b>CONCEPTS:</b>            Have a good knowledge of the main coastal processes of</p>	<p><b>CONCEPTS:</b>            Have a good knowledge of the tourist industry in one</p>

	<p>erosion, deposition and transport.</p> <p>knowledge of at least 5 features of coastal erosion and 3 features of deposition.</p> <p>Understand how longshore drift operates.</p> <p>Understand how coastal erosion and deposition can create winners and losers along the coast.</p> <p><b>SKILLS:</b> Can take part in a role play exercise and can appreciate the different opinions of groups who use the coast.</p>	<p>country, including physical and human geographical attractions.</p> <p>Understand fully the reasons for the growth of tourism in the past 100 years and relate this to a number of tourist destinations.</p> <p><b>SKILLS:</b> 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.</p>
<b>Secure</b>	<p><b>CONCEPTS:</b> Can explain the difference between erosion, transport and deposition in relation to coastal processes.</p> <p>Can name and describe accurately 3 landforms of coastal erosion and deposition.</p> <p><b>SKILLS:</b> Can label diagrams of coastal erosion and deposition features using correct terminology.</p> <p>Can name at least 3 coastal erosion landforms from a photograph.</p> <p>Can identify 1-2 coastal landforms from an OS map</p>	<p><b>CONCEPTS:</b> Understand that tourism brings benefits and problems to countries.</p> <p>Understand several of the reasons for the growth of international tourism</p> <p><b>SKILLS:</b> Produce a simple tourist brochure for one destination and present this to the class.</p>
<b>Embedding</b>	<p><b>CONCEPTS:</b> Can explain the difference between erosion, deposition and transport at a basic level.</p> <p>Have some knowledge of one part of the coastline that is rapidly eroding.</p> <p>Beginning to understand why different groups of people have different attitudes in relation to the coast and it's</p>	<p><b>CONCEPTS:</b> Describe the main attractions of summer and winter tourist destinations.</p> <p>Begin to understand the main benefits tourism can bring to a country.</p> <p><b>SKILLS:</b></p>

	<p>management.</p> <p><b>SKILLS:</b> Can name 5 coastal landforms from photographs.</p>	<p>Carry out research, using at least one source, on a tourist destination.</p>
<b>Beginning</b>	<p><b>CONCEPTS:</b> Can name an area of the UK coast</p> <p>Can explain the concepts of erosion and deposition in relation to the coast.</p> <p>Understand how different groups of people make use of the coast.</p> <p><b>SKILLS:</b> Can label a simple diagram of caves, arches and stacks.</p>	<p><b>CONCEPTS:</b> Understand what a tourist is. Describe the main attractions of summer and winter tourist destinations.</p> <p>With help, Begin to understand the main benefits tourism can bring to a country.</p> <p><b>SKILLS:</b> Use sources provided (textbook) find out the main attractions for tourists. on a tourist destination.</p>

<b>Subject:</b>	Geography	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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In this term students study the following topics in Geography:

- World population
- Urbanisation and cities
- Fieldwork in Buckingham
- Contrasts in development
- Trade and aid
- Africa: Kenya contrasts

	<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</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</li> </ul>

	<p>distribution and factors affecting.</p> <ul style="list-style-type: none"> <li>• Can explain the main reasons why populations grow and most factors affecting birth and death rates.</li> <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>urban zones</p> <ul style="list-style-type: none"> <li>• Good understanding of the geographical issues facing the town centre</li> <li>• Can begin to relate urban models to the development of Buckingham</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 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</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</li> </ul>



	<p>function of birth and deaths in a country</p> <ul style="list-style-type: none"> <li>• Understand that urbanisation refers to the growth of cities</li> <li>• Understands one problem caused by rapid urbanisation in a named city</li> </ul> <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>	<p>residential areas</p> <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> <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>

<b>Subject:</b>	Geography	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring
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In this term students study the following topics in Geography:

- Types of industry and economic activity
- Globalisation
- Rivers and flooding

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>Development, Trade and Aid</p> <ul style="list-style-type: none"> <li>• Has an excellent understanding of the development concept and can fully explain the multi dimensional aspects of development (economic, social, environmental and political)</li> <li>• Is able to fully grasp the different ways development can be measured and can assess the usefulness of different development indicators</li> <li>• Has an excellent grasp of the pattern of uneven development across the world and can explain the reasons for this pattern, linking this to historical, economic and geographical factors.</li> <li>• Understands the concept of sustainable development</li> <li>• Can fully describe the physical and human geography of Kenya</li> <li>• Fully understands the factors affecting the development level in Kenya</li> <li>• Fully understands the links between Kenya and other places</li> <li>• Fully understands the contrasts within a country</li> </ul> <p>Economic Activity/Globalisation</p> <ul style="list-style-type: none"> <li>• Can fully explain different types of economic activity and give examples(primary, secondary</li> </ul>	<p>Development, Trade and Aid</p> <ul style="list-style-type: none"> <li>• Can use an atlas with great confidence to look up statistics on development indicators and plot onto a map</li> <li>• Can plot scatter graphs of development indicators and explain correlations between variables.</li> <li>• Can construct choropleth maps of development indicators and fully explain trends.</li> <li>• Can use GIS and gapminder website to analyse trends in development over time.</li> </ul> <p>Economic Activity/Globalisation</p> <ul style="list-style-type: none"> <li>• Construct graphs of employment structures</li> <li>• Interpret pie charts</li> <li>• Evaluate evidence for and against globalisation</li> <li>• Use maps to examine location factors for industry</li> </ul>

	<p>and tertiary)</p> <ul style="list-style-type: none"> <li>• Understands the recent growth in tertiary and quaternary sectors</li> <li>• How containerisation has led to the growth of globalisation</li> <li>• The reasons for globalisation linked to growth of TNCS and improved communications</li> <li>• How globalisation can have negative effects on some countries</li> </ul>	
<b>Confident</b>	<p>Development, Trade and Aid</p> <ul style="list-style-type: none"> <li>• Understands that development can be measured in a variety of ways, and involves social, economic and political aspects.</li> <li>• Can describe a number of development indicators</li> <li>• Can describe and explain the world pattern of development</li> <li>• Understands how world trade has developed</li> <li>• Understands the problems with unfair trade and how fairtrade can bring benefits to developing countries</li> <li>• Understands the physical and human geography of Kenya</li> <li>• Understands the factors that have led to Kenya's level of development</li> <li>• Understands how Kenya is linked to other places</li> </ul> <p>Economic Activity/Globalisation</p> <ul style="list-style-type: none"> <li>• Understands the different sectors of employment</li> <li>• Understands the changes in employment patterns over time in UK</li> <li>• Has a good understanding of the reasons for globalisation and can give examples of globalisation eg Nike, Apple.</li> <li>• Understands the changing location factors for industry</li> </ul>	<p>Development, Trade and Aid</p> <ul style="list-style-type: none"> <li>• Can look up development indicators for a country using an atlas with confidence</li> <li>• Can produce maps and graphs using development data and explain the pattern.</li> <li>• Can take part in trading game role play activities and evaluate the results.</li> </ul> <p>Economic Activity/Globalisation</p> <ul style="list-style-type: none"> <li>• Construct graphs of employment structures</li> <li>• Interpret pie charts</li> <li>• Use an atlas</li> </ul>

<b>Secure</b>	<p>Development, Trade and Aid</p> <ul style="list-style-type: none"> <li>● Has a firm grasp of the idea of development and can describe differences in levels of development between countries.</li> <li>● Understands that development can be measured in a variety of ways using quantitative data.</li> <li>● Understands that Kenya is a developing country</li> </ul> <p>Economic Activity/Globalisation</p> <ul style="list-style-type: none"> <li>● Can identify the different sectors of employment</li> <li>● Understands the changes in employment patterns over time in UK</li> <li>● Can understanding of the reasons for globalisation and can give examples of globalisation eg Nike, Apple.</li> <li>● Understands the changing location factors for industry</li> </ul>	<p>Development, Trade and Aid</p> <ul style="list-style-type: none"> <li>● Uses an atlas to look up development data</li> <li>● Produces scatter graphs</li> </ul> <p>Economic Activity/Globalisation</p> <ul style="list-style-type: none"> <li>● Construct graphs of employment structures</li> <li>● Interpret pie charts</li> <li>● Use an atlas</li> </ul>
<b>Embedding</b>	<p>Development, Trade and Aid</p> <ul style="list-style-type: none"> <li>● Understands that development relates to the economic and social well being of a country.</li> <li>● Can identify countries at different levels of development from photos</li> <li>● Understands that Kenya is a developing country and can describe some of the aspects of its development</li> </ul> <p>Economic Activity/Globalisation</p> <ul style="list-style-type: none"> <li>● Can classify jobs into primary, secondary and tertiary</li> <li>● Beginning to offer reasons why employment structures have changed</li> <li>● Understands that many manufacturing jobs have moved overseas and can give a reason for this</li> <li>● Beginning to understand the benefits and problems caused by globalisation</li> </ul>	<p>Development, Trade and Aid</p> <ul style="list-style-type: none"> <li>● Can use photographs to identify countries at different levels of development.</li> <li>● Can use an atlas to look up development data for a country</li> </ul> <p>Economic Activity/Globalisation</p> <ul style="list-style-type: none"> <li>● Can interpret bar charts and pie charts of employment structures</li> <li>● Can extract information from written text</li> </ul>

<b>Beginning</b>	<p>Development, Trade and Aid</p> <ul style="list-style-type: none"> <li>• Understands that development is about rich and poor</li> <li>• Is beginning to understand that development can be measured using a variety of indicators</li> <li>• Can locate Kenya on a world map and can give a basic description of it's human and physical characteristics.</li> </ul> <p>Economic Activity/Globalisation</p> <ul style="list-style-type: none"> <li>• Understands that jobs can be classified into different sectors</li> <li>• Understands that many manufacturing jobs have moved overseas</li> <li>• Can identify examples of globalisation in their personal lives</li> </ul>	<p>Development, Trade and Aid</p> <ul style="list-style-type: none"> <li>• Starting to use an atlas to look up places.</li> <li>• Can describe patterns of uneven development on a world map.</li> </ul> <p>Economic Activity/Globalisation</p> <ul style="list-style-type: none"> <li>• Construct and interpret basic bar graphs</li> </ul>
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<b>Subject:</b>	Geography	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer
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In this term students study the following topics in Geography:

- Resources
- Oil in the Middle East
- Russia
- Weather and climate
- Biomes of the world

	Concepts	Skills
<b>Mastered</b>	<p>Rivers and flooding</p> <ul style="list-style-type: none"> <li>• Has a detailed knowledge of the hydrological cycle and what happens to rainwater when it reaches the ground.</li> <li>• Fully understands the elements of the drainage basin and how they interconnect</li> <li>• Has a detailed understanding of the processes and landforms associated with the 3 stages of a river</li> <li>• Fully understands the reasons why rivers flood sometimes</li> <li>• Has an excellent understanding of case studies of flooding in 2 contrasting locations.</li> <li>• Can fully understand why floods can have greater social impacts in developing countries</li> <li>• Has a detailed knowledge of hard and soft engineering solutions to river flooding</li> <li>• Understands the need for sustainable river management</li> </ul> <p>Weather and Climate</p> <ul style="list-style-type: none"> <li>• Has an excellent understanding of the elements that make up weather and climate</li> <li>• Fully understands how weather is measured</li> <li>• Has an excellent understanding of depressions and anticyclones</li> </ul>	<p>Rivers and flooding</p> <ul style="list-style-type: none"> <li>• Interpret OS maps to identify river features</li> <li>• Draw labelled sketches of river features</li> <li>• Evaluate the effectiveness of different flood defence schemes</li> <li>• Evaluate evidence of the impacts of river floods</li> </ul> <p>Weather and Climate</p> <ul style="list-style-type: none"> <li>• Can accurately construct a climate graph</li> <li>• Can interpret climate graphs</li> <li>• Can accurately record elements of microclimate using weather instruments</li> </ul>

	<ul style="list-style-type: none"> <li>Fully understands the factors affecting climate and the location of the main biomes</li> <li>Can conduct a geographical enquiry into the microclimate of the school</li> <li>Fully understand the main aspects of 2 different biomes (tropical rain forests and Savanna)</li> </ul>	
<b>Confident</b>	<p>Rivers and flooding</p> <ul style="list-style-type: none"> <li>Has a good knowledge of the hydrological cycle and what happens to rainwater when it reaches the ground.</li> <li>Fully understands the elements of the drainage basin and how they interconnect</li> <li>Has a good understanding of the processes and landforms associated with the 3 stages of a river</li> <li>Fully understands the reasons why rivers flood sometimes</li> <li>Has a good understanding of case studies of flooding in 2 contrasting locations.</li> <li>Can fully understand why floods can have greater social impacts in developing countries</li> <li>Has a good knowledge of hard and soft engineering solutions to river flooding</li> </ul> <p>Weather and Climate</p> <ul style="list-style-type: none"> <li>Has a good understanding of the elements that make up weather and climate</li> <li>Fully understands how weather is measured</li> <li>Has a good understanding of depressions and anticyclones</li> <li>Fully understands the factors affecting climate and the location of the main biomes</li> <li>Can conduct a geographical enquiry into the microclimate of the school</li> <li>Understand the main aspects of 2 different biomes (tropical rain forests and Savanna)</li> </ul>	<p>Rivers and flooding</p> <ul style="list-style-type: none"> <li>Interpret OS maps to identify river features</li> <li>Draw labelled sketches of river features</li> <li>Evaluate the effectiveness of different flood defence schemes</li> <li>Evaluate evidence of the impacts of river floods</li> </ul> <p>Weather and Climate</p> <ul style="list-style-type: none"> <li>Can accurately construct a climate graph</li> <li>Can interpret climate graphs</li> <li>Can accurately record elements of microclimate using weather instruments</li> </ul>

<b>Secure</b>	<p>Rivers and flooding</p> <ul style="list-style-type: none"> <li>• Understands the hydrological cycle and what happens to rainwater when it reaches the ground.</li> <li>• understands the elements of the drainage basin and how they interconnect</li> <li>• Understands the main processes and landforms associated with the 3 stages of a river</li> <li>• Understands some of the reasons why rivers flood</li> <li>• Can recall the case studies of flooding in 2 contrasting locations.</li> <li>• Can understand why floods can have greater social impacts in developing countries</li> <li>• Has some knowledge of hard and soft engineering solutions to river flooding</li> </ul> <p>Weather and Climate</p> <ul style="list-style-type: none"> <li>• Has a fair understanding of the elements that make up weather and climate</li> <li>• Understands how weather is measured</li> <li>• Beginning to understand the weather associated with depressions and anticyclones</li> <li>• Starting to understand the factors affecting climate and the location of the main biomes</li> <li>• Can conduct a geographical enquiry into the microclimate of the school</li> <li>• Understand the main aspects of 2 different biomes (tropical rain forests and Savanna)</li> </ul>	<p>Rivers and flooding</p> <ul style="list-style-type: none"> <li>• Interpret OS maps to identify river features</li> <li>• Draw labelled sketches of river features</li> </ul> <p>Weather and Climate</p> <ul style="list-style-type: none"> <li>• Can accurately construct a climate graph</li> <li>• Can interpret climate graphs</li> <li>• Can accurately record elements of microclimate using weather instruments</li> </ul>
<b>Embedding</b>	<p>Rivers and flooding</p> <ul style="list-style-type: none"> <li>• Understands the hydrological cycle and what</li> </ul>	<p>Rivers and flooding</p> <ul style="list-style-type: none"> <li>• Interpret OS maps to identify one river features</li> </ul>



	<p>happens to rainwater when it reaches the ground.</p> <ul style="list-style-type: none"> <li>• Some understanding of the elements of the drainage basin and how they interconnect</li> <li>• Some understanding of the main processes and landforms associated with the 3 stages of a river</li> <li>• Some Understanding of the reasons why rivers flood</li> <li>• Can recall basic facts on the case studies of flooding in 2 contrasting locations.</li> <li>• Can Understand why floods can have greater social impacts in developing countries</li> <li>• Has some knowledge of hard and soft engineering solutions to river flooding</li> </ul> <p>Weather and Climate</p> <ul style="list-style-type: none"> <li>• Understands the difference between weather and climate</li> <li>• Can identify 3 elements of weather</li> <li>• Can identify 3 instruments used to record weather</li> <li>• Can record elements of microclimate, using instruments</li> <li>• Can describe 3 elements of the rainforest and savanna climate</li> <li>• Can describe one adaptation by plants and animals to environment</li> <li>• Beginning to understand the factors affecting climate</li> <li>• Begins to understand how air pressure systems create weather.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw labelled sketches of 2-3 river features</li> <li>• Can identify basic river features from photographs</li> </ul> <p>Weather and Climate</p>
<b>Beginning</b>	<p>Rivers and flooding</p> <ul style="list-style-type: none"> <li>• Understands what a river does</li> <li>• Basic understanding of hydrological cycle elements</li> <li>• Can describe flood impacts</li> <li>• Can identify and describe 2-3 river features</li> </ul>	<p>Rivers and flooding</p> <ul style="list-style-type: none"> <li>• Can draw a labelled sketch of one river feature</li> </ul> <p>Weather and Climate</p> <ul style="list-style-type: none"> <li>• Can construct a climate graph</li> <li>• Can use weather instruments to record temperature and wind around the school site.</li> </ul>

	<ul style="list-style-type: none"> <li>• Can explain erosion, deposition and transport processes.</li> </ul> <p>Weather and Climate</p> <ul style="list-style-type: none"> <li>• Understands the difference between weather and climate</li> <li>• Can identify 3 elements of weather</li> <li>• Can identify 3 instruments used to record weather</li> <li>• Can record elements of microclimate, using instruments</li> <li>• Can describe 3 elements of the rainforest and savanna climate</li> <li>• Can describe one adaptation by plants and animals to their environment</li> </ul>	
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## German

<b>Subject:</b>	<b>MFL - German</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Spring</b>
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<b>Topics:</b> <ul style="list-style-type: none"> <li>● Greetings</li> <li>● Personal Information</li> <li>● Alphabet, Pronunciation, Numbers</li> <li>● Family, pets</li> <li>● Classroom language, school items</li> <li>● Calendar, birthdays</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>● Capitals on nouns/plurals</li> <li>● The irregular forms of to have and to be</li> <li>● Accusative case after 'haben'</li> <li>● Singular and plural forms of the verbs haben, sein, heißen Possessive pronouns mein, dein, sein, ihr (explain the use of –e at the end of them before feminine/plural words)</li> <li>● Negation nicht/kein.</li> </ul>
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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</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</li> </ul>

	<p>and are mostly able to identify and use the nominative and the accusative with definite, indefinite articles, possessive pronouns and in the negative</p> <ul style="list-style-type: none"> <li>- Students understand the importance of the three genders to the accuracy of utterance.</li> </ul>	<p>mistakes - manipulate the language for example, write about someone else - use some connectives, negatives and a variety of opinion phrases.</p>
<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 a 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 aware of the importance of the three genders to the accuracy of an utterance.</li> </ul>	<ul style="list-style-type: none"> <li>- Listening: understand spoken foreign languages of two - three sentences in familiar context and deduce ¾ 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, 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 a 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 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> </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</li> </ul>

	- Students understand the negative	verb conjugation, even in the first person singular.
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<b>Subject:</b>	<b>MFL German</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Summer</b>
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<b>Topics:</b> <ul style="list-style-type: none"> <li>• Telling the time</li> <li>• School subjects</li> <li>• Food</li> <li>• Weather</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Opinions / comparative of adverb gern</li> <li>• Question words Wie? Wann? Wo? Was? Wer?</li> </ul>
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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>	<p>- Listening: understand spoken foreign languages of two - three sentences in familiar context and deduce all information accurately - including the meaning of unfamiliar words</p> <p>- Reading:; translate accurately a short text on a familiar topic and including unknown words</p> <p>- Speaking: answer prepared questions with excellent fluency and pronunciation</p> <p>- 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.</p>
<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>	<p>- Listening: understand spoken foreign languages of two - three sentences in familiar context and deduce most information accurately - including the meaning of some unfamiliar words</p> <p>- Reading:; translate with reasonable accuracy a short text on a familiar topic and including some unknown words</p> <p>- Speaking: answer prepared questions with reasonable fluency and pronunciation</p> <p>- Writing: write about themselves from memory with only minor mistakes - manipulate the language for example, write about</p>

		someone else - use some connectives, negatives and a variety of opinion phrases.
<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>	<p>- Listening: understand spoken foreign languages of two - three sentences in familiar context and deduce ¾ of the information accurately -occasionally including the meaning of some unfamiliar cognates</p> <p>- Reading: translate mostly accurately a short text on a familiar topic and including some unknown cognates</p> <p>- Speaking: mostly accurate answers to prepared questions, with some minor mistakes and first language interference</p> <p>- 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.</p>
<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 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>Topics:</b> <ul style="list-style-type: none"> <li>• Free time, after school, at the weekend.</li> <li>• House and home. My room.</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Word order with adverbs (TMP)</li> <li>• Comparisons with lieber and superlative am liebsten</li> <li>• future tense</li> <li>• revision of strong verbs</li> <li>• Es gibt + accusative</li> <li>• positional dative/motion accusative</li> </ul>
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	Concepts	Skills: Listening/Reading/Writing/Speaking
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons, and/or on quizlet)</li> </ul>	<ul style="list-style-type: none"> <li>-curriculum content handled with near perfect results in the four skills</li> <li>-near perfect use of present and future tense</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>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons and/or on quizlet)</li> </ul>	<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</li> <li>-present tense used error-free, future tense mostly used correctly</li> <li>willingness to experiment with language</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons, and/or on quizlet)</li> </ul>	<ul style="list-style-type: none"> <li>-topic vocabulary learnt securely and mostly spelt correctly</li> <li>-Use of tenses mostly without serious mistakes</li> <li>-word order more often successful than not</li> <li>-sentence structure follows known patterns</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lesson, and/or on quizlet)</li> </ul>	<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 understood, but not always applied</li> <li>-present tense mostly correct with some lapses</li> <li>-future tense attempted although not always correctly</li> </ul>

<b>Beginning</b>	<ul style="list-style-type: none"> <li>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons, and/or on quizlet)</li> </ul>	<ul style="list-style-type: none"> <li>-narrow range of vocabulary</li> <li>-attempted language is often incorrect</li> <li>-recurring common misspellings: capitals, ie/ei</li> <li>-some of the topic vocabulary is attempted</li> <li>-Some understanding of basic word order</li> <li>-inverted word order always, or often, not successful</li> <li>-present and future tense often correct</li> <li>-beginning to understand cases</li> </ul>
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<b>Subject:</b>	German	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring
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<b>Topics:</b> <ul style="list-style-type: none"> <li>● Revision of time.</li> <li>● Daily routine</li> <li>● Places in town, shops, directions</li> <li>● Modes of transport</li> <li>● In the coffee shop</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>● Different verb forms: separable/reflexive</li> <li>● Modal verbs + infinitive</li> <li>● Wechselpräpositionen: in ( auf, unter, über, an, vor, hinter, etc)</li> <li>● use with dative / accusative</li> <li>● Wo? bzw Wohin?</li> </ul>
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	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons, and/or on quizlet)</li> </ul>	<p>curriculum content handled with near perfect results in the four skills</p> <ul style="list-style-type: none"> <li>-near perfect use of present and future tense, including the use of more complex verbs</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>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons, and/or on quizlet)</li> </ul>	<ul style="list-style-type: none"> <li>-content handled with more frequent errors, but considerable awareness of the grammatical structures</li> <li>-All topic vocabulary is learnt and used correctly</li> <li>-inverted word order nearly always correct</li> <li>-present tense used error-free, future tense mostly used correctly</li> <li>willingness to experiment with language</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons, and/or on quizlet)</li> </ul>	<ul style="list-style-type: none"> <li>-topic vocabulary learnt securely and mostly spelt correctly</li> <li>-Use of tenses mostly without serious mistakes</li> <li>-word order more often successful than not</li> <li>-sentence structure follows known patterns</li> <li>-Use of cases attempted, more often than not, successfully</li> </ul>
<b>Embedding</b>	<ul style="list-style-type: none"> <li>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> </ul>	<ul style="list-style-type: none"> <li>-good range of topic vocabulary is used</li> <li>-most spelling correct/occasional lapses</li> </ul>

	<ul style="list-style-type: none"> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>-inverted word order/or basic understood, but not always applied</li> <li>-present tense mostly correct with some lapses</li> <li>-future tense attempted although not always correctly</li> <li>-Use of cases attempted, not always successfully</li> </ul>
<b>Beginning</b>	<ul style="list-style-type: none"> <li>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons, and/or on quizlet)</li> </ul>	<ul style="list-style-type: none"> <li>-narrow range of basic and new vocabulary</li> <li>-attempted language is often incorrect</li> <li>-recurring common misspellings: capitals, ie/ei</li> <li>-Some understanding of basic word order, although not always applied</li> <li>-present and future tense mostly correct</li> <li>-modal verbs not often attempted</li> <li>-beginning to understand the concept of cases</li> </ul>

<b>Subject:</b>	German	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer
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<b>Topics:</b> <ul style="list-style-type: none"> <li>• Clothes</li> <li>• Body / Illnesses</li> <li>• Revision of weather</li> <li>• Holidays</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>• Adjective agreement</li> <li>• Revision of present and future tense</li> <li>• Revision word order</li> </ul>
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	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons, and/or on quizlet)</li> </ul>	<ul style="list-style-type: none"> <li>-curriculum content handled with near perfect results 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>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons, and/or on quizlet)</li> </ul>	<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>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons, and/or on quizlet)</li> </ul>	<ul style="list-style-type: none"> <li>-topic vocabulary learnt securely and good knowledge of most verb forms</li> <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>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons, and/or on quizlet)</li> </ul>	<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>	<ul style="list-style-type: none"> <li>- fortnightly guided writing</li> <li>- Written test each half term (new)</li> <li>- vocabulary on all the topics listed above (see vocabulary lists given during lessons, and/or on quizlet)</li> </ul>	<ul style="list-style-type: none"> <li>-narrow range of basic and new vocabulary</li> <li>-attempted language is often incorrect</li> <li>-recurring common misspellings: capitals, ie/ei</li> <li>-Some understanding of basic word order, although not always applied</li> <li>-present and future tense mostly correct</li> <li>-modal verbs and complex sentence structure not often attempted</li> <li>-beginning to understand the concept of cases, successfully at times</li> </ul>

## History

<b>Subject:</b>	History	<b>Year: 7</b>	<b>Assessment Point:</b>	Source interpretation to be taken in the Spring term
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All year 7 start the year with an introduction to what is history? We then move onto a short study on who are the British? Key areas of British history that help explain why we are the country we are today are then studied including the Battle of Hastings, the Break from Rome and the English Civil War.

	Concepts	Skills
<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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The summer term sees year 7 pupils study aspects of 1750-1900 including the Agricultural, Industrial and Transport Revolutions.

	<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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The Autumn term has a brief introduction to the 20th Century followed by a depth study on the Great War 1914-1918. The key assessment follows a study of the Western front and is to write an authentic letter home from the trenches.

	<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>

<b>Subject:</b>	History	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer (Essay response)
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The spring term sees year 8 pupils start a depth study of World War II. During this we will look at sensitive topics such as the Holocaust and the dropping of the atomic bomb. Into the summer term there is an introduction to the Cold War before opportunities to look thematically at change across the century.

	<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>



## Mathematics

<b>Subject:</b>	Maths	<b>Year: 7</b>	<b>Assessment Point:</b>	Autumn
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In the Autumn term students study the following areas of Mathematics.

Number Skills

Analysing and displaying data

Equations, functions and formulae

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

	<p>Add and subtract fractions</p> <p>Substitution</p> <p>Simplifying expressions</p> <p>Multiplication and division</p>	<p>Recall of equivalent fractions and decimals and percentage including for fractions that are greater than 1</p> <p>Add and subtract simple fractions with denominators of any size</p> <p>Substitute positive and negative integers into simple formulae</p> <p>Simplify simple expressions by collecting like terms</p> <p>Multiply and divide integers – positive and negative integers</p>
<b>Beginning</b>	<p>Division</p> <p>Averages</p> <p>Create equations</p>	<p>Divide three-digit by two-digit whole numbers</p> <p>Calculate the mean from a simple frequency table</p> <p>Calculate the mean of a set of data</p> <p>Construct expressions from worded descriptions using all four basic operations</p>

<b>Subject:</b>	Maths	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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In the Spring term students study the following areas of Mathematics.

Fractions

Angles and shapes

Decimals

	Concepts	Skills
<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  Decimal operations  Solving equations	Use a unitary method e.g. if £40 is 60% find 1% by dividing by 60 and then 100% by multiplying by 100  Multiply and divide by decimals, dividing by transforming to division by an integer  Construct and solve equations of the form $a(x \pm b) = c(x \pm d)$
<b>Secure</b>	Solving equations  Decimal operations  Percentages	Solve simple two-step linear equations with integer coefficients, of the form $ax + b = c$ with negative $x$ coefficient  Multiply and divide by decimals, dividing by transforming to division by an integer

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



	<p>Subtract fractions</p> <p>Converting between units</p> <p>Deriving formulae</p> <p>Solving equations</p> <p>Properties of quadrilaterals</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>Percentage increase</p> <p>Simplifying expressions</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>Find the outcome of a given percentage increase</p> <p>Simplify simple expressions involving power but not brackets by collecting like terms</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>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>	<p>Ratio</p> <p>Volume of cuboids</p> <p>Area of compound shapes</p>	<p>Simplify a ratio expressed in different units</p> <p>Divide a quantity into more than 2 parts in a given ratio</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>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>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>Averages</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> <p>Calculate the mean from a simple frequency table</p>

<b>Subject:</b>	Maths	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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In the Autumn term students study the following areas of Mathematics.

Factors and powers

2D and 3D shapes

Real life graphs

	<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>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>

	Construct and solve equations that involve multiplying out brackets by a negative number and collecting like terms, e.g. $4(2a - 1) = 32 - 3(2a - 2)$	
<b>Secure</b>	<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 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>
<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>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>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>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>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>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>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>	Calculate the volume of right prisms.	Apply the formula to calculate the volume of triangular prisms and cuboids
<b>Beginning</b>	Use 2D representations of 3D solids.	Understand plans, elevations and produce these accurately on isometric paper

<b>Subject:</b>	Maths	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring half term
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In the Spring term students study the following areas of Mathematics.

Sequences and graphs

Transformations

Fractions, decimals and percentages.

Constructions and Loci.

	<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>Calculate percentages using both non calculator and calculator methods.</p>

	Work out an original quantity before a percentage increase or decrease	Recognise decimal multipliers for increase/decrease percentage problems.
<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>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>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 a coordinate grid</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>	Learn fractional equivalents to key recurring decimals	Recollect recurring fractions e.g. 0.333 333..., 0.666 666 66..., 0.111 11..., and by extension 0.222 222...

<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 <math>\frac{\text{actual change}}{\text{original amount}} \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>Use a compass accurately to construct arcs carefully without feathering</p> <p>Recognise nets of 3D solids</p>



	Construct nets of 3D solids using a ruler and compasses.	
<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 a coordinate grid</p>

<b>Subject:</b>	Maths	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer (half term test)
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In the Summer term students study the following areas of Mathematics.

Probability

Scaled drawings and measurements

Graphs

	<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>

		Understand how to read a ratio in context i.e. (1:2500)
<b>Embedding</b>	<p>Identify all mutually exclusive outcomes for two successive events with two outcomes in each event</p> <p>Know that if probability of event is <math>p</math> probability of not occurring is <math>1 - p</math></p>	<p>Use the 0 to 1 probability scale</p> <p>Understand and identify mutually exclusive events</p>
<b>Beginning</b>	Find and justify probabilities based on equally likely outcomes in simple contexts	<p>Describe the likelihood of an event</p> <p>Use the vocabulary of probability (certain, likely, unlikely, impossible)</p> <p>Recognise that some events are more likely than others</p>

<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>\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>Recognise when lines are parallel or perpendicular to their equations</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>
<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>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>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 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>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>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>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>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>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 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 a coordinate grid</p>

## Music

<b>Subject:</b>	Music	<b>Year: 7</b>	<b>Assessment Point:</b>	Autumn
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From a full understanding of duration, including rhythmic compositions, to short vocal compositions including pitch

	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Duration &amp; Structure</li> <li>● Expression</li> <li>● Pitch</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 at a more advanced level</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 &amp; Structure</li> <li>● Expression</li> <li>● Pitch</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. Understands notation with reasonable aural understanding</li> </ol>
<b>Secure</b>	<ul style="list-style-type: none"> <li>● Duration &amp; Structure</li> <li>● Expression</li> <li>● Pitch</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 &amp; Structure</li> <li>● Expression</li> <li>● Pitch</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings more or less in tune, following the 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 &amp; Structure</li> <li>● Expression</li> <li>● Pitch</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 aurally</li> </ol>
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<b>Subject:</b>	Music	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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I: Developing understanding of pitch and rhythm through short instrumental compositions;  
 II: Developing further aural, vocal and improvisation skills through 12-bar Blues & Jazz ensemble playing

	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Duration &amp; Structure</li> <li>● Expression</li> <li>● Pitch</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 &amp; Structure</li> <li>● Expression</li> <li>● Pitch</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 &amp; Structure</li> <li>● Expression</li> <li>● Pitch</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 &amp; Structure</li> <li>● Expression</li> <li>● Pitch</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings more or less in tune, following the 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 &amp; Structure</li> <li>● Expression</li> <li>● Pitch</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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I: Film Music Techniques; II: Composing for Film & TV, culminating in group compositions to accompany action on screen

	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>Duration (Pulse and Rhythm)</li> <li>Expressive application of Pitch: 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 Pitch: 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 Pitch: 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 Pitch: 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 Pitch: 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>	Autumn
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Pop Music Techniques & Composition: how to create an effective chord structure and add the vocal/instrumental line(s)

	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>• Duration &amp; Structure</li> <li>• Expression</li> <li>• Pitch (including 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 the 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 Structure (Strophic Pop Song)</li> <li>• Expression</li> <li>• Pitch (vocal contour)</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 (inc. 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 the 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 &amp; Structure</li> <li>• Expression</li> <li>• Pitch</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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I: African, Salsa, Samba fusion composition and performance; II: Composing for TV - newflash and weather bulletins

	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>● Duration &amp; Structure</li> <li>● Expression</li> <li>● Pitch</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 the 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 &amp; Structure</li> <li>● Expression</li> <li>● Pitch</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 &amp; Structure</li> <li>● Expression</li> <li>● Pitch</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 &amp; Structure</li> <li>● Expression</li> <li>● Pitch</li> <li>● Texture</li> <li>● Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings/Plays a part, following the 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 &amp; Structure</li> <li>● Expression</li> <li>● Pitch</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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What makes a great show? From Mini-Musical techniques towards composing a successful Mini-Musical

	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>• Duration &amp; Structure</li> <li>• Expression</li> <li>• Pitch</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 the 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 &amp; Structure</li> <li>• Expression</li> <li>• Pitch</li> <li>• Texture</li> <li>• Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings/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 &amp; Structure</li> <li>• Expression</li> <li>• Pitch</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. 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 &amp; Structure</li> <li>• Expression</li> <li>• Pitch</li> <li>• Texture</li> <li>• Tone Colour</li> </ul>	<ol style="list-style-type: none"> <li>1. Sings/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 &amp; Structure</li> <li>• Expression</li> <li>• Pitch</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> <li>5. Able to select appropriate resources</li> </ol>

## Philosophy & Religion

<b>Subject:</b>	P&R	<b>Year: 7</b>	<b>Assessment Point:</b>	Autumn (Intro To P&R)
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This unit begins a study of P&R by comparing and contrasting the key features of the six main world religions. An in depth analysis of the 7 fundamental features of religion allows students to critically examine and evaluate what is meant by religion and human experience.

	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>• Very thorough knowledge of i) the different world religions. Excellent understanding of the key ideas, criteria and aspects of world religions.</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>• Excellent ability to evaluate and compare religious/religions and their 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> <li>• Evidencing exceptional ability to relate and compare own experiences, beliefs and opinions.</li> </ul>
<b>Confident</b>	<ul style="list-style-type: none"> <li>• Good knowledge of i) the different world religions. Excellent understanding of the key ideas, criteria and aspects of world religions.</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>• Good ability to evaluate and compare religious/religions and their perspectives and to differentiate strong/weak arguments</li> <li>• Ability to relate and compare own experiences, beliefs and opinions accurately</li> <li>• Evidencing good ability to relate and compare own experiences, beliefs and opinions.</li> </ul>
<b>Secure</b>	<ul style="list-style-type: none"> <li>• Sound knowledge of the different world religions. Excellent understanding of the key ideas, criteria and aspects of world religions.</li> <li>• Sound understanding and beginning to compare different perspectives on religious, secular and scientific perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to evaluate and compare religious/religions and their perspectives and to differentiate strong/weak arguments</li> <li>• Evidencing secure 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 religions.</li> <li>• Can identify the different perspectives of</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,</li> </ul>

	creation and recall the narratives. Comparing the different perspectives	beliefs and opinions.
<b>Beginning</b>	<ul style="list-style-type: none"> <li>● Can identify basic examples of religions.</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 religious ideas.</li> <li>● Comparing the different perspectives and beginning to identify the key arguments.</li> </ul>

<b>Subject:</b>	P&R	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring - Ethical Leaders - Jesus
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This unit investigates and analyses the nature of Christianity and in particular the role of Jesus as an ethical leader and Christian Teachings. Why and how are we here - Certainty Myth and ultimate questions.

	<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 teachings 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/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 teachings 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 & Holy Books)
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Key concepts and ideas associated with the religion Hinduism - beliefs values and traditions. Holy and sacred writings the wisdom teaching and cultural, social and ethical relevance to current religions and society.

	<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 teaching 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>

<b>Subject:</b>	P&R	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn (Buddhism - Rites of Passage)
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Key stories, ethics and teachings of the religion Buddhism. The Buddha as an ethical teacher.  
Rites of passage an exploration of key life stages and shared human experiences - secular, cultural and religious.

	<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 assess 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 assess 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</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to evaluate and compare rite of passage.</li> </ul>

	<p>application of the teaching and Buddha/Buddhism.</p> <ul style="list-style-type: none"> <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>• 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>

<b>Subject:</b>	P&R	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring (Sikh Gurus - Rights and Responsibilities)
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Key stories, ethics and teachings of the religion Sikhism. The Gurus as ethical teachers.  
Rights and responsibilities - examination and depth study of human rights - origins, abuses and importance.

	Concepts	Skills
<b>Mastered</b>	<ul style="list-style-type: none"> <li>Very thorough knowledge of the ethical teachings and application of the teachings 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 teachings 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 teachings 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</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,</li> </ul>

	rights and responsibilities. Can compare the different approaches and history.	beliefs and opinions.
<b>Beginning</b>	<ul style="list-style-type: none"> <li>• Can identify basic examples of 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 (Islam and story)
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An investigation of Islam and key ideas and beliefs and the use of story in human experience, culture and tradition.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<ul style="list-style-type: none"> <li>• Very thorough knowledge of the Islamic religions understood and evaluated effectively Excellent depth of understanding and evaluation of different perspectives on Islamic belief and story including - religious, philosophical, secular and scientific.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to evaluate and compare religious ethical theories and beliefs</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 Islamic religion understood and evaluated effectively - including an understanding of others opinions.</li> <li>• Clear understanding and evaluation of different perspectives on story</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 Islamic religion are understood and evaluated effectively - including an understanding of others' opinions.</li> <li>• Sound understanding and beginning to compare different perspectives on story 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 beliefs from Islam</li> <li>• Can identify the different perspectives and uses of story.</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 Islamic faith and story</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing and relating basic religious ethical ideas</li> <li>• Comparing the different perspectives and beginning to</li> </ul>

		identify the key arguments.
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## Physical Education

<b>Subject:</b>	<b>PE</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Spring</b>
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Students are taught over six blocks throughout the academic year, with each block of activities lasting for a half term. Within this block, Key Stage 3 students focus on two sporting disciplines per week from football, basketball, gymnastics, handball, netball.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Practical Performance Cognitive Performance	<b>Practical:</b> Acquire skills exceptionally well. Practise skills in a wide range of activities and apply them in activities to achieve exceptionally high levels of performance. Are physically fit and can remain active for sustained periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, without the need of guidance or support. Eagerly participate in all PE lessons & engage fully in extra-curricular activities. <b>Cognitive:</b> Acquire new knowledge exceptionally well and have developed an in depth understanding of a wide range of PE and sport activities. Can suggest how complex tactics can be applied to games. Show exceptional levels of motivation and sporting respect. Critically evaluate and develop targets to have an impact on their own and others' performance. Inspirational leader, who is highly confident, organised and an excellent communicator which instils excellence in others.
<b>Confident</b>	Practical Performance Cognitive Performance	<b>Practical:</b> Acquire skills very well. Practise skills in a wide range of activities and apply them in selected activities to achieve very good levels of performance. Are physically fit and can remain active for significant periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, with limited guidance or support. Participate in all PE lessons & engage in a range of extra-curricular activities. <b>Cognitive:</b> Acquire new knowledge very well and have developed an

		<p>understanding of a range of PE and sport activities. More aware of how complex tactics can be applied to games. Show Very good levels of motivation and sporting respect. Make informed choices about engaging in physical activity &amp; why it is important. Suggest possible methods to improve their own and others' performance. Motivated leader, who is confident, organised and a good communicator.</p>
<b>Secure</b>	<p>Practical Performance Cognitive Performance</p>	<p><b>Practical:</b> Acquire skills quite well. Practise skills in a range of activities and apply them in selected activities to achieve good levels of performance. Are physically fit and can remain active reasonable periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, with guidance or support. Participate in all PE lessons &amp; engage in a range of extra-curricular activities</p> <p><b>Cognitive:</b> Acquire new knowledge well and are developing an understanding of a range of PE and sport activities. Can suggest how tactics can be applied to games. Show good levels of motivation and sporting respect. Make informed choices about engaging in physical activity and why it is important. Make well founded judgements on their own and others' work to improve performances. Shows confidence in leading small groups</p>
<b>Embedding</b>	<p>Practical Performance Cognitive Performance</p>	<p><b>Practical:</b> Apply your fundamental movement skills in activities. Apply simple tactics to games. Apply basic principles to activities. Work by yourself and with others with support. Exercise more regularly and live a healthier lifestyle. Satisfactory effort in most PE lessons.</p> <p><b>Cognitive:</b> More aware of how to apply fundamental movement skills in activities. More aware of how simple tactics can be applied to games. Can recognise a good performance and use the information to make suggestions on how to improve their own and others' performance. Shows some confidence when leading small groups:</p>
<b>Beginning</b>	<p>Practical Performance Cognitive Performance</p>	<p><b>Practical:</b> Develop fundamental movement skills and becoming increasingly confident. Can apply learned skills in a basic game situation. Limited</p>

		<p>effort in most PE lessons.</p> <p><b>Cognitive:</b></p> <p>Engage in co-operative and competitive activities with others. Learn simple tactics that can be applied to games. Can make suggestions as to how to improve their own and others' performance. Basic level of performance in role as leader but will help to organise equipment and participants.</p>
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<b>Subject:</b>	PE	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Summer</b>
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Students are taught over six blocks throughout the academic year, with each block of activities lasting for a half term. Within this block, Key Stage 3 students focus on two sporting disciplines per week from cricket, rounders, athletics, tennis and softball.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Practical Performance Cognitive Performance	<p><b>Practical:</b> Acquire skills exceptionally well. Practise skills in a wide range of activities and apply them in activities to achieve exceptionally high levels of performance. Are physically fit and can remain active for sustained periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, without the need of guidance or support. Eagerly participate in all PE lessons &amp; engage fully in extra-curricular activities.</p> <p><b>Cognitive:</b> Acquire new knowledge exceptionally well and have developed an in depth understanding of a wide range of PE and sport activities. Can suggest how complex tactics can be applied to games. Show exceptional levels of motivation and sporting respect. Critically evaluate and develop targets to have an impact on their own and others' performance. Inspirational leader, who is highly confident, organised and an excellent communicator which instils excellence in others.</p>
<b>Confident</b>	Practical Performance Cognitive Performance	<p><b>Practical:</b> Acquire skills very well. Practise skills in a wide range of activities and apply them in selected activities to achieve very good levels of performance. Are physically fit and can remain active for significant periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, with limited guidance or support. Participate in all PE lessons &amp; engage in a range of extra-curricular activities.</p> <p><b>Cognitive:</b> Acquire new knowledge very well and have developed an understanding of a range of PE and sport activities. More aware of how complex tactics can be applied to games. Show Very good levels</p>

		of motivation and sporting respect. Make informed choices about engaging in physical activity & why it is important. Suggest possible methods to improve their own and others' performance. Motivated leader, who is confident, organised and a good communicator.
<b>Secure</b>	Practical Performance Cognitive Performance	<p><b>Practical:</b> Acquire skills quite well. Practise skills in a range of activities and apply them in selected activities to achieve good levels of performance. Are physically fit and can remain active reasonable periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, with guidance or support. Participate in all PE lessons &amp; engage in a range of extra-curricular activities</p> <p><b>Cognitive:</b> Acquire new knowledge well and are developing an understanding of a range of PE and sport activities. Can suggest how tactics can be applied to games. Show good levels of motivation and sporting respect. Make informed choices about engaging in physical activity and why it is important. Make well founded judgements on their own and others' work to improve performances. Shows confidence in leading small groups</p>
<b>Embedding</b>	Practical Performance Cognitive Performance	<p><b>Practical:</b> Apply your fundamental movement skills in activities. Apply simple tactics to games. Apply basic principles to activities. Work by yourself and with others with support. Exercise more regularly and live a healthier lifestyle. Satisfactory effort in most PE lessons.</p> <p><b>Cognitive:</b> More aware of how to apply fundamental movement skills in activities. More aware of how simple tactics can be applied to games. Can recognise a good performance and use the information to make suggestions on how to improve their own and others' performance. Shows some confidence when leading small groups:</p>
<b>Beginning</b>	Practical Performance Cognitive Performance	<p><b>Practical:</b> Develop fundamental movement skills and becoming increasingly confident. Can apply learned skills in a basic game situation. Limited effort in most PE lessons.</p> <p><b>Cognitive:</b></p>

		Engage in co-operative and competitive activities with others. Learn simple tactics that can be applied to games. Can make suggestions as to how to improve their own and others' performance. Basic level of performance in role as leader but will help to organise equipment and participants.
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<b>Subject:</b>	Physical Education	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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Building on the skills learnt in Y7 Students are taught over six blocks throughout the academic year, with each block of activities lasting for a half term. Within this block, Key Stage 3 students focus on two sporting disciplines per week from rugby, hockey, netball, badminton and health related exercise

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	Practical Performance Cognitive Performance	<p><b>Practical:</b> Acquire skills exceptionally well. Practise skills in a wide range of activities and apply them in activities to achieve exceptionally high levels of performance. Are physically fit and can remain active for sustained periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, without the need of guidance or support. Eagerly participate in all PE lessons &amp; engage fully in extra-curricular activities.</p> <p><b>Cognitive:</b> Acquire new knowledge exceptionally well and have developed an in depth understanding of a wide range of PE and sport activities. Can suggest how complex tactics can be applied to games. Show exceptional levels of motivation and sporting respect. Critically evaluate and develop targets to have an impact on their own and others' performance. Inspirational leader, who is highly confident, organised and an excellent communicator which instils excellence in others.</p>
<b>Confident</b>	Practical Performance Cognitive Performance	<p><b>Practical:</b> Acquire skills very well. Practise skills in a wide range of activities and apply them in selected activities to achieve very good levels of performance. Are physically fit and can remain active for significant periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, with limited guidance or support. Participate in all PE lessons &amp; engage in a range of extra-curricular activities.</p> <p><b>Cognitive:</b> Acquire new knowledge very well and have developed an understanding of a range of PE and sport activities. More aware of</p>

		<p>how complex tactics can be applied to games. Show Very good levels of motivation and sporting respect. Make informed choices about engaging in physical activity &amp; why it is important. Suggest possible methods to improve their own and others' performance. Motivated leader, who is confident, organised and a good communicator.</p>
<b>Secure</b>	<p>Practical Performance Cognitive Performance</p>	<p><b>Practical:</b> Acquire skills quite well. Practise skills in a range of activities and apply them in selected activities to achieve good levels of performance. Are physically fit and can remain active reasonable periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, with guidance or support. Participate in all PE lessons &amp; engage in a range of extra-curricular activities</p> <p><b>Cognitive:</b> Acquire new knowledge well and are developing an understanding of a range of PE and sport activities. Can suggest how tactics can be applied to games. Show good levels of motivation and sporting respect. Make informed choices about engaging in physical activity and why it is important. Make well founded judgements on their own and others' work to improve performances. Shows confidence in leading small groups</p>
<b>Embedding</b>	<p>Practical Performance Cognitive Performance</p>	<p><b>Practical:</b> Apply your fundamental movement skills in activities. Apply simple tactics to games. Apply basic principles to activities. Work by yourself and with others with support. Exercise more regularly and live a healthier lifestyle. Satisfactory effort in most PE lessons.</p> <p><b>Cognitive:</b> More aware of how to apply fundamental movement skills in activities. More aware of how simple tactics can be applied to games. Can recognise a good performance and use the information to make suggestions on how to improve their own and others' performance. Shows some confidence when leading small groups:</p>
<b>Beginning</b>	<p>Practical Performance Cognitive Performance</p>	<p><b>Practical:</b> Develop fundamental movement skills and becoming increasingly confident. Can apply learned skills in a basic game situation. Limited effort in most PE lessons.</p>



		<p><b>Cognitive:</b> Engage in co-operative and competitive activities with others. Learn simple tactics that can be applied to games. Can make suggestions as to how to improve their own and others' performance. Basic level of performance in role as leader but will help to organise equipment and participants.</p>
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<b>Subject:</b>	Physical Education	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring
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Building on the skills learnt in Y7 Students are taught over six blocks throughout the academic year, with each block of activities lasting for a half term. Within this block, Key Stage 3 students focus on two sporting disciplines per week from football, basketball, gymnastics, handball, netball.

	Concepts	Skills
<b>Mastered</b>	Practical Performance Cognitive Performance	<p><b>Practical:</b> Acquire skills exceptionally well. Practise skills in a wide range of activities and apply them in activities to achieve exceptionally high levels of performance. Are physically fit and can remain active for sustained periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, without the need of guidance or support. Eagerly participate in all PE lessons &amp; engage fully in extra-curricular activities.</p> <p><b>Cognitive:</b> Acquire new knowledge exceptionally well and have developed an in depth understanding of a wide range of PE and sport activities. Can suggest how complex tactics can be applied to games. Show exceptional levels of motivation and sporting respect. Critically evaluate and develop targets to have an impact on their own and others' performance. Inspirational leader, who is highly confident, organised and an excellent communicator which instils excellence in others.</p>
<b>Confident</b>	Practical Performance Cognitive Performance	<p><b>Practical:</b> Acquire skills very well. Practise skills in a wide range of activities and apply them in selected activities to achieve very good levels of performance. Are physically fit and can remain active for significant periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, with limited guidance or support. Participate in all PE lessons &amp; engage in a range of extra-curricular activities.</p> <p><b>Cognitive:</b> Acquire new knowledge very well and have developed an understanding of a range of PE and sport activities. More aware of</p>

		<p>how complex tactics can be applied to games. Show Very good levels of motivation and sporting respect. Make informed choices about engaging in physical activity &amp; why it is important. Suggest possible methods to improve their own and others' performance. Motivated leader, who is confident, organised and a good communicator.</p>
<b>Secure</b>	<p>Practical Performance Cognitive Performance</p>	<p><b>Practical:</b> Acquire skills quite well. Practise skills in a range of activities and apply them in selected activities to achieve good levels of performance. Are physically fit and can remain active reasonable periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, with guidance or support. Participate in all PE lessons &amp; engage in a range of extra-curricular activities</p> <p><b>Cognitive:</b> Acquire new knowledge well and are developing an understanding of a range of PE and sport activities. Can suggest how tactics can be applied to games. Show good levels of motivation and sporting respect. Make informed choices about engaging in physical activity and why it is important. Make well founded judgements on their own and others' work to improve performances. Shows confidence in leading small groups</p>
<b>Embedding</b>	<p>Practical Performance Cognitive Performance</p>	<p><b>Practical:</b> Apply your fundamental movement skills in activities. Apply simple tactics to games. Apply basic principles to activities. Work by yourself and with others with support. Exercise more regularly and live a healthier lifestyle. Satisfactory effort in most PE lessons.</p> <p><b>Cognitive:</b> More aware of how to apply fundamental movement skills in activities. More aware of how simple tactics can be applied to games. Can recognise a good performance and use the information to make suggestions on how to improve their own and others' performance. Shows some confidence when leading small groups:</p>
<b>Beginning</b>	<p>Practical Performance Cognitive Performance</p>	<p><b>Practical:</b> Develop fundamental movement skills and becoming increasingly confident. Can apply learned skills in a basic game situation. Limited effort in most PE lessons.</p>

		<p><b>Cognitive:</b> Engage in co-operative and competitive activities with others. Learn simple tactics that can be applied to games. Can make suggestions as to how to improve their own and others' performance. Basic level of performance in role as leader but will help to organise equipment and participants.</p>
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<b>Subject:</b>	Physical Education	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer
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Building on the skills learnt in Y7 Students are taught over six blocks throughout the academic year, with each block of activities lasting for a half term. Within this block, Key Stage 3 students focus on two sporting disciplines per week from cricket, rounders, athletics, tennis and softball.

	Concepts	Skills
<b>Mastered</b>	Practical Performance Cognitive Performance	<p><b>Practical:</b> Acquire skills exceptionally well. Practise skills in a wide range of activities and apply them in activities to achieve exceptionally high levels of performance. Are physically fit and can remain active for sustained periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, without the need of guidance or support. Eagerly participate in all PE lessons &amp; engage fully in extra-curricular activities.</p> <p><b>Cognitive:</b> Acquire new knowledge exceptionally well and have developed an in depth understanding of a wide range of PE and sport activities. Can suggest how complex tactics can be applied to games. Show exceptional levels of motivation and sporting respect. Critically evaluate and develop targets to have an impact on their own and others' performance. Inspirational leader, who is highly confident, organised and an excellent communicator which instils excellence in others.</p>
<b>Confident</b>	Practical Performance Cognitive Performance	<p><b>Practical:</b> Acquire skills very well. Practise skills in a wide range of activities and apply them in selected activities to achieve very good levels of performance. Are physically fit and can remain active for significant periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, with limited guidance or support. Participate in all PE lessons &amp; engage in a range of extra-curricular activities.</p> <p><b>Cognitive:</b> Acquire new knowledge very well and have developed an understanding of a range of PE and sport activities. More aware of</p>

		<p>how complex tactics can be applied to games. Show Very good levels of motivation and sporting respect. Make informed choices about engaging in physical activity &amp; why it is important. Suggest possible methods to improve their own and others' performance. Motivated leader, who is confident, organised and a good communicator.</p>
<b>Secure</b>	<p>Practical Performance Cognitive Performance</p>	<p><b>Practical:</b> Acquire skills quite well. Practise skills in a range of activities and apply them in selected activities to achieve good levels of performance. Are physically fit and can remain active reasonable periods to help promote your health and fitness. Work for extended periods of time, both independently and with others, with guidance or support. Participate in all PE lessons &amp; engage in a range of extra-curricular activities</p> <p><b>Cognitive:</b> Acquire new knowledge well and are developing an understanding of a range of PE and sport activities. Can suggest how tactics can be applied to games. Show good levels of motivation and sporting respect. Make informed choices about engaging in physical activity and why it is important. Make well founded judgements on their own and others' work to improve performances. Shows confidence in leading small groups</p>
<b>Embedding</b>	<p>Practical Performance Cognitive Performance</p>	<p><b>Practical:</b> Apply your fundamental movement skills in activities. Apply simple tactics to games. Apply basic principles to activities. Work by yourself and with others with support. Exercise more regularly and live a healthier lifestyle. Satisfactory effort in most PE lessons.</p> <p><b>Cognitive:</b> More aware of how to apply fundamental movement skills in activities. More aware of how simple tactics can be applied to games. Can recognise a good performance and use the information to make suggestions on how to improve their own and others' performance. Shows some confidence when leading small groups:</p>
<b>Beginning</b>	<p>Practical Performance Cognitive Performance</p>	<p><b>Practical:</b> Develop fundamental movement skills and becoming increasingly confident. Can apply learned skills in a basic game situation. Limited effort in most PE lessons.</p>

		<p><b>Cognitive:</b> Engage in co-operative and competitive activities with others. Learn simple tactics that can be applied to games. Can make suggestions as to how to improve their own and others' performance. Basic level of performance in role as leader but will help to organise equipment and participants.</p>
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## Science

<b>Subject:</b>	KS3 Science	<b>Year: 7</b>	<b>Assessment Point:</b>	Autumn
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In this term the students will learn how to behave in a lab and how to do experiments safely. They will look at different acids and alkalis and how they react. Then they will learn how to use microscopes to see cells and learn how cells are organised in organisms. Finally they will look at particles, states of matter and conservation of energy.

	Concepts	Skills
<b>Mastered</b>	<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</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of how organ systems work together to keep the body functioning</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>
<b>Confident</b>	<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</p>	<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> </ul>



	<ul style="list-style-type: none"> <li>Explain how individual organs can work together in a system, to carry out an essential role in the body, e.g. organs in reproduction</li> </ul> <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>Ability to change focus on a microscope using all three objective lenses</li> <li>Produce simple diagrams of plant and animal cells using a microscope</li> </ul> <ul style="list-style-type: none"> <li>Can identify saturation point.</li> <li>Draw and label an energy profile diagram without guidance.</li> </ul>
<b>Secure</b>	<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</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> </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> </ul> <ul style="list-style-type: none"> <li>Follow a method to produce an observable onion cell slide and use a microscope to observe the slide</li> </ul> <ul style="list-style-type: none"> <li>Measure a change in temperature and link this to an energy transfer.</li> </ul>
<b>Embedding</b>	<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>Describe the functions of the main plant and animal organelles and why they are</li> </ul>	<ul style="list-style-type: none"> <li>Use correct safety equipment to work appropriately in the lab.</li> </ul> <ul style="list-style-type: none"> <li>Uses evidence from microscope slides to identify organisms as</li> </ul>

	<p>essential</p> <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>	<p>plant or animal.</p> <ul style="list-style-type: none"> <li>• Draw a scientific diagram</li> <li>• Can draw a diagram to represent the motion of particles in a solid/liquid/gas.</li> </ul>
<b>Beginning</b>	<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</p> <ul style="list-style-type: none"> <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> <li>• Draw a scientific diagram</li> </ul>

<b>Subject:</b>	KS3 Science	<b>Year: 7</b>	<b>Assessment Point:</b>	Spring
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In this term students will learn how reproduction works in both plants and animals. This is followed by learning about different types of chemical reactions and how to write them in word and symbol equations.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>Reproduction</p> <ul style="list-style-type: none"> <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>Chemical Reactions</p> <ul style="list-style-type: none"> <li>Write balanced symbol equations when given formula of reactants and products.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to label a diagram showing the menstrual cycle</li> <li>Students can suggest the reactants to form salts.</li> </ul>
<b>Confident</b>	<p>Reproduction</p> <ul style="list-style-type: none"> <li>Explain how fertilisation and seed dispersal works in plants</li> </ul> <p>Chemical Reactions</p> <ul style="list-style-type: none"> <li>Writing word equations.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to make a model of seed dispersion</li> <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> </ul>
<b>Secure</b>	<p>Reproduction</p> <ul style="list-style-type: none"> <li>Describe the processes of fertilisation, pregnancy, birth and puberty in humans</li> </ul> <p>Chemical Reactions</p> <ul style="list-style-type: none"> <li>Can recall the five main chemical reactions with acids, metals, carbonates and bases.</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> </ul>

<b>Embedding</b>	<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> </ul> <p>Chemical Reactions</p> <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>
<b>Beginning</b>	<p>Reproduction</p> <ul style="list-style-type: none"> <li>Names and describes external parts of features of plants and humans.</li> </ul> <p>Chemical Reactions</p> <ul style="list-style-type: none"> <li>To understand the symbols for representing chemicals elements.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to label diagrams with plant and human reproductive system</li> <li>Identify the chemical elements in a chemical formula.</li> </ul>

<b>Subject:</b>	KS3 Science	<b>Year: 7</b>	<b>Assessment Point:</b>	Summer
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In the final term of this year students will learn about electricity and build circuits. They will also look at energy changes. This is followed by studying forces and whether they are balanced or not and the consequences of it. The final topic of year 7 is Ecology, where they look at the environment and how plants and animals are adapted to changes in the environment.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</b>	<p>Electricity &amp; Energy:</p> <ul style="list-style-type: none"> <li>• Able to apply voltage and current concepts correctly to series and parallel circuits in combination</li> </ul> <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>	<ul style="list-style-type: none"> <li>• Set up simple and complex circuits and correctly record measurements of current and voltage.</li> <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> </ul>
<b>Confident</b>	<p>Electricity &amp; Energy:</p> <ul style="list-style-type: none"> <li>• Able to correctly describe current and voltage in parallel circuits</li> </ul> <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>	<ul style="list-style-type: none"> <li>• Set up simple and complex circuits from circuit diagrams and correctly record measurements of current and voltage.</li> <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> </ul>

<b>Secure</b>	<p>Electricity &amp; Energy:</p> <ul style="list-style-type: none"> <li>• Know that current is the flow of charge and voltage is the energy transferred</li> </ul> <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>• Set up simple and complex circuits from circuit diagrams</li> <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>
<b>Embedding</b>	<p>Electricity &amp; Energy:</p> <ul style="list-style-type: none"> <li>• Recall that electricity is a way of transferring energy</li> </ul> <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>	<ul style="list-style-type: none"> <li>• Can set up simple circuits from circuit diagrams.</li> <li>• Correctly label basic forces in simple situations</li> <li>• Identify adaptations from looking at an organism</li> </ul>
<b>Beginning</b>	<p>Electricity &amp; Energy:</p> <ul style="list-style-type: none"> <li>• Able to name the components of a simple circuit</li> </ul> <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>	<ul style="list-style-type: none"> <li>• Collect correct components using a pictorial diagram</li> <li>• Correctly identify push, pull or combination of both</li> <li>• Identify short and long term changes</li> </ul>

<b>Subject:</b>	KS3 Science	<b>Year: 8</b>	<b>Assessment Point:</b>	Autumn
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In year 8 students start by studying different food groups and how food is digested in our body. This is followed by atoms, elements and compounds and how there are patterns in reactivity of similar chemicals. Then they learn about space and our solar system.

	Concepts	Skills
<b>Mastered</b>	<p>Digestion</p> <ul style="list-style-type: none"> <li>• Link the role of bacteria and enzymes to digestion</li> </ul> <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>	<ul style="list-style-type: none"> <li>• Understanding and critique different models of digestion</li> <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> </ul>
<b>Confident</b>	<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> <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>	<ul style="list-style-type: none"> <li>• Plan and carry out a suitable investigation into energy available in different foods</li> <li>• Write symbol equations from practicals carried out in lessons</li> <li>• Calculate weights on different planets</li> </ul>

<b>Secure</b>	<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> <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 food tests on a range of substances safely</li> <li>● Interpret results of food tests</li> <li>● Carry out a range of chemical reactions safely</li> <li>● Modelling</li> </ul>
<b>Embedding</b>	<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> <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>	<ul style="list-style-type: none"> <li>● Research</li> <li>● Research</li> <li>● Research</li> </ul>
<b>Beginning</b>	<p>Digestion</p> <ul style="list-style-type: none"> <li>● Name the essential components of a healthy, balanced diet.</li> </ul> <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>	<ul style="list-style-type: none"> <li>● Follow method for testing foods</li> <li>● Research</li> </ul>



	<p>Space:</p> <ul style="list-style-type: none"><li>• Understand that the Earth orbits the Sun</li></ul>	<ul style="list-style-type: none"><li>• Research</li></ul>
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<b>Subject:</b>	KS3 Science	<b>Year: 8</b>	<b>Assessment Point:</b>	Spring
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Students will learn about heat and how heat spreads. This is followed by the muscular and skeletal system and the problems it can cause. After that they will look into more detail about patterns of reactivity.

	Concepts	Skills
<b>Mastered</b>	<p>Heat</p> <ul style="list-style-type: none"> <li>Explain how our understanding of the transfer of heat in the real world</li> </ul> <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>Design an Eco home which keeps in the heat</li> <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>	<p>Heat</p> <ul style="list-style-type: none"> <li>Explain how we can test how heat travels through different mediums</li> </ul> <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>	<ul style="list-style-type: none"> <li>Plan and carry out an investigation into radiation</li> <li>Carry out an investigation into muscle fatigue</li> <li>Use chemical formulae to write balanced chemical equations</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>• Make own electromagnet</li> </ul>
<b>Secure</b>	<p>Heat</p> <ul style="list-style-type: none"> <li>• Explain how heat can travel through different mediums</li> </ul> <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> <p>Magnets</p> <ul style="list-style-type: none"> <li>• Understand why compasses point north</li> </ul>	<ul style="list-style-type: none"> <li>• Safely carry out experiments into heat transfer</li> <li>• Model a hinge joint and how it works with its muscles</li> <li>• Carry out simple practicals into reactivity of metals</li> <li>• Make own magnet</li> </ul>
<b>Embedding</b>	<p>Heat</p> <ul style="list-style-type: none"> <li>• Describe how heat can travel through different mediums</li> </ul> <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>• Follow instructions to carry out practicals into heat transfer</li> <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>
<b>Beginning</b>	<p>Heat</p> <ul style="list-style-type: none"> <li>• Understand that heat must travel</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions to carry out practicals into heat transfer</li> </ul>

	<p>differently in different mediums</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 the 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 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>
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<b>Subject:</b>	KS3 Science	<b>Year: 8</b>	<b>Assessment Point:</b>	Summer
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In the last term of year 8 they will look at Earth's chemistry, with the rock cycle and carbon cycle. This is followed by light and sound waves and how they reflect and refract. The year is finished by looking at variation.

	Concepts	Skills
<b>Mastered</b>	<p>Earth's chemistry</p> <ul style="list-style-type: none"> <li>- Able to explain human influences on global changes</li> </ul> <p>Light and sound</p> <ul style="list-style-type: none"> <li>• Able to explain why we see different objects in different colours</li> </ul> <p>Variation</p> <ul style="list-style-type: none"> <li>• Understand the difference between natural and artificial selection and explain the benefits and drawbacks on both</li> </ul>	<ul style="list-style-type: none"> <li>• Give arguments and connect cause and effect</li> <li>• Set up an experiment using colours</li> <li>• Use models to show how selection works</li> </ul>
<b>Confident</b>	<p>Earth's chemistry</p> <ul style="list-style-type: none"> <li>• Able to explain how the atmosphere has changed over time</li> </ul> <p>Light and sound</p> <ul style="list-style-type: none"> <li>• Able to explain how and why light refracts</li> </ul> <p>Variation</p> <ul style="list-style-type: none"> <li>• Explain different ways of reproduction and their advantages and disadvantages</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to draw a timeline with changes</li> <li>• Experimental setup for refraction with ray boxes</li> </ul>
<b>Secure</b>	<p>Earth's chemistry</p> <ul style="list-style-type: none"> <li>• Able to explain how different of Earth's resources can be used</li> </ul> <p>Light and sound</p>	<ul style="list-style-type: none"> <li>• Be able to connect properties with uses of materials</li> <li>• Able to set up an experiment to test reflection</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand what reflection is</li> <li>• Understand how light and sound travels</li> </ul> <p>Variation</p> <ul style="list-style-type: none"> <li>• Able to explain why variation is important in survival of a species</li> </ul>	
<b>Embedding</b>	<p>Earth's chemistry</p> <ul style="list-style-type: none"> <li>• Understand how different types of rocks are formed and how they can change from one form to another</li> </ul> <p>Light and sound</p> <ul style="list-style-type: none"> <li>• Understand that white light is a combination of all colours</li> </ul> <p>Variation</p> <ul style="list-style-type: none"> <li>• Able to know what inheritance is</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to draw the rock cycle</li> <li>• Able to set up a simple experiment following the instructions on an instruction sheet</li> </ul>
<b>Beginning</b>	<p>Earth's chemistry</p> <ul style="list-style-type: none"> <li>• Understand that the Earth contains layers and understand that there are different types of rocks</li> </ul> <p>Light and sound</p> <ul style="list-style-type: none"> <li>• Understand what light and sound is.</li> </ul> <p>Variation</p> <ul style="list-style-type: none"> <li>• Able to list the different types of variation</li> </ul>	<ul style="list-style-type: none"> <li>• Draw diagrams</li> </ul>

## Spanish

<b>Subject:</b>	<b>Spanish</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Spring</b>
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By Spring, students will have studied the following topics: Personal information including age and physical description. Names and dates and the alphabet. How to describe their families and pets. Different nationalities.

They will be able to talk about their school routine (school subjects, school facilities, content of the school bag, school meals) expressing likes and dislikes and reasons.

In grammar, students will also be familiar with the concepts of verbs, subjects pronouns, definite and indefinite articles, nouns, plural & singular, adjective agreements.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</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) very confidently with all personal pronouns.</li> <li>- Students understand the negative</li> <li>- Students can use <b><u>adjectives confidently</u></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><u>most:</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) very confidently with all personal pronouns.</li> <li>- Students understand the negative</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>

	- Students can use <b>adjectives confidently</b> and apply gender and number rules when it is about themselves or about school subjects	
<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> <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>make mistakes</b></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 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>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) <b>confidently with I.</b></li> <li>- Students understand the negative</li> <li>- Students can use adjectives and are <b>starting to apply gender and number rules</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>accurately</b>: +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> <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>confidently with I</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>



	<ul style="list-style-type: none"><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>	
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<b>Subject:</b>	<b>Spanish</b>	<b>Year: 7</b>	<b>Assessment Point:</b>	<b>Summer</b>
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By July, students will describe their daily routine and tell the time.

They will be able to describe the place where they live, the rooms and the furniture in the house, places in town and the weather.

They will provide directions to different places and plans for the future.

In grammar, students will also be familiar with the concepts of the present and immediate future tenses. Prepositions and Spanish word order.

	<b>Concepts</b>	<b>Skills</b>
<b>Mastered</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>+ 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><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</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><u>accurately:</u></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><u>They can use verbs confidently</u></b> with different personal pronouns in the present tense (reflexive and non reflexive verbs) and immediate future.</li> <li>- Students understand the negative</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 good fluency and pronunciation but with minor mistakes</li> </ul>

	<ul style="list-style-type: none"> <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>	
<b>Secure</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>+ 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><u>They can use verbs confidently with more than one personal pronoun</u></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>
<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>+ 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><u>They can use verbs confidently</u></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><u>simple</u></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 good pronunciation but with common mistakes and with some hesitation.</li> </ul>

<b>Beginning</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>+ 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. They can <b><u>use verbs confidently</u></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>- 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> <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>Spanish</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Autumn</b>
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By November, students will have studied the following topics: Shopping for presents depending on the personality, shopping for toiletries.

Students will revise personal information.

In grammar, students will be able to use comparisons and improve their use of adjectival agreement. They will revise all the grammar seen in Y7.

	<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> <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><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 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 family 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> <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</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.</li> </ul>

	<p>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.</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 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>	<p>May use reflexive verbs and immediate future, may use a negative sentence, may include opinions and justification with a range of connectives. May compare family members accurately.</p>
<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> <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><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 family members 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> <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><u>They can use verbs confidently</u></b> with more than one</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</li> </ul>

	<p>personal pronoun in the present tense (reflexive and non reflexive verbs) and immediate future.</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 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>	<p>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 family members accurately.</p>
<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><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 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>Spanish</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Spring</b>
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In the Spring term, students will study the following topics: Food and drinks, and house to order at a restaurant. Clothes, different materials and fabrics and different shops.

In grammar they will be consolidating their knowledge of the present and future tenses as well as the confident use of comparisons.

	<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> </ul> <p>- 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.</p> <p>- Students understand the negative</p> <p>- Students can use adjectives confidently and apply gender and number rules.</p> <p>- Students can 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 use connectives and frequency adverbs.</p>	<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> <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> <p>- 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.</p> <p>- Students understand the negative</p> <p>- Students can use adjectives confidently and apply gender and number rules.</p> <p>- Students can use comparatives and superlatives</p>	<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</li> </ul>



	<p>confidently.</p> <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>	<p>justifications. (role-play)</p>
<b>Secure</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 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>
<b>Embedding</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 some personal pronouns in the present tense and immediate future.</li> <li>- Students understand the negative</li> <li>- Students may use adjectives confidently and apply gender and number rules.</li> <li>- Students may 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 may 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 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 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 a few sentences with hesitation and common pronunciation mistakes (role-play)</li> </ul>

<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>	<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> <li>- Speak in answer to prepared questions common mistakes in pronunciation and /or hesitation, not use of comparisons, agreement mistakes. (role-play)</li> </ul>
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<b>Subject:</b>	<b>Spanish</b>	<b>Year: 8</b>	<b>Assessment Point:</b>	<b>Summer</b>
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In the Summer term, students will study the topics of festivals, free time activities and holidays.

In grammar, students will learn the past tense aiming at being able to use 3 tense

	<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> </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.</li> </ul>

	<ul style="list-style-type: none"> <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>	<p>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.</p> <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> <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>- 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> <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> </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> </ul>

	<ul style="list-style-type: none"> <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>- 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 tense, not use a negative sentence, may not include opinions or justification, may use basic connectives.</li> <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>
<b>Beginning</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> <p>- Places to visit, leisure</p> <p>- Adjectives to describe places</p> <p>- Types of films and adjectives</p> <p>- Going out</p> <p>- different festivals</p> <p>- holidays in the present and preterite tense.</p> <p>- 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.</p> <p>- Students understand the negative</p> <p>- Students can use adjectives confidently and apply gender and number rules.</p> <p>- Students understand people's opinions, give their opinions as well as someone else's opinion</p> <p>- Students use connectives and frequency adverbs.</p>	<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.