KS3 Foundation Stages

English

	AO1 Understanding and Inference	AO2 Language	AO2 Structure	AO3 Comparison of writers' ideas & methods	AO4 Personal and Critical Response to Text	LIT Context and Writer's Message
	Beyond 5 - As below, but with insight, independence, flair and increasing sophistication.					
5 **Effective and Excelling**	• Successfully considers a range of writers' ideas. • Able to give effective and valid explanations of implicit meanings and viewpoints independently. • Consistently embeds a range of appropriately chosen textual detail at all times.	• Analyses and evaluates a range of writer's language choices in depth, and can comment accurately on some advanced language. • Uses a wide range of subject terminology accurately, including some more challenging terms. • Considers author's intentions in relative depth.	• Analyses and evaluates the effects of a range of writers' structural choices. • Uses more complex subject terminology accurately. • Considers author's intentions in relative depth.	• Makes clear and valid comparisons, evaluating some more challenging and inferential ideas. • Explanations are consistently detailed and apt, considering the author's intentions in depth.	• Evaluates the text clearly and in detail. Appreciates the effects of the writer's methodology and can comment on challenging ideas, using adverbs skilfully. • Comments are firmly rooted in the text, interesting and inferential.	• Explores the writer's ideas and attitudes within the social, historical and cultural context of the text. Can consider the varied audiences and the author's possible message. • Comments are well-argued, clear and valid.
4 **Consistently enhancing**	• Beginning to successfully express an understanding of writers' purpose and ideas. • Increasingly understands inferred meanings and can explain, but this can be inconsistent. • Begins to embed more relevant textual detail with increasing consistency.	• Explains the effects of a writer's language choices in detail, and attempts to analyse some more advanced language. • Uses a range of subject terminology with increasing accuracy. • Makes some valid comments about author's intentions.	• Explains the effects of a writer's structural choices in some detail. • Uses subject terminology with increasing accuracy. • Makes some valid comments about author's intentions.	• Makes clear comparisons between texts, and identifies a few implicit ideas (but perhaps doesn't explain them in as much depth as possible). • Explanations are relatively detailed and consistently valid. Begins to explore author's intentions.	• Makes evaluative comments about the text with an understanding of writer's methodology. Can begin to discuss some more challenging ideas, using adverbs and verbs effectively. • Comments are often inferential and rooted in the text.	• Explains the writer's ideas and attitudes and connects these to different aspects of context, including how different readers / audiences might react. • Comments are detailed and well-explained, but some minor misconceptions might still be evident.
3 **Competent and Secure**	• Developing understanding of writers' purpose and ideas. • Able to attempt some inferences, but there may be errors in understanding.	• Identifies and explains the effects of a writer's techniques and language choices, but tends to comment on more obvious techniques.	• Explains the effects of some of the writer's structural choices. • Able to use some subject terminology about structure but not always accurately.	• Identifies some similarities and/or differences between texts, but they're mostly obvious. Possibly some implicit comments.	• Makes some evaluative comments about the text with a growing awareness of the writer's methodology, but still tends to comment on the more simple ideas. May begin to use adverb and	• Beginning to identify writer's ideas and attitudes in the text and links these to context. • Comments are more detailed,

	• More relevant textual detail chosen, but selects obvious, or scaffolded, choices.	• Able to use some technical terminology but not always consistently. • Increasingly links to author's intentions, but still generalises somewhat.	• Increasingly links to author's intentions, but still generalises somewhat.	• Explanations are clear and mostly valid. Limited consideration of author's intentions.	verbs when discussing author's purpose. • Comments are more rooted in the text and explained well. May begin to infer.	with some generalisations and misconceptions still evident.
2 **Developing and establishing**	• No obvious misconceptions. • Deals successfully with explicit elements of the text. • Limited use of textual detail or extended references to the text, not always relevant to the task.	• Some ability to identify some basic language techniques and appropriate words but comments can be simple. • Attempts to use technical terminology, with a number of errors. • May attempt to discuss author's intentions, but mostly generalises.	• Discusses the sequence of a text in a more detailed manner, however any further comments are inaccurate or generalised. • May use some limited terminology but comments are mostly inaccurate. • May attempt to discuss author's intentions, but mostly generalises.	• Some straightforward links about similarities and/or differences between texts, using simple connectives. • Explanations more developed, but areas of misunderstanding evident. May focus on one text more than the other.	• Offers a straightforward opinion about the text. • Comments are not always well explained, but are generally rooted in the text.	• Shows familiarity with the writer's ideas and text in context whether as a reader now or in the social, historical context. • Comments are slightly more detailed, but misconceptions are evident.
1 **Emerging**	• Limited understanding of the text, with some significant misconceptions. • Deals purely with explicit, obvious meanings. • May be no textual detail, or inappropriately chosen reference to the text.	• A selection of words and phrases may be identified, but any comments are simple or repeat the quotation. • Very limited, or no, use of the technical terminology. Numerous errors in identification. • May give inaccurate comments on the author's intentions.	• Can make basic comments on the sequence of the text, but in a very generalised manner. • No use of the terminology. • May give inaccurate comments on the author's intentions.	• Some ability to comment on texts but no analytical linking or cohesion evident. • Explanation minimal or unclear.	• Makes very simple, overtly personal comment about the text. • Comments are unclear and not linked to the text.	• Makes some generalised and very simple comments about the writer's ideas and the text in context.

	AO5 – Communication	A06 – Organisation	AO7 – Sentences and punctuation	AO8 – Vocabulary	AO9 – Spelling (including homophones)
BFS5	Originality, **independence**, flair, sophistication				
5 Effectively excelling	• All communication is effective and engaging. • Reader is fully engaged and responds personally to the writing. • Matching tone / style to audience / purpose / task is embedded and contributes to the meaning.	• Conscious crafting of paragraphs and whole text. • Advanced discourse markers to subtly guide the reader effectively and are used to complement the text's purpose.	• Wide range of sentence structures are crafted to heighten reading and emotional impact. • Wide range of punctuation chosen for effect.	• All word choices combine to create a fluent and increasingly engaging tone. • Phrasing is ambitious, and crafted effectively on a number of occasions. • Devices are crafted and appropriately embedded throughout.	• Very rare spelling errors of even more complex words.
4 Consistently enhancing	• The communication is clear and effective. • Reader is engaged. • Matching tone / style to audience / purpose / task is embedded.	• Paragraphs are increasingly used for effect. Whole text is well structured. • A variety of more advancing discourse markers are deployed correctly and they create an appropriate effect.	• Conscious use of a range of sentence structures and forms. • Fewer errors with advanced punctuation.	• All word choices combine to create a successful, deliberate tone. • Vocabulary is often ambitious and more successful in complementing the tone. • Devices are embedded throughout and add to the overall effect.	• Spelling errors do not impact meaning and mistakes are few.
3 Competent and secure	• The whole piece communicates ideas clearly and tense is secure. • Increasing moments of engagement for the reader. • There is evidence that matching tone / style to audience / purpose / task was considered throughout the piece.	• Paragraphs are used accurately. Structuring of whole piece is accurate. • A variety of discourse markers are starting to be deployed (however, on the other hand, despite)	• Use of simple, compound and complex sentences. • Fronted adverbials and fronted verbs used mostly accurately • Commas starting to be used in subordinate clauses – mostly accurately. • Beginning to use a wider range of punctuation.	• All word choices are relevant to tone. • Students have begun to experiment with ambitious vocabulary. • Clear basic devices. Attempts at more complex ones.	• Attempting to spell more ambitious words correctly. Some errors.

2 Developing and establishing	• Most communication is clear. • Rare moments of engagement for the reader. • Attempts at matching tone / style to audience / purpose / task are more obvious.	• Text is in a logical order. • Paragraphs are used but not always accurately. • Appropriate time connectives (and, then, firstly, secondly...)	• Use of simple and compound sentences. • Basic punctuation is used correctly. Comma splicing evident. • Some errors with more complex punctuation.	• Most word choices are relevant to tone. • Some evidence of conscious, but simple, word selection. • Occasional use of devices. They are basic and may not be clear.	• Some errors with more complex spelling patterns.
1 Emerging	• Some of their writing communicates ideas clearly but there can be confusion. • Reader is not engaged. • There are attempts at matching tone and style to the audience, purpose and task.	• Text is in a logical order. • An inconsistent / limited use of paragraphs.	• All sentences are simple. Some compound. • Basic punctuation is used correctly most of the time (capitals, full stops)	• Some word choices are relevant to tone. • Word choices are simple. • May attempt simple language devices.	• Evidence of phonetic spelling.

Maths

KNOWLEDGE	SKILLS
• interpreting bar models and ratio tables; use these as tools to solve numerical problems • using additive and multiplicative strategies (the multiplier is an integer value) • using and applying ratio tables and/or bar models in the context of division and multiplication • making appropriate use of suitable models to represent and solve numerical problems including comparing measurements • using the area model for long multiplication of integers and decimal numbers • using 'reallotting' strategies to solve area problems of compound shapes	• describing given diagrams, identifying key features. Where appropriate students make sense of a given situation by drawing diagrams • identifying similarities and differences in situations presented and using these to provide examples of their own of a similar nature. Students are able to • provide examples of, as well as, counter examples • offering suggestions and beginning to ask 'what if' questions considering the affects that changing one aspect has on the rest of the situation. Students • provide explanations for their reasoning • beginning to consider if mathematical statements are sometimes/always/never true • describing and interpreting graphs and given a context provide meaning • accepting that being stuck is a vital aspect of mathematical development and • beginning to simplify a given problem to attempt to make progress • using mathematical language appropriately

Year 8

KNOWLEDGE	SKILLS
• being able to interpret bar models and ratio tables and using these as tools to solve numerical problems • using appropriate calculations including unitary method and begin to consider decimal and fractional multipliers • using the number line effectively to order numbers written in different formats as well as to solve equations with unknown on both sides • selecting appropriate models to represent and solve numerical problems including comparing measurements • using the area model to expand single and double brackets and begin to reverse this process (leading to factorising) • using a combination of strategies to calculate the area of more complex shapes including non-rectilinear.	• building on the noticing skills developed, they make and test conjectures. • Students successfully justify their conjectures and refine these with contributions from others. • developing generalisation skills • regularly questioning peers' contributions to the development of mathematical ideas • being able to compare graphs and representations. Students use information given in graphical form to drive new information. Students appreciate links in graphical representation and are able to reverse problems (start with any aspect to complete others) • considering what makes a given problem more demanding as well as how it can be simplified • using mathematical language appropriately

KNOWLEDGE	SKILLS
- using ratio tables to solve problems with fluency. Selecting appropriate strategies considering efficiency when using a calculator and when this is not allowed. Using multiplication and division by decimals and fractions with relative ease. - using the number line efficiently to order numbers written in different formats including index form, standard form and surd form. - They use combination tables when solving linear simultaneous equations. - developing effective strategies to solve equations with unknown on both sides including those involving subtraction and fractional values of *x*. - using the area model effectively to factorise and expand single and double brackets. - using a combination of strategies to calculate area and surface area of complex shapes.	- appreciating that being stuck is a necessary step to learning mathematics and are developing strategies to make progress in these situations. They are able to simplify multi-step problems and appreciate the importance of identifying what they can work out in order to make some progress with a given task. - developing noticing and justification skills to actively make links in areas of mathematics and where appropriate outside the subject. They have an inquisitive approach to mathematics and are not satisfied with reaching a solution. They regularly ask themselves questions like 'how can the problem be made easier/harder', 'what changes if we change …', what happens if …', 'is this always/sometimes/never true'. - appreciating links in graphical representation and are able to reverse problems (start with any aspect to complete others) – in particular looking at the graph of quadratics. - using mathematical language appropriately. - beginning to distinguish between examples and mathematical proof. - using construction equipment with relative ease.

Science – Biology

Pre FS	Students use their knowledge about living things to describe the basic conditions [for example, a supply of food, water, air, light] that animals and plants need in order to survive. They **recognise** that living things grow and reproduce through the study of plant, animal reproduction. Students should be able to name the main organs involved in plant and animal reproduction. They sort living things into groups, using simple features. They describe the basis for their groupings [for example, number of legs, shape of leaf]. Identifying objects as living or non-living using MRSGREN. They **recognise** that different living things are found in different places [for example, ponds, woods]. Students use their knowledge and understanding of basic life processes [for example, growth, reproduction] when they **describe** differences between living and non-living things. Recognise and provide simple explanations for changes in living things [for example, diet affecting the health of humans or other animals, lack of light or water altering plant growth, drug and alcohol affecting growth of foetus]. They **identify** ways in which an animals and plants are suited to their environment [for example, a fish having fins to help it swim, Cacti having spines.
FS1	Students **describe** some processes and phenomena related to organisms, their behaviour and the environment, drawing on scientific knowledge and understanding and using appropriate terminology, for example using food chains to describe feeding relationships in terms of transfer of energy between plants and animals in a habitat. Plants requiring sunlight as a producer in order to be the source of chemical energy for other organisms for respiration. They recognise that evidence can support or refute scientific ideas, such as in the identification and grouping of living things. They recognise some applications and implications of science, such as the use of predators to control pest populations, the use of pesticides on crops leading to bioaccumulation, treating bacterial infections through antibiotics.
FS2	Students **describe** processes and phenomena related to organisms, their behaviour and the environment, drawing on abstract ideas and using appropriate terminology, for example the main functions of plant and animal organs and how these functions are essential and give examples of organ systems which could include; the circulatory, respiratory and digestive system for animals and the main organs of a flowering plant related to reproduction. They **explain** processes and phenomena, in more than one step or using a model, such as the route that food takes through the digestive system. They **apply** and use knowledge and understanding in familiar contexts, such as different organisms being found in different habitats because of differences in environmental factors, for example they can give a range of reasons why a camel can live in a hot environment and a polar bear can live in a cold environment. They **recognise** that both evidence and creative thinking contribute to the development of scientific ideas, for example the work of Carl Linnaeus on developing a system for classifying living organisms. They **describe** applications and implications of science, such as solving some of the health problems that arise when organ damage occurs, sometimes as a result of lifestyle choices.

FS3	Students **describe** processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology, for example simple cell structure and function. Students can use the word equation for photosynthesis and respiration. They take account of a number of factors or use **abstract** ideas or models in their explanations of processes and phenomena, such as environmental factors affecting the distribution of organisms in habitats. They are able to describe how a model lung can explain the mechanism of breathing and its importance for providing a reactant needed for respiration. They **apply** and use knowledge and understanding in unfamiliar contexts, such as a food web in a habitat. They are able to identify the different organs within an organism and use them to explain the different organ systems and their importance. They **describe** some evidence for some accepted scientific ideas, such as the causes of variation between living things for example; the research done by Watson and Crick. A comparison can be made between creationism and evolution and the evidence for each described. They **explain** the importance of some applications and implications of science, such as the use of selective breeding, an explanation for bioaccumulation, eutrophication and their impact on the environment and the organisms living there.
FS4	Students **describe** a wide range of processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology and sequencing a number of points, for example recalling the balanced symbol equation for respiration and photosynthesis or drawing an accurate pyramid of numbers and biomass using data provided. They make links between different areas of science in their explanations. They apply and use more abstract knowledge and understanding, in a range of contexts, such as inherited and environmental variation. They are able to **explain** the use of enzymes in digestion and give an example of an enzyme in the human body. They are able to **describe** how carbon can move between living organisms and the atmosphere. They **explain** how evidence supports some accepted scientific ideas, such as the structure and function of cells. They **explain**, using abstract ideas where appropriate, the importance of some applications and implications of science for example the implication of antibiotic resistance on health care. They **consider** the ethical issues surrounding subjects such as; cloning, genetic engineering.
FS5	Students demonstrate **extensive** knowledge and understanding related to organisms, their behaviour and the environment. They use and apply this effectively in their descriptions and explanations, identifying links between topics, for example relating cellular structure of organs to their associated life processes or how organ systems work together for the functioning of the human body, for example the circulatory and respiratory systems. They **interpret**, **evaluate** and **synthesise** data from a range of sources and in a range of contexts, for example environmental data from fieldwork, using quadrats to estimate populations and biodiversity; interpreting and synthesising data for predator-prey relationships; the effect of temperature and pH on enzymes. They show they understand the relationship between evidence and scientific ideas and why scientific ideas may need to be changed, for example the short-term and long-term effects of pollution and the links to global warming. They explain how scientific ideas have changed, based on experimental evidence, for example Van Helmont. They **describe** and **explain** the importance of a wide range of applications and implications of science, such as relating photosynthesis and respiration to the cycling of carbon from living to non-living things including how carbon can be locked up, e.g: fossil fuels and carbon sinks. They can explain the impact of deforestation, increased population, and combustion on levels of carbon in the atmosphere.
Beyond FS	Students demonstrate both breadth and depth of knowledge and understanding of organisms, their behaviour and the environment. They apply this effectively in their descriptions and explanations, for example; explaining the advantage of different forms of chlorophyll for photosynthesis. The ability to explain why different types of cells contain different organelles. For example, the need for muscle cells to contain many mitochondria. They interpret, evaluate and synthesise data, from a range of sources in a range of contexts, and apply their understanding to a wide range of biological systems. They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence-gathering, They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts, They can suggest and explain how problems can be combatted by science, for example, cloning pigs for human transplants, genetically engineering crops to help address the issues of famine.
Exceptional Performance	Students must be working consistently above and beyond all the descriptors listed above.

Science – Chemistry

Pre FS	Students identify a range of common materials and know about some of their properties. They describe similarities and differences between materials. They sort materials into groups and describe the basis for their groupings in everyday terms (for example, shininess, hardness, smoothness). They describe ways in which some materials are changed by heating or cooling or by processes such as bending or stretching. Students use their knowledge and understanding of materials when they describe a variety of ways of sorting them into groups according to their properties. Examples include: elements, metals etc. They explain simply why some materials are particularly suitable for specific purposes (for example, glass for windows, copper for electrical cables). They recognise that some changes (for example, the freezing of water) can be reversed and some (for example, the baking of clay) cannot, and they classify changes in this way.
FS1	Students recall keywords when supplied with a definition Students describe some processes and phenomena related to materials, their properties and the Earth, drawing on scientific knowledge and understanding. For example; • Describing changing state by using scientific terminology such as freezing, melting etc. • Describing observations of a chemical reaction, • Describing properties e.g. malleable, brittle, high melting point etc. Students recognise that evidence can support or refute scientific ideas, such as; • The classification of reactions as reversible and irreversible. • Brownian motion supports the theory of atoms. • Chemical tests (e.g. limewater) can be used to identify products made in a chemical reaction. • An increase in temperature supports the idea that chemical reactions release energy. • A change in indicator colour identifies acids, alkalis and neutral solutions Students recognise some applications and implications of science, such as; • The safe use of acids and alkalis (implications are skin burns and harmful to eyes) • Plants can be used as medicines
FS2	Students describe processes and phenomena related to materials, their properties and the Earth, drawing on abstract ideas and using appropriate terminology, for example; • Describing changing state in terms of particles. • Describing observations of a chemical reaction and state what causes these observations. • Describing combustion of fuels, using ideas about reacting with oxygen and energy being released. • Describe a pattern in reactivity by drawing on the outcomes of displacement reactions. • Describing elements, compounds and mixtures using particle diagrams • Identifying an acid or alkali using indicators They explain processes and phenomena, in more than one step or using a model, such as; • Drawing a shell diagram to represent an atom. • When provided with the names of reactants and products, construct a word equation to show what happens in a chemical reaction. • Explaining melting, evaporating etc. using the particle model. They recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as; • Basing separation methods for mixtures on physical and chemical properties. • Patterns helped Mendeleev develop the periodic table. They describe applications and implications of science, such as; • The uses of metals based on their specific properties • The advantages and disadvantages of metal ore extraction.

FS3	Students describe processes and phenomena related to materials, their properties and the Earth, using abstract ideas and appropriate terminology, for example; • Describing changing state in terms of particles. • Describing observations of a chemical reaction and state what causes these observations. • Describing combustion of fuels, using ideas about reacting with oxygen and energy being released. • Describe a pattern in reactivity by drawing on the outcomes of displacement reactions. • Describe elements as solid, liquid or gases based on melting and boiling points. They take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena, for example; • Drawing a shell diagram to represent an atom. • Using observations or use reactants **or** products **provided** to construct a word equation in order to model a chemical reaction. • Explaining melting, evaporating etc. using the particle model. • Use chemical formula to deduce the elements present and the number of atoms. They explain the importance of some applications and implications of science, for example; • The production of new materials with specific desirable properties • The separating of crude oil to obtain useful fuels and other products • Uses of carbonates to reduce indigestion • Evaluate the advantages and disadvantages of metal ore extraction.
FS4	Students describe a wide range of processes and phenomena related to materials, their properties and the Earth, using abstract ideas and appropriate terminology and sequencing a number of points, for example • Describing the evolution of the earth's atmosphere. • Describing how salt can be extracted from rock salt. • Describe and explain the process of chromatography They make links between different areas of science in their explanations, such as • Between the nature and behaviour of materials and their particles. • Explaining melting, evaporating etc. using the particle model and ideas about energy breaking forces between particles. • Using ideas about changing states and the particle model to explain how distillation works They apply and use more abstract knowledge and understanding, in a range of contexts, such as; • The particle model of matter. • Symbols and formulae for elements and compounds. • Naming compounds from chemical formula. • Using balanced symbol equations to represent chemical reactions. They explain how evidence supports some accepted scientific ideas, such as • Reactions of metals with acid or water support the reactivity series of metals. • Reflection of alpha particles supports the idea of an atom having a nucleus. They explain, using abstract ideas where appropriate, the importance of some applications and implications of science, such as the need to consider the availability of resources, and environmental effects, in the production of energy and materials.
FS5	Students demonstrate extensive knowledge and understanding related to materials, their properties and the Earth. They use and apply this effectively in their descriptions and explanations, identifying links between topics, for example • Students link understanding of atoms and bonds with energy and temperature changes to describe reactions as exothermic or endothermic. • Students use ideas about particles and energy to explain why increasing temperature speeds up the rate of a chemical reaction. They represent common compounds by chemical formulae and use these formulae to form balanced symbol equations for reactions. They show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. For example; • Newlands periodic table was changed due to Mendeleev's version including gaps for undiscovered elements. • Rutherford's gold leaf experiment disproved the plum pudding model. They describe and explain the importance of a wide range of applications and implications of science.

Beyond FS	Students demonstrate both breadth and depth of knowledge and understanding of materials, their properties and the Earth, for example using reactivity of metals to determine methods of extraction from the Earth's crust. They apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics, for example relating the properties of materials to the nature of their constituent particles. They interpret, evaluate and synthesise data from a range of sources in a range of contexts, and apply their understanding to a wide range of chemical systems, such as explaining chemical behaviours that do not fit expected patterns. They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence-gathering. They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts.
Exceptional Performance	Students must be working consistently above and beyond all the descriptors listed above.

Science - Physics

Pre FS	Students communicate observations of changes in light, sound or movement that result from actions, for example: • switching on a simple electrical circuit, • pushing and pulling objects They recognise that sound and light come from a variety of sources and name some of these: • TV/ radio/ Torch/ Sun/ People Students know about a range of physical phenomena and recognise and describe similarities and differences associated with them for example • sound, light and water waves They compare the way in which devices, for example: • Bulbs/ motors/ resistors work in different electrical circuits. They compare the: • brightness or colour of lights • the loudness or pitch of sounds from looking at a waveform. • the current or voltage from looking at ammeters or voltmeters They compare the movement of different objects in terms of speed or direction. Students use their knowledge and understanding of physical phenomena to link cause and effect in simple explanations for example: • a bulb failing to light because of a break in an electrical circuit, • the direction or speed of movement of an object changing because of a push or a pull, • an object being weightless because of distance from a gravitational field due to a massive object such as a planet. They begin to make simple generalisations about physical phenomena for example: • explaining that sounds they hear become fainter the further they are from the source • or gravitational fields become fainter the further they are from the source • or EM radiation become fainter the further they are from the source

FS1	Students describe some processes and phenomena related to energy, forces and space, drawing on scientific knowledge and understanding and using appropriate terminology, for example: • the observed position of the sun in the sky over the course of a day. • what is emitted from the nucleus in radioactive decay. They recognise that evidence can support or refute scientific ideas, • such as sounds being heard through a variety of materials. • recognise CMBR and Redshift support big bang theory. • moons of Jupiter and phases/ size of Venus supports heliocentric theory and disproves geostationary. They recognise some applications and implications of science, such as • the use of electrical components to make electrical devices. • magnetic fields and moving wires generates electricity in power stations. • link density to materials needed to make boats. • link sound topic to how ear defenders work
FS2	Students describe processes and phenomena related to energy, forces and space, drawing on abstract ideas (an idea given in the question or reading off a graph) and using appropriate terminology, for example • 'balanced forces' or 'unbalanced forces'. Linked to the gradient of a graph They explain processes and phenomena, in more than one step such as • the operation of an electric bell, • convection currents, • the weight of an object on a see-saw (moments), • life cycle of a star. They explain processes and phenomena, using a model, such as • the length of a day or a year. • current and voltage in circuits. They apply and use knowledge and understanding in familiar contexts. E.g. • moments on a see saw, • convection in a room or oven, • wavelength of a water wave, • conduction in a metal rod, • reflection in a mirror They recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as • objects being seen when light from them enters the eye. • big bang theory • heliocentric vs geocentric. They describe applications and implications of science, such as • the ways sound can be produced and controlled, for example in musical instruments. • uses of alpha, beta and gamma radiation. • uses of EM radiation Read data from graphs Use formula as given in data sheet e.g. force from f=ma
FS3	Students describe processes and phenomena related to energy, forces and space, using abstract ideas (they give the idea not given in question or shown on graph) and appropriate terminology, for example: • Electric current as a way of transferring energy. • Ionization of atoms by rubbing or ionizing radiation. • Balanced or unbalanced forces linked to acceleration or constant speed with no hint given They take account of a number of factors in their explanations of processes and phenomena, for example • in the relative brightness of stars and planets (due to size and distance). • increased strength electromagnet because of number or turns or current or iron core.

FS3	They also use abstract ideas or models, for example • sustainable energy sources • the refraction of light (model as one side of car slows down in mud or line of soldiers marching). They apply and use knowledge and understanding in unfamiliar contexts. conduction in penguins feet, • EM radiation wavelength, amplitude etc., • reflection linked to phases of the moon • convection at the seaside, • moments balancing a crane. They describe some evidence for some accepted scientific ideas, • (conservation of energy) such as the transfer of energy by light, sound or electricity • (wave model of light) the refraction and dispersion of light. They explain the importance of some applications and implications of science, such as • the responsible use of unsustainable sources of energy. • safety when using Ionising radiation • safety with loud noise Manipulate formulas to change the subject and get correct numerical answer. Get correct unit (just one term m, s, kg, N etc. not m/s or Nm)
FS4	Students describe a wide range of processes and phenomena related to energy, forces and space, using abstract ideas and appropriate terminology and **sequencing** a number of points, for example • how energy is transferred by radiation or by conduction. • electric bell working • life of different stars They make links between different areas of science in their explanations, such as • between electricity and magnetism. • static electricity and ionising radiation • pressure (hydraulics) and moments They apply and use more abstract knowledge and understanding in a range of contexts, such as • the appearance of objects in different colours of light. • resistance in parallel circuits They explain how evidence supports some accepted scientific ideas, such as • the role of gravitational attraction in determining the motion of bodies in the solar system. They explain, using abstract ideas where appropriate, the importance of some applications and implications of science, such as • the uses of electromagnets • uses of transformers. Use compound measures appropriately. Such as • m/s for speed/ Nm for moment/ N/m^2 for pressure

FS5	Students demonstrate extensive knowledge and understanding related to energy, forces and space, for example • the passage of sound waves through a medium. • flow of current in a parallel circuit They use and apply this effectively in their descriptions and explanations, identifying links between topics. They interpret, evaluate and synthesise data from a range of sources and in a range of contexts. They show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed, such as • the developing understanding of the structure of the solar system. [Heliocentric or geocentric] They describe and explain the importance of a wide range of applications and implications of science, such as • relating the dissipation of energy during energy transfer to the need to conserve limited energy resources. They carry out multi-step calculations • force at different side of a moment system. • force at different side of hydraulic system • initial or final speed rather than change in speed. • more than three term questions

Beyond FS	Students demonstrate both breadth and depth of knowledge and understanding of energy, forces and space. They apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics, for example
	• understanding how models like the particle model are useful in explaining physical phenomena,
	    o such as how sweating causes cooling.
	    o density
	    o speeds of sound
	They interpret, evaluate and synthesise data from a range of sources in a range of contexts and apply their understanding to a wide range of data on energy efficient physical systems.
	They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence gathering, for example through the role of artificial satellites and probes in communications and space exploration and theories about the start of the universe, big bang or steady state theory.
	They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts, such as alternative methods of electricity generation.

Exceptional Performance	Students must be working consistently above and beyond all the descriptors listed above.

Art

KS3 Target: FS	End of Year 7 Target: FS	KASH 1: FS	KASH 2: FS	KASH 3: FS
AO1	**AO2**	**AO3**	**AO4**	
Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	

BFS	An independent highly developed ability of Foundation Stage 5			
FS5	Research- I independently research artists and themes and find my own relevant inspiration. Inspiration- Artist links are always clear, relevant and explained within my work. I am able to independently take this inspiration and make it my own. Knowledge- I understand how and why art movements have evolved and can express my informed opinion of art using correct terminology.	Experiment- I independently experiment with a range of media and combine media in successful outcomes. Refine- I always improve my ideas/ techniques and skills and have a range of options. Manipulation of media shows improvement as work progresses.	Drawing- I show high ability in observation, ideas and insights. My drawings show a high level of accurate detail and the style is relevant to my current way of working. Media manipulation- I show a highly developed skillful manipulation of a range of different media showing high levels of detail. Outcomes are relevant to intentions and alterations are made independently as needed. My presentation is of a high standard and all sketchbook pages are planned and well executed.	Outcomes- My final outcomes show a high level of skill (see AO3), are well refined and my development is clear throughout. I create a creative personal response realising my plans. I demonstrate a clear understanding of the formal elements and visual language.

FS4	Research- I research artists and themes suggested by my teacher and find my own inspiration. Inspiration- Artist links are always clear, relevant and explained within my work. Knowledge- I understanding how art movements have evolved and can use some correct terminology.	Experiment- I experiment with media and make successful decisions. Refine- I improve my ideas/ techniques and skills on my own using the success criteria as guidance. Manipulation of media is improving as work progresses.	Drawing- I am able to record observations, ideas and insights. My drawings show a good level of detail and are observed accurately. Media manipulation- I show a skillful manipulation of a range of media showing good levels of detail. Outcomes are relevant to intentions and alterations are made as needed.	Outcomes- My outcomes show an improved level of skill but are largely led by my teacher. My creativity is developing as I study more about artists. I demonstrate some understanding of the formal elements and visual language.
FS3	Research- I am starting to make decisions about what inspiration I take from artists that have been suggested by my teacher. Inspiration- Artist links are clear and relevant. Knowledge- I am developing an understanding of how art movements have evolved.	Experiment- I experiment with media making successful decisions with help from my teacher. Refine- I sometimes improve my ideas/ techniques and skills on my own using the success criteria as guidance.	Drawing- I am able to record observations, ideas and insights. My pencil control is developing, and some details/ proportions are recorded accurately. Media manipulation- I experiment with a range of media and am beginning to manipulate materials as desired.	Outcomes- My outcomes show a developed level of skill but are led by my teacher. I demonstrate basic understanding of the formal elements and visual language.
FS2	Research- I can find relevant information and images of artists work suggested by my teacher. Inspiration- I am starting to take inspiration from artists. Knowledge- I am beginning to understand how art movements have changed over time.	Experiment- I experiment with a range of media selected by my teacher. Refine- I improve my ideas/ techniques and skills when prompted by my teacher.	Drawing- I show some ability to record observations, ideas and insights. My pencil control needs further improvement as some details/ proportions aren't recorded accurately. Media manipulation- I experiment with a range of media selected by my teacher. I am attempting to manipulate media as desired.	Outcomes- My outcomes show an improvement of skill but are led by my teacher. I am beginning to demonstrate an understanding of formal elements.
FS1	Research- I can find information and images of artists work suggested by my teacher. Inspiration- I appreciate artists work but it does not influence my own yet. Knowledge- I know that art movements have changed over time, but I am not sure how or why.	Experiment- I explore a range of media as instructed by my teacher. Refine- I sometimes improve my ideas/ techniques and skills when prompted by my teacher.	Drawing- I show limited ability to record observations, ideas and insights. My basic shapes are recognisable, but proportions and details are often inaccurate. Media manipulation- I explore a range of media as instructed by my teacher. Limited ability to manipulate media as desired.	Outcomes- My skills are still improving, and the response is led by my teacher. I am aware of the formal elements.

Beliefs and Values

	Knowing about and understanding religions and worldviews	Expressing and communicating ideas related to religions and worldviews	Gaining and deploying the skills for studying religions and worldviews
BFS	• Analyse arguments clearly, justifying perspectives • Refer to and unpick the context and meaning of scripture	• Synthesise research using different disciplines • Appraise various dimensions of religion	• Use varied methods of study to research ultimate questions
FS5	• Evaluate diverse beliefs, perspectives, sources of wisdom and ways of life • Examine responses to ultimate questions • Express a well-supported personal viewpoint, showing appreciation of differing views	• Explain ideas creatively and coherently, using the main methods of religious study • Appreciate various dimensions of religion • Express personal reflections with expertise	• Evaluate questions and arguments personally and critically • Explain the significance of beliefs on the life on the believer
FS4	• Appraise different understandings of religion and worldviews • Explain the impact of beliefs on individuals and communities	• Express insights into questions, giving coherent accounts of beliefs and ideas • Respond critically to questions	• Enquire into and interpret ideas, sources and arguments • Articulate beliefs, values and commitments clearly
FS3	• Explain the impact of and connections between ideas and practices, linking different viewpoints • Appreciate different understandings of religion and worldviews	• Explain diverse ideas and viewpoints clearly in various forms • Explain your own opinion in a mature and meaningful way	• Investigate and explain why religions and worldviews matter
FS2	• Describe religions and worldviews • Connect ideas	• Describe your opinion giving relevant reasons • Give thoughtful responses using different forms of expression	• Apply ideas about religions and worldviews thoughtfully • Respond creatively to key concepts
FS1	• Describe stories and artefacts, suggesting meanings for sources of wisdom, festivals and worship • Discuss ideas and express an opinion	• Ask questions and give opinions about religions, beliefs and ideas	• Consider and discuss questions, ideas and various points of view • Collect, use and respond to ideas
PFS	• Recall, name and talk about materials of religious and non-religious significance	• Observe, notice and recognise religious and non-religious materials	• Notice and find out about religions and worldviews

Computing

	Algorithms	Communication	Data	Information Technology	Programming	The Computer
Pre FS	Fix problems with an algorithm Make a loop in an algorithm	Use a search engine to find suitable information quickly Give rules for keeping safe online Give examples of what would be inappropriate when online Explain how to report inappropriate things that might happen online	Explain what data is Give examples of different types of data Explain how data links to information Tell you the difference between text and numbers Use a database to store data	Create, store and edit files using appropriate file and folder names independently Choose suitable images and text Use lots of different programs Help other people when they get stuck Explain how to make improvements using feedback from others	Make a simple program using LOGO. Fix problems in a program. Explain why instructions need to be accurate for computers. Use an IF statement in a program. Look at some simple code and explain what it does. Spot some mistakes in code. Solve a simple logic problem.	Explain why computers aren't intelligent. Explain some basic things you need to start using a computer. Know that somebody has to write programs. Explain what coding is. List different types of digital devices. Give an example of hardware and software. Tell you what a program/app is.
FS1	• Use selections (IF and ELSE) • Use inputs or outputs	• Tell the difference between the internet and the World Wide Web. • List different ways to communicate online. • Give a list of acceptable and unacceptable behaviour when using technologies and online services.	• Give examples of changing data into information • Use a database to search for information • Use filters • Explain some ways of keeping data safe	• Collect, organise and present data and information that is suitable for the purpose. • Make appropriate improvements to solutions based on feedback received • Comment on the success of the solution they've made.	• Make a program from the algorithm designed. • Use a variable. • Use an IF ELSE statement.	• Explain examples of input devices. • Give you examples of sensors. • Explain what sensors are used for (data). • Explain how software can be used to collect data. • Explain the difference between software and hardware and give examples. • Explain what the main parts of a computer are.
FS2	• Be able to explain why algorithms are necessary. • Be able to explain how algorithms	• Explain what 'web crawler programs' are. • Explain lots of golden rules for being a responsible online user.	• Create a complex search using more than one field. • Use Boolean and other operators in my searches	• Decide how to change work to meet different audiences. • Evaluate own work.	• Explain when to use and IF ELSE instead of just an IF. • Use a FOR loop. • Write a procedure. • Explain why you use a procedure.	• Explain what computers are used for and the benefits to society. • Explain three functions of an operating system.

	• relate to computers. • Show a different way of writing an algorithm for the same problem.	• Give at least two ways to report concerns when online.	(not,and,or,>,<,/,*,-,+). • Explain what GIGO means. • List at least four different ways to keep data from harm.	• Explain how IT can be used for collaboration when computers are networked. • Use criteria to evaluate the quality of solution. • Identify improvements making some refinements to the solution, and future solutions.		• Explain the hardware needed to setup wired and wireless networks.
FS3	• Use an iteration and explain what this means. • Write different algorithms for a simple problem. • Algorithms are well organised and presented neatly. • Make a search/sort algorithm.	• Explain how search engines rank search results. • Make a simple website using HTML. • Explain (and use) CSS. • Explain how the internet works. • Explain how a network works (LAN). • Explain what cloud computing means. • Explain the difference between LAN and WAN.	• Know what binary is and why computers use it. • Know how images are represented on a computer. • Explain what compression is. • Give examples of data types; real, integer, Boolean. • Use a range of queries to find answers to problems. • Use a simple query language to query a data structure. • Explain what DDOS and other attacks are.	• Evaluate the appropriateness of digital devices, internet services and application software to achieve given goals. • Come up with own criteria and use it to evaluate the quality of solutions. • Use the criteria to identify improvements and can make appropriate improvements to the solution.	• Explain how algorithms match code. • Use a text based programming language. • Use more than one operand (/ * - +) in a programming language. • Use a Boolean (true/false). • Select and use different data types. • Explain why translators are needed. • Explain some facilities of programming languages.	• Explain what the main parts of the computer do. • Explain how the CPU works with memory. • Explain the fetch-execute cycle. • List more than three operating systems. • Explain what open source means. • Explain how to maintain an operating system using some utilities.
FS4	• Use a loop inside a loop. • Describe how to improve their algorithm. so that is uses less lines	• Explain what these devices do; hubs, routers and switches • Explain what these protocols are used for ; SMTP, POP, FTP, HTTP/S,TCP/ IP	• Explain how numbers, images, sounds and character sets are represented on a computer. • Add binary numbers.	• Justify the choice of and independently combine and uses multiple digital devices, internet services and application	• Use IF statements inside other IF statements. • Write their own procedure/function. • Pass a parameter to a function.	• Explain what the Von Neumann architecture is. • Explain how main memory works. • Explain what an embedded system is and why we need one.

	• Suggest another problem using the same algorithm design.	• Know how to use technologies and online services securely. • Explain how packet switching works.	• Explain how resolution effects file sizes. • Explain how colour depth effects file sizes. • Explain what a data structure is and compare it to a variable. • Explain more than two methods of security and give advice on how to keep data safe.	software to achieve given goals. • Evaluate the trustworthiness of digital content and considers the usability of visual design features when designing and creating products for a known audience. • Identify and explains how the use of technology can impact on society. • Design criteria for users to evaluate the quality of solutions. • Use the feedback from users to identify improvements. • Make appropriate refinements to the solution.	• Choose the right procedure and function for the right job. • Use NOT operands (e.g. not equal to) • Make a 1d array. • Make a 2D array. • Bug fix syntax and logic errors. • Write a routine to save data to a file.	• Explain how the CPU uses registers and how memory is located.
FS5	• Recognise that the design of an algorithm is distinct from its expression in a programming language. • Evaluate the effectiveness of algorithms and models for	• Explain how web servers process and store data. • Explain how the data protection act relates to online users.	• Explain why some images become pixelated. • Explain why higher resolution means better data quality. • Create different logic gate and truth tables. • Explain the different ways data is stored	• Create creative projects that collect, analyse, and evaluate data to meet the needs of a known user group (target audience). • Effectively design and	• Pass parameters to different functions. • Use variables in different procedures and explain how variables work in/out functions. • Appreciates the effect of the scope of a variable.	• Explain what virtual memory is. • Explain what a disk defragmenter does.

	similar problems. • Recognise where information can be filtered out in generalizing problem solutions. • Use logical reasoning to explain how an algorithm works. • Represents algorithms using structured language.		in programs and explain how to convert data types.	create digital artefacts for a wider or remote audience • Consider the properties of media when importing them into digital artefacts (file types) • Document user feedback, the improvements identified and the refinements made to the solution. • Explain and justify how the use of technology impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues.	• Use a wide range of loop structures for the correct purpose. • Explain when to use different loop structures. • Find errors in complex programs and then correct them.	
BFS	• Design a solution to a problem that depends on solutions to smaller instances of the same problem (recursion). • Be able to understand that some problems cannot be solved computationally.	• Explain how to setup a LAN and a WAN including hardware, protocols and MAC addresses.	• Convert between binary, denary and hexadecimal numbers. • Subtract binary numbers. • Explain the different types of compression (and why we need them). • Explain (and make) a simple relational database.	• Understand the ethical issues surrounding the application of information technology, and the existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Act, Copyright etc.	• Design a program - with pseudocode optimised (least no of lines). • Write a complex program. • Always write procedures. • Code is always commented and optimised. • Use a range of loops including while, for and loop counters	• Know what a low level programming language is and can give some examples. • Explain Moore's Law. • Explain how processors multitask.

	• Be able to select, justify and apply appropriate techniques and principles to develop data structures and algorithms for the solution of problems.			• Comment critically on the consequences of current uses of computing, including economic, social, legal and ethical issues explains emerging technologies and their implications for future use of ICT.	• Use 2D data structures. • Explain 2D data structures. • Create a detailed test plan and code is bullet proof.

Food and Nutrition

	Food Hygiene and Safety	Nutrition	Evaluation	Food Provenance	Food Science
FS5/BSF	- I know how to prevent food poisoning using the 4C's principles. - I know the 14 common allergens and foods that they are found in.	- I can identify and know the functions of all nutrients in the body. - I can identify nutrients in my dishes and change the nutritional value of a dish. - I can use nutritional information tables on packaging to inform my food choice. - I can use the Eatwell guide to design dishes and diets for a person with special dietary requirements.		- I can form an opinion on the impact of the food industry and consider ethical and moral issues surrounding food choice.	- I know the causes of enzymic browning and how to prevent it. - I can link different heat transfer methods to different cooking methods. - I can explain the processes: gelatinisation, dextrinization, caramelisation, denaturation and aeration.
FS4	- I know what the 4C's are and give examples of rules within each category. - I can explain and know some examples of food poisoning, allergies and intolerances. - I can provide practical solutions for kitchen hazards.	- I can identify all basic nutrients and identify nutrients in dishes that I make. - I can use traffic light nutrition labels on packaging to inform my food choice.	- I know what sensory evaluation involves and why it is used in product development.	- I know how to reduce food waste and a carbon footprint. - I can recognise environmental logos on food packaging.	- I can explain how heat is transferred. - I know the terms: gelatinisation, dextrinization, caramelisation, denaturation and aeration.

FS3	- I can explain the importance of the 4C's. - I can define the terms: food poisoning, allergy, and intolerance.	- I can identify all 5 nutrients. - I can identify a source of carbohydrate, protein, fat. - I can explain the green, amber and red colour coding on food labels.	- I can suggest detailed adaptations to change a certain quality of a dish. - I can give suggestions or further adaptions that could be made to a product. - You can identify characteristics of food and describe the appearance, aroma, taste and texture of food.	- I can define food miles and food waste. - I know the effects of buying foods in season.	- I know the name of all 3 heat transfer methods. - I can link different heat transfer methods to each part of the cooker. - I know that some ingredients have functions.
FS2	- I know the 4C's. - I can identify most kitchen hazards and explain why they are dangerous.	- You know the 8 tips for healthy eating. - I am aware of traffic light labelling on food packaging.	- I can identify areas for improvement in my own practice. - I can analyse my products and suggest ways to improve a dish. - I can identify a few basic characteristics of food and use basic vocabulary to describe food	- I know that some foods are seasonal. - I can give examples of food which are grown, caught or reared.	- I know that cooking changes the colour, flavour and texture of food. - I can define conductor and insulator. - I know what enzymic browning is.
FS1	- I know some hygiene and safety rules. - I can identify some kitchen hazards.	- I know what a nutrient is. - I know that protein, carbohydrate and fat are nutrients.	- I can identify weaknesses in my products and suggest solutions. - I can comment on the flavour, texture or appearance of food.	- I am aware that foods are grown, caught or reared.	- I know the parts of the cooker. - I know some cooking methods.

Geography

	AO1 - Demonstrate knowledge of locations, places, processes, environments and different scales.	AO2 - Demonstrate geographical understanding of concepts and how they are used in relation to places, environments and processes, and the inter-relationships between places, environments and processes.	AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.	AO4 - Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.
BFS	To demonstrate a detailed and extensive factual knowledge about the places we are studying.	To detail, analyse and evaluate geographical features and processes. As well as to detail, analyse and evaluate how places are linked in geography.	To analyse and evaluate information about the places we are studying. I can now do the following: evaluate, create, hypothesise, assess, construct, imagine and devise.	To choose and justify the choice of geographical skills and evaluate their effectiveness. Students clearly understand cartographic and OS map skills and use these to interpret patterns. Students have good graphical skills and can draw and interpret data on sophisticated graphs e.g. choropleth and flow line maps. Students use numerical and statistical skills to interpret data sets, highlighting trends and anomalous values.
FS5	To demonstrate a detailed and factual knowledge about the places we are studying	To show a highly detailed, evidenced geographical understanding of geographical features and processes and to show a highly detailed, evidenced understanding of how places are linked in geography.	To write detailed explanations that show I know and understand information about the places we are studying. I can now do the following: judge, prioritise, reflect, justify, recommend and summarise.	To choose from a wide range of geographical skills and apply them with precision. Students use more sophisticated statistical skills e.g. percentage change or cumulative frequency as a means of analysing data.

FS4	To demonstrate a broad factual knowledge about the places we are studying	To show detailed, evidenced geographical understanding of geographical features and processes and to show a detailed, evidenced understanding of how places are linked in geography.	To write detailed descriptions and clear explanations that show I know and understand information about the places we are studying. I can now do the following: discuss, analyse, categorise, distinguish, compare, contrast and identify.	To use a wide range of geographical skills and apply them effectively. Students have an improved knowledge of how numerical and statistical skills can be used to describe and analyse geographical data. Students are more independent and self-sufficient with their skills.
FS3	To demonstrate a sound factual knowledge about the places we are studying.	To show detailed geographical understanding of geographical features and processes and to show a detailed understanding of how places are linked in geography.	To write detailed descriptions and simple explanations that show I know and understand information about the places we are studying. I can now do the following: explain, decide, examine, and relate.	To use a range of geographical skills effectively including a working understanding of OS map skills such as 6 figure grid references; a broader range of graphical techniques, including multiple line graphs; as well as greater usage of simplistic statistical and numerical skills (e.g mode, median) with an increasing attempt to understand trends reflected in the data set.
FS2	To demonstrate an adequate factual knowledge about the places we are studying.	To show I have a clear geographical understanding of geographical features and processes and to show a clear understanding of how places are linked in geography.	To write clear descriptions that show I know and understand information about the places we are studying. I can now do the following: describe, select, outline, match and recognise.	To use a range of basic geographical skills including an increasing working knowledge of OS map skills and an understanding of data through statistical skills e.g. mean.
FS1	To demonstrate a basic knowledge about the places we are studying.	To show a basic geographical understanding of geographical features and processes and to show a basic understanding of how places are linked in geography.	To write simple descriptions that show and understand basic information about the places we are studying. I can do the following: name, state, list, label and tell.	To use a small range of basic geographical skills.

History

Skill	"What evidence do I have?" Using evidence	"Why do people think that?" Interpretations	"What made something important?" Significance	"Why did things change?" Continuity & change	"Why did things happen?" Cause and consequence
BFS	You can analyse why a source is useful to an Historian using content and provenance, reaching an overall judgement.	You can analyse a number of interpretations and make a judgement about them.	You can explain your own judgements about historical significance using knowledge beyond that which is expected.	You can explain your own judgement about change and continuity using knowledge beyond that which is expected.	You can explain and make your own judgements using knowledge beyond that which is expected.
FS5	You can analyse why a source is useful to an Historian.	You can explain reasons for an interpretation, considering viewpoint, purpose, audience and their evidence.	You can analyse how significance can vary according to different viewpoints.	You can explain various reasons for change and continuity and make a judgement.	You can investigate links and make a judgement between causes and consequences, explaining why some causes and consequences are more important than others.
FS4	You can investigate and make a judgement about evidence e.g. considering nature, origin or purpose.	You begin to explain reasons why you agree or disagree with interpretations.	You can explain different reasons for significance. You can explain why some people or events are more significant than others.	You can explain why events happen and make a judgement about change and continuity.	You explain your judgement about causes and consequences, explaining why some causes and consequences are more important than

					others.
FS3	You can make inferences from the content of sources to understand events.	You begin to explain why there are different interpretations.	You can begin to explain why a person or event may be significant.	You can begin to explain why some changes are more important than others.	You begin to explain why some causes and consequences are more important than others.
FS2	You can describe what information in a source is useful.	You can describe different points of view to understand the message.	You can describe and give some reasons why a person or event might be significant.	You can describe why changes happened in history.	You can describe different causes and consequences, similarities and differences.
FS1	You can describe what sources tell you.	You can describe an interpretation of the past.	You can describe an important person or event in history.	You can describe important changes in history.	You can identify a cause or a consequence.
PFS	You can identify details from a source.	You can identify what an interpretation is.	You can identify an important event.	You can identify a change.	You can identify things that have happened.

Languages - Speaking

	Pre-Foundation Stage	FS1	FS2	FS3	FS4	FS5	Beyond Foundation Stage
Communication	Sometimes clear in short answers. Can sometimes give very short responses to simple questions. Can give a basic opinion when prompted.	Usually clear if speaking about a topic seen very recently in class. Can usually give short responses to simple questions when prompted. Uses basic opinion phrases when prompted.	Usually clear when speaking about different topics seen recently in class. Can usually give short responses to simple questions without prompting. Gives basic opinions and occasionally develops them without prompting. Is able to ask short pre-learnt questions.	Gives mostly clear information about different topics seen recently in class. Can usually give short responses to simple questions on a range of topics. Gives opinions and sometimes develops them with basic language. Is able to ask a range of pre-learnt questions.	Gives mostly clear information about topics seen recently and sometimes on a wider range of topics. Can answer questions on a range of topics with short responses. Gives opinions and often develops them. Can formulate their own questions.	Gives mostly clear information on wide range of topics. Can answer a range of questions with short responses and some extended responses. Gives opinions some of which are explained in more detail. Can formulate their own questions on a range of topics.	Gives clear information on a wide range of topics. Can develop responses in extended sequences of speech. Gives and often explains opinions in more detail. Can formulate a wide range of questions including more complex language without prompting.

	Pre-Foundation Stage	FS1	FS2	FS3	FS4	FS5	Beyond Foundation Stage
Spontaneity and fluency	Can give short basic answers with support or prepared responses. Relies entirely on support to answer questions.	Can answer basic questions with considerable support or prepared responses. May hesitate at length and delivery is usually quite slow.	Can answer some familiar questions with support or prepared responses. Often hesitates and delivery may be quite slow.	Can answer a range of familiar questions with support or prepared responses. Delivery can be at a natural speed with familiar language although may be quite slow at times.	Can answer a range of questions with support, or prepared responses for unfamiliar questions. Sometimes adapts language to give more spontaneous responses. Delivery is often at a natural speed, although may be slow at times.	Can answer questions on a range of topics with support, or prepared responses for unfamiliar questions. Often adapts language to give more spontaneous responses. Delivery is usually at a natural speed, although there may be hesitancy.	Sometimes reacts naturally to questions on a range of topics, although may also rely on support or prepared responses at times. Delivery is generally at a reasonable pace.

	Pre-Foundation Stage	FS1	FS2	FS3	FS4	FS5	Beyond Foundation Stage
Range and accuracy of language	Is able to use very short basic structures to answer some questions. Repetition of the same adjectives and phrases.	Is able to use some basic structures and phrases to answer familiar questions. Very limited range of vocabulary, often repeats the same adjectives and phrases. Basic errors can impede communication.	Is able to use basic structures to answer questions on different topics. Limited range of vocabulary, sometimes repeats the same adjectives Few errors in familiar language.	Is able to use simple structures to answer questions on a range of topics. Some variety of language, not overly reliant on the same adjectives. Beginning to use some complex structures There may be serious errors in less familiar language.	Reasonable language with simple structures and vocabulary. Some attempts to use more complex structures, although not always successful. There is some success in making reference to another time frame. There may some be errors but do not usually impede communication	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition. Successful attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. There may be errors in more complex structures, but they do not generally	Good language with a variety of structures and vocabulary. Attempts at more complex structures are usually successful. There are references made to past, present and future which are sometimes successful. There may be minor errors but they do not impede comprehension.

	Pre-Foundation Stage	FS1	FS2	FS3	FS4	FS5	Beyond Foundation Stage
						impede comprehension.	
Pronunciation and intonation	Pronunciation can be understood in single words.	Pronunciation is usually clear, although there may be a delay.	Pronunciation is clear, although some words may be anglicised.	Pronunciation is clear, although there is some inconsistency. Able to use a little intonation. Sometimes able to apply limited knowledge of phonics to new words.	Generally good pronunciation with some inconsistency in new language. Able to use intonation. Often able to apply knowledge of phonics to new words.	Good pronunciation but some inconsistency at times. Often uses intonation. Confident in applying knowledge of phonics to new words.	Good pronunciation and intonation with only occasional lapses.

Languages - Writing

	Pre-Foundation Stage	FS1	FS2	FS3	FS4	FS5	Beyond Foundation Stage
Sentences	Single words, missing words in whole sentences.	Very short sentences on a limited range of topics.	Short sentences on a range of familiar topics.	Full sentences, which are sometimes extended, on a range of familiar topics.	Full sentences and short paragraphs on a range of familiar topics.	Full sentences and short paragraphs. Longer texts on a range of familiar topics.	Longer coherent texts on a range of topics. Transferring knowledge from prior topics.

Accuracy and Communication	Some words are communicated.	Legible but lots of errors. A few messages are communicated.	Produces writing which is reasonably accurate when using familiar language. Some messages are communicated.	Produces writing which is accurate when using familiar language. Some major and minor errors when attempting a wider variety of structures. Quite a lot of messages are communicated.	Produces writing which is accurate when using a wider variety of structures. Minor errors when attempting a wider variety of structures. Major errors in more complex structures. A lot of information is communicated.	Produces writing which is accurate when using a wider variety of structures. There may be some major errors in more complex structures. A lot of information is communicated clearly.	Produces writing which is accurate, with rare lapses when using more complex structures.
Variety of Language		Repetitive, simple, limited.	A limited range of common, familiar language to present simple facts, ideas, and points of view. Uses a limited range of common vocabulary. Attempts at longer sentences.	A range of common, familiar language with more frequent ambiguity. Some complex language.	Common, familiar language to narrate events, present facts and express ideas and opinions with some ambiguity. A range of common vocabulary. A range of complex language – including more	Variety of ideas, opinions and adjectives, some complex structures. Common, familiar language to narrate events, present facts and express ideas and opinions with minimal ambiguity.	Manipulates language to narrate, inform, interest or convince a reader of their ideas and points of view. Occasionally uses a range of less common vocabulary and complex linguistic structures as indicated in the specification.

| | | | | | than one time frame. | A range of common vocabulary and linguistic structures with the occasional more complex linguistic structures as indicated in the specification.

Reference to three time frames, which are largely successful. | |
|---|---|---|---|---|---|---|---|

Music

Each strand of the assessment criteria is addressed separately (in line with GCSE Music). Summative assessments take place once per term, assessing a different strand of the criteria. For this reason progress may not appear as linear.

For example, a student who is a natural performer but less confident composer may receive a higher level in autumn than they do in spring.

	Performing Music	Composing Music	Understanding Music
BFS	**Technical Control (Accuracy)** - **Exceptional ability** to demonstrate technical control, with **excellent accuracy** (pitch, rhythm, intonation) **and fluency.** **Expression and Interpretation** - Exceptional ability to demonstrate expression and interpretation, with an **excellent and assured sense of style** and attention to detail.	- Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) is **exceptionally creative and effective**, demonstrating a **sophisticated understanding** of composition. - The selection and use of elements is **exceptionally perceptive** and **insightful**: entirely appropriate to the intentions for the music, including the suggested audience/occasion. - The composition **sounds finished** with **excellent technical and expressive control** throughout.	- Ability to **describe and compare** musical features in listening tasks, using appropriate vocabulary. - Ability to **explore** the contexts, origins and traditions of different musical styles - **Secure** understanding of treble clef notation - Ability to evaluate the success of their work and set realistic targets for refinement.
FS5	**Technical Control (Accuracy)** - **Highly developed** ability to demonstrate technical control, with **high levels of accuracy** (pitch, rhythm, intonation) **and fluency.** **Expression and Interpretation** - **Highly developed** ability to demonstrate expression and interpretation, with a **highly developed, secure sense of style** and attention to detail. - A more frequent lack of sensitivity towards the expressive and interpretative	- Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) **is highly creative and effective**, demonstrating a coherent understanding of composition. - The selection and use of these elements **is highly perceptive and insightful**: clearly **appropriate to the intentions** for the music, including the suggested audience/occasion. - The composition requires very little more to sound finished, with consistent technical and expressive control throughout.	- **Competent** ability to **identify different genres** of music and their **features** in a listening task. - **Competent** evaluation of how venue, occasion and purpose affect the way music is created, performed and heard. - **Competent** grasp of treble clef notation - **Balanced evaluation** to consider successful/non-successful outcomes and improve their own and others' work

	demands of the music will result in a mark at the lower end of this band.		
FS4	Technical Control (Accuracy) - **Secure ability** to demonstrate technical control - **Moderate accuracy** (pitch, rhythm, intonation) and **fluency.** Expression and Interpretation - **Secure ability** to demonstrate expression and interpretation, with a **moderately secure sense of style** and attention to detail. - **Moderate lack of sensitivity** towards the expressive and interpretative demands of the music will inhibit how well the character of the music is conveyed.	- Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) shows **secure creativity** and **effectiveness**, demonstrating a sound understanding of composition. - The selection and use of these elements shows **secure perception and insight**: almost always **appropriate to the intentions** for the music, including the suggested audience/ occasion. - The composition **sounds mostly finished**, but with some further work required: technical and expressive control is not always consistent.	- **Competent** knowledge and understanding of the musical elements and can recognise some in listening tasks. - Ability to **identify some genres** of music and **some of their features** in a listening task. - Ability to recognise rhythmic musical symbols (crotchets, minims etc.) - **Basic** understanding of notation. - Ability to suggest improvements to their own and others' work.
FS3	Technical Control (Accuracy) - **Moderate ability** to demonstrate technical control. - **Limited accuracy** (pitch, rhythm, intonation) **and fluency.** Expression and Interpretation - **Moderate ability** to demonstrate **expression and interpretation, with a basic sense of style** and attention to detail. - **Limited sensitivity** towards the expressive and interpretative demands of the music.	- Selection and use of (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) is **moderately creative and effective**, demonstrating a **moderate understanding** of composition. - The selection and use of these elements is **moderately perceptive and insightful**: largely appropriate to the intentions for the music, including the suggested audience/occasion. - The composition **sounds mostly finished**, but with some further work required: **occasionally lacks coherence**, technical and expressive control is limited and not always consistent.	- **Adequate** knowledge and understanding of some musical elements - **Adequate** use of technical and subject specific vocabulary - Ability to **recognise a variety** of different instrument sounds, knowing instrumental families - Ability to recognise rhythmic musical symbols (crotchets, minims etc.) - Ability to make improvements to their own work

		- A performance which has **some sense of character**.		
FS2		Technical Control (Accuracy) - **Basic ability** to demonstrate technical control - **Some accuracy** (pitch, rhythm, intonation) **and fluency.** Expression and Interpretation - **Some ability to demonstrate expression and interpretation.** - **Basic sense** of style and minimal attention to detail. - **Some sensitivity** towards the expressive and interpretative demands of the music. - A performance, which has **limited sense of character.**	- Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) shows **limited creativity and effectiveness**, demonstrating a **basic understanding** of composition. - The selection and use of these elements shows **limited perception and insight**: sometimes inappropriate to the intentions for the music, including the suggested audience/occasion. - The composition **sounds unfinished**: often lacking coherence, **basic and infrequent technical** and expressive control.	- **Basic** knowledge and understanding of some musical elements - **Basic** use of technical and subject specific vocabulary - Ability to **recognise a range** of instrument sounds. - Ability to **recognise basic** musical symbols (treble clef, stave etc) - Ability to **make some improvements** to their own work
FS1		Technical Control (Accuracy) - **Limited ability** to demonstrate technical control - **Minimal accuracy** (pitch, rhythm, intonation) **and fluency.** Expression and Interpretation - **Limited ability** to demonstrate **expression and interpretation.** - **A rudimentary sense** of style and minimal attention to detail. - **Minimal sensitivity** towards the expressive and interpretative demands of the music.	- Selection and use of elements (at least two of rhythm, metre, texture, melody, harmony, tonality, timbre, dynamics, phrasing, articulation structure and form) **shows minimal creativity and effectiveness,** - Demonstrates a **very simplistic understanding** of composition. - The selection and use of elements shows **minimal perception and insight:** - **Limited understanding** of the intentions for the music, including the suggested audience/occasion. - **Limited evidence** of technical and expressive control.	- **Limited** knowledge and understanding of the elements of music - **Limited** use of technical and subject specific vocabulary - Ability to **recognise some** simple instrument sounds

PE

Our **A C E** Curriculum within the LAURUS TRUST Schools

Application of Skills: *Practice & Performance*	Coaching & leadership	Evaluation of Knowledge

Our ACE Assessment Criteria @ Key Stage 3

Band	*Practice*	*Performance*	Coaching & Leadership	Evaluation of Knowledge
FS1	✓ I am able to perform some skills at a basic level but don't grasp them first time ✓ Little precision, accuracy or control	✓ I struggle to convert the basic skills into a competitive situation ✓ Skills performed ineffectively in a game situation with inconsistent application	✓ I can lead a warmup in a pair however my communication is unclear I struggle to be heard ✓ I can name some of the muscles and bones whilst leading a warm up	✓ I can list the main skills for this sport ✓ I can list basic rules of this sport ✓ I can identify some professional players within this sport ✓ I can explain why a warm up is important ✓ I know how to measure my heart rate
FS2	✓ I can perform the basic skills with the correct technique ✓ I'm starting to be consistent when performing skills unopposed	✓ I can sometimes perform the basic skills in a competitive situation, with varying success ✓ My skills show inaccurate timing and inconsistent application	✓ I am beginning to project my voice, working towards communicating clearly and effectively ✓ I can lead a warm up on my own ✓ I can identify a strength and an area for improvement in a peer performance	✓ I can describe how to perform some of the basic skills ✓ I can describe the consequence of a rule break within this sport ✓ I can name two components of fitness which are important for this sport ✓ I can identify some of the immediate effects of exercise
FS3	✓ I can select and combine basic skills specific to the activity ✓ I can demonstrate consistently with precision, accuracy and control	✓ I can capitalise on some of my opponents' mistakes ✓ My can perform basic skills consistently and effectively in a competitive situation	✓ I can plan a skill-based activity including a warm up and deliver it to my peers with confidence ✓ From identifying an area for improve on a peer's performance, I can explain the impact this will have on their outcomes ✓ I can officiate a sport and start to use the correct terminology and hand signals	✓ I can identify some of the main muscles and boys which are active during this sport ✓ I can explain why the components of fitness are important for that sport ✓
FS4	✓ I can demonstrate more advanced skills with some consistency ✓ I can choose the right skill at the right time in practice	✓ I'm starting to make tactical changes based on my opponent ✓ I'm beginning to perform advanced skills within a game or a competitive situation ✓ My advance skills are inconsistent	✓ I can analyse individual and team gameplay confidently ✓ I have led a session in lesson and can explain why and what the class are doing ✓ I can officiate a sport and use some of the correct terminology and hand signals	✓ I can describe the basic history of the sport & name two athletes which have achieved success within this sport ✓ I have firm knowledge of current affairs in this sport
FS5	✓ I can perform basic and advanced skills with precision, accuracy and control when under pressure within a practice situation ✓ I can combine basic and advanced skills with precision, accuracy or control to begin to influence a conditioned game.	✓ I can perform advance skills consistently with precision, accuracy and control in a game or competitive situation ✓ I influence the outcome of the game ✓ I can apply tactics based on opponents' actions	✓ I can present my own ideas with courage, conviction and impact to aid my peer's development ✓ My peers are starting to progress as a result of my sessions ✓ I can officiate a sport and use all of the correct terminology and hand signals	✓ I can explain the benefits of regular exercise ✓ I can explain the impact of training within this sport on components of fitness on this sport ✓ I can explain an athlete's diet within this sport & how this can benefit their performance
BFS	✓ I perform all skills at a high level with little or no mistakes ✓ I can combine basic and advanced skills with precision, accuracy or control to consistently influence a conditioned game.	✓ I can perform basic and advanced skills effectively, with little or no mistakes in game situation ✓ I can adapt quickly to all occasions in a competitive situation ✓ My tactical changes have very few errors	✓ I can critically evaluate my own and others performance ✓ I can plan and lead a session independently based on the critical evaluation ✓ I can clearly see my peers progressing as a result of my session	✓ I'm aware of cultural and social issues of this sport ✓ I can describe how differing body systems are affected by exercise, giving specific examples

Performing Arts

		Creating and Responding			Performing
FS1	K	I **struggle** to give ideas and show my knowledge of drama		VM	I **struggle** to use my voice and/or movement confidently when performing
	E	I sometimes **disengage** in the creative process and find it difficult to collaborate		R	When performing as a character, it **isn't clear** who my character is by my choices
	P	I am **not yet confident** in participating in class/group discussions		C	I **struggle** to communicate clearly to the audience and with other performers through use of clarity and eye contact
FS2	K	I sometimes give **basic ideas** and show my knowledge of drama		VM	I can use my vocal and movement skills on a **basic** level e.g. **some** projection, clarity and tone / **some** use of facial expression and gesture
	E	I try to engage in the creative process but am **not yet confident** in taking a leadership role		R	When performing as a character, there is an **inconsistent understanding** of the role I am playing
	P	I have participated in class/group discussions on **rare occasions**, when directed by the teacher		C	I still **struggle** to **always** communicate clearly to the audience and with other performers through use of clarity and eye contact
FS3	K	I often give **creative ideas** and show my knowledge of drama		VM	I can use my vocal and movement skills, demonstrating the **ability** to use tone, pitch, clarity, projection and pace / gesture, facial expression, gait and posture
	E	I engage in the creative process and work well with others, **sometimes** showcasing leadership skills.		R	When performing as a character, there is a **basic understanding** of the role I am playing
	P	I **often** participate in class/group discussions, showing my knowledge and understanding of drama		C	I am **starting to** communicate clearly to the audience and with other performers through use of clarity and eye contact
FS4	K	I am **confident** in offering creative to show my knowledge of drama and do so **continuously**		VM	I can use my vocal and movement skills, demonstrating the ability to use a **range** of features to make my character **interesting**.
	E	I engage in the creative process and work well with others, **often** showcasing leadership skills		R	When performing as a character, I do so with **energy and commitment**. There is **often** a **clear understanding** of the role I am playing
	P	I **continuously** participate in class/group discussions, showing my knowledge and understanding of drama		C	I can communicate **clearly** to the audience and with other performers through use of clarity and eye contact
FS5	K	I not only give creative ideas but I am also trying to **justify** them, understanding how to use conventions for a purpose		VM	I can use my vocal and movement skills, demonstrating the ability to use a **range** of features **confidently** and **with ease**
	E	I am **confident** in directing my peers and leading a group to create **original** work, trying new ideas and conventions		R	When performing as a character, I do so with **energy and commitment**. There is **always** a **clear understanding** of the role I am playing
	P	I continuously participate in class/group discussions and often use **drama terminology** within my responses		C	I can communicate **effectively** with the audience and with other performers through use of clarity and eye contact. I have **presence** on stage.
BFS	K	I not only continuously give creative ideas but I am also trying to **justify** them, understanding how to use conventions for a purpose and try different approaches, showing **creative originality**		VM	I can use my vocal and movement skills, demonstrating the ability to use a **range** of vocal features **confidently and with ease**, demonstrating **versatility** as a performer.
	E	I am confident in directing my peers and leading a group to create original work, trying new ideas and conventions. **Because of my input, my peers have also made progress**		R	When performing as a character, I do so with **energy and commitment**. I have considered **many attributes** of my role to create a **developed and rounded character.**
	P	I continuously participate in class/group discussions and often use **drama terminology** within my responses. I am also starting to be able to **analyse and evaluate** my own work/work of my peers		C	I can communicate **very effectively** to the audience and with other performers through use of clarity and eye contact. My **focus** when performing is **sustained** and creates an **effective impact** on the audience.