



**‘Staged’
Mastery,
Curriculum and Assessment
in
Years 7 and 8**

A to D Stage: Mastery, Curriculum, Assessment

Introduction:

The Mastery Curriculum, for students in Years 7 and 8, takes as its starting point the skills and knowledge required by students at Key Stage 3, enabling them to receive a rich 'learning' diet and fully engage with a subject, whilst preparing them to confidently access GCSE content at Key Stage 4 when commencing Year 9. To achieve this, subjects have analysed content in GCSE specifications and determined how skills and knowledge must be built up over the five years from Year 7 to Year 11.

The Key Stage 3 'Staged' Mastery Curriculum was introduced in September 2019 and applies to students in Years 7 and 8.

The Mastery Curriculum ensures progression through stages by students understanding required content, mastering skills taught and consistently applying them.

Stages:

The Mastery Curriculum consists of six stages of knowledge and skills to be achieved.

These are: W (working towards), Stage D, Stage C, Stage B, Stage A, Exceptional Progress (for Year 7 students working above Stage A), GCSE stage (for Year 8 students working above Stage A).

Assessment:

Hilbre High School assessment in Years 7 and 8 is based on:

- 'Mastery' of content through interleaved learning and 'mastery' of skills needed to access the requisite content
- Progression through stages by students understanding the required content, mastering the skills taught and consistently applying them.

Assessment at KS3:

To determine whether a stage has been achieved, subjects have 'Subject Skills, Knowledge and Mastery' maps, outlining what needs to be mastered to achieve mastery of a stage in a particular subject. The maps are used by teachers to determine whether a student has achieved a particular stage. Regular assessments determine whether students have mastered content.

Assessment Points:

Key learning is tested termly, using questions that are not discreet stand-alone topic tests but demonstrate cumulative knowledge of the required curriculum knowledge and skills. Students are assessed using key assessment points throughout the year in order to demonstrate progress over time.

Students must prove that they have understood and can apply what has been taught each term. They are tested using questions covering all of the topics, knowledge and skills taught so far. Students are then assessed to determine whether they are above, on or below progress, assessing their current attainment against their expected attainment, using their personal 'flight path' for each individual subject.

What happens if students are not achieving their expected stage?

Where students do not achieve mastery of content within a stage, purposeful intervention is required. Where students consistently demonstrate knowledge and skills beyond the stage upon which they are placed, they must be given intervention to further extend their learning.

How is the appropriate Flight Path for your child selected?

To determine the best Flight Path for your child and the expected 'stage' they should be achieving, we use FFT Aspire, which uses pupil data from the termly national schools' census and matches it to national tests, teacher assessments and exam results from your child's Key Stage 2 tests, to predict outcomes. We then cross-reference this with the Department for Education Transition Matrices for expected outcomes in each subject, taking the highest predicted target grade (based on KS2 scaled scores) out of the two sources to ensure students are placed on the most challenging flight path, commensurate with their ability as determined by their Key Stage 2 progress. If professional judgement and/or other available data deems a Flight Path to be below expectation for a student, the student will be placed on a Flight Path at a higher stage. Progress along a 'flight path' needs to be sustained, if students are to reach their predictions in Year 11.

What is the predicted grade in Year 11 for each stage on the Flight Path?

Below is the 'flight path' we use for students to determine their appropriate stages to be achieved each year and their expected Year 11 target grade, based on their 'flight path'. The minimum grade in Year 11 we expect students to achieve is a grade 4 - which is a 'pass' at GCSE.

Flight Path - Expected Trajectory of Progress: Years 7 to 11		
Year 7 target flight path	Year 8 target flight path	Year 11 'predicted' target grade
7D	8D	4
7C	8C	5
7B	8B	6
7A	8A	7, 8 and 9

Subject Information and Maps of Knowledge and Skills for Mastery:

- 'W' 'Working Towards' is a stage which should already be achieved.
- If a student is below progress, they must receive subject intervention to ensure they learn the requisite knowledge and skills so they 'catch-up' and be on the expected stage for their flight-path
- If a student is above progress for their expected stage, they must learn additional knowledge and skills for the flight-path above their current flight-path
- A student in Year 7 deemed 'E.P.' is making 'exceptional progress'.
- A student in Year 8 making progress above 'A' must commence studies commensurate with GCSEs.

English - Introduction

There are 7 Assessment Expectations in English:

3 in Reading

3 in Writing

1 in Speaking and Listening

The tables below explain in more detail exactly what each Assessment Expectation is designed to test and assess. They form a clear outline of how each skill needs to progress over the five years of a student's time at Hilbre High.

Reading:

	Title	The skills this AE covers:
Reading AE1	<i>Reading for Meaning</i>	<ul style="list-style-type: none">• The ability to interpret what writers are saying.• The ability to read between the lines and consider implications.• Making connections between and within texts.
Reading AE2	<i>Structure, organisation and use of language</i>	<ul style="list-style-type: none">• The ability to evaluate the structure and/or layout of a text.• The ability to analyse a writer's use of language.• The recognition of the effect a text has on a reader.
Reading AE3	<i>Purpose, viewpoint and context.</i>	<ul style="list-style-type: none">• The ability to identify the purpose of a text.• The ability to recognise different viewpoints.• The recognition of how the context of a text can affect its meaning.

Writing

	Title	The skills this AE covers:
Writing AE1	<i>Form, purpose and vocabulary</i>	<ul style="list-style-type: none">• The ability of a student to write in a particular form.• Use of vocabulary within a student's own writing.• The way the student can adapt their writing according to given task.
Writing AE2	<i>Paragraphing and Organisation</i>	<ul style="list-style-type: none">• Use of paragraphs within a piece of writing.• The overall structure of any text a student produces.
Writing AE3	<i>Sentence structure, spelling and punctuation.</i>	<ul style="list-style-type: none">• The student's ability to vary sentence structure for effect.• The use of a range of simple and complex punctuation.• The accuracy of a student's spelling.

Speaking and Listening

S+L AE	<i>Speaking and Listening</i>	<ul style="list-style-type: none">• The use of spoken Standard English.• The ability to create and sustain a character.• The ability of a student to take part in a discussion.• The way a student adapts their talk according to audience and purpose.
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English - Skills and Knowledge for Mastery

		Reading 1 <i>Reading for meaning</i>	Reading 2 <i>Structure, organisation and use of language</i>	Reading 3 <i>Purpose, viewpoint and context</i>
Y7	Y8	Students can ...	Students can ...	Students can ...
Should already be achieved. 'W' if not yet achieved		<ul style="list-style-type: none"> Can sound out and understand most CVC and CCVC words. Recognise some HFW and their meaning. Able to answer simple questions about what they have read. Recognise all HFW and begin to be able to read with some expression. Recognise basic punctuation when reading. Select and retrieve some information. 	<ul style="list-style-type: none"> Show awareness of different text types (e.g. a story, a letter, a play, a poem). Comment on some obvious language features (e.g. commas, full stops) Begin to suggest suitable words. Begin to determine the purpose of a text from its layout. Begin to recognise some language features (e.g. speech marks, exclamation marks) Begin to suggest reasons for the choice of some words. Begin to recognise common words related to a particular genre. 	<ul style="list-style-type: none"> Comment on whether a text is liked or not and why. Begin to recognise some basic features in stories and other texts. (Use of paragraphs) Start to be aware of similarities/differences between texts. Give basic assertions as to preferences in or between texts. Spot some features in texts, (such as couplets in poetry) Begin to identify author's viewpoint.
D	'W'	<ul style="list-style-type: none"> Read familiar words fluently and accurately. Recall most simple points. Draw basic conclusions from texts. Recognise key words and some unfamiliar language Select and retrieve some specific information. Have a clear idea of where to look for information. 	<ul style="list-style-type: none"> Show awareness of meaning and format of simple text. Comment on obvious language features. Recognise specific formats (e.g. letter, article, etc) Show awareness of organisational features and their functions (e.g. headlines or bullet points) Identify some effective language choices. Distinguish between some of the functions of differing formats. 	<ul style="list-style-type: none"> Make some comments on preferences. Distinguish basic features of stories or texts. Show awareness of viewpoints and purposes, as well as recognise differences. Identify general features of specific text types. Show awareness that texts are set in different times or places, and the effects this can have on them.
C	D	<ul style="list-style-type: none"> Use a range of reading strategies effectively. Identify most obvious points successfully. Use some quotation to support an analytical response. 	<ul style="list-style-type: none"> Identify structural choices made for specific reasons. Identify some features and effects of writers' use of language. Explore how different formats can be used to present information. 	<ul style="list-style-type: none"> Make comments which identify main purposes of texts. Make personal responses, with some awareness of writer's viewpoint or reader reaction. Recognise some features of context.
B	C	<ul style="list-style-type: none"> Identify relevant points in a variety of texts. Comment, supported by relevant quotation. Make conclusions and judgements based on evidence from different points in the text. 	<ul style="list-style-type: none"> Identify structural choices with developing comment. Identify and begin to analyse features of a writer's use of language. Make comments on the effect on the reader of language and format. 	<ul style="list-style-type: none"> Identify main purpose with awareness of writer's viewpoint. Make comment on overall effect of context. Make comment on overall effect on reader.
A	B	<ul style="list-style-type: none"> Identify most relevant points clearly. Make comments which are generally supported by relevant textual evidence. Make comments which develop explanation of conclusions drawn. 	<ul style="list-style-type: none"> Show increasing awareness of deliberate structural choices. Identify and analyse various features of writer's use of language. Comment with increasing awareness on the effect of language choices. 	<ul style="list-style-type: none"> Identify and comment on main purpose of texts with growing confidence. Pinpoint viewpoints in texts clearly and effectively. Make some explanation of effect on context on the meaning of texts.
'E.P.'	A	<ul style="list-style-type: none"> Clearly identify relevant points, including summary and synthesis of information. Use appropriate textual reference and quotation to support arguments. Consider wider implications or significance 	<ul style="list-style-type: none"> Make detailed exploration of structural choices. Give detailed exploration of how language is being used. Discuss confidently how language choices impact on the reader. 	<ul style="list-style-type: none"> Give evidence of identifying main purpose provided at word/sentence level, with explanation of effect. Identify viewpoints and contextual effects clearly through reference to text.
GCSE		<ul style="list-style-type: none"> Show increasing ability to draw on own knowledge of other sources to build an argument. Show increasing precision in selection and application of textual evidence. Make connections between insights 	<ul style="list-style-type: none"> Show some evaluation and appreciation of structural interpretation. Make increasingly perceptive analysis of the use of language. Show appreciation of language's effect on the reader. 	<ul style="list-style-type: none"> Make analytical comment on how viewpoints are established. Show more skilled analysis of writer's purpose. Demonstrate analysis of how context can relate to different meanings or interpretations of texts.
		<ul style="list-style-type: none"> Show ability to draw on a range of sources to build an argument. Show precision in selection and use of textual reference. Evaluate and compare as appropriate. 	<ul style="list-style-type: none"> Make clear and sustained evaluation of structural interpretation Make precise and perceptive analysis of how language is being used. Develop sophisticated appreciation of language impact on the reader. 	<ul style="list-style-type: none"> Make sustained critical analysis of the text showing appreciation of how it relates to its context and traditions. Deliver clear critical evaluation of writer's purpose, viewpoint and how these emerge through the text.
		<ul style="list-style-type: none"> Show clear evidence of originality of interpretation. Demonstrate a clear critical stance, developing an assured and coherent interpretation of texts Show imaginative insight with skilfully selected supportive references. 	<ul style="list-style-type: none"> Make pronounced and prolonged evaluation of structural interpretation with sustained evidence. Make precise, insightful analysis of how language is used. Show cultivated appreciation of language effects 	<ul style="list-style-type: none"> Produce assured and skilful analysis of the ways context impacts on the purpose and effect of a text. Make discerning and skilled evaluation of the writer's viewpoint and overarching purpose, appreciating subtlety and implication.

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- If a student is above progress for their expected stage, they must learn additional knowledge and skills for the flight-path above their current flight-path
- A student in Year 7 deemed 'E.P.' is making exceptional progress.
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English - Skills and Knowledge for Mastery

		Writing 1 <i>Form, purpose and vocabulary</i>	Writing 2 <i>Paragraphing and organisation</i>	Writing 3 <i>Sentence structure, spelling and punctuation</i>
Y7	Y8	Students can ...	Students can ...	Students can ...
B1		<ul style="list-style-type: none"> Writing may have a beginning but no clear ending. Familiar words and phrases are used and may be repeated. Some suggestion of purpose (style = story / letter / poem) Some suggestion of a viewpoint. Selected some words specifically because of their effect on the reader. An appropriate style is selected for purpose, if not necessarily maintained. Writing may have a beginning but no clear ending. Familiar words and phrases are used and may be repeated. Some suggestion of purpose (style = story / letter / poem) 	<ul style="list-style-type: none"> Attempts to form simple sentences. Emerging use of words that signify time. Attempts at short paragraphs which may not be linked. Use compound sentences more consistently Use connectives that signify time Attempts to use paragraphs. Attempts to form simple sentences. Emerging use of words that signify time. Attempts at short paragraphs which may not be linked. 	<ul style="list-style-type: none"> Attempts simple sentence structure only. Some correct use of capital letters (may not be in the correct place). Full stops are attempted. Spelling uses phonetic strategies. Capital letters and full stops are used with increasing success. Commas, question marks, exclamation marks are beginning to be used correctly, Attempts simple sentence structure only. Some correct use of capital letters (may not be in the correct place). Full stops are attempted. Spelling uses phonetic strategies.
D	'W'	<ul style="list-style-type: none"> Use descriptive language and appropriate word choices. Make some attempt to elaborate on basic information or Make emerging use of independent style. 	<ul style="list-style-type: none"> Use simple sentences within paragraphs. Make developing use of compound sentences within paragraphs. Make emerging use of paragraph division. 	<ul style="list-style-type: none"> Show some use of question and exclamation marks, and commas in lists. Usually spell high- frequency words correctly. Use sentence construction with capital letters and full stops.
C	D	<ul style="list-style-type: none"> Words are selected for effect, beginning to relate to genre. Begin to adopt a specific viewpoint. Attempt to extend ideas. 	<ul style="list-style-type: none"> Demonstrate use of paragraphs; not always linked. Introduce topic sentences. Use simple and compound sentences confidently. 	<ul style="list-style-type: none"> Use grammatically accurate, simply constructed sentences. Make some limited use of speech punctuation. Usually spell high-frequency, and some more complex, words correctly.
B	C	<ul style="list-style-type: none"> Develop main features of selected form which are clear and appropriate to purpose. Show evidence of deliberate vocabulary choices Expand and elaborate on some ideas. 	<ul style="list-style-type: none"> Use paragraphs to demonstrate and link ideas. Develop vocabulary to create engaging openings and endings. Use connectives with increasing confidence. 	<ul style="list-style-type: none"> Accurate sentence punctuation throughout the text, including question marks. Use speech and commas, mostly accurately. Show some variety in length and structure of sentences, using subordinating connectives. Correctly spell most content words
A	B	<ul style="list-style-type: none"> Establish appropriate style and purpose clearly, and maintain them throughout. Choose a more sophisticated range of vocabulary for effect. Develop ideas with a growing range of imaginative detail. 	<ul style="list-style-type: none"> Vary paragraphs for mood and effect. Use a range of devices to support cohesion with secure use of pronouns and connectives, Make links between paragraphs / sections which are generally maintained across whole text 	<ul style="list-style-type: none"> Use a full range of accurate punctuation, including speech. Use a variety of sentence lengths, with a wider range of connectives used. Make generally accurate use of punctuation within a sentence. Demonstrate generally correct spelling throughout.
'E.P.'	A	<ul style="list-style-type: none"> Use of a variety of forms, adapting them to suit purpose and audience. Use a confident range of ambitious vocabulary. Use a range of stylistic devices successfully to achieve impact. 	<ul style="list-style-type: none"> Demonstrate increasingly sophisticated construction to control and arrange ideas through a text. Make paragraphing choices which create impact and regularly affect pace, mood and atmosphere as appropriate. 	<ul style="list-style-type: none"> Make controlled use of a range of simple and complex sentences to achieve purpose and effect.. Make confident use of sentence features Use a full range of punctuation consistently accurately. Show generally correct spelling throughout, including some ambitious words
GCSE		<ul style="list-style-type: none"> Demonstrate imaginative and successful adaptation of a wide range of forms. Use vocabulary which is consistently and imaginatively matched to purpose and audience. Show consistent control of a wide range of stylistic devices. 	<ul style="list-style-type: none"> Consciously and purposefully sequence paragraphs to structure writing Use a variety of organisational features for specific cause and effect. 	<ul style="list-style-type: none"> Use a variety of sentence types skilfully for purpose and effect, with rare loss of control. Employ a range of features employed to create sentences which have individual merit and contribute to overall merit of the text. Demonstrate spelling with virtually complete accuracy throughout.
		<ul style="list-style-type: none"> Use wide-ranging vocabulary imaginatively and with flair and precision. Use an expansive variety of forms confidently for audience and purpose. Develop a distinctive personal voice and style. 	<ul style="list-style-type: none"> Skilfully vary length and structure of writing according to purpose and form. Manage pace and development throughout the text skilfully. 	<ul style="list-style-type: none"> Use imaginative sentence structure in a precise and accurate manner, matched to writer's purpose and intended effect on the reader Use a rich range of punctuation to create effects with near-total accuracy. Show correct spelling throughout, of even the most ambitious language.
		<ul style="list-style-type: none"> Make distinctive and original use of sophisticated vocabulary. Make enigmatic and creative use of form to provoke the audience as appropriate. Produce writing which is fully developed, with obvious personal voice, originality and flair. 	<ul style="list-style-type: none"> Make distinctive and original use of paragraphs for complexity, sophistication and purpose. Make assured use of skilful organisational features which position the reader appropriately throughout in relation to the writer's purpose 	<ul style="list-style-type: none"> Make distinctive and original use of a full range of sentence structures with complexity of purpose and full control. Skilful and sophisticated effects are apparent as a result. Show correct spelling throughout, of even the most ambitious language.

English - Skills and Knowledge for Mastery

		Speaking and listening
Y7	Y8	Students can ...
W		<ul style="list-style-type: none"> Respond to questions with simple comments. Begin to have their own opinions Express thoughts using some basic phrases, which may be repetitive. Express an opinion. Occasionally adopt a view point other than their own. Respond to the points of others. Show awareness of Standard English.
D	'w'	<ul style="list-style-type: none"> Express an opinion. Occasionally adopt a viewpoint other than their own Respond to the points of others. Occasionally show awareness of an appropriate register. Express points of view, ideas and feelings. Adopt a viewpoint other than their own. Respond to what they hear with interest, including some non-verbal reaction. Show awareness of Standard English.
C	D	<ul style="list-style-type: none"> Express points of view, ideas and feelings. Create characters using obvious ideas. Follow central ideas and possibilities in discussion, raising straightforward questions and making some comment. Show some use of Standard English.
B	C	<ul style="list-style-type: none"> Develop detail to add interest to accounts, narratives and information, along with non-verbal features. Create and sustain characters using obvious ideas. Make contribution and general statements in discussion. Show increasing use of Standard English.
A	B	<ul style="list-style-type: none"> Start to adapt talk and non-verbal features to meet the needs of different audiences and tasks. Create straightforward roles using speech and gesture competently. Make specific and relevant contributions to discussion. Show reasonable accuracy in use of Standard English.
'E.P'	A	<ul style="list-style-type: none"> Adapt talk to a variety of situations and audiences, using non-verbal features for impact. Develop and sustain roles and characters through appropriate language and gesture. Engage with others' ideas and opinions in discussion, recognising obvious bias or prejudice. Make competent and appropriate use of Standard English
GCSE		<ul style="list-style-type: none"> Adapt and shape talk and non-verbal features to meet the demands of varying contexts and purposes. Create convincing characters and roles in varying situations. Challenge and develop the points of others in discussion Make controlled and effective use of Standard English
		<ul style="list-style-type: none"> Demonstrate sophisticated strategies across contexts and purposes. Adopt, create and sustain complex characters according to task. Initiate, develop and sustain discussion skilfully. Use Standard English in a confident manner.
		<ul style="list-style-type: none"> Can demonstrate a sophisticated and extended repertoire of strategies to meet challenging contexts and purposes Adopt, create and sustain highly complex and nuanced character roles as required. Play an assured leading role in discussion. Use Standard English in an apt and confident manner

Mathematics - Introduction

There are 4 Assessment Expectations in Mathematics:

- Number, ratio, proportion and rates of change
- Algebra
- Geometry and measure
- Statistics and probability

Assessment Expectation	Skills this AE covers:
Number, ratio, proportion and rates of change	<ul style="list-style-type: none">• Basic arithmetic• Real life calculations• Numerical manipulation
Algebra	<ul style="list-style-type: none">• Finding relationships between quantities• Using real life formulae• Looking at sequences and patterns
Geometry and measure	<ul style="list-style-type: none">• Area calculations in the real world• Problem solving skills• Accurate drawings
Statistics and probability	<ul style="list-style-type: none">• Interpreting and producing graphs• Data collection• Generalising data through the use of averages

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Mathematics - Skills and Knowledge for Mastery

		Number and Algebra	Geometry and Measure	Handling Data
Yr 7	78	Students can....	Students can....	Students can....
W		Use place value up to 1000. Recognise and start to use decimal and negative numbers. Recall the 2, 3, 4, 5 and 10 multiplication tables. Use simple fractions. Recognise equivalent fractions	Classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. Use non-standard units (e.g. counting squares or cubes). Use standard metric units of length, capacity and mass. Use standard units of time, in a range of contexts.	Extract and interpret information in simple tables and lists. Construct and interpret bar charts and pictograms.
D	W	Plot and identify coordinates in the first quadrant. Add and subtract up to two decimal places. Multiply and divide by 10 and 100. Find factors and multiples of numbers and square numbers. Order decimals. Recall multiplication tables up to 10 x 10.	Find areas by counting squares. Use ruler and other scales for measurement. Make 3D models by joining faces and edges together. Calculate perimeters. Draw common 2D shapes in different views. Reflect shapes in a mirror line.	Draw and use line graphs. Use mode and range. Group data in equal ranges. Collect and use discrete data. Draw and use frequency diagrams.
C	D	Cancel fractions. Understand and use BODMAS. Solve problems involving negative numbers. Express comparisons of quantities using ratio and proportion. Multiply and divide a 3 digit number by a 2 digit number. Estimate using approximations. Find fractions and percentages of quantities. Plot and identify coordinates in all four quadrants.	Measure and draw angles to nearest degree. Use formula for the area of a rectangle. Estimate lengths. Estimate between imperial and metric units. Convert one metric unit to another. Calculate unknown angles in triangles and at a point. Describe angles in correct terms. Find symmetry in 2D shapes	Interpret graphs and diagrams and draw conclusions. Compare distributions using the range and an average. Draw and use a probability scale. Calculate mean and median. Use and interpret pie charts. Understand and calculate theoretical probabilities. Understand and calculate experimental probabilities.
B	C	Add and subtract fractions. Solve equations using trial and improvement. Round to decimal places. Calculate using ratios. Round to significant figures. Find the n^{th} term of a linear sequence. Use equivalent fractions, percentages and decimals. Express one number as a percentage or fraction of another	Calculate the area and circumference of a circle. Understand and recall the properties of polygons. Find missing angles using intersecting and parallel lines. Recall the special properties of quadrilaterals. Enlarge shapes given a scale factor. Calculate the volume of a cuboid. Use simple plans and elevations. Draw nets of shapes	Draw possibility space diagrams. Read two way tables. Identify all possible outcomes of two events. Draw scatter diagrams and understand correlation. Understand how mutually exclusivity affects combined and independent events. Construct pie charts. Construct and interpret frequency diagrams.
A	B	Expand single and double brackets. Solve simultaneous equations. Solve problems using direct and inverse proportion. Solve simple inequalities. Multiply and divide by a number less than 1. Estimate by rounding to one significant figure	Calculate missing lengths using Pythagoras' Theorem. Draw the locus of a point. Solve problems using speed, distance, time and mass, volume, density. Calculate lengths, areas and volume in shapes and prisms Consider rounding accuracy when solving problems.	Select the most appropriate average. Find modal class. Understand and use relative frequency. Draw a line of best fit on a scatter diagram. Make and test a hypothesis. Use and interpret frequency polygons.
E.P	A	Sketch linear, quadratic, cubic and reciprocal graphs. Factorise quadratic expressions. Multiply out two linear expressions. Rearrange algebraic formulae. Convert numbers in and out of standard form	Use congruency and similarity Use sine, cosine and tangent in right-angled triangles	Use and draw cumulative frequency diagrams. Estimate the median & interquartile range from a cumulative frequency diagram. Use tree diagrams to calculate probabilities. Use multiplication and addition rules of probability.

Science - Introduction

There are 4 Assessment Expectations in Science

- A01 Knowledge with understanding
- A02 Application, analysis, evaluation and problem solving
- A03 Planning and analytical skills
- A04 Practical Skills

The table below explains in more detail exactly what each Assessment Expectation is designed to test and assess. Read in conjunction with the Assessment Expectations themselves, they form a clear outline of how each skill needs to progress over the five years of a student's time at Hilbre.

	Title	The skills this AO covers:
A01	Knowledge with understanding	<ul style="list-style-type: none">• Identifying and using scientific processes• Using scientific knowledge to solve a problem• Applying knowledge to unfamiliar situations
A02	Application, analysis, evaluation and problem solving	<ul style="list-style-type: none">• Using graphs and tables to communicate in Science• Construct conclusions and hypothesis based on scientific knowledge• Use scientific knowledge to explain unexpected results in unknown situations
A03	Planning and Analytical Skills	<ul style="list-style-type: none">• Critically analysing evidence and ways of presenting information.• Draw conclusions linked to practical investigations• Use scientific knowledge to evaluate results
A04	Practical Skills	<ul style="list-style-type: none">• Scientific investigation skills• Construction of a reliable experiment• Safe management of risks within a practical investigation

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Science - Skills and Knowledge for Mastery

		Knowledge with understanding	Application, analysis, evaluation and problem solving
Y7	Y8	Students can ...	Students can ...
W		List key terms <ul style="list-style-type: none"> Terminology Use key terms <ul style="list-style-type: none"> Specific scientific vocabulary Correct units 	Select appropriate scientific data <ul style="list-style-type: none"> Select data from tables, graphs or other sources of information. Recognise appropriate scientific data <ul style="list-style-type: none"> Recognise scientific patterns in data.
D	‘W’	Recall basic scientific facts <ul style="list-style-type: none"> Recall uses of standard scientific instruments Recall scientific laws Use basic scientific facts <ul style="list-style-type: none"> Recall scientific theories Recall scientific models 	Communicate scientific observations, ideas, arguments and conclusions <ul style="list-style-type: none"> Convert data in a table to a graph, or vice versa. Convert scientific observations, ideas, arguments and conclusions <ul style="list-style-type: none"> Convert data from other forms into tables or diagrams.
C	D	Identify the main scientific processes <ul style="list-style-type: none"> Identify scientific phenomena Identify scientific patterns 	Identify relevant data and make calculations <ul style="list-style-type: none"> Use data to support a conclusion. Perform calculations on primary and secondary data.
B	C	Describe Scientific Ideas <ul style="list-style-type: none"> Describe scientific phenomena. Describe scientific patterns. 	Make predictions, draw conclusions and write a hypothesis <ul style="list-style-type: none"> Use data from tables, graphs and other information sources, to make predictions. Use data to form conclusions and write a hypothesis. Explain everyday and technological applications of science.
A	B	Explain why scientific processes occur <ul style="list-style-type: none"> Give a reason for scientific phenomena Give a reason for scientific patterns 	Explain familiar facts, observations and phenomena <ul style="list-style-type: none"> In terms of Scientific laws Theories Models
‘E.P’	A	Use scientific reasoning to solve a problem <ul style="list-style-type: none"> Select and use the appropriate equation. Discuss how scientific theories develop over time. Explain how scientific theories are tested. 	Apply knowledge of sampling techniques to ensure any samples are representative of the whole population <ul style="list-style-type: none"> Be able to use a variety of sampling techniques. Be able to explain which is the best technique to use, to represent the whole of the population. Make decisions based on the evaluation of evidence and arguments.
GCSE		Make balanced judgements about particular scientific developments <ul style="list-style-type: none"> Evaluate the following factors on groups or individuals: <ul style="list-style-type: none"> Economic Ethical Moral Social Cultural implications 	Evaluate qualitative and quantitative data, from both primary and secondary sources <ul style="list-style-type: none"> Consider the reliability of primary data collected. Consider the reliability of secondary data that is collected.
		Synthesise links between scientific ideas and specific scenarios <ul style="list-style-type: none"> Link scientific ideas to familiar scenarios Suggest how scientific ideas change in light of new evidence. 	Recognise that the pursuit of science is subject to practical constraints, theoretical uncertainties and ethical considerations <ul style="list-style-type: none"> Evaluate risks in a wider societal context
		Apply complex scientific concepts to an unfamiliar situation <ul style="list-style-type: none"> Link complex scientific ideas to unfamiliar situations Demonstrate understanding through explanation 	Present reasoned scientific explanations of unfamiliar facts and phenomena, and unexpected observations <ul style="list-style-type: none"> Apply scientific principles and formulate and justify methods to solve qualitative and quantitative problems

Science - Skills and Knowledge for Mastery

		Planning and analytical skills	Practical skills
Y7	Y8	Students can ...	Students can ...
W		<p>State changes which occur when observing objects and living things</p> <ul style="list-style-type: none"> State simple changes. Identify a trend on a graph. <p>Observe changes which occur when observing objects and living things</p> <ul style="list-style-type: none"> Find patterns in results and trends. 	<p>Follow instructions to make observations and take measurements</p> <ul style="list-style-type: none"> Use equipment to measure and observe. <p>Follow instructions to record results safely</p> <ul style="list-style-type: none"> Measure length, mass, temperature, time, weight and volume using simple equipment. Identify hazards in a practical to avoid.
		<p>Recall the findings of an investigation</p> <ul style="list-style-type: none"> Write a basic conclusion based on results. Use graphs to explain patterns in results <p>Identify the validity and reliability of the experiment</p> <ul style="list-style-type: none"> Identify whether the investigation is valid, or not. Identify whether the results are reliable, or not. 	<p>Identify key concepts of an investigation</p> <ul style="list-style-type: none"> State which are the key variables in experiments. Identify appropriate apparatus. <p>Identify variables to observe/ measure which are relevant to the topic</p> <ul style="list-style-type: none"> Identify independent variables and state range. Identify dependent variables.
D	'W'		
C	D	<p>Write a scientific method to test a hypothesis</p> <ul style="list-style-type: none"> Construct a hypothesis. Design a plan to test the hypothesis. Select appropriate equipment. 	<p>Select one or more control variables in investigations</p> <ul style="list-style-type: none"> Define what a control variable is State if there were any variables that could not be controlled.
B	C	<p>Acknowledge any anomalies/unexpected results and suggest improvements for an investigation</p> <ul style="list-style-type: none"> Suggest how work could be improved. Explain reasons for improvements - e.g. how would it improve the experiment? Point out results that do not fit the main pattern or trend. Highlight anomalies on graphs. 	<p>Work safely by managing risks</p> <ul style="list-style-type: none"> Identify hazards within a practical. Describe ways to manage the hazards. Use Hazcards to make reasoned judgments to reduce risks. Identify how likely hazards are to occur.
A	B	<p>Generate conclusions that are linked to investigation findings.</p> <ul style="list-style-type: none"> Explain conclusions using knowledge of science. Draw complex conclusions based on results 	<p>Construct valid results table</p> <ul style="list-style-type: none"> All headings correct, including units. All expected data, recorded to the same degree of accuracy. At least one control variable displayed.
'E.P'	A	<p>Discuss reasons for anomalies</p> <ul style="list-style-type: none"> Explain in detail how accurate results are. Give reasons for sources of error. Comment on reliability of the data. 	<p>Justify choices of method/data collection. Propose the number of observations.</p> <ul style="list-style-type: none"> Give a reason for the choice of equipment. Give a reason for why a method is valid. State range of data points and repeats.
GCSE		<p>Critically interpret /evaluate the supporting /conflicting evidence.</p> <ul style="list-style-type: none"> Take account of a range of views when presenting conclusions. Incorporate ideas from a range of sources. Justify hypothesis using scientific knowledge. 	
		<p>Assess the strength of evidence. Decide whether it is sufficient to support a conclusion</p> <ul style="list-style-type: none"> Decide whether enough information has been gathered to be sure that the conclusion is correct. Decide whether the conclusion supports the hypothesis and secondary evidence. 	
		<p>Propose scientific explanations for unexpected results</p> <ul style="list-style-type: none"> Describe the limitations of a scientific method. Discuss the impact of the limitations on results. Explain how improvements to the method would affect the results. 	

Art and Design - Introduction

There are 4 Assessment Expectations in Art: **Investigating**, **Exploring**, **Recording** and **Outcomes**.

Investigating	<ul style="list-style-type: none">• The ability to develop their skills in investigating the external world and their own thoughts, feelings, ideas and imagination.• The ability to explore and investigate ideas (artists, crafts people and designers), subjects, materials and processes to help them develop their ideas and intentions.
Exploring	<ul style="list-style-type: none">• The ability to explore and experiment with ideas, materials, tools and techniques.• The ability to develop their practical skills, suitability and understanding of materials and techniques, seeking to improve and progress.
Recording	<ul style="list-style-type: none">• The ability to appreciate and critically understand the work of others.• The ability to record ideas, images and artefacts, and identify how values and meanings are conveyed analytically.
Outcomes	<ul style="list-style-type: none">• The ability to evaluate their own work, and that of others, taking account of both purpose and context.• The ability to respond effectively to a starting point, showing critical thinking and analysis when developing personal outcomes.

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- If a student is below progress, they must receive subject intervention to ensure they learn the requisite knowledge and skills so they 'catch-up' and be on the expected stage for their flight-path
- If a student is above progress for their expected stage, they must learn additional knowledge and skills for the flight-path above their current flight-path
- A student in Year 7 deemed 'E.P.' is making exceptional progress.
- A student in Year 8 making progress above 'A' must commence studies commensurate with GCSEs.

Art and Design - Skills and Knowledge for Mastery

ART & Design		Investigating	Exploring	Recording	Outcomes
Y7	Y8	You can...	You can...	You can...	You can...
W		Work with some experience of having used pencils and/or other art materials. Your prior experience may involve having worked in a range of materials from a range of starting points or may be as an addition to the KS2 curriculum in other subjects. You will be able to produce a response to the lesson objectives.			
D	W	Demonstrate emerging skills in investigation and understanding of the starting point.	Apply simplistic creative and technical skills to your investigations.	Record and use simple observations to inform your ideas. Demonstrate simplistic use of visual language, technique and media to realise your ideas.	Create a personal response to your starting point.
C	D	Demonstrate a basic amount of investigation and understanding of the starting point.	Apply basic creative and technical skills to your investigations.	Record and use simple observations to inform your ideas. Demonstrate basic use of visual language technique and media to realise your ideas.	Create a personal response showing minimal ability in connection to your starting point.
B	C	Demonstrate some ability to investigate and understand the starting point.	Apply some creative and technical skills to your investigations.	Record and use some relevant observations to inform your ideas. Demonstrate some understanding of visual language technique and media to realise your ideas.	Create a personal response showing some ability in connection to your starting point.
A	B	Demonstrate reasonably competent investigation skills and understanding of the starting point.	Apply a reasonably competent range of creative and technical skills to develop and refine your work	Record and observe work clearly and more consistently. Demonstrate a reasonably competent use of visual language, techniques and media to realise ideas.	Create a personal response showing reasonably competent ability in connection to your starting point. Explain some of your work using descriptive language.
E.P	A	Demonstrate competent investigation skills and understanding of the starting point.	Apply a competent range of creative and technical skills to develop and refine your work	Recording and observation work is clear. Demonstrate a competent use of visual language, technique and media to realise your ideas.	Create a personal response showing a competent ability in connection to your starting point. Use some key vocabulary to explain your work.
GCSE		Demonstrate consistently good investigation skills and understanding of the starting point.	Apply a consistently good range of creative and technical skills to develop and refine your work.	Recording and observational work is consistent. Demonstrate a consistently good use of visual language, technique and media to realise your ideas.	Create a personal response showing a consistently good ability in connection to your starting point. Explain your work and use some subject specific language to explain the development of your ideas.
		Demonstrate independent investigations and an in-depth understanding of the starting point. You are usually highly developed in your ideas with a degree of independence.	Apply a wide range of highly developed, creative and technical skills and you enjoy experimenting and trying new ideas and techniques.	Your ideas are highly developed with a degree of independence. Demonstrate a highly developed use of visual language, technique and media to realise your ideas.	Create a highly developed personal response showing clear connections to your starting point. Use of language is good and helps to explain the thoughts you had during the completion of the work as a whole.
		Demonstrate emerging excellence in your independent investigations and an in-depth understanding of the starting point.	Apply emerging excellence with a wide range of creative and technical skills and you enjoy experimenting and trying new ideas and techniques.	You show emerging excellence in the development of your ideas Demonstrate emerging excellence in your use of visual language, technique and media to realise your ideas.	Create a personal response showing emerging excellence in connection to your starting point. Your use of language is excellent and helps to explain the thoughts you had during the work.
		Demonstrate excellent levels of independent investigations and an in-depth understanding of the starting point.	Apply thoroughly, excellent creative and technical skills and you enjoy experimenting and trying new ideas and techniques. Fully utilise the creative process and have a limitless amount of energy and ideas that you want to explore and realise.	You have shown excellent ability in developing your ideas with the minimal amount of guidance You can independently analyse, engage with, and question critically aspects of your own and compare it with others.	Create a personal response showing excellent ability in connection to your starting point. Use of language in an intelligent way that helps to explain the thoughts you had during the work.
		Demonstrate exceptional levels of independent investigations and refined and in-depth understanding of the starting point.	Apply thoroughly, exceptional creative and technical skills and you enjoy experimenting and trying new ideas and techniques. Fully utilise the creative process and have a limitless amount of energy and ideas that you want to explore and realise with total command.	You have shown exceptional ability in developing your ideas with the minimal amount of guidance. You can independently analyse, engage with, and question critically aspects of your own and compare it with others.	Create a personal response showing exceptional ability in connection to your starting point. Exemplary Use of language in an exemplary way that helps to explain the thoughts you had during the work.

Business Studies - Introduction

Unit	Skills Assessed	Example Topics
Unit 1 - Investigating how businesses work	<ul style="list-style-type: none"> --- Understanding of business structures --- Communicating ideas successfully (written and verbally) --- Evaluating businesses --- Analysing, comparing and contrasting business performance --- Ability to write concise paragraphs to convey understanding 	<ul style="list-style-type: none"> --- Stakeholders --- Communication --- Aims and objectives --- Customer Service --- Organisation structures --- Business ethics
Unit 2 - Financial Records	<ul style="list-style-type: none"> --- Basic mathematical addition and subtraction --- Rounding numbers to two decimal places --- Calculating percentages and ratios --- Analysing the importance of documents --- Producing quality written pieces which evaluate financial documentation 	<ul style="list-style-type: none"> --- Financial documents --- Profit and loss --- Balance sheets --- Assets and liabilities --- Profitability Ratios --- Liquidity Ratios

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- If a student is above progress for their expected stage, they must learn additional knowledge and skills for the flight-path above their current flight-path
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Business Studies - Skills and Knowledge for Mastery

		Investigating business	Business finance
Y7	Y8	Students can ...	Students can ...
W		<ul style="list-style-type: none"> Give some basic reasons for why a business exists. Name some of the different types of business ownership. Name some of the stakeholder groups. Recall the names of some functional areas. 	<ul style="list-style-type: none"> Recall the names of some of the nine documents used in the purchasing process. Show an ability to carry out basic additions for goods totals on invoices and purchase orders. Name some methods of making a payment.
D	'W'	<ul style="list-style-type: none"> Name most of the stakeholder groups. Recall the names of the common functional areas that businesses have. Identify some of the main features of different types of business ownership. Describe the interests that most stakeholder groups have in a business. 	<ul style="list-style-type: none"> Recall the names of most of the nine documents used in the purchasing process. Show an awareness of the need for accuracy when completing financial documentation. Multiply quantities and costs to give totals. Transfer addresses on purchasing documentation.
C	D	<ul style="list-style-type: none"> Define an aim and an objective. Describe the roles of various functional areas. Describe the differences between the main types of business ownership. 	<ul style="list-style-type: none"> Recall the names of all of the nine documents used in the purchasing process. Calculate basic percentages for VAT (20%) and discounts (10%). Work out a valid order number on purchasing documentation. Group costs as start-up costs or running costs.
B	C	<ul style="list-style-type: none"> Name all stakeholder groups giving multiple reasons they have an interest in a business. Identify groups of stakeholders that may conflict with the business owner. Decide on sensible aims and objectives for a given business. Compare the roles of different functional areas. Identify suitable communication methods for different scenarios. 	<ul style="list-style-type: none"> Produce a sequence containing some of the documents used in the purchasing process. Calculate given percentages for discounts (12%, 5% etc.) Give advantages and disadvantages for various payment methods. Group assets and liabilities. Complete a cheque with accuracy.
A	B	<ul style="list-style-type: none"> Identify multiple examples of where two stakeholder groups may conflict, giving sensible reasons for this conflict. State sensible advantages and disadvantages of different types of business ownership. Understand that different organisations will have different aims and objectives. Understand that functional areas must communicate with one another to contribute to a business's success. Show an understanding of how businesses are organised (and how this is represented). Define ethics, giving examples of the ethical practices a business may wish to adopt. 	<ul style="list-style-type: none"> Sequence all nine documents used in the purchasing process, explaining why some of the documents are not always used. Summarise the advantages and disadvantages of using computers when producing financial documents. Compare timescales and costs involved when using different payment methods. Define turnover, cost of sales, gross profit, expenses and net profit. Calculate profitability and liquidity ratios from given formulas.
'E.P.'	A	<ul style="list-style-type: none"> Identify the ways in which businesses seek to meet conflicting stakeholder needs. Compare and contrast the aims and objectives of different businesses. Compare and contrast the organisational structures of different businesses. Identify appropriate methods of communication for a range of different business scenarios. Understand the reasons businesses choose to operate ethically. 	<ul style="list-style-type: none"> Group assets as fixed or current and liabilities as long-term or current. Evaluate the importance of the documents used in the purchasing process. Evaluate the use of computers when completing financial documents, comparing this to manual accounting methods. Select appropriate payment methods for a given scenario. Calculate working capital using figures given on a balance sheet. Explain the purpose of profitability and liquidity ratios.
GCSE		<ul style="list-style-type: none"> Evaluate the effectiveness of the ways businesses seek to meet conflicting stakeholder needs. Show an awareness that organisations in different sectors may have different aims and objectives. Show awareness that there are advantages and disadvantages to different communication methods. Compare the costs and rewards from operating ethically. 	<ul style="list-style-type: none"> Show understanding of how various payment methods work. Show understanding of the purpose of a profit and loss account. Identify relevant figures used to calculate working capital. Identify differences between profitability and liquidity of two businesses or two financial years.
		<ul style="list-style-type: none"> Evaluate the extent to which a business is meeting its aims and objectives. State advantages and disadvantages for different communication methods, making comparisons. Make clear, reasoned comparisons between two or more organisations. 	<ul style="list-style-type: none"> Summarise the typical start-up and running costs of different industrial sectors. Accurately calculate missing figures on a given balance sheet. Compare and contrast profitability and/or liquidity ratios for multiple businesses or financial years, comparing and contrasting performance.
		<ul style="list-style-type: none"> Summarise the differences between the aims and objectives of organisations in different sectors. Evaluate appropriate methods of communication for a given scenario. Evaluate the extent to which a business operates ethically. 	<ul style="list-style-type: none"> Compare and contrast the start-up and running costs of different industrial sectors. Investigate and summarise the role ICT has in reducing business costs. Evaluate business performance using profitability and/or liquidity ratios.

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Dance - Introduction

There are 3 Assessment Expectations in Dance:

Dance Skills
Communication
Reflection/Review

	Title	The skills this AE covers:
Dance Skills	<i>Understanding Dance</i>	<ul style="list-style-type: none">• The ability to follow a teacher taught motif.• Understand five dance actions.• Showing thorough knowledge of skills, control of genre and in depth applications.
Communication	<i>Communication, demonstration and use of knowledge</i>	<ul style="list-style-type: none">• The ability to work with a group and communicate ideas.• Apply growing knowledge of vocabulary, grammar and structure to writing.• Be able to analyse performances and consistently show a growing knowledge of development and understanding.
Reflection/Review	<i>Analyse, adapt and adjust</i>	<ul style="list-style-type: none">• The ability to review work in order to improve performance.• Create a performance with confidence.• Improving performance that shows critical analyses.

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Dance - Skills and Knowledge for Mastery

		Choreography	Performance
Y7	Y8	Students can ...	Students can ...
W			
D	'W'	<ul style="list-style-type: none"> Select and combine suitable dance actions to form a <u>motif</u> 	<ul style="list-style-type: none"> Remember a motif Show focus and concentration Wear appropriate dancewear, including : footwear, hairstyle, absence of jewellery.
C	D	<ul style="list-style-type: none"> Create basic shapes and <u>gestures</u> Include <u>formations</u> Select and combine suitable dance actions to form a <u>motif</u> 	<ul style="list-style-type: none"> Show focus and concentration Remember a motif Demonstrate control Some ability to demonstrate physical skills and attributes safely.
B	C	<ul style="list-style-type: none"> Select and combine suitable dance actions to form a <u>motif</u> Create basic shapes and <u>gestures</u> Include <u>formations</u> 	<ul style="list-style-type: none"> Demonstrate some style and/or technique Use expressive skills *facial expressions Show timing with the music and others Some ability to demonstrate physical skills and attributes safely.
A	B	<ul style="list-style-type: none"> Select and combine suitable dance actions to form a <u>motif</u> Create basic shapes and <u>gestures</u> Include <u>formations</u> Use <u>levels</u>, <u>directions</u> and <u>pathways</u> Include a <u>start</u> and <u>finish</u> position Create a <u>motif</u> from a <u>stimulus</u> 	<ul style="list-style-type: none"> Demonstrate musicality and rhythm Use expressive skills * projection, extension and facial expressions Use a range of dynamics Sound ability to demonstrate physical skills and attributes safely.
'E.P'	A	<ul style="list-style-type: none"> Include a change of <u>levels</u>, <u>directions</u> and <u>pathways</u> Use <u>canon</u> and <u>unison</u> Use <u>choreographic devices</u> repetition and retrograde 	<ul style="list-style-type: none"> Demonstrate a clear sense of style and/or technique Use a range of expressive skills Maintain energy and focus throughout Highly developed ability to demonstrate physical skills and attributes safely.
GCSE		<ul style="list-style-type: none"> Use a variety of <u>choreographic devices</u> instrumentation, repetition, retrograde and fragmentation Demonstrate originality Use a variety of <u>choreographic devices</u> i.e inversion and climax Choreography evokes a reaction or leaves an impression 	<ul style="list-style-type: none"> Display excellent technical ability Demonstrate strength and stamina Show a clear range of expressive skills and dynamics Exceptional ability to demonstrate physical skills and attributes safely.

Dance – Skills and Knowledge for Mastery

		Group Work	Appreciation (own/peers)	Appreciation (professional works)
Y7	Y8	Students can ...	Students can ...	
W				
D	'W'	<ul style="list-style-type: none"> Follow the ideas of those you are working with. You can demonstrate listening and some focus skills. 	<ul style="list-style-type: none"> Recognise the '6 dance actions' 	
C	D	<ul style="list-style-type: none"> Contribute at least one idea and can work with others to bring the idea to life. You have a limited understanding of the purpose of your dance but can focus in group work. 	<ul style="list-style-type: none"> Recognise what a 'motif' is and how to create one 	<ul style="list-style-type: none"> Recognise and comment on features of production, including staging, lighting, properties, costumes and dancers
B	C	<ul style="list-style-type: none"> Make some contribution of creative ideas and work with others to bring the idea to life. You understand the intention of your dance and can focus in a group. <u>Respect</u> ideas from each member of your group 	<ul style="list-style-type: none"> Recognise what a 'motif' is and how to create one Support your opinion with an example. Use dance vocabulary and key words when reviewing. Explain your opinion. 	<ul style="list-style-type: none"> Describe both verbally and in written responses, the features of production.
A	B	<ul style="list-style-type: none"> Make a good contribution of creative ideas and work with others to bring the idea to life. You understand the intention of your dance well and can focus in a group to achieve your aim. Be trusted to focus and work independently 	<ul style="list-style-type: none"> Recognise styles of dance and what they include. Set targets to help others improve performance. Offer alternatives and solutions when evaluating dance pieces. -Identify strengths of your own and other's work. 	<ul style="list-style-type: none"> Describe and analyse the features of production. Comment on the choreographic content, including movement content and structure. Recognise the choreographic intention of the piece.
'E.P'	A	<ul style="list-style-type: none"> Make a very good contribution of creative ideas and work with others to bring the idea to life. You understand the intention of your dance well and can focus in a group to achieve your aim. Allocate duties and roles in your group. 	<ul style="list-style-type: none"> Offer alternatives and solutions when evaluating dance pieces. Identify strengths and limitations of your own and other's work. 	<ul style="list-style-type: none"> Describe and analyse the features of production and the relationship between the choreographic content, including movement content, structure. Recognise the choreographic intention of the piece.
GCSE		<ul style="list-style-type: none"> Make a very good contribution and give creative ideas. Communicate the meaning of your dance clearly. You can demonstrate very good focus and commitment to achieve your aim. Take ownership of your piece. Show initiative. (music, props, costume, lighting, rehearsal time) 	<ul style="list-style-type: none"> Draw on previous knowledge of other performances you have seen to support your evaluation. Make links to professional dance works or films you may have watched. 	<ul style="list-style-type: none"> Describe and analyse in detail, the features of production, linking them to the choreographic content, including movement content, structure. Evaluate the choreographic intention of the piece and the contribution of choreography, performance and features of production to the audience's understanding of the work

Drama - Introduction

The explanations below are designed to make clear exactly which skills are tested and what is expected at each point on the assessment expectation scale. There are 3 Assessment Expectations in Drama :

Performance space
Performance, Voice, Gesture
Working Record

	Title	The skills this AE covers:
Performance space A01	<i>Understanding of stage space</i>	<ul style="list-style-type: none">• Show awareness of stage space and audience.• Knowledge of stage space shows understanding of text.• Perform showing command of the demands and intentions of the texts genre and the adopted performance style.
Performance, Voice, Gesture A02	<i>Use of voice and gesture</i>	<ul style="list-style-type: none">• Some use of voice and gesture• Use voice and gesture in a way that is functional but generally appropriate to context.• Use voice and gesture to create a crafted and engaging performance and characterisation.• Use of voice is well-crafted which demands attention from the audience.
Working Record A01 & A03	<i>Description of character, review work for marked improvement and identify important essence of the genre</i>	<ul style="list-style-type: none">• Some understanding of character being played.• Use reflection that draws on relevant functions of either a performer, director or a designer.• Work demonstrates accuracy of student's spelling.• Work shows both the practical and artistic level.

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Drama - Skills and Knowledge for Mastery

		Character	Script
Y7	Y8	Students can ...	Students can ...
W		You can work with others and try to use voice and movement to be a character.	You can follow the script.
D	'W'	Create a character with LIMITED <ul style="list-style-type: none"> Voice & Movement Physical Techniques Reactions rarely seen. 	<ul style="list-style-type: none"> Attempt to read the script and follow the stage directions. Show some understanding of the content of the script in discussion work.
C	D	Create a character with BASIC <ul style="list-style-type: none"> Voice & Movement Physical Techniques Reactions seen more than once in the performance. 	<ul style="list-style-type: none"> Use the appropriate voice for the character in your script. Start to add some basic mimes and movement which suits the content of the script.
B	C	Create a character with SOME CLEAR <ul style="list-style-type: none"> Voice & Movement Physical Techniques Reactions for over half of the performance 	<ul style="list-style-type: none"> Use a voice that clearly suits the role in the script by altering the TONE of your voice. Add more than basic detail to your mime and movements and FACIAL EXPRESSIONS that suit the script.
A	B	Create a character with CLEAR <ul style="list-style-type: none"> Voice & Movement Physical Techniques Reactions for MOST of the performance. The character is communicated well to the audience in terms of positioning and clarity. 	<ul style="list-style-type: none"> Explore your voice to a high standard to bring your script to life (such as Tone, accent, pitch, pause, pace...) Add specific movement skills. React when performing with the script.
'E.P'	A	Create a character with DEVELOPED <ul style="list-style-type: none"> Voice & Movement Physical Techniques Reactions for all of the performance. The characterisation skills are sustained and projected to the intended audience. 	<ul style="list-style-type: none"> Explore vocalisation of text to a high standard to bring the role /roles to life. Explore specific movement skills (gesture/mannerism.) React when performing with the script.
GCSE		Use MORE DEVELOPED <ul style="list-style-type: none"> Voice & Movement Physical Techniques Reactions for most of the performance. The performance is mostly confident and projected to the intended audience. 	<ul style="list-style-type: none"> Explore vocalisation of text to a high standard to bring the role /roles to life. Explore specific movement skills (gesture/mannerism.) React when performing with the script.

Drama - Skills and Knowledge for Mastery

		Group Work	Drama Techniques	Written Work
Y7	Y8	Students can ...	Students can ...	
W		You can listen to the ideas of others.	You can try to explain what the drama technique is.	You can write some sentences with prompts of how to use drama vocabulary.
D	'W'	<ul style="list-style-type: none"> Follow the ideas of those you are working with. You can demonstrate listening and some focus skills. 	<ul style="list-style-type: none"> Have an attempt at the drama technique. 	<ul style="list-style-type: none"> You can start to use limited drama vocabulary in your writing.
C	D	<ul style="list-style-type: none"> Contribute at least one idea and can work with others to bring the idea to life. You have a limited understanding of the purpose of your play and can focus in group work. 	<ul style="list-style-type: none"> Understand the drama technique taught and can perform it to a fair standard. 	<ul style="list-style-type: none"> You can start to use limited drama vocabulary in your writing and demonstrate you understand the terms.
B	C	<ul style="list-style-type: none"> Make some contribution of creative ideas and work with others to bring the idea to life. You understand the intention of your play and can focus in a group. 	<ul style="list-style-type: none"> Understand the drama technique and can perform it to a good standard in a creative way. You can remember the technique and will use it without being prompted in practical work. 	<ul style="list-style-type: none"> You can use a few drama vocabulary in your writing and demonstrate you understand the terms in your ideas and description for your drama work. You can identify in your writing aspects of your drama that went well and that need improving.
A	B	<ul style="list-style-type: none"> Make a good contribution of creative ideas and work with others to bring the idea to life. You understand the intention of your play well and can focus in a group to achieve your aim. 	<ul style="list-style-type: none"> Select at least two drama techniques when creating your own practical work and demonstrate them with creativity. 	<ul style="list-style-type: none"> You can use a range of basic drama vocabulary in your writing and demonstrate you understand the terms in your ideas and description for your drama work. You can identify in your writing aspects of your drama that went well and that need improving.
'E.P'	A	<ul style="list-style-type: none"> Make a very good contribution of creative ideas and work with others to bring the idea to life. You understand the intention of your play well and can focus in a group to achieve your aim. 	<ul style="list-style-type: none"> Select more than three drama techniques when creating your own practical work and perform them with creativity and with a clear aim for your audience. 	<ul style="list-style-type: none"> Write about how your drama was created using competent terms and vocabulary and you can communicate about meaning. Judgements about your drama work are written about using a competent justification. There includes analysis for amendments future performances.
GCSE		<ul style="list-style-type: none"> Make a very good contribution and give creative ideas. Communicate the meaning of your play clearly. You can demonstrate very good focus and commitment to achieve your aim. 	<ul style="list-style-type: none"> Select more than three drama techniques when creating your own practical work and perform them with well with creativity and with a clear aim for your audience. The drama techniques used are performed to an excellent standard. 	<p>Written work with a developed: Analysis and evaluation including amendments reflecting the decisions made.</p> <ul style="list-style-type: none"> Justifications Research Creative vision Analysis of your own work and how the meaning is communicated to your audience. <p>Evaluation of your final performance with outstanding analysis for how to improve for future performances.</p>

Food Preparation and Nutrition - Introduction

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

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

Assessment Objectives

AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation.

AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation.

AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.

AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.

- 'W' 'Working Towards' is a stage which should already be achieved.
- If a student is below progress, they must receive subject intervention to ensure they learn the requisite knowledge and skills so they 'catch-up' and be on the expected stage for their flight-path
- If a student is above progress for their expected stage, they must learn additional knowledge and skills for the flight-path above their current flight-path
- A student in Year 7 deemed 'E.P.' is making exceptional progress.
- A student in Year 8 making progress above 'A' must commence studies commensurate with GCSEs

Food Preparation and Nutrition - Skills and Knowledge for Mastery

		AO1 & AO2: Demonstrate and apply knowledge and understanding of nutrition, food, cooking and preparation.	AO3: Plan, prepare, cook and present dishes, combining appropriate techniques.	A04: Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.
Yr 7	Yr 8	Students can/have/demonstrate....	Students can/have/demonstrate....	Students can/have/demonstrate....
Should already be achieving. 'W' if not yet achieved		<ul style="list-style-type: none"> Limited knowledge of healthy eating and the Eatwell Guide. Limited knowledge of basic food safety. 	<ul style="list-style-type: none"> Requires support to apply limited skills. Produces dishes of very limited quality, with no attempt to present or style. Little attempt to select appropriate equipment. Little application of food safety procedures. 	<ul style="list-style-type: none"> Uses limited and basic vocabulary to describe food. With support, able to give a limited evaluation.
D	W	<ul style="list-style-type: none"> Identifies the correct section of the Eatwell Guide for a range of foods and can recall some of the healthy eating guidelines. Developing some knowledge of basic food safety. 	<ul style="list-style-type: none"> Very limited application of skills, techniques and cooking methods, showing a very basic level of demand. Produces dishes of limited quality, with little attempt to present and style to a basic finish. Some attempt to select and use appropriate equipment. Limited application of food safety procedures. 	<ul style="list-style-type: none"> Uses some descriptive terms. Basic review with no clear conclusions and limited use of evaluation and evidence.
C	D	<ul style="list-style-type: none"> Consistently identifies the correct section of the Eatwell Guide for a wide range of foods and can fully recall the healthy eating guidelines. Understands and demonstrates basic food safety. 	<ul style="list-style-type: none"> Limited application of skills, techniques and cooking methods, showing a basic level of demand. Produces dishes of adequate quality, some attempt to present and style to an adequate standard of finish. Selects and uses appropriate equipment. Demonstrates adequate application of food safety procedures. 	<ul style="list-style-type: none"> With help, creates a star profile showing a limited range of descriptive sensory attributes. Adequate evaluation that demonstrates some reasoned interpretation of the overall result and uses some evidence to draw conclusions. Some suggestions for improvements or changes.
B	C	<ul style="list-style-type: none"> Limited understanding of the dietary role, classification and food sources of at least one nutrient. Developing good knowledge of food safety. 	<ul style="list-style-type: none"> Adequate application of skills, techniques and cooking methods, showing an adequate level of demand. Produces dishes of good quality that are presented and styled to a good standard of finish. Selects and uses appropriate equipment with some accuracy. Demonstrates good application of food safety principles. 	<ul style="list-style-type: none"> Creates a star profile showing a range of descriptive sensory attributes. Good evaluation that demonstrates some reasoned interpretation of the overall result and uses evidence to draw conclusions. Some suggestions for improvements or changes.
A	B	<ul style="list-style-type: none"> Developing understanding of the dietary role, classification and food sources of at least one nutrient. Understands and shows good food safety. 	<ul style="list-style-type: none"> Good application of a variety of skills, techniques and cooking methods, showing a good level of demand. Produces dishes of good quality that are presented and styled to a very good standard of finish. Selects and uses appropriate equipment with good accuracy. Demonstrates good application of food safety principles. 	<ul style="list-style-type: none"> Creates star profiles showing a range of descriptive sensory attributes from a range of tasters. Good evaluation that demonstrates some reasoned interpretation of the overall result and uses a range of evidence to draw conclusions. Some suggestions for improvements or changes.
'E.P.'	A	<ul style="list-style-type: none"> Fully understand the dietary role, classification and food sources of at least one nutrient. Fully understands and consistently shows good food safety independently. 	<ul style="list-style-type: none"> Extremely good application of a variety of skills, techniques and cooking methods, showing a high level of demand. Produces dishes of very good quality that are presented and styled to an excellent standard of finish. Selects and uses appropriate equipment with some precision and accuracy. Demonstrates very good application of food safety procedures. 	<ul style="list-style-type: none"> Creates star profiles showing a wide range of descriptive sensory attributes from a range of tasters. Very good evaluation that demonstrates some reasoned interpretation of the overall result and uses a range of evidence to draw conclusions. Some good suggestions for improvements or changes.
GCSE		<ul style="list-style-type: none"> Understand the dietary role, classification and food sources of multiple nutrients. Expertly demonstrates and applies comprehensive knowledge and understanding food safety. 	<ul style="list-style-type: none"> Excellent and advanced application of a wide variety of skills, techniques and cooking methods, showing a high and very complex level of demand. Produces dishes of excellent quality that are well-presented and styled to an excellent standard of finish. Selects and uses appropriate equipment with precision and accuracy. Demonstrates excellent and faultless application of food safety procedures. 	<ul style="list-style-type: none"> Independently creates star profiles showing a wide range of descriptive sensory attributes from a wide range of tasters. Excellent and comprehensive evaluation that clearly demonstrates reasoned judgements of the overall task and uses a wide range of evidence to draw thorough conclusions. Comprehensive suggestions for improvements or changes.

Geography - Introduction

There are 3 Assessment Expectations in Geography as shown below:

Knowledge and Understanding of places, processes and patterns

Environmental change and sustainability

Skills, enquiry and Communication

Title	The skills this AE covers:
<i>Knowledge and Understanding of places, processes and patterns</i>	<ul style="list-style-type: none">• Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.• As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
<i>Environmental change and sustainability</i>	<ul style="list-style-type: none">• physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts• human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
<i>Skills, enquiry and communication</i>	<ul style="list-style-type: none">• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

- 'W' 'Working Towards' is a stage which should already be achieved.
- If a student is below progress, they must receive subject intervention to ensure they learn the requisite knowledge and skills so they 'catch-up' and be on the expected stage for their flight-path
- If a student is above progress for their expected stage, they must learn additional knowledge and skills for the flight-path above their current flight-path
- A student in Year 7 deemed 'E.P.' is making exceptional progress.
- A student in Year 8 making progress above 'A' must commence studies commensurate with GCSEs.

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Geography - Skills and Knowledge for Mastery

		Knowledge and understanding of places, process and patterns
Y7	Y8	Students can ...
W		<ul style="list-style-type: none"> Begin to recognise the difference physical and human features and places Begin to recognise where they are in relation to the world, their continent, their country, county or town (locality) Begin to recognise simple geographical patterns. Make geographical observations of a local area. Describe physical and human features of a place. Show knowledge and understanding of geography of your area. Begin to recognise that there are places beyond your local area. Understand some simple physical and human processes and recognize that they contribute to the development of geographical patterns and the geographical characteristics of places and environments.
D	'W'	<ul style="list-style-type: none"> Recall basic information about places, environments and themes and show a basic level of knowledge of location (case studies) Describe the physical and human features of places, relating it to where they are in the world and give basic reasons for the locations of those features Describe how processes affect places and people Apply some geographical ideas in a particular context (deforestation in Brazil / MEDC vs LEDC). Describe geographical patterns.
C	D	<ul style="list-style-type: none"> Recall basic information about places, environments and themes, at more than one scale, and show some knowledge of location (case studies) and use basic geographical vocabulary accurately. Explain the physical and human features of places in a range of locations. Identify geographical patterns at a range of scales. Explain how geographical processes produce the different features of places. Describe in detail several simple geographical ideas in a wider context, based on the course content. Begin to explain some simple physical and human processes and recognize that they contribute to the development of geographical patterns and the geographical characteristics of places and environments.
B	C	<ul style="list-style-type: none"> Recognise that physical and human processes can change places and people. Recall some information about places, environments and themes, at a range of scales, and show some knowledge of location (case studies) and basic geographical vocabulary. Begin to apply some geographical ideas in a variety of physical and human contexts. Explain a range of physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence.
A	B	<ul style="list-style-type: none"> Recall reasonably accurately information about places, environments and themes, at a range of scales, and show some knowledge of location (case studies) and geographical vocabulary. Apply geographical ideas in a variety of physical and human contexts. Begin to analyse a range of physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. Make links in their knowledge and understanding and use these links to analyse the features of places, using your knowledge of a wide range of locations.
'E.P'	A	<ul style="list-style-type: none"> Recall reasonably accurately information about places, environments and themes, at a range of scales, and show some knowledge of location (case studies) and geographical vocabulary. Accurately apply different geographical ideas in a variety of physical and human contexts, analyse any links between processes and show how those links create diversity, interdependence and change. Analyse changes in the features of places over time using your knowledge and understanding of a wide range of locations. Begin to explain a range of physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence.
GCSE		<ul style="list-style-type: none"> Recall accurately detailed information about places, environments and themes, across all scales showing a fairly detailed knowledge of location (case studies) and geographical vocabulary. Explain geographical ideas, and apply their understanding to analyses of unfamiliar contexts. Analyse the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence.
		<ul style="list-style-type: none"> Recall accurately detailed information about places, environments and themes, across all scales showing detailed knowledge of location (case studies) and geographical vocabulary Explain thoroughly geographical ideas, and apply their understanding to analyses of unfamiliar contexts. Analyse thoroughly the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence.
		<ul style="list-style-type: none"> Explain and predict change in the character of a place over time. Draw selectively on geographical ideas and theories. Recall accurately detailed information about places, environments and themes, across all scales showing a very detailed knowledge of location (case studies) and comprehensive geographical vocabulary. Explain, in a high level of detail geographical ideas, and apply their understanding to analyses of unfamiliar contexts. Analyse thoroughly the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence.

Geography - Skills and Knowledge for Mastery

		Environmental change and sustainability
Y7	Y8	Students can ...
W		<ul style="list-style-type: none"> • Begin to describe how environments change. • Understand some ways that human activities cause the environments to change. • Give a view about their area and show how people might affect it. • Recognise that other people may have different views and begin to identify why this might be
D	'W'	<ul style="list-style-type: none"> • Understand a few simple interrelationships between people and the environment, and the idea of sustainable development. • Show some awareness of the values and attitudes of people involved in geographical issues and in decision making about the use and management of environments.
C	D	<ul style="list-style-type: none"> • Give some reasons for your observations of the local area and for your views about places and environments. • Show some awareness of the values and attitudes of people involved in geographical issues and in decision making about the use and management of environments. • Understand some interrelationships between people and the environment, and the idea of sustainable development.
B	C	<ul style="list-style-type: none"> • Understand some interrelationships between people and the environment and appreciate that considerations of sustainable development affect the planning and management of environments and resources. • Understand some of the effects of values and attitudes of those involved in geographical issues and in decision making about the use and management of environments. • Offer reasons for your own views about environmental change
A	B	<ul style="list-style-type: none"> • Understand some interrelationships between people and the environment and appreciate that considerations of sustainable development affect the planning and management of environments and resources. • Explain some of the effects of values and attitudes of those involved in geographical issues and in decision making about the use and management of environments. • Offer supported reasons for your own views about environmental change, using case studies / own knowledge.
'E.P'	A	<ul style="list-style-type: none"> • Recognise that people's uses of the environment might conflict with each other. • Describe and compare sustainable and other approaches to managing environments. • Understand the effects of values and attitudes of those involved in geographical issues and in decision making about the use and management of environments. • Understand interrelationships between people and the environment and appreciate that considerations of sustainable development affect the planning and management of environments and resources.
GCSE		<ul style="list-style-type: none"> • Explain how people and environments are affected by events in other places. • Explain the changes that result from decisions. • Understand many interrelationships between people and the environment, and how considerations of sustainable development affect the planning and management of environments and resources. • Understand the significance and effects of values and attitudes of those involved in geographical issues and in decision making about the use and management of environments.
		<ul style="list-style-type: none"> • Understand how differences between people and environments can result in complex changes. • Understand complex interrelationships between people and the environment, and how considerations of sustainable development affect the planning and management of environments and resources. • Evaluate the significance and effects of values and attitudes of those involved in geographical issues and in decision making about the use and management of environments.
		<ul style="list-style-type: none"> • assess the relative merits of different ways of tackling environmental issues and justify their views. • Understand how considerations of sustainable development can affect their own lives as well as the planning of and management of environments and resources. • understand complex interrelationships between people and the environment, and how considerations of sustainable development affect the planning and management of environments and resources. • evaluate the significance and effects of values and attitudes of those involved in geographical issues and in decision making about the use and management of environments.

Geography - Skills and Knowledge for Mastery

		Skills, enquiry and communication
Y7	Y8	Students can ...
W		<ul style="list-style-type: none"> Begin to communicate their ideas Begin to use geographical terms accurately Know some basic, appropriate geographical vocabulary. Use own knowledge in written answers, but they tend to be general statements or simple sentences. Undertake a few geographical skills --- 4 figure grid references, some O. S. interpretation, sketch mapping, annotating sources, draw climate graphs, map skills, relief maps.
D	'w'	<ul style="list-style-type: none"> Ask and answer basic geographical questions about places, use appropriate vocabulary. Recall, select and organise some relevant knowledge to answer questions. Undertake new geographical skills --- 6 figure grid references, O. S. interpretation, detailed annotation, interpret climate graphs, and animal adaptation. Draw simple maps and diagrams, communicating information and outcomes by brief statements.
C	D	<ul style="list-style-type: none"> Use skills and sources to answer a range of geographical questions, using appropriate vocabulary. Begin to develop increased knowledge of appropriate mathematical skills (charts) to present particular information Begin use geographical skills to answer real life scenarios / questions Draw simple maps and diagrams, communicating information and outcomes by brief statements, recognising some of the limitations of evidence. Undertake geographical enquiry, collecting and recording geographical evidence from primary and secondary sources.
B	C	<ul style="list-style-type: none"> Begin to suggest suitable geographical questions. Use a range of geographical skills to help investigate places and environments. Use increased knowledge of appropriate mathematical skills (charts) to present particular information Use geographical skills to answer real life scenarios / questions Identify a suitable hypothesis to investigate Undertake geographical enquiry, identifying questions or issues, collecting appropriate evidence from a variety of primary and secondary sources, using a range of relevant skills and techniques.
A	B	<ul style="list-style-type: none"> Suggest relevant questions and use appropriate ways of presenting information. Select, organise and deploy relevant information to produce consistently well---structured narratives, descriptions and explanations Use increased knowledge of appropriate mathematical skills (charts) to present information in a variety of ways Use geographical skills to answer real life scenarios / questions Investigate a hypothesis using correct geographical process Undertake geographical enquiry, identifying questions or issues, suggesting appropriate sequences of investigation, collecting appropriate evidence from a variety of primary and secondary sources, using a range of relevant skills and techniques, reaching plausible conclusions and communicating outcomes.
'E.P'	A	<ul style="list-style-type: none"> Select a range of skills and sources of evidence and use them effectively. Present findings in a clear, structures way using appropriate vocabulary. Present well---argued summaries. Investigate a hypothesis using correct geographical process, including evaluation. Undertake geographical enquiry, identifying questions or issues, suggesting appropriate sequences of investigation, collecting appropriate evidence from a variety of primary and secondary sources, using a range of relevant skills and techniques, reaching plausible conclusions, communicating outcomes, and appreciating some of the limitations of evidence and conclusions.
GCSE		<ul style="list-style-type: none"> Select and use accurately a wide range of skills. Evaluate sources of evidence critically. Research and select relevant information to support their writing and reach well---reasoned conclusions independently. Organise and evaluate tasks/ geographical skills independently. Create and investigate a hypothesis using the correct geographical process. Accurately plot results, draw conclusions and evaluate. Undertake geographical enquiry, identifying relevant questions, implementing effective sequences of investigation, collecting a range of appropriate evidence from a variety of primary and secondary sources, using effectively relevant skills and techniques, drawing selectively on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating outcomes clearly and effectively, and critically evaluating the validity and limitations of evidence and conclusion
		<ul style="list-style-type: none"> Create an effective sequence of investigation. Use a wide range of skills effectively and accurately. Present full and clearly argued summaries with fully support conclusions. Research and select relevant information to support their writing and reach well---reasoned conclusions independently. Organise and evaluate tasks/ geographical skills independently. Create and investigate a hypothesis using the correct geographical process. Accurately plot results using a variety of charts and graphs, draw conclusions and evaluate. Undertake geographical enquiry, identifying relevant questions, implementing effective sequences of investigation, collecting a range of appropriate evidence from a variety of primary and secondary sources, using effectively relevant skills and techniques, drawing selectively on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating outcomes clearly and effectively, and critically evaluating the validity and limitations of evidence and conclusions.
		<ul style="list-style-type: none"> carry out geographical investigations independently. critically evaluate sources of evidence and present coherent arguments and effective, accurate, well substantiated conclusions. Suggest improvement to their enquiry. research and select relevant information to support their writing and reach well---reasoned conclusions independently organise, evaluate and review task/ geographical skills independently Create and investigate a hypothesis using the correct geographical process. Accurately plot results, draw conclusions and evaluate. Entirely accurate quality of written communication. undertake geographical enquiry, identifying relevant questions, implementing effective sequences of investigation, collecting a range of appropriate evidence from a variety of primary and secondary sources, using effectively relevant skills and techniques, drawing selectively on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating outcomes clearly and effectively, and critically evaluating the validity and limitations of evidence and conclusions.

History - Introduction

There are 3 Assessment Expectations in History as shown below:

Knowledge and Understanding

Historical Interpretation

Historical enquiry, Communication and Organisation

Title	
<i>Knowledge and Understanding</i>	<ul style="list-style-type: none">• Knowledge and understanding of local, national and international historical events between 1066 to the present day.• Change and Continuity between periods of History studied• Making connections between time periods, events and themes across the periods we are studying
<i>Historical Interpretation</i>	<ul style="list-style-type: none">• Explain how and why different interpretations of the past have been created.• Analyse and explain a range of historical interpretations and different judgements about historically significance events / people.
Historical enquiry, communication and organisation	<ul style="list-style-type: none">• Creating lines of enquiry or investigation into historical problems and issues.• Evaluate critically a range of sources and reach supported conclusions independently.• Using historical terminology confidently.• Producing independently organised, precise and coherent work.

- 'W' 'Working Towards' is a stage which should already be achieved.
- If a student is below progress, they must receive subject intervention to ensure they learn the requisite knowledge and skills so they 'catch-up' and be on the expected stage for their flight-path
- If a student is above progress for their expected stage, they must learn additional knowledge and skills for the flight-path above their current flight-path
- A student in Year 7 deemed 'E.P.' is making exceptional progress.
- A student in Year 8 making progress above 'A' must commence studies commensurate with GCSEs.

History - Skills and Knowledge for Mastery

		Knowledge & Understanding	Written communication	Change & continuity	Cause, Consequence & Significance	Historical Enquiry	Interpretation
Y7	Y8	The Student Can ...					
	W	Recall some limited facts about an event or period.	Begin to write simple sentences to answer questions about the past.	Understand that things can change and stay the same over time.	Identify a basic cause and effect. Understand that some events, people or features in history are more important than others.	Find answers to simple questions about the past from a source.	Understand there are different versions or points of view of an event/individual.
D	W	Recall some relevant information about people, events and places in the past.	Use selected information to produce structured work in sentences.	List how some things have changed and continued over a specific time period.	List a few causes or consequences of an event. Make a simple judgement on the significance of an event, person or feature of the past.	Describe what a source shows. Use sources of information to answer questions about the past.	Begin to identify interpretations in sources.
C	D	Show a developing historical knowledge about the main people, events and places studied.	Write in full sentences, and start to use paragraphs to tell a historical narrative.	Identify and describe a few reasons, results of and changes to events, people and issues studied.	Describe the causes or consequences of an event from the topics studied. Give some reasons for an event, person or feature of the past being significant.	Describe what a source suggests as well as says. Begin to consider the usefulness of a source for investigating historical issues.	Identify some of the different ways in which the past is represented and give some reasons for this.
B	C	Show an increasingly confident knowledge and understanding of the main events, people and changes.	Write in paragraphs and use connectives to develop ideas in a well-structured historical narrative. Use dates and terms accurately.	Identify and describe in detail reasons for the cause and impact of change and continuity across a specific time period.	Explain the causes or consequences of an event from the topics studied. Explain why an event, person or feature of the past was significant.	Begin to select and combine information from different sources. Draw comparisons showing similarities and differences. Extract information from sources to consider usefulness. Identify the provenance and purpose of a source.	Understand that aspects of the past have been interpreted in different ways and can suggest possible reasons for this.
A	B	Show an increasing depth of factual knowledge and understanding of the history of Britain and the wider world. Begin to consider and analyse key features and characteristics of periods, societies and situations studied.	Use introductions and conclusions effectively, as well as referring to the question set in their writing, to produce a consistently well-constructed narrative. Use dates and key terms with consistent accuracy.	Describe and explain the extent of change and continuity across a specific time period.	Explain the links between different causes AND consequences of an event from the topics studied. Explain how to judge whether or not something is significant (using criteria)	Select and combine evidence from several sources to support answers. Begin to evaluate sources and identify those useful for particular tasks. Begin to evaluate and start to use critically a range of sources of information.	Explain why some events, people and changes from the past have been interpreted differently.
EP	A	Use their detailed factual knowledge and understanding of the history of Britain and the wider world to make links between features within and across periods.	Select, organise and deploy a wide range of relevant information to produce consistently well-structured narratives and explanations of the events, people and issues studied. Write a supported conclusion and justify opinions.	Begin to examine and explain in detail the reasons and results of changes. Begin to consider the long and short term results of changes.	Examine the difference between short and long term causes and evaluate the most important cause or consequence of an event. Use criteria to argue that a feature, event or person is the past is/is not significant.	Identify and evaluate sources of information, and use them critically to reach and support conclusions. Evaluate and use critically a range of sources of information to investigate issues and draw conclusions.	Describe and begin to analyse why there are different historical interpretations of events, people and changes.
G C S E		Use extensive historical knowledge of areas studied to analyse relationships between features of a period or society. Analyse different features, events and people of the past and justify judgements.	Recall, select, organise and deploy detailed information to substantiate arguments and reach reasoned historical judgements in extended writing. Write a well-structured piece of writing with linked paragraphs organised to fully support informed conclusions.	Analyse and reach a judgement on the impact, speed and extent of change and continuity across a specific time period. Begin to evaluate the long and short term results of changes.	Analyse why some causes are more important and others are less important. Examine the significance of different causes and consequences.	Show independence in following lines of enquiry. Evaluate and use sources of information critically to support their analysis. Evaluate a range of sources of information to investigate issues and draw relevant conclusions. Evaluate the usefulness and reliability of a range of sources.	Explain how and why different historical interpretations have been produced. Recognise and comment on how and why events, people and issues have been interpreted in different ways and considers their value in relation to historical context. Analyse and reach a judgment on the validity of different interpretations of the past.

ICT and Computer Science - Introduction

In ICT and Computer Science, there are five key areas (strands) that students will be assessed in:

- Algorithms
- Information Technology and Communications (ICT)
- Hardware and Processing
- Data and Representation
- Programming

Assessment Strand	Skills Assessed	Example Topics
Algorithms	... Ability to represent processes in a logical, step-by-step manner. ... Understanding of individual processes involved in an action, project or program.	Python programming (year 8) Understanding computers (year 7 & 8) Introduction to programming (year 9)
Information Technology and Communications	... Ability to use computers and software safely. ... Awareness of online safety. ... Conveying a message using digital tools. ... Working appropriately with computers, following accepted protocols.	Understanding computers (year 7) E-Safety (year 7) Presentations (year 7) Computer Science (year 8)
Hardware and Processing	... Awareness of the physical structure and components of a computer. ... Comparison of key computer components.	Understanding computers (year 7) Computer Science (year 8)
Data and Representation	... Mathematical ability to calculate and understand binary numbers. ... Ability to work with data and information for given purposes.	Computer Science (year 8) Python programming (year 8) Spreadsheet modelling (year 7 & 8) Databases (year 7 & 8)
Programming	... Ability to write code. ... Ability to test code and ensure solutions are fit for purpose. ... Problem solving skills.	Scratch programming (year 7) Python programming (year 8) Kodu (year 7)

- 'W' 'Working Towards' is a stage which should already be achieved.
- If a student is below progress, they must receive subject intervention to ensure they learn the requisite knowledge and skills so they 'catch-up' and be on the expected stage for their flight-path
- If a student is above progress for their expected stage, they must learn additional knowledge and skills for the flight-path above their current flight-path
- A student in Year 7 deemed 'E.P.' is making exceptional progress.
- A student in Year 8 making progress above 'A' must commence studies commensurate with GCSEs.

ICT and Computer Science - Skills and Knowledge for Mastery

		Algorithms	Information Technology & Communications	Hardware & processing
Y7	Y8	Students can ...	Students can ...	Students can ...
W		<ul style="list-style-type: none"> Understand that computers need to be given instructions to function. Show care and precision when writing algorithms to avoid errors. Understand what an algorithm is and can express simple algorithms using symbols. 	<ul style="list-style-type: none"> Understand that people interact with computers. Locate and open programs including an Internet browser. Navigate through webpages. 	<ul style="list-style-type: none"> Name a range of digital devices that can be considered computers. Understand that computers have no intelligence and that computers can do nothing unless a program is run.
D	'W'	<ul style="list-style-type: none"> Use diagrams to express solutions. Understand that algorithms are implemented on digital devices as programs. 	<ul style="list-style-type: none"> Carry out simple searches to find information or digital content. Show an understanding of using computers safely. Explain action that needs to be taken when concerned about online content or actions. Understand that not all information online is true. 	<ul style="list-style-type: none"> Understand that all software executed on digital devices is programmed. Group devices as input or output devices.
C	D	<ul style="list-style-type: none"> Represent solutions using structured notation. Design simple algorithms using loops and selection (if statements) Predict outcomes using logical reasoning. 	<ul style="list-style-type: none"> Create a logical directory structure. Store and locate files in a directory system they have created. Discuss improvements they make to solutions based on feedback they are given. Show an awareness of the quality of the digital content they use. 	<ul style="list-style-type: none"> Define an input and output device. Explain when and why computers are used. Name the main internal parts of a computer's architecture.
B	C	<ul style="list-style-type: none"> Find and correct errors in algorithms (debugging). Understand that a range of solutions exist for the same problem. 	<ul style="list-style-type: none"> Collect, organise and present data and information in digital content. Combine their use of programs to achieve a given goal. Advise audiences on how to stay safe when using technologies and online services 	<ul style="list-style-type: none"> Define hardware and software. Group components as hardware or software Explain inputs and outputs Decide on reasoned comparisons between a computer's architecture and a human body.
A	B	<ul style="list-style-type: none"> Design algorithms that use repetition and two-way selection (if, then, else). Use logical reasoning to explain how an algorithm works. 	<ul style="list-style-type: none"> Effectively search for information and select appropriate results. Comment on the reliability/validity of information or websites. Repurpose digital content for a variety of audiences. 	<ul style="list-style-type: none"> Identify the main features of an operating system. Understand the differences between wired and mobile networks and the advantages and disadvantages of both.
'E.P'	A	<ul style="list-style-type: none"> Explain the term 'iteration'. Solve problems using similar characteristics to other solutions. Design solutions that include sub-routines. 	<ul style="list-style-type: none"> Explain how a search engine works. Understand and is able to compare the purposes of different hardware components. 	<ul style="list-style-type: none"> Independently identify inputs and outputs of a system. Describe the functions of the main internal parts of a computer's architecture.
GCSE		<ul style="list-style-type: none"> Represent algorithms using a structured language. Understand that algorithms have different performance characteristics for the same task. 	<ul style="list-style-type: none"> Understand why various protocols exist. Evaluate the trustworthiness of digital content. Decide on criteria for digital content to be successful. Explain how hexadecimal colour codes work. 	<ul style="list-style-type: none"> Understand that there are a range of operating systems and application software for the same hardware. Independently identify the processes involved when inputs and outputs are decided upon.
		<ul style="list-style-type: none"> Identify how an algorithm translates in a program or a real world solution. Locate expressions in programs or real world solutions that relate specifically to parts of an algorithm. 	<ul style="list-style-type: none"> Identify and explain how the use of technology can impact on society. Predict the colour when presented with a hexadecimal colour code. Document user feedback, the improvements identified and the refinements they have made to a solution. 	<ul style="list-style-type: none"> Compare the features of various operating systems. Describe the system life cycle.
		<ul style="list-style-type: none"> Evaluate the effectiveness of different algorithms for different problems. 	<ul style="list-style-type: none"> Explain the different protocols used by computers. Produce a hexadecimal colour code for a specific colour. Thoroughly evaluate the impact of technology in society using PEST perspectives. 	<ul style="list-style-type: none"> Evaluate different operating systems, describing strengths and weaknesses and providing a suitable recommendation based on audience requirements.

ICT and Computer Science - Skills and Knowledge for Mastery

		Data & Representation	Programming
Y7	Y8	Students can ...	Students can ...
W		<ul style="list-style-type: none"> Recognise that digital content can be represented in many forms. Name different types of data (text, number etc.). 	<ul style="list-style-type: none"> Understand that users can write their own programs. Show an awareness that programs run by following precise instructions.
D	'W'	<ul style="list-style-type: none"> Use a basic table to store data and/or information. Describe the difference between data and information. Select appropriate titles for tables and field names. Set up a basic database using a guide. 	<ul style="list-style-type: none"> Create a simple program. Run a program. Understand the relationship between algorithmic solutions and computers.
C	D	<ul style="list-style-type: none"> Select appropriate titles for tables and field names. Select appropriate field names. Set up a basic database. 	<ul style="list-style-type: none"> Run, check and change programs. Use logical reasoning to predict the behaviour of programs. Explain what a variable is.
B	C	<ul style="list-style-type: none"> Format a database so it looks visually different. Change data types to improve efficiency. Sort and filter data. Calculate a basic binary number using a denary number grid. 	<ul style="list-style-type: none"> Assign variables in programs. Create a more complex program. Find and correct simple semantic errors i.e. debugging, in programs/code.
A	B	<ul style="list-style-type: none"> Explain what a binary number is. Convert basic binary numbers to denary without a grid. Query data on one table using typical query language. 	<ul style="list-style-type: none"> Create programs that implement algorithms to achieve given goals. Select appropriate data types. Find and correct syntactical errors independently.
'E.P'	A	<ul style="list-style-type: none"> Explain what ASCII codes are. Understand the relationship between binary and file size (uncompressed). 	<ul style="list-style-type: none"> Make use of loops within their programming code. Understand the difference between if, then and else statements.
GCSE		<ul style="list-style-type: none"> Perform simple operations using bit patterns e.g. binary addition. Perform a complex query on a database. 	<ul style="list-style-type: none"> Use a variable and relational operators within a loop to govern termination. Design, writes and debugs modular programs using procedures.
		<ul style="list-style-type: none"> Understand the relationship between data representation and data quality. Produce a report using a query they have produced independently. 	<ul style="list-style-type: none"> Understand the need for, and can write, custom functions including use of parameters. Understand the effect of the scope of a variable e.g. a local variable can't be accessed from outside its function.
		<ul style="list-style-type: none"> Decipher a binary string as a word using ASCII codes. 	<ul style="list-style-type: none"> Understand and applies parameter passing. Highlight the difference between, and use, both pre-tested e.g. 'while', and post-tested e.g. 'until' loops. Apply a modular approach to error detection and correction.

Modern Foreign Languages - Introduction

There are 4 Assessment Expectations in MFL:

Listening

Speaking

Reading

Writing

The tables below explain in more detail exactly what each Assessment Expectation is designed to test and assess. Read in conjunction with the Assessment Expectations themselves, they form a clear outline of how each skill needs to progress over the five years of a student's time at Hilbre.

	Students' ability to:
Listening	<ul style="list-style-type: none">• listen and understand simple words and short phrases.• listen and identify main points.• listen to more complicated passages with unfamiliar words.• listen and identify different time frames.• listen and understand longer passages at near normal speed.• listen and understand long passages with a variety of time. frames and unknown vocabulary.
Speaking	<ul style="list-style-type: none">• make short statements and answer simple questions.• give simple opinions and say why.• hold a short conversation on a particular topic.• provide detailed answers using connectives.• speak with a good accent and in different time frames.• provide detailed answers and narrate an event.• speak spontaneously and confidently using good structures and tenses.
Reading	<ul style="list-style-type: none">• understand simple words and basic phrases.• understand a simple passage on a familiar topic.• identify the main points of a longer passage in more detail.• understand a range of time frames and unknown vocabulary.• work out the meaning of unfamiliar language in a more complex passage.• skim read passages and produce accurate detailed answers to questions.
Writing	<ul style="list-style-type: none">• write and copy basic vocabulary correctly.• write basic sentences in the present tense and express opinion.• write short passages on familiar topics.• write an extended piece of writing using different time frames.• narrate fluently using sophisticated vocabulary and grammatical concepts.

- 'W' 'Working Towards' is a stage which should already be achieved.
- If a student is below progress, they must receive subject intervention to ensure they learn the requisite knowledge and skills so they 'catch-up' and be on the expected stage for their flight-path
- If a student is above progress for their expected stage, they must learn additional knowledge and skills for the flight-path above their current flight-path
- A student in Year 7 deemed 'E.P.' is making exceptional progress.
- A student in Year 8 making progress above 'A' must commence studies commensurate with GCSEs.

Modern Foreign Languages - Skills and Knowledge for Mastery

		Speaking	Writing
Y7	Y8	Students can ...	Students can ...
W		<ul style="list-style-type: none"> • Answer questions with single words • understand the most simple questions • express simple opinions • answer questions with short phrases • understand the most simple questions • express simple opinions with simple justification. • answer questions but with hesitancy 	<ul style="list-style-type: none"> • copy vocabulary and phrases on familiar topics. • express simple opinions on things. • adapt phrases on familiar topics • express simple opinions and justify them simply with the help of reference materials. • use simple connectives
D	'W'	<ul style="list-style-type: none"> • answer questions with sentences in the present tense using simple connectives. • express simple opinions with basic justification. • use basic vocabulary and structures • pronounce most familiar words • answer questions with longer sentences in the present tense using a range of connectives from memory. • express different opinions with more detailed justification. • use familiar vocabulary and structures • pronounce familiar words more accurately • work independently to find new vocabulary 	<ul style="list-style-type: none"> • write sentences in the present tense with the help of reference materials. • express different opinions and justify them with more detail. • use an increased range of connectives • write a passage of 30 words, using simple sentences from memory. • write sentences in the present tense with the help of reference materials. • express different opinions and justify them with more detail. • write longer sentences using a range of connectives. • work independently to find new vocabulary
C	D	<ul style="list-style-type: none"> • answer questions with simple opinion and vocabulary but hesitantly. • use basic connectives • pronounce most familiar words but make frequent errors. • describe present and future events. 	<ul style="list-style-type: none"> • write a short text, approximately 60 words, using simple sentences and familiar language accurate from memory. • translate simple sentences from English to French. • describe present and future events.
B	C	<ul style="list-style-type: none"> • hold a short conversation. • Answer questions with some detail, simple structures and basic vocabulary • Pronounce words and phrases more confidently but with errors that may impede communication when used with tenses. 	<ul style="list-style-type: none"> • write a longer piece of writing on a topic which will include past, present and future tenses • use a variety of simple structures and use basic vocabulary and grammar • use a variety of opinions and justify them with some detail
A	B	<ul style="list-style-type: none"> • answer questions more confidently and take the initiative. • Include more relevant information and detail with different tenses • Say longer sentences using appropriate connectives, opinions and justification albeit mainly in the first person. • Pronounce words correctly with fewer errors. 	<ul style="list-style-type: none"> • write an extended piece of writing including a lot of detail • write in various tenses using a greater variety of vocabulary • narrate an event very simply • use longer sentences with appropriate linking words
'E.P.'	A	<ul style="list-style-type: none"> • answer in greater detail with varied opinions and detailed justifications. • Narrate an event • Use a good variety of vocabulary and structures and more complex sentences are attempted • Pronounce words correctly with very few errors. 	<ul style="list-style-type: none"> • Produce a detailed piece of writing with detailed narration including a variety of tenses used confidently and successfully • Use a good variety of vocabulary and structures and more complex sentences are attempted and justify opinions in depth
GCSE		<ul style="list-style-type: none"> • Speaks spontaneously and confidently with a good accent and pronunciation. • Speak more at length and answers are detailed using more sophisticated vocabulary. 	<ul style="list-style-type: none"> • Narrate fluently and in detail with a wide variety of sophisticated vocabulary and structures • Use a wide range of grammatical concepts and idioms are evident
		<ul style="list-style-type: none"> • Speaks spontaneously and confidently with an excellent accent and pronunciation. • Narrate an event in depth with sophisticated vocabulary, complex structures and grammatical concepts • Ideas and views are expressed confidently, in depth with fluency. 	<ul style="list-style-type: none"> • Narrate in depth with sophisticated vocabulary, complex structures and grammatical concepts • Manipulate grammar and tenses accurately and effortlessly. • Use idiomatic phrases more frequently • Ideas and views are expressed confidently, in depth with fluency.
		<ul style="list-style-type: none"> • Resemble a native speaker with fluency, accuracy and taking the initiative. • Answer in great depth using precise grammar, structures and sophisticated vocabulary. 	<ul style="list-style-type: none"> • Write for different audiences with fluency and ease and their work is almost faultless. • Ideas are explained in great depth and tenses are used with confidence and fluency.

Modern Foreign Languages - Skills and Knowledge for Mastery

		Listening	Reading
Y7	Y8	Students can ...	Students can ...
W		<ul style="list-style-type: none"> Pick out single familiar words, often cognates in a basic listening task. understand simple spoken basic phrases at a slow speed and these may need repeating. understand simple spoken basic phrases at a slow speed and these may need repeating. understand simple opinions on familiar topics. 	<ul style="list-style-type: none"> Pick out single familiar words, often cognates in a basic reading task. understand simple basic phrases. understand simple basic phrases. understand simple opinions on familiar topics.
D	'W'	<ul style="list-style-type: none"> Pick out specific details on a familiar topic including simple opinions. 	<ul style="list-style-type: none"> Pick out specific details on a familiar topic including simple opinions.
C	D	<ul style="list-style-type: none"> understand the main points of a simple passage in the present tense and future tense after listening several times. 	<ul style="list-style-type: none"> understand the main points of a simple passage in the present and future tense after reading several times but will struggle with unfamiliar vocabulary.
B	C	<ul style="list-style-type: none"> Understand the main points of a longer spoken passage and will be able to work out some unfamiliar language. Understand basic time frames and tenses. 	<ul style="list-style-type: none"> Understand the main points of a longer passage but will be able to work out some unfamiliar language. Understand basic time frames and tenses.
A	B	<ul style="list-style-type: none"> Handle longer, more complicated and challenging spoken passages. elicit the meaning of unfamiliar vocabulary. Understand a range of time frames and past, present and future tenses. 	<ul style="list-style-type: none"> Handle longer, more complicated and challenging passages. elicit the meaning of unfamiliar vocabulary. Understand a range of time frames and past, present and future tenses.
'E.P.'	A	<ul style="list-style-type: none"> Understand most of what they listen in a longer passage and unfamiliar vocabulary is less frequent and does not interfere with comprehension. Understand all time frames and more challenging tenses are understood. 	<ul style="list-style-type: none"> Understand most of what they read in a longer passage and unfamiliar vocabulary is less frequent and is less problematic with comprehension. Understand all time frames and more challenging tenses are understood.
GCSE		<ul style="list-style-type: none"> Understand familiar and unfamiliar topics with relative ease. Work out the meaning of new words by context and give detailed answers. 	<ul style="list-style-type: none"> Understand familiar and unfamiliar topics with relative ease. Work out the meaning of new words by context and give detailed answers.
		<ul style="list-style-type: none"> Immediately understand long passages at normal speed. Overcome any unfamiliar vocabulary and are able to recognise a variety of tenses and idioms. Understand some regional slang. 	<ul style="list-style-type: none"> Skim read and understand any passage with ease. Overcome any unfamiliar vocabulary and are able to recognise a variety of tenses and idioms.
		<ul style="list-style-type: none"> Understand fluent French on familiar topics noting the finer details. Understand all time frames and grammatical concepts. Provide highly accurate answers. 	<ul style="list-style-type: none"> Skim passages quickly and have a thorough understanding of the finer details. Understand all time frames and grammatical concepts. Provide highly accurate answers.

Music - Introduction

There are three Assessment Expectations in Music:

Performing

Composing

Listening

Skill	Students' ability to:
Performing	<ul style="list-style-type: none">• Perform short melodies or phrases on an instrument or with voice.• Perform on a variety of different instruments.• Perform as a soloist.• Perform as part of an ensemble.• Perform whole pieces featuring instrument or vocal specific skills.• Make improvements in their own technical ability.• Perform more challenging pieces.• Develop stage craft and performing in front of an audience.
Composing	<ul style="list-style-type: none">• Add a simple intro and outro to a learnt melody.• Learn how systems of music work and be able to create a chord progression with a simple melody.• Be able to compose an entire piece of music for either a solo voice or a range of instruments.• Be able to compose music for different occasions, time periods or places of the world.• Compose using a variety of software programs such as Sibelius and Garageband.• Confidently use musical elements such as tonality, tempo, texture and structure to develop their composition/
Listening	<ul style="list-style-type: none">• Be able to identify musical elements within a piece of music, explain how they are used and the effect they have on the music.• Know the key attributes of various different musical genres.• Can transcribe simple melodies or work out chord progressions by ear.• Be able to comment on music from different genres using specific musical language and identify the key musical attributes used.• Be able to separate opinion from musical fact.• Be able to hear music, suggest improvements, how these improvements can be made and the effect it would have on the music.

- 'W' 'Working Towards' is a stage which should already be achieved.
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- If a student is above progress for their expected stage, they must learn additional knowledge and skills for the flight-path above their current flight-path
- A student in Year 7 deemed 'E.P.' is making exceptional progress.
- A student in Year 8 making progress above 'A' must commence studies commensurate with GCSEs.

Music - Skills and Knowledge for Mastery

		Composing	Performing	Listening
Y7	Y8	Students can ...	Students can ...	Students can ...
W		<ul style="list-style-type: none"> make an attempt to compose a melody using three or more notes. make an attempt to play their composition. compose a simple melody using three or more notes. play their composition from memory with some mistakes. 	<ul style="list-style-type: none"> make an attempt to play a basic melody using keyboard or their voice. play a basic melody using a keyboard or their voice. 	<ul style="list-style-type: none"> make an attempt to comment about the music using every day language. make a comment about the music they hear using every day language.
D	'W'	<ul style="list-style-type: none"> make an attempt to develop their melody using up to four different notes. attempt to add basic elements such as tempo and pitch to their composition. compose a simple melody using five or more notes. use basic musical elements such as tempo and pitch. 	<ul style="list-style-type: none"> make an attempt to play a more developed melody using keyboard or voice. play a more developed melody using keyboard or voice. 	<ul style="list-style-type: none"> make an attempt to comment using basic musical language. have a basic opinion of the music using non-musical language. make a comment about the music they listen to using basic musical language. give you their opinion of the music.
C	D	<ul style="list-style-type: none"> compose a more complicated melody using five or more notes. notate their composition using basic notation. 	<ul style="list-style-type: none"> play a more developed melody using keyboard or voice. use some musical technique on the keyboard or with their voice. 	<ul style="list-style-type: none"> give their opinion of the music using musical elements to support their opinion. have some idea of when the music was written and by whom.
B	C	<ul style="list-style-type: none"> add a simple accompaniment using bass notes. notate their composition using basic notation with evidence of rhythmical notation. Students use more advanced musical devices such as tonality with good effect 	<ul style="list-style-type: none"> play a more complex melody using keyboard, voice or a different instrument. Students perform with one or two mistakes. use some instrument specific musical technique on their chosen instrument. 	<ul style="list-style-type: none"> give their opinion of the music using specific musical elements to support their opinion. have a good idea of when the music was written and by whom.
A	B	<ul style="list-style-type: none"> compose a more complicated melody using a seven note scale. add a more complicated accompaniment using bass notes and chords. play their composition from memory with accuracy. 	<ul style="list-style-type: none"> play the piece without errors. make a deliberate attempt to interpret the piece in their own style with some success. comment on how to improve their own work. 	<ul style="list-style-type: none"> give factual information about the music. describe the effect the musical elements have on the piece of music.
'E.P'	A	<ul style="list-style-type: none"> compose using more than one scale or key. compose with a sense of style for occasion. use all of the musical elements confidently. 	<ul style="list-style-type: none"> play a more complex arrangement using keyboard, voice or other instrument. play the piece without errors and with confidence. use appropriate instrument specific musical technique on my chosen instrument. make a deliberate attempt to interpret the piece in my own style, with some success. comment on how to improve their own work and the performances of others. 	<ul style="list-style-type: none"> make a range of comments about the music they listen to using the musical elements. give factual information about the music. comment on some different styles of music from different historical times. based upon specific characteristics of the music. list many musical characteristics of the music I have heard.
GCSE		<ul style="list-style-type: none"> add a more developed accompaniment using bass notes, chords while considering a range of instruments. notate their composition using accurate notation with precise rhythmical notation. comment confidently on how to improve their work. 	<ul style="list-style-type: none"> play the piece fluently and with confidence. use more demanding instrument specific musical technique on my chosen instrument. make a deliberate attempt to interpret the piece in their own style, with success. 	<ul style="list-style-type: none"> make a range of accurate comments about the music they listen to using the musical elements. give factual information about the music.
		<ul style="list-style-type: none"> compose a more complicated melody using a full range of harmonic structures. compose for a range of instruments with accuracy. use devices such as cadences and sequences with accuracy. comment confidently on how to improve my work and that of others. 	<ul style="list-style-type: none"> play a more complex arrangement using keyboard, voice or other instrument. perform complex pieces of music on their chosen instrument. comment on how to improve their own work and the performances of others giving detailed examples. 	<ul style="list-style-type: none"> list many musical characteristics of the music they have heard and comment on how they effect the music. have a sound understanding of the four main historical musical periods, Baroque, Classical, Romantic and 20th Century.
		<ul style="list-style-type: none"> compose for a range of instruments with accuracy, including world instruments. create a full score for my entire composition with accuracy. use more advanced musical devices such as imitation and pedal notes with accuracy. 	<ul style="list-style-type: none"> play a variety of different styles and genres convincingly, with expression and originality. perform a piece of music above grade 5 standard. 	<ul style="list-style-type: none"> confidently hear melodies and write them out. identify intervals and cadences from the music they hear

Physical Education - Introduction

There are 7 Assessment Expectations in Physical Education:

Sports Leadership

Sports Performance

Rules of Sport

Analysis of Sport

Fitness

G.C.S.E PE: Fitness and Body Systems: Physical Training

G.C.S.E PE: Fitness and Body Systems: Applied Anatomy and Physiology and Movement Analysis

Title:	The skills this AE covers:
Sports Leadership	<ul style="list-style-type: none">• The ability of a student to plan and deliver aspects of a sports session.• How well a student can lead and communicate with peers.• Reflection and how well a student can offer feedback and respond to feedback.
Sports Performance	<ul style="list-style-type: none">• The ability of a student to perform a series of skills and techniques.• How well a student can transfer basic skills into different situations.• The ability to apply tactics and strategies to improve performance and adapt these if necessary.
Rules of Sport	<ul style="list-style-type: none">• The use and identification of basic rules and signals.• The role of the different officials and how they apply the rules.• The ability of the student to perform in a role of an official in various situations.
Analysis of Sport	<ul style="list-style-type: none">• Observation of their own and others performance in order to suggest improvements.• The students' ability to offer feedback following a performance.• The way in which the perfect model is used to judge performance and subsequent improvement.
Fitness	<ul style="list-style-type: none">• The development and awareness of what fitness is and how it can be measured.• The importance and purpose of warming up and cooling down during sports activities.• The ability of a student to plan to improve selected areas of fitness.• The principles which are important when planning and reflecting on a prolonged training programme.
G.C.S.E PE: Fitness and Body Systems: Physical Training	<ul style="list-style-type: none">• The relationship between health, fitness and exercise.• How performance in sport is linked to skill and health related fitness components.• The development and awareness of what fitness is and how it can be measured.• The principles which are important when planning and reflecting on either an individual session or a prolonged training programme.• The impact that performance enhancing drugs on sports performance and debating the reasons why they are taken.• How injuries occur in sport and how this risk of injury can be reduced.
G.C.S.E PE: Fitness and Body Systems: Applied Anatomy and Physiology and Movement Analysis	<ul style="list-style-type: none">• The impact of regular physical activity on your cardiovascular, respiratory, muscular and skeletal systems.• How the different body systems are structured and their role in physical activity.• How different energy systems are needed to support different physical activity.• The different levers, planes and axis and the principles behind their movement and effect on performance in physical activity.• The impact of physical activity and regular exercise on the different systems both in the short and long term and the adaptations this will cause.

Physical Education - Skills and Knowledge for Mastery

		Sports Leadership	Sports Performance
Y7	Y8	Students can ...	Students can...
W		<ul style="list-style-type: none"> help collect and return equipment safely. set out basic equipment correctly. 	<ul style="list-style-type: none"> copy and repeat basic actions. demonstrate basic body control and hand eye co-ordination. Perform a short / basic routine showing limited basic skills at a chosen level. display some control with basic skills in isolation.
D	'W'	<ul style="list-style-type: none"> lead a small group in any aspect of the three stage warm up / cool down. organise small teams and groups for activities with support demonstrate basic skills and actions to their group. organise small groups and teams effectively. select own equipment depending on the needs of their activity. 	<ul style="list-style-type: none"> Demonstrate how to balance with additional performers safely on one level with control. Perform a short routine showing a variety of basic skills at different levels. Combine skills within a modified situation with limited success. Perform a short routine demonstrating control across the floor / equipment at different levels effectively linking basic skills. Demonstrate control when balancing with additional performers using different levels and / or equipment. use basic skills within modified practices / scenarios successfully.
C	D	<ul style="list-style-type: none"> lead a 3 stage warm up and cool down with confidence. plan, with support, a skill activity for a small group. deliver, with support, a skill activity for a small group. communicate to small group effectively using verbal and non-verbal signals. 	<ul style="list-style-type: none"> demonstrate control with advanced techniques in isolation (under no pressure). be effective in competitive situations with some success. Perform a routine with control and fluency incorporating some advanced techniques. Demonstrate control when balancing with additional performers using different levels and equipment.
B	C	<ul style="list-style-type: none"> independently plan a small skill session to a group as part of the teacher lesson. independently deliver a small skill session to a group as part of the teacher lesson. with support lead longer sessions to include 3 parts; warm up, skill activity and progression to a situation under pressure. help others by breaking skills down to students using demonstrations and key teaching points. give feedback in order for others to improve. 	<ul style="list-style-type: none"> Consistently perform basic skills in a competitive environment with success. select and perform relevant skills in a conditioned practice appropriately. perform advanced skills in modified scenarios. Link advanced techniques together with imagination, originality and fluency. Demonstrate timing and control when linking balances together in a sequence with additional performers using different levels and equipment.
A	B	<ul style="list-style-type: none"> independently plan and lead larger groups with a 3 part lesson consisting of a warm up, main skill and progression to a game. communicate effectively with group during this session. amend and adapt session when needed to ensure all the group stay involved and develop. plan for the use of AOTT's (adults other than teachers). organise equipment needs and those needs of his group. 	<ul style="list-style-type: none"> consistently apply basic skills under pressure although there is some effectiveness with advanced techniques. be effective in one role within a game. consistently demonstrate skill combinations and apply these accurately. demonstrate an understanding of attack and defence.
'E.P.'	A	<ul style="list-style-type: none"> lead a group in a variety of practices. adapt and develop skills and practices for individual or team benefit. use basic analysis of performance for members of the group. demonstrate excellent organisational skills which supports the sessions lead. 	<ul style="list-style-type: none"> select and link a range of skills and apply effectively in changing situations. influence a game in attack or defence. apply knowledge of skills, tactics and composition to produce effective outcomes.
GCSE		<ul style="list-style-type: none"> plan and successfully deliver a series of advanced practices in selected sports. organise group members to complete these activities. encourage team work and cooperation to support the set tasks. follow an accurate analysis give constructive feedback and suggest ways in which their performance could improve. 	<ul style="list-style-type: none"> demonstrate an advanced level of skill in complex situations. consistently show skills in both attack and defence with precision and control. consistently apply knowledge of strategies, tactics or composition within a competitive situation, producing effective outcomes.
		<ul style="list-style-type: none"> be an energetic leader who motivates and engages their groups from the outset. plan and resource a series of advanced skills training sessions with control and focus. be an accomplished leader who consistently delivers effective sessions to a range of learners. show that sessions are continually adapted following a review of the effectiveness of the previous session in order to maximise progress. 	<ul style="list-style-type: none"> Be highly influential in competitive situations. Show an excellent level of skill or technique with fluency and originality. adapt in competitive situations and is accurate under pressure. consistently apply advanced strategies, tactics or composition with originality and proficiency. Demonstrate skills consistently under pressure with no unforced errors.
		<ul style="list-style-type: none"> be an inspirational leader and able to engage their group in a variety of activities. plan and deliver a sequence of well led, engaging and well-resourced training sessions. design sessions to suit the needs of all performers. plan sessions will to match to all needs accordingly. give feedback which is timely and appropriately given. 	<ul style="list-style-type: none"> demonstrate an outstanding level of performance and technique. significantly influences the competitive situation. can be consistent and successful with application of skills and techniques under pressure with some forced errors.

- 'W' 'Working Towards' is a stage which should already be achieved.
- If a student is below progress, they must receive subject intervention to ensure they learn the requisite knowledge and skills so they 'catch-up' and be on the expected stage for their flight-path
- If a student is above progress for their expected stage, they must learn additional knowledge and skills for the flight-path above their current flight-path
- A student in Year 7 deemed 'E.P.' is making exceptional progress.
- A student in Year 8 making progress above 'A' must commence studies commensurate with GCSEs.

Physical Education - Skills and Knowledge for Mastery

		Rules of sport	Analysis of sport
Y7	Y8	Students can ...	Students can ...
W		<ul style="list-style-type: none"> identify basic the rules of selected sports. play by the basic rules of selected sports. 	<ul style="list-style-type: none"> state positive aspects of the performance. comment on individual skills/techniques of others.
D	'W'	<ul style="list-style-type: none"> identify a variety of official signals in selected sports. name a range of rules in selected sports. show basic official signals in modified scenarios with control. describe how an official applies a range of basic rules in selected sports. 	<ul style="list-style-type: none"> Describe the strengths of individual skills and techniques observe competitive performances identifying basic strengths. observe competitive performances identifying areas for improvement.
C	D	<ul style="list-style-type: none"> describe the basic role of different officials in selected sports. describe the different responsibilities of officials in the same sport. 	<ul style="list-style-type: none"> describe areas for development using correct and appropriate terminology to describe own and others' performances. break skills down into component parts to compare and contrast amongst a group.
B	C	<ul style="list-style-type: none"> apply the basic rules of selected sports in modified scenarios with control. show the correct signals in small sided games with consistency and explain decisions if necessary. describe the different responsibilities of officials in the same sport. demonstrate a basic awareness of the correct positioning needed in staged situations. 	<ul style="list-style-type: none"> explain strengths and weaknesses and make informed decisions about how to make improvements. use appropriate technical information to support judgements. use a variety of mediums for analysing performances. compare one performance with another and refer to the perfect model, but not always accurately.
A	B	<ul style="list-style-type: none"> demonstrate an understanding of the rules needed to officiate in full sided games. officiate in staged versions of selected sports with control and consistency. award most of the basic rules confidently and with good success although seeks support with more advanced rules. 	<ul style="list-style-type: none"> explain what makes a performance effective using knowledge of a variety of recognised skills and techniques applicable to the activity. apply these principles to their own and others' performance. assess weaknesses and recommend areas for improvement. give a good explanation when compared against the perfect model.
'E.P'	A	<ul style="list-style-type: none"> officiate in a full sided scenario with a good understanding of the rules of the sport. when officiating the majority of decisions are accurate and seeks support offered by supporting officials if necessary. display good communication and positioning is shown throughout the game and use non-verbal signals well to support a decision. 	<ul style="list-style-type: none"> justify suggestions to improve own performance. describe the perfect model when giving feedback using correct and appropriate terminology. demonstrate an understanding of what makes an action/skill/technique successful.
GCSE		<ul style="list-style-type: none"> successfully take on the role of a range of officials within a sport. demonstrate an excellent knowledge of the rules and regulations of different sports. use non-verbal signals well to support a decision. 	<ul style="list-style-type: none"> analyse performance accurately, making judgements using correct terminology. suggest ways to improve own and others performance. produce a developmental plan with short term, medium term and long term goals of how these areas for improvement be overcome.
		<ul style="list-style-type: none"> officiate in full sided competitive matches in selected sports. display a very good knowledge of rules and signals appropriately with good consistency. display excellent positioning and communication which allows for good control of the game. react well to differing situations in a game applying the rules appropriately. 	<ul style="list-style-type: none"> consider the quality of performances by analysing technical consistency, physical attributes and creativeness of performance. make an outstanding assessment of the strengths and justifying areas for improvement of their own and others performance. evaluate and give a very good explanation against the perfect model. analyse a variety of performances making use of a range of recognised techniques applicable to the activity.
		<ul style="list-style-type: none"> officiate in a variety of different roles as an official in full sided competitive matches in selected sports with control and consistency. show outstanding positioning. read the situation accordingly using excellent communication and signals with very few errors. 	<ul style="list-style-type: none"> observe and analyse performance making use of a variety of techniques. accurately evaluate the strengths and limitations of performances against the perfect model. justify reasons for improvements for own and others work. provide a detailed evaluation that will link all aspects of the analysis into comprehensive and detailed feedback. when feeding back to groups appropriate and correct technical language is used.

Physical Education - Skills and Knowledge for Mastery

		Sport and Fitness
Y7	Y8	Students can ...
W		<ul style="list-style-type: none"> • identify the three stages of a warm up and cool down. • name the different fitness components. • Identify different fitness tests. • complete a variety of fitness tests to the best of their ability. • list fitness tests for selected components. • name different training methods
D	'w'	<ul style="list-style-type: none"> • Know the different stages of a training session. • State the value of fitness testing and why this is completed. • Describe the different training methods. • Explain the 3 phases of a warmup using examples. • Explain the purpose of why we warm up and cool down. • Complete a pre-planned training session. • name the fitness components that selected fitness test are testing. • State the appropriate training method for different sports performers.
C	D	<ul style="list-style-type: none"> • Complete a single training session. • Plan a single training session aimed at improving a selected fitness component. • maintain the necessary HR (heart rate) for the majority of the main part of the session although towards the end of the session the technique and form may deteriorate. • name the most important fitness component for different sports performers. • name the different training principles which affect training programming.
B	C	<ul style="list-style-type: none"> • with teacher support plan a series of training sessions (minimum 3 consecutive sessions) aimed at improving on a specific fitness component ensuring the sessions use the appropriate training method to have the greatest impact on this component. • monitor a programme effectively whilst maintaining the correct technique for each activity in each session. • calculate the correct % of Maximum HR for the duration of their session and work in this range whilst maintain good form and posture. • explain how a session could be adapted following its completion in order to show more improvement • show how different training principles be used to improve performance.
A	B	<ul style="list-style-type: none"> • With teacher support plan and complete a 4-6 week training programme to improve your performance. • explain the impacts that these improvements have on yours sports performance. • work in their aerobic (at least 60% of Maximum HR) / anaerobic (at least 80%) training zone throughout the duration of the sessions whilst maintaining the correct technique and posture. • apply training principles to that programme in order to see improvement. • explain how each session be evaluated and uses data such as HR, calories/ 1 rep maximum/ RPE (rate of perceived exertion) to help review it by identifying the strengths and areas for improvement in the training programme.
'E.P'	A	<ul style="list-style-type: none"> • independently plan and complete a 4-6 week training programme using a selected training method. • explain how training principles be applied to the programme in order to show maximal improvement during the programme. • complete the session working in the necessary training zone of at least 70% of maximum HR for aerobic activities (80% for anaerobic) whilst maintaining good form and technique throughout. • evaluate the session with regards to HR/RPE (rate of perceived exertion) to show how the sessions is matching the needs of the performer. • explain areas of strength and improvement and suggest ways in which the programme can be altered to improve performance.
GCSE		<ul style="list-style-type: none"> • independently plan and complete a 6 week training programme showing creativity in the design in order to maximise the performers' engagement and dedication. • amend a training programme to counter the negative training principles such as reversibility, variation and moderation whilst maintaining the correct intensity throughout. • maintain their HR in the necessary training zone and keep this at 75-80% in aerobic sessions of the duration of the session and 80-90% of max for anaerobic sessions. • evaluate strengths and areas for improvement within a training programme and uses a diary to monitor and support this evaluation. • A developmental plan to be produced to provide the next steps to success.
		<ul style="list-style-type: none"> • independently plan a creative 6 week training programme to improve sports performance. • use quantitative data to monitor progress against set goals and amend the plan accordingly. • analyse the effectiveness of the training programme. • produce a developmental plan which includes a diarised account of the programme. • assess how different fitness components are improved through regular training. • apply their knowledge of principles and methods to different scenarios often suggesting week by week how this plan be altered to improve future performance more effectively.

Physical Education - Skills and Knowledge for Mastery

		G.C.S.E PE: Fitness and Body Systems: Physical Training	
Y7	Y8	Students can ...	
W		<ul style="list-style-type: none"> Identify risks with participation in physical activities. Identify the three stages of a warm up and cool down. Name the different fitness components. Identify different fitness tests. Name the different types of PED's. Complete a variety of fitness tests to the best of their ability. List fitness tests used for selected components. Name different training methods. Know the different stages of a training session. Identify injuries which can occur in physical activity and sport. 	
D	'W'	<ul style="list-style-type: none"> State the value of fitness testing and why this is completed. Describe the different training methods. Describe the 3 phases of a warmup using examples. Describe the appropriate protocol for a range of fitness tests. List the fitness components that selected fitness test are testing. Name the different training principles which affect training programming. Explain the purpose of a warm up and cool down. Complete a pre-planned training session. State the appropriate training method for different sports performers. Define fitness, health, exercise and performance. Describe how to reduce risk of injury before, during and after physical activity. Describe the benefits that the different drugs (PED and recreation) have on your health and well being. 	
C	D	<ul style="list-style-type: none"> Assess personal readiness for physical activity. Suggest how to reduce the risks to maintain well-being during physical activity. Complete a single training session maintaining the necessary HR (heart rate) for the majority of the main part of the session although towards the end of the session the technique and form may deteriorate. Explain why selected fitness tests are used to gather data for a range of fitness components. Describe, using examples, how the treatment for different types of injury vary depending on the diagnosis. Suggest the advantages and disadvantages of a range of PEDs. 	
B	C	<ul style="list-style-type: none"> Describe the different training principles and their use in a training programme. Describe the different target zones that are used in fitness training. Be able to present and interpret data gathered from different sources in order to calculate the correct % of Maximum HR, or training zones for a selected training session. explain and demonstrate how a session could be adapted following a review of its content in order to show more improvement. Describe the long term effects/benefits of aerobic and anaerobic training on the body systems. 	
A	B	<ul style="list-style-type: none"> Explain, using examples of injuries to the muscular and skeletal systems, how to treat sports injuries and return to physical activity safely. Explain how different training principles can be used to improve performance. Discuss the relative importance of a selected fitness component for different sports performers. Explain and demonstrate how suggested training session(s) be evaluated and its use of data such as HR, calories / 1 rep maximum/ RPE (rate of perceived exertion) analysed to help review the effectiveness of the session(s). 	
'E.P'	A	<ul style="list-style-type: none"> Independently plan a variety of training programme for various sports performers using the necessary training methods and principles. Discuss, using examples, how training principles can be applied to a training programme in order to show maximal improvement during the programme. Assess the suitability of a range of fitness levels for participation in a training programme, through your understanding of the testing protocol used before a training programme must commence. Suggest the long term effect of aerobic and anaerobic training and exercise on the range of body systems. Discuss the impact that PED's have on sports performance and why different sports performers might risk taking them. 	
GCSE		<ul style="list-style-type: none"> Evaluate the use of different training methods in order to develop targeted fitness components in different sports. Debate the use of different fitness tests to assess fitness for selected sports. Discuss and demonstrate how to amend a training programme to counter the negative training principles such as reversibility, variation and moderation whilst maintaining the correct intensity throughout. Discuss the long term training effects and benefits on the different body systems following a completed training programme. 	
		<ul style="list-style-type: none"> Evaluate the effectiveness of different training methods for a range of physical activities. Analyse the importance of selected fitness components and their role in selected sports. Justify the use of different PED's to improve a selected performance. Justify the use of selected training methods to improve performance in a variety of sports. 	
		<ul style="list-style-type: none"> Analyse the long term adaptations on the body as a result of a completed training programme. Analyse the impact that all the training principles can have on a training programme and evaluate the importance of these in ensuring your programme is successful. Using quantitative data monitor and analyse progress against set goals and evaluate the success of the training plan accordingly. 	

Physical Education - Skills and Knowledge for Mastery

		G.C.S.E PE: Fitness and Body Systems: Applied Anatomy and Physiology.
Y7	Y8	Students can ...
	W	<ul style="list-style-type: none"> name the different systems in the body used during physical activity. Identify the different components of the selected body systems name the different energy systems in the body. Identify the different structures of the selected body systems. Identify the anatomical location of the key components/parts of the selected body systems. Identify the different lever systems in the body.
D	'W'	<ul style="list-style-type: none"> State what happens to our cardio-respiratory systems before, during and after exercise. Describe the range of movement possible at a range of joints in the body. Describe how movement occurs in the body using muscles, joints and bones. State and locate the different planes and movement axis in the human body. Describe how the different energy systems work during exercise. Identify the short and long term effects of regular exercise on the selected body systems. Describe how different components/parts in the different systems work during exercise. Describe the different functions of the musculo-skeletal system.
C	D	<ul style="list-style-type: none"> Describe, using sporting examples, the use of the different levers in the body. Describe using sporting examples, the different movement planes and axis in the body. Demonstrate an understanding of how data is collected using qualitative and quantitative methods. Explain the different types of muscle contractions that occur and their use in sport.
B	C	<ul style="list-style-type: none"> Present and interpret data accurately. Describe the short and long terms effects/benefits of exercise on the selected body systems. Explain how the different body systems work to allow participation in physical activity. Describe how our body systems adapt to allow us to recover following physical activity. Explain how your breathing mechanism works and adapts during physical activity. Using sporting examples, explain how different muscles fibres are needed for different sports.
A	B	<ul style="list-style-type: none"> Explain the short and long term benefits of exercise on the body in the selected body systems. Analyse the role of a range of muscles during a selected physical activity. Suggest the mechanical advantages and disadvantages of the body lever system with relation to their impact on sports performance. Explain the needs for different energy sources and systems for different sporting activity. Discuss and explain gas exchange and its role in supporting the body systems during physical activity.
'E.P'	A	<ul style="list-style-type: none"> Discuss the relative importance of the different body systems during a variety of physical activities. Assess the different adaptations that take place as a result of regular training and how these can influence your sporting performance. Assess the use of non weight bearing activities to prevent osteoporosis. Discuss how the different body systems work together to allow participation in physical activity.
	GCSE	<ul style="list-style-type: none"> Following regular participation in physical activity predict the impact/adaptations on a range of selected body systems. Evaluate the different demands on the body during exercise and how your body responds to these demands. Interpret graphical representation of selected values at rest, during and after exercise to explain changes in the body as a result of exercise. Analyse the role of different systems and their components during physical activity. Judge the impact that regular physical activity has on your sports performance using selected sporting examples. Analyse and evaluate personal data against normative data taken during physical activity and sport. Interpret graphical representation of selected values at rest and during exercise to analyse changes in the body as a result of exercise. Analyse the long term adaptations on the body as a result of sustained physical activity. Justify how these long term adaptations can improve selected sports performance. Interpret graphical representation of selected values at rest, during and after exercise to justify changes in the body as a result of exercise.

Religious Education - Introduction

There are 3 Assessment Expectations in RE as shown below:

- Learning about religion
- Learning from religion
- Quality of Communication

Title	
Learning ABOUT religion	<ul style="list-style-type: none">• Ask questions and suggest answers in light of the teachings of the religion studied.• Explain the difference that beliefs, teachings and features make to individuals and communities.• Offers similarities and differences between the religions.• Relate religious beliefs, teachings, practice and forms of expression to historical and cultural contexts
Learning FROM religion	<ul style="list-style-type: none">• Make informed responses to questions of meaning and purpose in light of learning.• Offer own views and the views of others.• Evaluate religious and other views; using appropriate evidence and examples
Quality of Communication	<ul style="list-style-type: none">• Creating lines of enquiry or investigation into religious problems and issues.• Evaluate critically a range of sources and reach supported conclusions independently.• Using religious terminology confidently.• Producing independently organised, precise and coherent work.

- 'W' 'Working Towards' is a stage which should already be achieved.
- If a student is below progress, they must receive subject intervention to ensure they learn the requisite knowledge and skills so they 'catch-up' and be on the expected stage for their flight-path
- If a student is above progress for their expected stage, they must learn additional knowledge and skills for the flight-path above their current flight-path
- A student in Year 7 deemed 'E.P.' is making exceptional progress.
- A student in Year 8 making progress above 'A' must commence studies commensurate with GCSEs.

Religious Education - Skills and Knowledge for Mastery

Y7	Y8	Learning about religion(s) in order to learn from religion (s).
		The Student Can ...
W		<ul style="list-style-type: none"> Describe what a believer might learn from a religious story. Describe some of the things that are the same and different for religious people. Attempt extended writing tasks with some factual knowledge and their own ideas. Presentation & SPaG may have errors which require correcting.
D	W	<ul style="list-style-type: none"> Compare things that influence them with those that influence others. Ask important questions about life and compare ideas with others. Complete extended writing tasks to a reasonable standard with some factual knowledge and your own ideas. Presentation & SPaG may have errors which require correcting.
C	D	<ul style="list-style-type: none"> Use religious words to describe some of the different ways people show their beliefs. Link things that are important to them with the way they and others behave. Complete extended writing tasks to a good standard, and include a personal point of view. Presentation & SPaG may have some errors which require correcting.
B	C	<ul style="list-style-type: none"> Make links between beliefs and how they are connected to believers' lives. Ask questions and suggest answers to questions about identity and belonging. Complete extended writing to a good standard. Writing is structured, relatively factually accurate, and includes a personal point of view supported by reasons. Presentation & SPaG may have minor errors which require correcting.
A	B	<ul style="list-style-type: none"> Use the correct religious terminology to describe practices and experiences of different religious groups. Ask questions and suggest answers about the meaning and purpose of life. Complete extended writing to a high standard. Writing is well structured, factually accurate, includes a personal point of view supported by reasons, and refers to alternative points of view. There is evidence of independent research outside of the lesson. Well presented with good SPaG.
EP	A	<ul style="list-style-type: none"> Compare and contrast different ways of expressing belief and their meaning/symbolism. Ask questions about the moral decisions they and other people make and suggest the results of those different decisions. Complete extended writing to a high standard. Writing is well structured, factually accurate, includes a personal point of view supported by reasons, and fully explains an alternative point of view. There is clear evidence of independent research outside of the lesson. Well presented with accurate SPaG.
GCSE		<ul style="list-style-type: none"> Suggest reasons for the similar and different beliefs people hold e.g. different interpretations of religious texts/sources. Describe why people belong to religions, and how similarities and differences within and between religions affect people's lives. Complete extended writing to a high standard. Writing is well structured, factually accurate, examines and fully explains a range of alternative points of view, supported by sources of wisdom and authority. There is clear evidence of extensive independent research and preparation outside of the lesson. High quality presentation & accurate SPaG.
		<ul style="list-style-type: none"> Say what different practices and ways of life followers of religions have developed and how they affect individuals and communities. Give a range of common and divergent views on questions of identity and belonging, and the challenges of belonging to a religion. Complete extended writing to a high standard. Writing is well structured, factually accurate, examines and fully explains a range of alternative points of view, supported by sources of wisdom and authority. There is clear evidence of extensive independent research and preparation outside of the lesson. High quality presentation & accurate SPaG.
		<ul style="list-style-type: none"> Use correct religious and philosophical vocabulary when explaining different forms of religious, spiritual and moral expression. Draw on their learning from across their course of study, including reference to beliefs, teachings and practices within the religions studied. Complete extended writing to a high standard. Writing is well structured, factually accurate, examines and fully explains a range of alternative points of view, supported by sources of wisdom and authority. There is clear evidence of extensive independent research and preparation outside of the lesson. High quality presentation & accurate SPaG.

Technology: Engineering, Resistant Materials - Introduction

There are 4 Assessment Expectations in Design and Technology :

RESEARCHING

DESIGNING

MAKING

EVALUATING

Title	The skills this AE covers the ability to:
RESEARCHING	<ul style="list-style-type: none">• Create initial designs for products using their own knowledge.• Use information from different sources to help them decide how suitable their product is.• Identify what job each component does.• Decide whether their product would be brought by the person they designed it for.• Be creative.
DESIGNING	<ul style="list-style-type: none">• Sketch and label designs for products.• Identify problems and come up with alternatives.• Justify those changes using subject specific words.• Design products that meet the diverse needs of consumers and to be able to explain these needs.
MAKING	<ul style="list-style-type: none">• Select appropriate tools and equipment, then use them with varied degrees of accurately.• Work with a range of components or ingredients• Explain why specific processes are use when making• Explain the functional properties of components or ingredients. (Their role/job within the product)• Make accurate well finished products.
EVALUATING	<ul style="list-style-type: none">• Voice an opinion on the products they have made.• Explain and justify any changes to their products.• Test their products in a variety of ways including gaining opinions from their target market.• Test their product against a range of different criteria, including ethical, moral, social and cultural dimensions.• Be self-critical but also constructive about how to improve.

- 'W' 'Working Towards' is a stage which should already be achieved.
- If a student is below progress, they must receive subject intervention to ensure they learn the requisite knowledge and skills so they 'catch-up' and be on the expected stage for their flight-path
- If a student is above progress for their expected stage, they must learn additional knowledge and skills for the flight-path above their current flight-path
- A student in Year 7 deemed 'E.P.' is making exceptional progress.
- A student in Year 8 making progress above 'A' must commence studies commensurate with GCSEs.

Technology: Engineering, Resistant Materials - Skills and Knowledge for Mastery

		Researching	Designing	Making	Evaluating
Y7	Y8	Students can...	Students can...	Students can...	Students can...
W		<ul style="list-style-type: none"> Generates simple ideas using existing knowledge. They can explain their ideas using technological terms and give reasons for their choices. Generate simple ideas using their existing knowledge as well as using one other source of information. Explain their ideas technologically and the implications of other sources giving detailed reasons for choice. 	<ul style="list-style-type: none"> Sketch and label design ideas to show different parts and the type of components used. Sketch and label design ideas to show different parts and be able to explain the properties of the components used. 	<ul style="list-style-type: none"> Identify tools and equipment needed to make a product with limited accuracy to cut and shape materials and put together components. Identify and collect all the tools and equipment needed to make a product with some accuracy to cut and shape materials and assemble components. 	<ul style="list-style-type: none"> Explain two aspects on what I think about the design and making of a product. Explain four aspects on what I think about the design and making of a product.
D	'W'	<ul style="list-style-type: none"> Use information collected to help generate design ideas. They can select appropriate information that justifies their choices. Use and be able to explain how the information collected has helped to the generation of their design. They can explain in detail the relevant information and the irrelevant sources they have discarded. 	<ul style="list-style-type: none"> Clarify ideas by adding details about the appearance and finish as well as using technological language about the role of the components in making a successful product. identify the target users. Students can identify how the finish of their products can be improved in order to achieve a quality finish. They can explain how and why their design meets the needs of the target user. 	<ul style="list-style-type: none"> Explain the function of some the equipment used to make product which is partly functional for the target market Explain the function of all the equipment and materials used to make product which is fully functional for the target market. 	<ul style="list-style-type: none"> Explain three aspects where my product has been improved and identify what went well with the making of my product. Explain five aspects where their product has been improved and identify what went well and what could be improved.
C	D	<ul style="list-style-type: none"> Respond to a design brief, considering the target user and any functional issues. They can use technological language to explain their decisions. 	<ul style="list-style-type: none"> Identify some of the limitations and can communicate alternatives with words, models and/or sketches. They can identify the properties of the components using technological language. 	<ul style="list-style-type: none"> Work with materials and components with accuracy Work with a range tools, equipment, materials, and components to make a product aesthetically pleasing and functional for the end user. 	<ul style="list-style-type: none"> Suggest at least three points on how their product could be improved and identify all technical problems and suggest how to solve them.
B	C	<ul style="list-style-type: none"> Develop some ideas by using information from a variety of sources. They can give some justification for their developments using technological terms. 	<ul style="list-style-type: none"> Explain how ideas take into account social, moral and cultural issues and limitations using technological terms in their reasoning. 	<ul style="list-style-type: none"> Explain the process of making a product with accuracy and explain the characteristics of some of the range of tools and equipment. 	<ul style="list-style-type: none"> Check work as it develops and solve technical problems. Show some evidence of creativity as they modify a product in order to progress.
A	B	<ul style="list-style-type: none"> Clearly explain and develop ideas using information from a range of sources and explaining the suitability for the user as well as some of the functional properties. 	<ul style="list-style-type: none"> Use the understanding of existing products to develop design or even change approach to the brief. They can fully justify their reasoning behind changes. 	<ul style="list-style-type: none"> Clearly explain the characteristics of most of the range of tools, materials, equipment and components. 	<ul style="list-style-type: none"> Test and evaluate their product to show that they understand the way in which the product will work Review their product as it develops and modify their approach in the light of progress.
'E.P'	A	<ul style="list-style-type: none"> Explain and justify the appearance, function of all components and the suitability for users of existing products and those that they have designed. They can use extensive technological terms in their justification. 	<ul style="list-style-type: none"> Explain how I have benefitted from knowledge of existing products and others designs. They can justify and quantify their choice of components and processes. 	<ul style="list-style-type: none"> Explain the properties of a wide range of tools, equipment used in making products. 	<ul style="list-style-type: none"> Evaluate how effectively they have used information gathered as a result of their research to inform judgement when developing their product. Evaluate their products as they are used and identify possible improvements.
GCSE		<ul style="list-style-type: none"> Clearly explain the appearance, function and production processes in response to a brief using technological language. 	<ul style="list-style-type: none"> Use knowledge and understanding to inform ideas and communicate original ideas that take into account a range of user needs. They can fully justify their reasoning giving examples that reflect their in depth subject knowledge. 	<ul style="list-style-type: none"> Clearly explain in detail the properties of wide range of ingredients and materials used in making products. 	<ul style="list-style-type: none"> Change methods of production to meet the change in need. Provide a detailed explanation for any changes from the design plan.
		<ul style="list-style-type: none"> Apply understanding of the suitability of existing products and function of components when developing designs. 	<ul style="list-style-type: none"> Identify and explain what affects the demand for products and justify what might increase demand. They can consider products that could be developed alongside their product to create a product range. 	<ul style="list-style-type: none"> Use tools and equipment with accuracy and use materials, ingredients and components with accuracy taking account of the physical properties and characteristics. 	<ul style="list-style-type: none"> Select appropriate techniques to evaluate how their product will perform when used and modify their product to improve performance. Use correct testing techniques to inform judgements when solving technical problems.
		<ul style="list-style-type: none"> Use a range of strategies to fully develop design ideas including information to help creative thinking. They can use a range of complex technological terms showing a solid understanding of all processes. 	<ul style="list-style-type: none"> Communicate design ideas in new and unexpected ways that show understanding of creativity and the design context. Also explain and justify how products will contribute to the lifestyle and choices of different groups. 	<ul style="list-style-type: none"> Carry out processes for their product accurately using appropriate tools, equipment, materials, and components to a high standard. 	<ul style="list-style-type: none"> Identify and use a broad range of criteria to evaluate their products and those of others. Relate findings to environmental, ethical, moral, social and cultural dimensions. Make a reliable products that meets the requirements in design specification. Reflect critically and effectively throughout the designing and making process.