PARMITER'S SCHOOL

PARMITER'S SCALE

GRADE DESCRIPTORS

For Key Stage 3

Year 7, 8 & 9

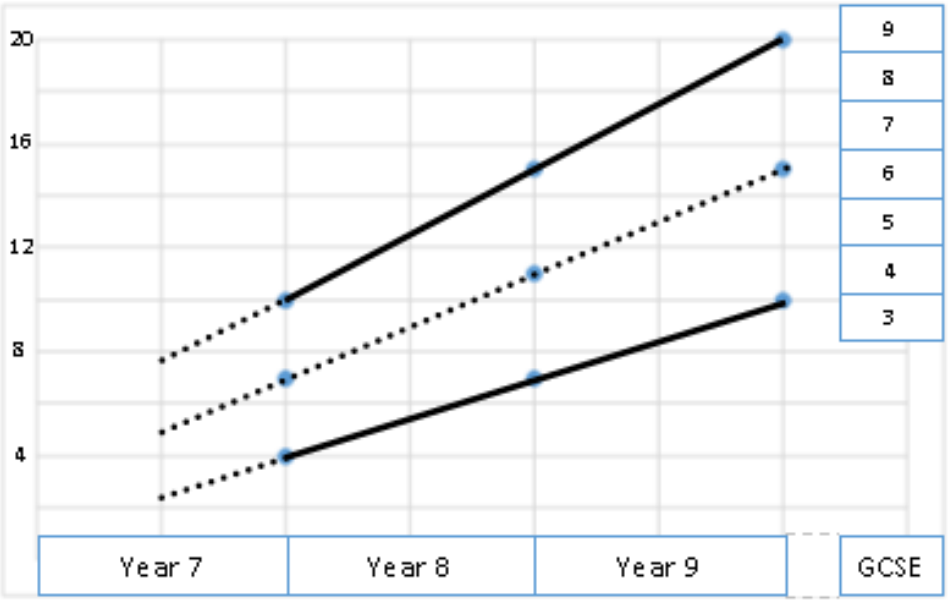
Last Reviewed: July 2019

Parmiter's Scale Descriptors

Students in Key Stage 3 are assessed for their effort and attainment. Their attainment is assessed against the Parmiter's Scale Descriptors. These descriptors, which are outlined below, should be viewed in conjunction with the Assessment Guidance Booklet and the Teaching and Learning Policy.

Unique to Parmiter's, these descriptors have been written to reflect our curriculum and our expectations for students in KS3. They draw upon the KS2 curriculum, the more beneficial aspects of the former National Curriculum Levels for KS3, GCSE assessment guidance and our experience of year 7, 8 and 9 students.

In Year 7, this attainment scale will run from 1 to 10. Additionally, should any student consistently exceed their teachers' expectations they can be awarded an E (exceptional performance). For Year 8 Students, the scale is extended to 15. The complete scale extends from 1 to 20 when students are in Year 9. Efforts have been made to standardise these scores across departments for ease of comparison. The diagram (right) is intended to support parents' understanding of our expectations for progress in KS3; it should be used as a guide only and may vary slightly between subjects. We are also mindful of the fact that all students develop at different rates.



The grade awarded to a student will represent the judgement of the subject tutors on each student's overall performance and should be read in conjunction with the descriptors detailed in this booklet. The grade awarded in each subject is an assessment of a student's achievement across the broad range of skills described in the criteria, and may differ from the level they have achieved for individual pieces of work.

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Art

Level	AO1 Investigation into the work of artists, craftspeople and designers. AO3 Recording ideas and observations with images, drawing and annotation.	AO2 Experimentation with media, materials, techniques and processes. AO4 Present an outcome using research and experiments.
1-4	• Basic background information and images are collated with attempts to present them. • Written annotation is attempted. Writing about the work is factual with basic grammar and spelling. • A visual study/response is attempted.	• Drawings are developing. • Use of media, techniques and processes are evident. Materials are used in their intended manner. • Outcomes show some skill in handling materials, appropriate to the subject.
5-8	• Background information and images are collected and presented simply. • Written annotation is descriptive. • Writing about the work is occasionally analytical with simple grammar and spelling. • A visual study/response reproduces the style of the artwork showing partial accuracy in observation and the formal elements. • Work shows a simple connection to the research carried out.	• Drawings are developing control and refinement with use of the formal elements. • Some different media, processes and techniques have been explored relevant to the subject being studied. • Outcomes show an influence from research and experimentation. Some skill in handling materials, appropriate to the subject, is shown.
9-12	• Background information and images are collected and presented with visual awareness. • Written annotation show is highly descriptive. • Written work is analytical with good grammar and spelling • Work shows an obvious connection to the research carried out. • Some first-hand resources are used.	• Drawing shows some control and refinement with use of the formal elements. • A range of media, processes and techniques have been explored relevant to the subject being studied. Materials are used with developing refinement and skill. • Outcomes show some influence from research and experimentation. • Progression towards a conclusion is evident throughout the project.
13-15	• Appropriate background information and images are collected and presented with visual appreciation. • Written annotation is analytical. Analysis and interpretation of the work is written using correct grammar and spelling accurately. • A visual study/response reproduces the style of the artwork showing accuracy in observation and the formal elements. • Work shows a clear connection to the research carried out. • First-hand resources are used and demonstrate skilled Photography.	• Drawing shows control and refinement with effective use of the formal elements. • Evidence of varied research into a range of media, processes and techniques relevant to the subject being studied. Use of materials demonstrates clear evidence of skill and refinement. • Outcomes show influence from research and experimentation. These are well constructed. • Progression towards a conclusion is evident throughout the project. • Originality and imagination is shown.
17-20	• Detailed background information and images are collected and presented with imagination and creativity. • Understanding of meaning, concept and context is communicated effectively. • Thorough analysis and interpretation of the work is evident. • A visual study/response faithfully reproduces the style of the artwork showing accuracy in observation and the formal elements. • Work shows a strong connection to the research carried out.	• Drawing shows control and refinement with exceptional use of the formal elements. • Evidence of independent and varied research into a range of media, processes and techniques relevant to the subject being studied. Use of materials demonstrates clear evidence of a high level of skill and refinement. • Outcomes show clear influence from research and experimentation. These are well constructed showing evidence of skill in handling materials and concepts, appropriate to the subject. • Clear progression towards a conclusion is evident throughout the project. • Originality and imagination is shown throughout.

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Digital Literacy assessed during Year 7 Great Big Read lessons

PC Level	ICT/ Digital Literacy	
1	• I am able to remember times when I have used Computer in everyday life outside and inside of school • With the teacher or other's help I am able to find information • I logon to the school network and access a lesson with help if needed • I print to a school printer with the teachers or another I help	• I save to a computer my work with help • With someone's help I can follow instructions to carry out simple tasks in a project • I verbally tell someone what I have done (Review) ***All of level one descriptors maybe with or without help***
2	• Able to save in the correct place and My Documents ICT folder in my area • Organise my folder structure • I present my work in an acceptable manner	• I use straight forward lines of enquiry to find and use appropriate information. • I have attempt to create a report based on my analysis • I very basically review my work one or two sentences.
3	• I use the email system correctly • Able to show an understanding of virus and computer safety • I present work showing an awareness of audience.	• I have undertaken a limited review of my unit progress commenting on some aspects of the work including any difficulties experienced • I have attempted to analyse my data using formulae and functions and draw some conclusions
4	• Conduct themselves in a safe and respectable manner on the school network and with ICT • Understand the importance of internet safety	• I have combined different forms of information from a range of sources. • I can simply evaluate my work
5	• Able to .pdf documents and upload to the VLE • I have made some attempt to review my progress and identified some areas for improvement	• I have written a report which attempts to draw some conclusion from my analysis and have considered my audience and purpose
6	• My presentation is structured in different forms and styles for specific purposes and audiences. • Able to reflect and evaluate about results of hypotheses and searches and discuss improvements written or verbally	• I reflect critically on my work in order to make improvements.
7	• I have evidence of the validity of my data. • I select information I need for the intended purpose and I use it in a well organised leaflet.	• I reflect critically on my work in order to make improvements. (unaided)
8	• I combine information from a variety of ICT based resources. MUST have proof of email etc.. • I clearly annotate my work and refine it showing clear improvements. • I create products for two distinct audiences.	• I combine information from a variety of ICT based resources. And these Files are organised thoroughly in My Documents folder. • I have undertaken a detailed review of my progress commenting on strength and weakness, identified areas for future improvement and have used feedback from my peers +/ teacher to Improve
9	• I create a report on how ICT software has affected society and people's lives. • I create a test plan on how I will ensure my products are error free.	• I have completed a detailed review of my units progress commenting on strength and weakness, identifies areas for future improvement and have used feedback from my peers +/ teacher to Improve
10	• I have worked independently throughout the unit have used my own initiative and ideas and have had no assistance from my teacher • I have discussed how software used in units have had wider implications in society and outline potential applications	• I have completed a very comprehensive and realistic review of my progress commenting on strength and weakness, identifies areas for future improvement and have used feedback from my peers and teacher and there is clear evidence that I have used this to improve which demonstrates astute consideration of audience and purpose

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Computer Science

Year 7 2019 Onwards

PCL	Algorithms & Computational Thinking	Programming & Development	Data & Data Representation	Hardware & Processing	Communications & Networks
1/ 2	Understands that computers need precise instructions. Understands what an algorithm is and is able to express simple algorithms symbolically. Knows what Computational thinking means.	Knows that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text. Understands that programs execute by following precise instructions.	Recognises that digital content can be represented in many forms. Understands why we use encryption and cryptography.	Understands that computers have no intelligence and that computers can do nothing unless a program is executed. Recognises that all software executed on digital devices is programmed.	Obtains content from the world wide web using a web browser. Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. Knows what to do when concerned about content or being contacted.
3/ 4	Uses logical reasoning to predict outcomes. Understands that algorithms are implemented into computers as programs. Designs simple algorithms. Aware of the key concepts of Computational thinking: Abstraction, Decomposition, Pattern Recognition and Algorithms	Uses arithmetic operators, if statements, and loops, within programs. Detects and corrects simple semantic errors, e.g. debugging, in programs.	Recognises different types of data: text, number. Appreciates that programs can work with different types of data. Can encode and decode messages.	Recognises that a range of digital devices can be considered a computer. Recognises and can use a range of input and output devices.	Navigates the web and can carry out simple web searches to collect digital content. Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.
5/ 6/	Designs solutions (algorithms) that use repetition and if, then and else statements.	Creates programs that implement algorithms to achieve given goals.	Knows why sorting data in a file can improve searching for information.	Knows that computers collect data from various input devices, including sensors and application	Shows an awareness of, and can use a range of internet services.

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7	Uses diagrams to express solutions and uses logical reasoning to predict outputs, showing an awareness of inputs. Understands how Computational thinking; Abstraction, Decomposition, Pattern recognition and Algorithms are used to solve problems.	Declares and assigns variables. Uses selection statements in programs.	Awareness of electronic logic circuits used in computers. Aware of the history of number systems and why we use binary. Can use a number of cryptography methods to encode and decode data.	software. Understands the difference between hardware and application software, and their roles within a computer system.	Recognises what is acceptable and unacceptable behaviour when using technologies and online services.
8/ 9/ 10	Designs solutions (algorithms) by decomposing a problem. Recognises that different solutions exist for the same problem. Can apply Computational thinking to a simple scenario: Abstraction, Decomposition, Pattern recognition and Algorithms	Understands the difference between, and appropriately uses if and if, then and else statements. Uses variables and relational operators. Designs, writes and debugs modular programs.	Performs more complex searches for information. Understands the relationship between binary and electrical circuits. Understanding of how the basic logic gates in Computer Science work and transmit data. Can form own cryptography methods.	Understands the concept of the CPU, computer storage methods and memory. Recognises the basic concept of the Von Neumann architecture.	Understands how to effectively use search engines and knows how search results are selected. Selects, combines and uses internet services. Awareness of ethics and its importance in Computer Science.
11/ 12/ 13	Understands that iteration is the repetition of a process. Recognises that different algorithms exist for the same problem. Can identify similarities and differences in situations and can apply these to solve problems (pattern recognition).	Understands that programming bridges the gap between algorithmic solutions and computers. Uses Python to program text based algorithms. Uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control.	Knows that digital computers use binary to represent all data. Understands how to represent basic logic gates in truth tables. Understands how bit patterns represent numbers and images. Knows that computers transfer data in binary. Understands the relationship between binary and file size.	Recognises and understands the function of the main internal parts of basic computer architecture. Understands the concepts behind the fetch-execute cycle. Understands the difference between storage and memory. Recognises what volatile and	Knows the names of network hardware e.g. hubs, routers, switches. Understands the concepts of different networks such as LANs, WANs, Internet and WWW. Understands the impact Computer Science has on society in areas such as the environment, law and mental health.

	Uses Computational thinking; Abstraction, Decomposition, Pattern recognition and Algorithms to solve complex problems.	Selects appropriate data types for data structures.	Defines data types: real numbers and Boolean.	non-volatile storage and memory are.	
14/ 15/ 16	Recognises that some problems share the same characteristics and use the same algorithm to solve both (generalisation). Understands the notion of performance for algorithms and appreciates that some algorithms have different performance characteristics.	Uses libraries in their programming solutions. Uses nested selection statements. Uses and manipulates one dimensional data structures. Detects and corrects syntactical errors.	Understands how numbers, images, sounds and character sets use the same bit patterns. Performs simple operations using bit patterns. Understands the relationship between resolution and colour depth, including the effect on file size. Recognises combined logic gates and represents these in truth tables.	Understands the von Neumann architecture in relation to the fetch-execute cycle, including how data is stored in memory. Understands the basic function and operation of location addressable memory.	Recognises the different network topologies (shapes) used in networking and the advantages and disadvantages of each. Uses technologies and online services securely, and knows how to identify and report inappropriate conduct. Aware of fake news and social engineering and e-crime and how to protect oneself against these.
17/ 18	Evaluates the effectiveness of algorithms and models for similar problems. Recognises where information can be filtered out in generalising problem solutions (abstraction). Uses logical reasoning to explain how the algorithm works. Represents algorithms using structured language such as Python or Pseudo Code.	Appreciates the effect of the scope of a variable or data structure. Understands and applies parameter passing. Understands the difference between, and uses, both pre-tested e.g. 'while', and post-tested e.g. 'until' loops. Applies a modular approach to error detection and correction.	Understands how and why values are data typed in many different languages when manipulated within programs. Can convert from denary to binary and vice versa Understanding of the D type flip flop and half adder logic gate combination.	Knows that processors have instruction sets and that these relate to low-level instructions carried out by a computer.	Knows the purpose of the hardware and protocols associated with networking computer systems. Understands the client-server model. Awareness of the importance of protecting oneself and others against social engineering and e-crime.

19/ 20	Understands that some problems cannot be solved computationally. Uses subroutines where appropriate in algorithms.	Designs and writes nested modular programs that enforce reusability utilising sub-routines wherever possible. Understands the difference between 'While' loop and 'For' loop, which uses a loop counter. Understands and uses two dimensional data structures.	Performs operations using bit patterns e.g. conversion between binary and hexadecimal, binary subtraction etc. Understands and can explain the need for data compression, and performs simple compression methods.	Has practical experience of a small (hypothetical) low level programming language. Understands and can explain Moore's Law. Understands and can explain multitasking by computers.	Understands the hardware associated with networking computer systems, including WANs and LANs, understands their purpose and how they work. Understands data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching.

Year 8 and 9 2019 Onwards

PCL	Algorithms & Computational Thinking	Programming & Development	Data & Data Representation	Hardware & Processing	Communications & Networks
1/ 2	Understands that computers need precise instructions Understands what an algorithm is and is able to express simple algorithms symbolically. .	Knows that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text. Understands that programs execute by following precise instructions.	Recognises that digital content can be represented in many forms.	Understands that computers have no intelligence and that computers can do nothing unless a program is executed.	Obtains content from the world wide web using a web browser. Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. Knows what to do when concerned about content or being contacted.
3/ 4	Uses logical reasoning to predict outcomes. Understands that algorithms are implemented into computers as programs. Designs simple algorithms.	Uses arithmetic operators, if statements, and loops, within programs. Detects and corrects simple semantic errors, e.g. debugging, in programs.	Recognises different types of data: text, number. Appreciates that programs can work with different types of data.	Recognises that a range of digital devices can be considered a computer. Recognises that all software executed on digital devices is programmed.	Navigates the web and can carry out simple web searches to collect digital content. Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.
5/ 6/ 7	Designs solutions (algorithms) that use repetition and if, then and else statements. Uses diagrams to express solutions and uses logical reasoning to predict outputs,	Creates programs that implement algorithms to achieve given goals. Declares and assigns variables. Uses selection statements in	Knows why sorting data in a file can improve searching for information. Awareness of electronic logic circuits used in computers. Aware of the history of number	Knows that computers collect data from various input devices, including sensors and application software. Recognises and can use a range of input and output devices.	Shows an awareness of, and can use a range of internet services. Recognises what is acceptable and unacceptable behaviour when using technologies and online services.

	showing an awareness of inputs. Knows what Computational thinking means.	programs.	systems and why we use binary. Understands why we use encryption and cryptography. Can encode and decode simple messages.		
8/ 9/ 10	Designs solutions by decomposing a problem. Recognises that different solutions exist for the same problem. Aware of the key concepts of Computational thinking: Abstraction, Decomposition, Pattern Recognition and Algorithms	Understands the difference between, and appropriately uses if and if, then and else statements. Uses a variables and relational operators. Designs, writes and debugs modular programs.	Performs more complex searches for information. Understands the relationship between binary and electrical circuits.	Understands the difference between hardware and application software, and their roles within a computer system.	Understands how to effectively use search engines and knows how search results are selected. Selects, combines and uses internet services. Awareness of ethics and its importance in Computer Science.
11/ 12/ 13	Understands that iteration is the repetition of a process. Recognises that different algorithms exist for the same problem. Can identify similarities and differences in situations and can use these to solve problems (pattern recognition). Can apply Computational thinking to a simple scenario: Abstraction, Decomposition, Pattern recognition and	Understands that programming bridges the gap between algorithmic solutions and computers. Uses Python to program text based algorithms. Uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control. Selects appropriate data types for data structures.	Knows that digital computers use binary to represent all data. Understanding of how the basic logic gates in Computer Science work and transmit data. Understands how bit patterns represent numbers and images. Knows that computers transfer data in binary. Understands the relationship between binary and file size. Can use a number cryptography methods to encode and decode	Recognises and understands the function of the main internal parts of basic computer architecture. Understands the concept of the CPU, computer storage methods and memory. Recognises the basic concept of the Von Neumann architecture.	Knows the names of network hardware e.g. hubs, routers, switches. Understands the concepts of different networks such as LANs, WANs, Internet and WWW. Understands the impact Computer Science has on areas of society such as the environment, law and mental health.

	Algorithms		data. Defines data types: real numbers and Boolean.		
14/ 15/ 16	Recognises that some problems share the same characteristics and use the same algorithm to solve both (generalisation). Understands the notion of performance for algorithms and appreciates that some algorithms have different performance characteristics. Uses Computational thinking; Abstraction, Decomposition, Pattern recognition and Algorithms to solve complex problems.	Uses libraries in their programming solutions. Uses nested selection statements. Uses and manipulates one dimensional data structures. Detects and corrects syntactical errors.	Understands how numbers, images, sounds and character sets use the same bit patterns. Performs simple operations using bit patterns. Understands the relationship between resolution and colour depth, including the effect on file size. Understands how to represent basic logic gates in truth tables. Can form own cryptography methods.	Understands the von Neumann architecture in relation to the fetch-execute cycle, including how data is stored in memory. Understands the basic function and operation of location addressable memory. Understands the concepts behind the fetch-execute cycle. Understands the difference between storage and memory. Recognises what volatile and non-volatile storage and memory are.	Recognises the different network topologies (shapes) used in networking and the advantages and disadvantages of each. Uses technologies and online services securely, and knows how to identify and report inappropriate conduct. Aware of fake news and social engineering and e rime and how to protect oneself against these.
17/ 18	Evaluates the effectiveness of algorithms and models for similar problems. Recognises where information can be filtered out in generalising problem solutions (abstraction). Uses logical reasoning to explain how the algorithm works. Represents algorithms using	Appreciates the effect of the scope of a variable or data structure. Understands and applies parameter passing. Understands the difference between, and uses, both pre-tested e.g. 'while', and post-tested e.g. 'until' loops.	Understands how and why values are data typed in many different languages when manipulated within programs. Can convert from denary to binary and vice versa Recognises combined logic gates and represents these in truth tables.	Knows that processors have instruction sets and that these relate to low-level instructions carried out by a computer.	Knows the purpose of the hardware and protocols associated with networking computer systems. Understands the client-server model. Awareness of the importance of protecting oneself and others against social engineering and e

	structured language such as Python or Pseudo Code.	Applies a modular approach to error detection and correction.			crime.
19/ 20	Understands that some problems cannot be solved computationally. Uses subroutines where appropriate in algorithms	Designs and writes nested modular programs that enforce reusability utilising sub-routines wherever possible. Understands the difference between 'While' loop and 'For' loop, which uses a loop counter. Understands and uses two dimensional data structures.	Performs operations using bit patterns e.g. conversion between binary and hexadecimal, binary subtraction etc. Understands and can explain the need for data compression, and performs simple compression methods. Understanding of the D type flip flop and half adder logic gate combination.	Has practical experience of a small (hypothetical) low level programming language. Understands and can explain Moore's Law. Understands and can explain multitasking by computers.	Understands the hardware associated with networking computer systems, including WANs and LANs, understands their purpose and how they work. Understands data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching.

Design and Technology

Descriptors for Design and Making for all KS3. In the department the descriptors are displayed by year group. This allows students to monitor their progress more effectively. Food is formatted fairly against D&T so that grades can be submitted together.

Level	Design (Improving and Creativity)	Making (with Planning and Testing)
1 - 2	• Use existing knowledge to research the task or problem. • Attempts to sketch a design that resembles the needs of a brief	• Follow a simple plan. • Use basic tools and machinery. • Assess whether or not a product solves the problem
3 - 4	• Use existing knowledge to inform some basic research into the task. • Sketch a design with labels. • Is able to sketch a design that satisfies the needs of a brief. • Suggest how the product can be improved	• Able to produce a simple step by step plan. • Able to make a product using basic tools and machinery • Able to identify improvements to the product.
5 - 6	• Research the task or problem • Can sketch a design idea and label appropriately • Identify at least two ways the design can be improved • Able to show how designs could be improved	• Able to produce a step by step plan. • Able to make a complete product using basic tools and machinery • Identify more than one improvement that could be made
7 - 8	• Use 2 areas of research to develop different design ideas that meet the design brief. • Identify at least 2 ways that designs can be improved • Ask other people what they think of the designs	• Able to produce a step by step plan naming the equipment used • Able to make a good quality product using a number of tools and equipment with help • Test the product in use to be sure it will function as planned
9 - 10	• Analyse existing products to assist designing. • Use 1 piece of primary research and 1 piece of secondary research to produce more than 2 different design ideas that meet the design brief Develop the designs into a final design • Ask other people to suggest improvements to the design and include these suggestions into a final design	• Able to produce a logical step by step plan naming equipment used. • Able to make a good quality product using a range of tools and equipment with some independence. • Able to identify an improvement to the product • Highlight any problems encountered in making the product
11-12	• Look at the work of designers to help your designing • Use 2 other methods of research to develop designs that meet the design brief • Produce a list of design criteria to satisfy the design brief • Consider constraints in the design and making of the product	• Able to produce a detailed, logical plan detailing materials, equipment and timings • Able to make a very good quality product quite accurately • Able to identify positive points and improvements to the product and suggest changes • Devise a simple test for the product • Highlight any problems encountered in making the design and identify solutions to the problem

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13-14	• Produce a varied range of creative original ideas that are discussed with users. • Consider the cost of making the product • Consider the needs of other people in society • Use a range of models and drawings to develop the design • Create a prototype model of the product • Consider the moral, social, environmental and cultural effects of your product	• Plan the quality control checks made at each stage of production • Able to make a high quality product very accurately • Able to make some decisions with guidance given • Test the product in use and get feedback from a range of users. • Test the product in several ways using equipment e.g. measuring
15-16	• Incorporate the work of other designers, other similar products and a range of information sources into the designs. • Develop the designs imaginatively, showing knowledge and understanding. • Communicate designs in a range of ways • Show how the designs meet the design criteria. • Consider the moral, social, environmental and cultural effects of your product and incorporate these considerations into further developments.	• Fully detailed manufacturing specification shows some reference to industrial manufacture and modifications that would be required. • Excellent product made to the highest standard with some independent working. • Develop accurate testing procedures appropriate to the product.
17-18	• Independently research around a subject and critically use this research to develop designs. • Consider the needs of a range of users. • Communicate innovative ideas in imaginative ways. • Test and improve the design and the making of the product using a range of methods and present findings in a written report	• Fully detailed manufacturing specification shows thorough reference to industrial manufacture and modifications that would be required. • Excellent product made to the highest standard quite independently. • Consider the moral, social and environmental issues of your product and the product life cycle.
19	• Independently research using a variety of strategies around a subject and critically use this research to creatively develop a range of alternative designs. • Will use a client to verify the need and provide with feedback the views and opinions of the user(s).	• Excellent understanding of Industrial Manufacture with focused study on CAM and automated systems of manufacture. • Excellent, product made to the highest standard independently and that fully meet the quality requirements given in the design proposal using several of processes. • Include accurate testing strategies to help inform judgements • Include moral, social and environmental findings in their recommendations.
20	• They interpret and apply knowledge and understanding creatively in new design contexts and communicate ideas in new or unexpected ways. They use understanding of others' designing in innovative ways. • Explain how it can improved using a broad range of criteria and will also include environmental, ethical, social and cultural influences.	• In-depth understanding of Manufacturing systems that respond automatically to defects and changes in requirements. • Exceptional product made to the highest standard independently using a broad range of processes. • Critically reflect in detail through whole design and making process.

Food Preparation and Nutrition

Descriptors for Understanding and Making for all KS3. In the department it is laid out per year group. This allows students to monitor their progress more effectively. Students study Food as a rotation under Design and Technology.

Level	Understanding	Making
1 - 2	• Able to prepare Food ingredients prior to lesson • Able to read a recipe	• Able to successfully following a recipe for making a liquid drink. • Able to complete washing up as a HW task
3 - 4	• Understand and able to differentiate different taste, texture, appearance and aroma	• Able to use equipment, including basic knife skills competently • Able to successfully follow a recipe
5 - 6	• Plan and adapt an assessed practical	• Able to follow basic hygiene rules in the kitchen • Able to make all recipes to a high levels with some assistance
7 - 8	• Plan and adapt an assessed practical effectively. • Able to organise time effectively and independently • High standard of written work and completed booklet	• Able to make all recipes to a high level with minimal assistance. • Able to plan and make their own recipe for an assessed practical competently
9 – 10	• Plan and adapt a challenging assessed practical • High standard of written work and completed booklet with all completed HW's to an excellent quality **YEAR 8 ONWARDS** • Basic understanding of sauce making methods • Identify different vegetables and how they grow • Able to design bread using basic shapes • Learn function of ingredients	• Independently able to make all recipes effectively • Able to plan and make their own recipe for an assessed practical competently following all H&S rules • Work in kitchen with no assistance • Demonstrated commitment and forward thinking. **YEAR 8 ONWARDS** • Apply sauce making (including veg) to a single dish • Develop knife skills with precision and speed • Make bread and pastry with a degree of success • Able to design bread using basic shapes
11-12	• Good understanding of sauce making methods • Identify and explain different vegetables and how they grow • Able to shape bread using in to complex shapes • Learn and practice function of ingredients	• Apply sauce making (including veg) to a single dish with minimal assistants and constraints • Develop knife skills with good precision and speed • Make bread and pastry successfully with minimal support • Make bread with complex shapes
13-14	• Excellent understanding of sauce making methods able to identify all varieties • Confidently able to identify and explain different vegetables and how they grow • Able to shape bread using challenging and techniques • Learn, experiment and practice function of ingredients	• Apply sauce making (including veg) to a single dish with minimal assistants and constraints • Develop knife skills with good precision and speed • Work independently to make bread and pastry to a high standard with minimal support • Make bread using challenging and demanding techniques

15-16	• Have a good understanding of food hygiene and safety in a kitchen • Have some understanding of the function and nutrition of ingredients • Understand how religious belief affect food choice (CC RS) • Basic understanding of how Food Production in the Environment has been effected by Climate Change (CC Geog) • Research and design a dish for a suitable season	• Able to work in a hygienic and safe environment in an effective manner. • Work independently in creating a recipe • Able to complete a range of dishes to a satisfactory standard and include some skills (knife, precision cutting) using appropriate equipment
17-18	• Have a very good understanding of food hygiene and safety in a kitchen • Have a good understanding of the function and nutrition of ingredients. • Good understanding of how religious beliefs affects food choice (CC RS) • Good understanding of how Food Production in the Environment has been effected by Climate Change (CC Geog) • Differentiate between Social, Moral and Environmental (CC RS, Geog) • Research and design a dish for a suitable season	• Able to complete a range of dishes to a good standard and include high level skills (knife, precision cutting) using appropriate equipment • Cook dishes of to an professional standard using a wide range of skills and equipment
19	• Have a thorough understanding of the function and nutrition of ingredients. • Competently able to adapt dishes from a specification. • Excellent understanding of how religious beliefs affects food choice (CC RS) • Excellent understanding of how Food Production in the Environment has been effected by Climate Change (CC Geog) • Differentiate between Social, Moral and Environmental (CC Geog) • Research and Innovate a dish for a suitable season	• Able to complete a range of dishes to a high standard and include high level skills (knife, precision cutting) using appropriate equipment • Independently cook a range of dishes of to an very high standard using a wide range of skills and equipment
20	• Competently able to design dishes from a specification with excellent management of time with no assistance. Clear and concise and able to effectively consider all nutritional content	• Able to select a full range of equipment with excellent knife skills • Cook a range of dishes of to a professional standard using a wide range of skills and equipment

Drama

	PERFORMANCE AND RESPONSE	COLLABORATION & GROUP WORK	KNOWLEDGE
1-2	Students will attempt performance.	They make little or no attempt to work collaboratively.	Shows limited understanding of structure and form.
3-4	Students attempt commitment in performance.	They struggle to work collaboratively. Their involvement in group work is limited.	Shows some understanding of structure and form.
5-6	Students are developing their performance skills. They are aware of the actor/audience relationship.	They are beginning to work collaboratively. They demonstrate some involvement in group work.	Students show understanding of structure and form in their practical work.
7-8	Students will show commitment and skill in performance.	They regularly contribute during collaborative tasks. They are willing to share ideas with the whole group.	Students demonstrate understanding of structure and form during discussion and practical work
9-10	Students demonstrate consistent effort and can perform to a high standard.	Consistent collaborative skills are demonstrated. Their contribution to discussions is voluntary and worthwhile.	They can independently apply subject knowledge.
11-12	Students consistently perform to a high standard.	They are and excellent contributor during collaborative tasks. They share their ideas in discussions and group work.	Students are able to apply some knowledge to their performances.
13-14	Students are able to perform a wide array of characters to a high standard. They can suggest improvements.	They are an excellent collaborator who is able to assume a leadership role. Their contributions to discussions are regular and insightful.	They are able to apply subject knowledge at will.
15-16	Students consistently perform to a high standard and often show a range of character and style. They can offer constructive feedback.	Their collaborative skills show empathy and purpose. Students input to discussion are insightful and considered.	Students can independently apply subject knowledge to any given task.
17-18	Students' performances are committed and they can lend their skills to any given task. They can critically analyse performances.	Their collaborative skills show empathy, purpose and leadership. Students input to discussion are insightful and considered.	They can draw on all previous learning and apply it at will.
19-20	Students consistently display outstanding performance skills. Students can analyse, discuss and improve both their own and others' work.	Their collaborative skills are exemplary. They have a positive effect on the learning of others.	They can apply subject knowledge creatively and inventively. Their understanding is complete.

English Reading Year 7

	Reading AO1: Identify and interpret explicit (obvious) and implicit (non-obvious) information and ideas.	**Reading AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence people.**	**Reading AO3: Show understanding of the relationships between texts and the contexts in which they were written.**	**Reading AO4: Evaluate texts critically and support with appropriate textual reference.**
9-10 **I can…**	…show detailed understanding, interpretations and inferences linked to texts.	…clearly explain a writer's use of language and structural/organisational features and make some comment on the effect of a writer's methods on the reader; …use some effective subject terminology	…show clear, detailed understanding of specific links between contexts and texts.	…select a range of references and quotations to support relevant, clear points.
5-8 **I can…**	…show understanding of the most relevant points of texts and work out non-obvious meanings.	…make relevant explanation of a writer's use of language and structural/organisational features; …use some relevant subject terminology.	…show some clear understanding of links between contexts and text.	…generally select a range of relevant references/quotations to support points, even if these are not always accurate.
3-4 **I can…**	…show some understanding of relevant points of texts and make some correct guesses about non-obvious meanings.	…identify aspects of a writer's use of language and structural/organisational features, making simple comments about these; …refer to simple subject terminology.	…show some awareness of ways in which contextual factors link to texts.	…use some appropriate references/ quotations to support points, even if these are not always accurate.
2 **I can…**	…show some simple understanding and make simple guesses about meanings of texts, even if these are sometimes confused or not relevant.	…identify a few basic aspects of a writer's use of language and structural/organisational features; …possibly make some reference to basic subject terminology.	…show some simple understanding of factors affecting the writing of a text.	…include reference/quotation to a text to identify simple/the most obvious points, even if these are sometimes confused or irrelevant.
1 **I can…**	…show limited or incorrect understanding of texts and make limited or incorrect guesses about non-obvious meanings.	…make limited or no identification of a writer's use of language and structural/organisational features but make no use of subject terminology.	…make limited or no comments about factors affecting the writing of a text.	…make some points about texts but these may be confused and are not supported by reference/quotation.

English Writing Year 7

Parmiter's Curriculum Level	AO5 Writing: Communicate clearly, adapting form, audience, register and purpose to match the task set; organise information and ideas, using structural and grammatical features .	AO6 Writing: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
9-10 **I can…**	□ …write an engaging text with a range of connected ideas; □ …generally match my writing to the form, audience, register and purpose required; □ …use vocabulary clearly chosen for effect; □ …use appropriate linguistic devices throughout; □ …often make effective use of structural features; □ …mostly paragraphing effectively, signalling direction of text in a range of ways.	□ …use . ? ! mostly securely and accurately; □ …use capital letters correctly; □ …use an increasingly varied range of (“, ; : ‘ -…), mostly with success; □ …use a variety of sentence forms for effect; □ …mostly use Standard English appropriately with controlled grammatical structures; □ …generally use accurate spelling, including complex and irregular words; □ …use increasingly sophisticated vocabulary.
5-8 **I can…**	□ …write with increasing variety of linked and relevant ideas; □ …make an ongoing attempt to match my writing to the form, audience, register and purpose required; □ …show I have thought about my vocabulary choices; □ ….use some appropriate linguistic devices; □ …make some effective use of structural features; □ …use mostly effective paragraphing and sometimes signal of direction of text.	□ …frequently use . ? ! securely and accurately; □ …use capital letters correctly; □ …use a limited range of (“ ,; : ‘ -…), mostly correctly; □ use a variety of sentence forms; □ often use Standard English with frequent control of agreement; □ often accurately spell more complex words; □ use an increasingly varied vocabulary.
3-4 **I can…**	□ …write with some linked and relevant ideas; □ …attempt to match my writing to the form, audience, register and purpose required; □ …begin to vary my vocabulary; □ …use some linguistic devices; □ …make some use of structural features; □ …use some paragraphing and sometimes attempt to signal direction of text.	□ …often use . ? ! securely and accurately; □ …mostly use capital letters correctly; □ …use a limited range of (“, ; : ‘ -…) with increasing accuracy; □ …attempt a variety of sentence forms; □ …sometimes use Standard English with some control of agreement; □ …sometimes accurately spell more complex words; □ …make some varied use of vocabulary even if word choice is not always effective.
2 **I can…**	□ …write with one or two simply linked, relevant ideas; □ …sometimes attempt to match my writing to the form, audience, register and purpose required; □ …use simple vocabulary; □ …attempt use of simple linguistic devices; □ …attempt use of simple structural features; □ …use a random paragraph structure.	□ ...increasingly use . ? ! accurately; □ …increasingly use capital letters correctly; □ … use a limited range of (“, ; : ‘ -…) with limited accuracy; □ …sometimes use a simple range of sentence forms; □ …occasionally use Standard English with limited control of agreement; □ …mostly accurately spell common words; □ …use simple word choices with some words chosen for effect.
1 **I can…**	□ …write one or two ideas but these are not structured, linked or written in paragraphs; □ …write with an occasional sense of form, audience, register and purpose; □ …use simple vocabulary.	□ …occasionally use . ? ! correctly; □ …occasionally use capital letters correctly; □ …make little of no correct use of (“, ; : ‘ -…); □ …use little or no range of sentence forms; □ …occasionally use Standard English with little or no control of agreement; □ …spell some common words accurately. □ …use simple word choices.

English Spoken Language Year 7

Parmiter's Curriculum Levels	AO7: Demonstrate presentation skills in a formal setting.	AO8: Listen and respond to spoken language.	AO9: Use spoken Standard English effectively.	AO10: Demonstrate skills within role-play and drama.
9-10 **I can…**	□ …express a range of complex ideas, information and feelings; □ …use a wide range of vocabulary; □ …organise speech well and add detail to hold audience's attention and achieve purpose.	□ …listen and respond appropriately to discussion, questions or feedback, building on points of discussion in some detail; □ …encourage effective discussion.	□ …often adapt language to suit setting.	□ …show understanding of characters and situations by adapting speech and movement to create convincing roles.
5-8 **I can…**	□ …express several straightforward ideas, straightforward information or feelings in some detail; □ …use an increasing range of vocabulary; □ …organise speech to meet audience needs and make purpose clear.	□ …listen and respond, showing clear understanding of discussion points; □ …sometimes make contributions that help move forward the main direction of the talk.	□ …increasingly adapt language to suit setting.	□ …make careful choices in speech and movement to show understanding of roles.
2-4 **I can…**	□ …express key ideas, information and feelings; □ …begin to vary vocabulary at times; □ …attempt to organise speech to meet audience needs and make purpose clear.	□ …listen and respond, generally showing clear understanding of discussion points; □ …sometimes introduce new ideas into discussion.	□ …sometimes change language to suit setting.	□ …put across straightforward ideas about roles, making deliberate choices in speech and movement.
1 **I can…**	□ …express one or two ideas/feelings or a little information; □ …use simple vocabulary; □ …make some attempt to organise speech to meet audience needs and make purpose clear.	□ …listen and respond to discussion, attempting some relevant response.	□ …show some awareness that I should change language to suit setting.	□ …show simple understanding of roles by making some changes to speech and movement.

English Reading Year 8

Parmiter's Curriculum Level	Reading AO1: Identify and interpret explicit (obvious) and implicit (non-obvious) information and ideas.	Reading AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence people.	Reading AO3: Show understanding of the relationships between texts and the contexts in which they were written.	Reading AO4: Evaluate texts critically and support with appropriate textual reference.
13-15 **I can…**	…show careful and precise understanding, interpretations and inference linked to texts.	…thoughtfully examine the effects of a writer's use of language and structural/organisational features on the reader; ..use a range of effective subject terminology.	…show thoughtful consideration and examination of detailed links between contexts and texts.	…carefully and precisely use a range of references and quotations to support effective points and arguments.
9-12 **I can…**	…show detailed understanding, interpretations and inferences linked to texts.	…clearly explain a writer's use of language and structural/organisational features and make some comment on the effect of a writer's methods on the reader; …use some effective subject terminology	…show clear, detailed understanding of specific links between contexts and texts.	…select a range of references and quotations to support relevant, clear points.
5-8 **I can…**	…show understanding of the most relevant points of texts and work out non-obvious meanings.	…make relevant explanation of a writer's use of language and structural/organisational features; …use some relevant subject terminology.	…show some clear understanding of links between contexts and text.	…generally select a range of relevant references/quotations to support points, even if these are not always accurate.
3-4 **I can…**	…show some understanding of relevant points of texts and make some correct guesses about non-obvious meanings.	…identify aspects of a writer's use of language and structural/organisational features, making simple comments about these; …refer to simple subject terminology.	…show some awareness of ways in which contextual factors link to texts.	…use some appropriate references/ quotations to support points, even if these are not always accurate.
2 **I can…**	…show some simple understanding and make simple guesses about meanings of texts, even if these are sometimes confused or not relevant.	…identify a few basic aspects of a writer's use of language and structural/organisational features; …possibly make some reference to basic subject terminology.	…show some simple understanding of factors affecting the writing of a text.	…include reference/quotation to a text to identify simple/the most obvious points, even if these are sometimes confused or irrelevant.
1 **I can…**	…show limited or incorrect understanding of texts and make limited or incorrect guesses about non-obvious meanings.	…make limited or no identification of a writer's use of language and structural/organisational features but make no use of subject terminology.	…make limited or no comments about factors affecting the writing of a text.	…make some points about texts but these may be confused and are not supported by reference/quotation.

English Writing Year 8

Parmiter's Curriculum Level	AO5 Writing: Communicate clearly, adapting form, audience, register and purpose to match the task set; organise information and ideas, using structural and grammatical features .	AO6 Writing: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
13-15 **I can…**	□ …write an engaging text with a range of effective, connected ideas; □ …match my writing to the form, audience, register and purpose required; □ …use an increasingly sophisticated vocabulary, selected for effect; □ …use a range of linguistic devices for effect throughout; □ …make effective use of structural features throughout; □ …manage paragraph sequencing effectively, signposting direction of text.	□ …use . ? ! almost always accurately; □ …use capital letters correctly; □ …use a wide range of (" ,; : ' -…), mostly with success; □ …use a wide variety of sentence forms for effect; □ …almost always use Standard English appropriately with controlled grammatical structures; □ …almost always use accurate spelling, including complex, irregular words and some ambitious vocabulary; □ …use range of sophisticated vocabulary.
9-12 **I can…**	□ …write an engaging text with a range of connected ideas; □ …generally match my writing to the form, audience, register and purpose required; □ …use vocabulary clearly chosen for effect; □ …use appropriate linguistic devices throughout; □ …often make effective use of structural features; □ …mostly paragraphing effectively, signalling direction of text in a range of ways.	□ …use . ? ! mostly securely and accurately; □ …use capital letters correctly; □ …use an increasingly varied range of (", ; : ' -…), mostly with success; □ …use a variety of sentence forms for effect; □ …mostly use Standard English appropriately with controlled grammatical structures; □ …generally use accurate spelling, including complex and irregular words; □ …use increasingly sophisticated vocabulary.
5-8 **I can…**	□ …write with increasing variety of linked and relevant ideas; □ …make an ongoing attempt to match my writing to the form, audience, register and purpose required; □ …show I have thought about my vocabulary choices; □ ….use some appropriate linguistic devices; □ …make some effective use of structural features; □ …use mostly effective paragraphing and sometimes signal of direction of text.	□ …frequently use . ? ! securely and accurately; □ …use capital letters correctly; □ …use a limited range of (" ,; : ' -…), mostly correctly; □ use a variety of sentence forms; □ often use Standard English with frequent control of agreement; □ often accurately spell more complex words; □ use an increasingly varied vocabulary.
3-4 **I can…**	□ …write with some linked and relevant ideas; □ …attempt to match my writing to the form, audience, register and purpose required; □ …begin to vary my vocabulary; □ …use some linguistic devices; □ …make some use of structural features; □ …use some paragraphing and sometimes attempt to signal direction of text.	□ …often use . ? ! securely and accurately; □ …mostly use capital letters correctly; □ …use a limited range of (", ; : ' -…) with increasing accuracy; □ …attempt a variety of sentence forms; □ …sometimes use Standard English with some control of agreement; □ …sometimes accurately spell more complex words; □ …make some varied use of vocabulary even if word choice is not always effective.
2 **I can…**	□ …write with one or two simply linked, relevant ideas; □ …sometimes attempt to match my writing to the form, audience, register and purpose required; □ …use simple vocabulary; □ …attempt use of simple linguistic devices; □ …attempt use of simple structural features; □ …use a random paragraph structure.	□ ...increasingly use . ? ! accurately; □ …increasingly use capital letters correctly; □ … use a limited range of (", ; : ' -…) with limited accuracy; □ …sometimes use a simple range of sentence forms; □ …occasionally use Standard English with limited control of agreement; □ …mostly accurately spell common words; □ …use simple word choices with some words chosen for effect.
1 **I can…**	□ …write one or two ideas but these are not structured, linked or written in paragraphs; □ …write with an occasional sense of form, audience, register and purpose; □ …use simple vocabulary.	□ …occasionally use . ? ! correctly; □ …occasionally use capital letters correctly; □ …make little of no correct use of (", ; : ' -…); □ …use little or no range of sentence forms; □ …occasionally use Standard English with little or no control of agreement; □ …spell some common words accurately. □ …use simple word choices.

Last Reviewed: July 2019

English Spoken Language Year 8

Parmiter's Curriculum Levels	AO7: Demonstrate presentation skills in a formal setting.	AO8: Listen and respond to spoken language.	AO9: Use spoken Standard English effectively.	AO10: Demonstrate skills within role-play and drama.
13-15 **I can…**	□ …express a range of challenging ideas, information and feelings; □ …use a wide and increasingly sophisticated range of vocabulary; □ …organise and adapt talk as necessary to engage audience and achieve purpose.	□ …listen and respond in detail to discussion, questions or feedback, adding well-judged contributions; □ …maintain group discussion and encourage others to make effective contributions.	□ …use language generally appropriate to setting.	□ …make thoughtful choices in my speech and movement, using dramatic techniques to establish roles with confidence.
9-12 **I can…**	□ …express a range of complex ideas, information and feelings; □ …use a wide range of vocabulary; □ …organise speech well and add detail to hold audience's attention and achieve purpose.	□ …listen and respond appropriately to discussion, questions or feedback, building on points of discussion in some detail; □ …encourage effective discussion.	□ …often adapt language to suit setting.	□ …show understanding of characters and situations by adapting speech and movement to create convincing roles.
5-8 **I can…**	□ …express several straightforward ideas, straightforward information or feelings in some detail; □ …use an increasing range of vocabulary; □ …organise speech to meet audience needs and make purpose clear.	□ …listen and respond, showing clear understanding of discussion points; □ …sometimes make contributions that help move forward the main direction of the talk.	□ …increasingly adapt language to suit setting.	□ …make careful choices in speech and movement to show understanding of roles.
2-4 **I can…**	□ …express key ideas, information and feelings; □ …begin to vary vocabulary at times; □ …attempt to organise speech to meet audience needs and make purpose clear.	□ …listen and respond, generally showing clear understanding of discussion points; □ …sometimes introduce new ideas into discussion.	□ …sometimes change language to suit setting.	□ …put across straightforward ideas about roles, making deliberate choices in speech and movement.
1 **I can…**	□ …express one or two ideas/feelings or a little information; □ …use simple vocabulary; □ …make some attempt to organise speech to meet audience needs and make purpose clear.	□ …listen and respond to discussion, attempting some relevant response.	□ …show some awareness that I should change language to suit setting.	□ …show simple understanding of roles by making some changes to speech and movement.

English Reading Year 9

Parmiter's Curriculum Level	Reading AO1: Identify and interpret explicit (obvious) and implicit (non-obvious) information and ideas.	Reading AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence people.	Reading AO3: Show understanding of the relationships between texts and the contexts in which they were written.	Reading AO4: Evaluate texts critically and support with appropriate textual reference.
17-20 **I can…**	…show perceptive, original and imaginative understanding, interpretations and inference linked to text	…imaginatively analyse, appreciate and explore the effects of a writer's use of language and structural/organisational features on the reader; …apply subject terminology judiciously.	…make sustained exploration of specific, detailed links between contexts and texts.	…use a range of judicious references and quotations to support original, critical points and arguments.
13-16 **I can…**	…show careful and precise understanding, interpretations and inference linked to texts.	…thoughtfully examine the effects of a writer's use of language and structural/organisational features on the reader; ..use a range of effective subject terminology.	…show thoughtful consideration and examination of detailed links between contexts and texts.	…carefully and precisely use a range of references and quotations to support effective points and arguments.
9-12 **I can…**	…show detailed understanding, interpretations and inferences linked to texts.	…clearly explain a writer's use of language and structural/organisational features and make some comment on the effect of a writer's methods on the reader; …use some effective subject terminology	…show clear, detailed understanding of specific links between contexts and texts.	…select a range of references and quotations to support relevant, clear points.
5-8 **I can…**	…show understanding of the most relevant points of texts and work out non-obvious meanings.	…make relevant explanation of a writer's use of language and structural/organisational features; …use some relevant subject terminology.	…show some clear understanding of links between contexts and text.	…generally select a range of relevant references/quotations to support points, even if these are not always accurate.
3-4 **I can…**	…show some understanding of relevant points of texts and make some correct guesses about non-obvious meanings.	…identify aspects of a writer's use of language and structural/organisational features, making simple comments about these; …refer to simple subject terminology.	…show some awareness of ways in which contextual factors link to texts.	…use some appropriate references/ quotations to support points, even if these are not always accurate.
2 **I can…**	…show some simple understanding and make simple guesses about meanings of texts, even if these are sometimes confused or not relevant.	…identify a few basic aspects of a writer's use of language and structural/organisational features; …possibly make some reference to basic subject terminology.	…show some simple understanding of factors affecting the writing of a text.	…include reference/quotation to a text to identify simple/the most obvious points, even if these are sometimes confused or irrelevant.
1 **I can…**	…show limited or incorrect understanding of texts and make limited or incorrect guesses about non-obvious meanings.	…make limited or no identification of a writer's use of language and structural/organisational features but make no use of subject terminology.	…make limited or no comments about factors affecting the writing of a text.	…make some points about texts but these may be confused and are not supported by reference/quotation.

English Writing Year 9

	AO5 Writing: Communicate clearly, adapting form, audience, register and purpose to match the task set; organise information and ideas, using structural and grammatical features .	AO6 Writing: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
17-20 **I can…**	□ …write a highly engaging text with a range of developed, complex and well-connected ideas; □ …convincingly match my writing to the form, audience, register and purpose required; □ …use an extensive vocabulary with imagination and precision; □ …craft my writing thoughtfully with sustained use of linguistic devices; □ …employ varied and effective features to craft structure throughout; □ …manage paragraph sequencing effectively throughout, crafting overall direction and effect of text.	□ …use . ? ! consistently accurately; □ …use a wide range of (“ ,; : ‘ -…) with a high level of accuracy and impact; □ …use a full range of sentence forms for effect; □ …use Standard English consistently and appropriately with secure control of complex grammatical structures; □ …maintain a high level of accuracy in spelling, including ambitious vocabulary; □ …use extensive, ambitious, sophisticated vocabulary.
13-16 **I can…**	□ …write an engaging text with a range of effective, connected ideas; □ …match my writing to the form, audience, register and purpose required; □ …use an increasingly sophisticated vocabulary, selected for effect; □ …use a range of linguistic devices for effect throughout; □ …make effective use of structural features throughout; □ …manage paragraph sequencing effectively, signposting direction of text.	□ …use . ? ! almost always accurately; □ …use a wide range of (“ ,; : ‘ -…), mostly with success; □ …use a wide variety of sentence forms for effect; □ …almost always use Standard English appropriately with controlled grammatical structures; □ …almost always use accurate spelling, including complex, irregular words and some ambitious vocabulary; □ …use range of sophisticated vocabulary.
9-12 **I can…**	□ …write an engaging text with a range of connected ideas; □ …generally match my writing to the form, audience, register and purpose required; □ …use vocabulary clearly chosen for effect; □ …use appropriate linguistic devices throughout; □ …often make effective use of structural features; □ …mostly paragraphing effectively, signalling direction of text in a range of ways.	□ …use . ? ! mostly securely and accurately; □ …use an increasingly varied range of (“, ; : ‘ -…), mostly with success; □ …use a variety of sentence forms for effect; □ …mostly use Standard English appropriately with controlled grammatical structures; □ …generally use accurate spelling, including complex and irregular words; □ …use increasingly sophisticated vocabulary.
5-8 **I can…**	□ …write with increasing variety of linked and relevant ideas; □ …make an ongoing attempt to match my writing to the form, audience, register and purpose required; □ …show I have thought about my vocabulary choices; □ ….use some appropriate linguistic devices; □ …make some effective use of structural features; □ …use mostly effective paragraphing and sometimes signal of direction of text.	□ …frequently use . ? ! securely and accurately; □ …use capital letters correctly; □ …use a limited range of (“ ,; : ‘ -…), mostly correctly; □ use a variety of sentence forms; □ often use Standard English with frequent control of agreement; □ often accurately spell more complex words; □ use an increasingly varied vocabulary.
3-4 **I can…**	□ …write with some linked and relevant ideas; □ …attempt to match my writing to the form, audience, register and purpose required; □ …begin to vary my vocabulary; □ …use some linguistic devices; □ …make some use of structural features; □ …use some paragraphing and sometimes attempt to signal direction of text.	□ …often use . ? ! securely and accurately; □ …mostly use capital letters correctly; □ …use a limited range of (“, ; : ‘ -…) with increasing accuracy; □ …attempt a variety of sentence forms; □ …sometimes use Standard English with some control of agreement; □ …sometimes accurately spell more complex words; □ …make some varied use of vocabulary even if word choice is not always effective.
2 **I can…**	□ …write with one or two simply linked, relevant ideas; □ …sometimes attempt to match my writing to the form, audience, register and purpose required; □ …use simple vocabulary; □ …attempt use of simple linguistic devices; □ …attempt use of simple structural features; □ …use a random paragraph structure.	□ ...increasingly use . ? ! accurately; □ …increasingly use capital letters correctly; □ … use a limited range of (“, ; : ‘ -…) with limited accuracy; □ …sometimes use a simple range of sentence forms; □ …occasionally use Standard English with limited control of agreement; □ …mostly accurately spell common words; □ …use simple word choices with some words chosen for effect.
1 **I can…**	□ …write one or two ideas but these are not structured, linked or written in paragraphs; □ …write with an occasional sense of form, audience, register and purpose; □ …use simple vocabulary.	□ …occasionally use . ? ! correctly; □ …occasionally use capital letters correctly; □ …make little of no correct use of (“, ; : ‘ -…); □ …use little or no range of sentence forms; □ …occasionally use Standard English with little or no control of agreement; □ …spell some common words accurately. □ …use simple word choices.

English Spoken Language Year 9

Parmiter's Curriculum Levels	AO7: Demonstrate presentation skills in a formal setting.	AO8: Listen and respond to spoken language.	AO9: Use spoken Standard English effectively.	AO10: Demonstrate skills within role-play and drama.
17-20 **I can…**	□ …express a range of sophisticated ideas, information and feelings; □ …use a sophisticated repertoire of vocabulary; □ …organise and structure presentations using an effective range of strategies to convincingly engage audience and achieve purpose.	□ …listen to discussion, questions or feedback, responding perceptively or elaborating with further ideas or information; □ …manage and encourage group discussion with sensitivity.	□ …use language consistently appropriate to setting.	□ …experiment with dramatic techniques creatively to explore complex roles and situations.
13-16 **I can…**	□ …express a range of challenging ideas, information and feelings; □ …use a wide and increasingly sophisticated range of vocabulary; □ …organise and adapt talk as necessary to engage audience and achieve purpose.	□ …listen and respond in detail to discussion, questions or feedback, adding well-judged contributions; □ …maintain group discussion and encourage others to make effective contributions.	□ …use language generally appropriate to setting.	□ …make thoughtful choices in my speech and movement, using dramatic techniques to establish roles with confidence.
9-12 **I can…**	□ …express a range of complex ideas, information and feelings; □ …use a wide range of vocabulary; □ …organise speech well and add detail to hold audience's attention and achieve purpose.	□ …listen and respond appropriately to discussion, questions or feedback, building on points of discussion in some detail; □ …encourage effective discussion.	□ …often adapt language to suit setting.	□ …show understanding of characters and situations by adapting speech and movement to create convincing roles.
5-8 **I can…**	□ …express several straightforward ideas, straightforward information or feelings in some detail; □ …use an increasing range of vocabulary; □ …organise speech to meet audience needs and make purpose clear.	□ …listen and respond, showing clear understanding of discussion points; □ …sometimes make contributions that help move forward the main direction of the talk.	□ …increasingly adapt language to suit setting.	□ …make careful choices in speech and movement to show understanding of roles.
2-4 **I can…**	□ …express key ideas, information and feelings; □ …begin to vary my vocabulary at times; □ …attempt to organise speech to meet audience needs and make purpose clear.	□ …listen and respond, generally showing clear understanding of discussion points; □ …sometimes introduce new ideas into discussion.	□ …sometimes change language to suit setting.	□ …put across straightforward ideas about roles, making deliberate choices in speech and movement.
1 **I can…**	□ …express one or two ideas/feelings or a little information; □ …use simple vocabulary; □ …make some attempt to organise speech to meet audience needs and make purpose clear.	□ …listen and respond to discussion, attempting some relevant response.	□ …show some awareness that I should change language to suit setting.	□ …show simple understanding of roles by making some changes to speech and movement.

Geography – Year 7

PCL	AO1 & AO2 Knowledge, Location, Scale, Process, Environments, Concepts and Relationships	AO3 & AO4 Map, Graphical skills, Interpretation, Analysis and Evaluation
1 2 3	Students can remember by recalling facts and basic concepts for the topics studied. They are able to define keywords and duplicate geographical information. They can list changes and begin to describe these changes in some detail. Some are able to memorize and repeat impacts and state them in different locations. Students are able to identify differences between places. Some are able to write simple descriptions of places and features. They can ask appropriate geographical questions about places and environments studied.	Students understanding the different ways in which geographical information can be presented. They can interpret and select information from maps and graphical displays of data. Students can identify anomalies from a set of data. Students understand the concept of scaled drawings. Students use of a small range of simple skills although with frequent errors.
4 5 6	Students begin to understand geographical concepts and processes and can demonstrate this through description and explanation of changes in various locations. From these descriptions, they begin to identify patterns and trends. Students begin to demonstrate structure and classification of various changes observed into basic categorises and provide reasons for this. Students are showing increasing depth of factual knowledge and understanding of the topics studied through showing an understanding of the concept of processes changing over time. Students are able to compare (similarities) and contrast (differences) between different types of places. Students start to use appropriate geographical vocabulary.	Students understand the different ways in which geographical information can be presented and how this can lead to different interpretations and reasons for this. They can interpret and select information from maps and graphical displays of data and describe the changes shown over time. Students begin to show reasons for selecting certain pieces of data to demonstrate relevance of information to particular situations and locations. Students can select data and present the information but not always consistently in the most appropriate way. Students can identify general patterns/trends and therefore suggest reasons for any anomalies from a set of data. Students can begin to produce scaled maps if given a scale. Students use a small range of skills but with fewer errors.
7 8 9	Student can use their factual knowledge and understanding of the topics studied by applying new geographical information to new situations. They can interpret and implement geographical concepts and processes to solve problems. They can recognise geographical processes in various locations and also demonstrate their understanding by applying their knowledge and understanding in different environments. Students are able to describe features, compare and contrast different places studied and begin to make links between places. Students show that they know about different places in various parts of the world. They can recognise and describe physical processes and human processes. They understand that people can improve and damage environments and show an awareness of the importance of sustainability. Students regularly use appropriate geographical vocabulary.	Students can describe and begin to analyse the different ways to present geographical information depending on the type of data and range in changes. They can use their factual knowledge and understanding of the topics studied to select and report data to draw their own conclusions and apply this to new locations. Students can select data and present the information more consistently in the most appropriate way. Students can identify general patterns/trends and therefore explain any anomalies from a set of data. Students can consistently draw scaled maps and begin to draw the same location using different scales of their own accord. Students have a satisfactory use of a range of skills.
10	Students consistently meet and exceed all the expectations outlined above.	Students consistently meet and exceed all the expectations outlined above.

Last Reviewed: July 2019

Geography – Year 8

PCL	AO1 & AO2 Knowledge, Location, Scale, Process, Environments, Concepts and Relationships	AO3 &AO4 Map, Graphical skills, Interpretation, Analysis and Evaluation
	Students working below level 5 will be assessed against the Year 7 descriptors above	
5 6 7	Students begin to understand geographical concepts and processes and can demonstrate this through description and explanation of changes in various locations. From these descriptions patterns and trends begin to be identified. Students begin to demonstrate structure and classification of various changes observed into basic categorises and provide reasons for this. Students are showing increasing depth of factual knowledge and understanding of the topics studied through showing an understanding of the concept of processes changing over time. Students are able to compare (similarities) and contrast (differences) between different types of places. Students show that they know about different places in various parts of the world. They can recognise and describe physical processes and human processes. They understand that people can improve and damage environments. Students start to use appropriate geographical vocabulary. *PCL 7 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 8 but not consistently.*	Students understand the different ways in which geographical information can be presented and how this can lead to different interpretations and reasons for this. They can interpret and select information from maps and graphical displays of data and describe the changes shown over time. Students begin to show reasons for selecting certain pieces of data to demonstrate relevance of information to particular situations and locations. Students can select data and present the information but not always consistently in the most appropriate way. Students can identify general patterns/trends and therefore suggest reasons for any anomalies from a set of data. Students can begin to produce scaled maps if given a scale. Students use a small range of skills but with fewer errors. *PCL 7 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 8 but not consistently.*
8 9 10	Student can use their factual knowledge and understanding of the topics studied by applying new geographical information to new situations. They can interpret and implement geographical concepts and processes to solve problems. They can recognise geographical processes in various locations and also demonstrate their understanding by applying their knowledge and understanding in different environments. Students are able to describe features, compare and contrast different places studied and begin to make links between places. Students show that they know about different places in various parts of the world. They can recognise and describe physical processes and human processes. They understand that people can improve and damage environments and show an awareness of the importance of sustainability. Students regularly use appropriate geographical vocabulary. *PCL 10 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 11 but not consistently.*	Students can describe and begin to analyse the different ways to present geographical information depending on the type of data and range in changes. They can use their factual knowledge and understanding of the topics studied to select and report data to draw their own conclusions and apply this to new locations. Students can select data and present the information more consistently in the most appropriate way. Students can identify general patterns/trends and therefore explain any anomalies from a set of data. Students can consistently draw scaled maps and begin to draw the same location using different scales of their own accord. Students have a satisfactory use of a range of skills. *PCL 10 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 11 but not consistently.*

Geography – Year 8 (continued)

11 12 13 14	Students can use their factual knowledge and understanding of the topics studied by analysing new geographical information to apply to new situations at a range of scales. Students start to question geographical theory and through experimenting they can test to see if geographical theories apply to different places. They are able to explain why places may compare and contrast to what theory suggests. Students are able to carry out independent research to evaluate geographical theory to draw connections among ideas. Students are able to evaluate their sources of information to draw their own conclusions. Students can differentiate between places and organise places/ situations under their own categories. Students can begin to argue and defend how they organise information and be able to justify this through comparisons and contrasts between places. Students are able to describe features, compare and contrast different places studied and begin to make links between places in order to suggest reasons for the relationships between places. They can describe features, places and processes in more detail and start to explain them. They recognise that human activities cause changes to the environment and that different people will have different views about this. Student can express and explain your own views about geographical issues. They understand that people can improve and damage environments and understand the importance of sustainability. Students regularly use a range of appropriate geographical vocabulary.	Students can carry out analysis of geographical data and evaluate data presentation to be able to describe and explain different ways to present geographical information and select appropriate ways to present data. They can use their factual knowledge and understandings of the topics studied to begin to collect their own geographical primary data and consistently choose the most appropriate way to report and present their own findings. From their own data they can analyse and evaluate their own data in order to argue and defend their conclusions. Students can identify general patterns/trends and therefore explain any anomalies from a set of data. They are able to suggest reasons for the anomalous results and how they would modify and adapt their data collection. Students can consistently draw scaled maps and begin to draw the same location using different scales of their own accord. Students use an effective range of skills competently with few errors.
15	Students consistently meet and exceed all the expectations outlined above.	Students consistently meet and exceed all the expectations outlined above.

Geography – Year 9

PCL	AO1 & AO2 Knowledge, Location, Scale, Process, Environments, Concepts and Relationships	AO3 & AO4 Map, Graphical skills, Interpretation, Analysis and Evaluation
	Students working below level 10 will be assessed against the Year 8 descriptors above	
10 11 12	Students can start to understand geographical concepts and processes and can demonstrate this through description and explanation of changes in various locations around the world. From this knowledge they can start to depict patterns and trends. Students begin to have an understanding of where different environments are found, and the issues and problems these environments can pose. They begin to think about how solutions to these problems could be found. Students are starting to show factual knowledge and understanding of the topics studied through showing an understanding of the concept of processes changing over time. Students are able to compare (similarities) and contrast (differences) between different types of places around the world. Students show that they know about different places in various parts of the world. They can recognise and describe physical processes and human processes. They understand that people can improve and damage environments. Students start to use appropriate geographical vocabulary. *PCL 12 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 13 but not consistently.*	Students understand the range of ways in which geographical information can be presented and how this can lead to different interpretations and reasons for this. They can interpret and select information from maps and graphical displays of data and describe and explain the changes shown over time. Students start to show an understanding of the reasons for selecting certain pieces of data to demonstrate relevance of information to particular situations and locations. Students can select data and present the information but not always consistently in the most appropriate way. Students can identify general patterns/trends and therefore suggest reasons for any anomalies from a set of data. Students can produce scaled maps if given a scale, and with few errors. Students use a small range of skills but with fewer errors. *PCL 12 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 13 but not consistently.*
13 14 15	Students can start to comprehend geographical concepts and processes and can demonstrate this through their descriptions, evaluations and justification of changes in various locations around the world. From this knowledge they can start to argue reasons for these changes. Students begin to have a sound understanding of where different environments are found, and the issues and problems these environments can pose. They justify the solutions to these problems and critique the reliability of these solutions. Students show developed factual knowledge and understanding of the topics studied through showing an understanding of the concept of processes changing over time. Students are able to clearly compare (similarities) and contrast (differences) between different types of places around the world. Students show that they know about different places in various parts of the world. They can recognise and describe physical processes and human processes. They understand that people can improve and damage environments. Students regularly use appropriate geographical vocabulary. *PCL 15 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 16 but not consistently.*	Students clearly understand the range of ways in which geographical information can be presented and how this can lead to different interpretations and reasons for this. They can start to justify the reasons why you would use certain graphical techniques. They can interpret and select information from maps and graphical displays of data and describe, explain and justify the changes shown over time. Students show a detailed understanding of the reasons for selecting certain pieces of data to demonstrate relevance of information to particular situations and locations. Students can select data and present the information mostly in the appropriate way. Students can identify general patterns/trends and therefore suggest reasons for any anomalies from a set of data. Students can produce scaled maps if given a scale, with minimal errors. Students use a small range of skills, rarely with errors. *PCL 15 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 16 but not consistently.*

Geography – Year 9 (continued)

16 17 18 19	Students can produce geographical concepts based on their class knowledge, and have a detailed understanding of interconnected nature of the world. Students can evaluate and justify why some areas are changing, and then they can formulate solutions to these problems. Students have a solid understanding of where different environments are found, and the issues and problems these environments can pose. They justify the solutions to these problems and critique the reliability of these solutions through investigation of multiple sources. Students show developed factual knowledge and understanding of the topics studied through showing an understanding of the concept of processes changing over time. Students are able to clearly compare (similarities) and contrast (differences) between different types of places around the world. Students show a deep understanding about different places in various parts of the world. They can recognise and describe physical processes and human processes. They understand that people can improve and damage environments. Students consistently use appropriate geographical vocabulary. *PCL 19 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 20 but not consistently.*	Students clearly understand the range of ways in which geographical information can be presented and how this can lead to different interpretations and reasons for this. They can clearly justify the reasons why you would use certain graphical techniques. They can interpret and select information from maps and graphical displays of data and describe, explain and justify the changes shown over time. Students show a detailed understanding of the reasons for selecting certain pieces of data to demonstrate relevance of information to particular situations and locations. Evaluative comments/limitations of skills are often offered as well as suggested improvements that could be made to the work. Students can select data and present the information mostly in the appropriate way. Students can identify general patterns/trends and therefore suggest reasons for any anomalies from a set of data. Students can produce scaled maps if given a scale and use a wide range of geographical skills. *PCL 19 - Students consistently meet all the expectations outlined above and begin to show aspects of PCL 20 but not consistently.*
20	Students consistently meet and exceed all the expectations outlined above.	Students consistently meet and exceed all the expectations outlined above.

History Year 7

	Knowledge & Understanding (AO1), Explain & Analyse (AO2)	Sources (AO3) & Interpretations (AO4)
1	Students show factual knowledge and understanding of aspects of periods/topics studied. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. They describe some of the main events, people and changes. They give some reasons for, and results of, the main events and changes. They are beginning to produce structured work, making appropriate use of dates and terms.	Students show some understanding that aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from different sources.
2		
3		
4	Students show increasing depth of factual knowledge and understanding of aspects of periods/topics studied. They use this to describe features of past societies and periods and to begin to make links between them. They describe events, people and changes. They describe and make links between events and changes and give reasons for, and results of, these events and changes. They select and organise information to produce structured work, making appropriate use of dates and terms.	They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding, students are beginning to evaluate sources of information and identify those that are useful for particular tasks.
5		
6		
7	Students use their factual knowledge and understanding of the history of periods/topics studied to describe past societies and periods, and to make links between features within and across different periods. They examine and explain the reasons for, and results of, events and changes. They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.	Students describe, and begin to analyse, why there are different historical interpretations of events, people and changes. Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.
8		
9		
10	Students consistently meet and exceed all the expectations outlined above.	

Last Reviewed: July 2019

History Year 8

	Knowledge & Understanding (AO1), Explain & Analyse (AO2)	Sources (AO3) & Interpretations (AO4)
1 to 5	Students show factual knowledge and understanding of aspects of periods/topics studied. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. They describe some of the main events, people and changes. They give some reasons for, and results of, the main events and changes. They are beginning to produce structured work, making appropriate use of dates and terms.	Students show some understanding that aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from different sources.
6	Students show increasing depth of factual knowledge and understanding of aspects of periods/topics studied. They use this to describe features of past societies and periods and to begin to make links between them. They describe events, people and changes. They describe and make links between events and changes and give reasons for, and results of, these events and changes. They select and organise information to produce structured work, making appropriate use of dates and terms.	They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding, students are beginning to evaluate sources of information and identify those that are useful for particular tasks.
7		
8		
9	Students use their factual knowledge and understanding of the history of periods/topics studied to describe past societies and periods, and to make links between features within and across different periods. They examine and explain the reasons for, and results of, events and changes. They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.	Students describe, and begin to analyse, why there are different historical interpretations of events, people and changes. Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.
10		
11		
12	Students make links between their factual knowledge and understanding of periods/topics studied. They use these links to analyse relationships between features of a particular period or society, and to analyse reasons for, and results of, events and changes. They sometimes reach substantiated conclusions independently. They select, organise and use relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.	Students explain how and why different historical interpretations have been produced. Students show some independence in following lines of enquiry, using their knowledge and understanding to identify, evaluate and use sources of information critically.
13		
14		
15	Students consistently meet and exceed all the expectations outlined above.	

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History Year 9

	Knowledge & Understanding (AO1), Explain & Analyse (AO2)	Sources (AO3) & Interpretations (AO4)
	Students working at level 10 or below will be assessed against the Year 8 descriptors above	
11	Students use their factual knowledge and understanding of the history of periods/topics studied to describe past societies and periods, and to make links between features within and across different periods. They examine and explain the reasons for, and results of, events and changes. They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.	Students describe, and begin to analyse, why there are different historical interpretations of events, people and changes. Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions.
12		
13		
14	Students make links between their factual knowledge and understanding of periods/topics studied. They use these links to analyse relationships between features of a particular period or society, and to analyse reasons for, and results of, events and changes. They sometimes reach substantiated conclusions independently. They select, organise and use relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.	Students explain how and why different historical interpretations have been produced. Students show some independence in following lines of enquiry, using their knowledge and understanding to identify, evaluate and use sources of information critically.
15		
16		
17	Students use their factual knowledge and understanding of periods/topics studied to analyse the relationships between events, people and changes, and between the features of different past societies and cultures. Their explanations of reasons for, and results of, events and changes are set in a wider historical context. They select, organise and deploy relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and terms.	Students analyse and explain different historical interpretations and are beginning to evaluate them. Drawing on their historical knowledge and understanding, they use sources of information critically, carry out historical enquiries, and reach substantiated conclusions independently.
18		
19		
20	Students consistently meet and exceed all the expectations outlined above.	

Mathematics

Level	Number	Algebra	Shape, Space and Measurement	Data Handling
1	2, 5 and 10 times tables Understand place value Number bonds up to 20		Recognition of rectangles, triangles, squares, circles Read time from a digital Recognising different coins	
2	Addition and subtraction of 2 and 3 digit numbers Rounding to the nearest whole number Odd and even numbers Concept of a negative number		Recognising types of angle Reading time from an analogue clock	
3	Tables up to 10 x 10 Multiplication by single digit Division by single digit Estimation of lengths Rounding to the nearest 10, 100 etc Moving along the number line	Language and rules of algebra	Understanding of degrees and estimating size of angles Recognition of polygons Simple problems using time Knowing metric units of weight and length	Understand idea of data handling cycle Basic idea of probability
4	Tables up to 12 x 12 Multiply 2 and 3 digit numbers Use of words sum, difference and product Simple worded problems involving +, -, x and ÷ Estimating answers to calculations Calculations with temperatures Understand concept of a fraction Find a simple fraction of a quantity Understand place value in decimals	Collecting like terms in symbol form	Drawing and measuring angles accurately Use of angle facts to calculate angles Tessellation of shapes Simple line symmetry Plotting coordinates in the first quadrant Perimeter of simple shapes	Simple questionnaires Tally charts Drawing bar charts and pictograms Use of words to describe probability
5	Use of BODMAS in calculations Equivalent fractions Multiply and divide decimals by 10,100,1000 Addition and subtraction of decimals Simple ratio of two quantities Understanding of simple percentages	Collecting simple like terms of one variable Solving very simple word equations	Plotting coordinates in all four quadrants Changing from 12 to 24 hour clock and vice-versa Simple conversions of metric units Simple problems of weight and length Area of a rectangle	Interpreting bar charts and pictograms Simple averages and range Probability scale
6	Simplifying fractions Prime, square and triangular numbers Simple factors and multiples Simplifying ratios Finding simple percentages Simple money problems	Collecting like terms of several variables Solving one stage equations Simple formulae in words Multiplying with algebraic terms	Drawing triangles accurately More complex questions involving time Understanding of capacity More complex problems of weight, length and capacity Area of triangles, parallelograms and simple compound shapes	Problems involving averages and range Use of fractions to find probabilities

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7	Improper fractions and mixed numbers Multiply and divide decimals by whole numbers Simple sequences Factors and multiples of larger numbers Finding more complex percentages	Solving two stage equations Simple formulae using letters	Drawing regular polygons Obtaining information from a timetable Areas of more complex compound shapes Reading information from graphs	Mean from a simple frequency table Drawing a simple pie chart Use of decimals and percentages in probability
8	Simple addition and subtraction of fractions Next term of simple linear sequences Evaluating expressions using powers Finding HCF and LCM of small numbers Simple worded percentage and fraction problems Approximating to d.p. Simple calculations with negative numbers	Forming and solving equations Expanding simple brackets Substitution into simple formulae	Understanding of Imperial units of length, weight and capacity Volume of a cuboid Simple worded problems of area and volume Simple linear graphs Reflection in horizontal and vertical lines Points on a compass	Drawing and interpreting more complex pie charts Experimental probability of single events
9	Addition and subtraction of mixed numbers Simplifying expressions using powers Use of Venn diagrams Conversion between fractions, decimals, percentages and ratio More complicated money and length problems Problems involving speeds, densities etc Approximating to s.f. Using rules to +, -, x and ÷ negative numbers Multiplication and division of fractions	Solving equations with fraction or negative solutions Simple factorising nth term of simple linear sequences	Conversion of Imperial units Surface area of a cuboid More complex linear graphs Reflection in sloping lines Reflections on a graph Translations using words Bearings	Listing possible outcomes for combined events Use of Venn Diagrams
10	Geometric sequences Simple prime factor analysis Estimating answers by rounding to 1 s.f. Multiplication and division of mixed numbers Squares and square roots with and without a calculator Dividing in a ratio	Substitution into more complex formulae nth term of more complex linear sequences Expanding brackets and simplifying More complex factorising Notation for inequalities	Conversion between metric and Imperial units More complex worded problems of area and volume Simple curved graphs Enlargements using + s.f. and centre the origin Rotations about the origin Translations using vectors Bearings and scale diagrams	Simple grouped frequency tables Mean from a grouped frequency table
11	Prime factor analysis using index form Worded fraction problems using all 4 operations More complex percentage problems Percentage change	Solving simple inequalities and showing answers on a number line Solving equations with letters both sides	Angles between parallel and intersecting lines using correct terminology Finding the hypotenuse using Pythagoras Area of a trapezium Names of parts of a circle Enlargements using any centre Simple constructions (perp bisector, angle bisector)	Scatter graphs and correlation Possibility spaces for combined probability

12	One value as a percentage of another Increasing and decreasing in a ratio	Solving simple equations by trial and improvement to nearest integer Solving equations with brackets both sides	Finding a shorter side using Pythagoras Volumes of prisms Area and circumference of a circle More complex curved graphs Showing single inequalities on a graph Idea of similar shapes	Writing and using a questionnaire Stem and leaf diagrams
13	Percentage problems involving tax, simple interest etc Decimal calculations without calculators Further calculations with fractions	Trial and improvement to 1 d.p. for simple equations Rearranging formulae Rules of indices Expanding two brackets	Worded problems using Pythagoras Simple arcs and sectors Solving simultaneous equations graphically. Interior and exterior angles in polygons Gradient of a straight line Showing several inequalities on a graph Finding missing sides in similar shapes	Averages from a stem and leaf diagram Combined probabilities by multiplying
14	Compound interest problems Recurring decimals Simple direct proportion	Simplifying algebraic expression with indices Using negative indices Solving simultaneous equations by adding or subtracting Factorising quadratic expressions with positive terms	Volume and surface area of a cylinder Interpret distance-time graphs Properties of triangles Cubic and reciprocal graphs Finding equations of straight lines in form y = mx + c Idea of congruence	Cumulative frequencies
15	Standard form with positive powers Conversion of recurring decimals to fractions Reciprocals	Trial and improvement for more complex equations Factorising quadratics with negative terms	Construct distance-time graphs Interpret velocity-time graphs Properties of quadrilaterals Angle at centre twice that at circumference Angle in a semicircle	Drawing a cumulative frequency curve Tree diagrams with replacement
16	Negative powers Standard form with negative powers Simple inverse proportion	Solving simultaneous equations by multiplying one equation Simplifying simple algebraic fractions	Construct velocity-time graphs Proving congruence in triangles Angles in same segment Opposite angles in cyclic quad. Trigonometric ratios	Simple histograms Finding the median from a cumulative frequency curve and frequency table
17	Simple calculations in standard form	Solving simple quadratic equations Multiplying algebraic fractions	Solving simple equations from a graph Finding one of the shorter sides using trig.	Finding quartiles and IQR from a cumulative frequency curve
18	Further calculations in standard form	Solving simultaneous equations by multiplying both equations Dividing algebraic fractions	Alternate segment theorem Finding the hypotenuse using trig.	Tree diagrams without replacement
19	Introduction to surds	Simple worded simultaneous equations Solving more complex quadratic equations	Similar areas Finding angles using trig. Angles of elevation and depression	Drawing a box plot
20	Simplification of surds Rationalising simple surds	More complex worded simultaneous equations Adding and subtracting algebraic fractions Solving worded quadratic problems Quadratic inequalities using a sketch graph	Solving quadratic equations from a graph Recognising shapes of graphs Similar volumes Worded trigonometry questions Finding gradient of a curve by drawing tangents	Interpreting a box plot Comparing box plots
EP	Growth and decay rates	Direct and inverse proportion using algebraic methods	More complex circle theorem questions	Use of set notation

Last Reviewed: July 2019

MFL

French Writing

Levels 1-3:	Can copy, and at times, adapt basic words/phrases. Communicates a limited amount of relevant information, although there may be frequent errors and ambiguities.
Levels 4-6:	Can adapt **a few sentences from a given model, using and adapting resources. Communication is sometimes clear, but there will be instances where messages break down.**
Levels 7-9:	Can **produce a short text, reasonably accurately, by adapting a given model,** using and adapting resources. **Can use some connectives.** Communication is **usually** clear, but there will be **some ambiguities. The task set is covered to a greater degree.**
Levels 10-12:	Can produce a short text, reasonably accurately, using and adapting resources. Can use some connectives **and may express an opinion.** Communication is usually clear, but there **may** be some ambiguities. The task set is covered to a greater degree.
Levels 13-15:	Can produce a short text, reasonably accurately, using and adapting resources. **Can make reference to 2 time frames, although this may not yet be completely successful.** Communication is **more clear than unclear. Can** express an opinion, and use connectives. **Most of the task set is covered.**
Levels 16-18:	Can produce a short text, reasonably accurately, using and adapting resources. They make reference to **3** time frames, although this may not yet be completely successful. Communication is more clear than unclear. Can express **and explain** an opinion, and use connectives. Most of the task set is covered.
Levels 19-20:	Can produce a short text, reasonably accurately, using and adapting resources. They make reference to 3 time frames, although this may not yet be completely successful. **They may also able to complete the task from memory.** Communication is more clear than unclear. Can express and explain an opinion, and use connectives. Most of the task set is covered.

French Speaking

Levels 1-3:	Can repeat familiar basic words/phrases. Lack of clarity with pronunciation may make comprehension difficult.
Levels 4-6:	Can **adapt a few basic responses, substituting some words.** Pronunciation **may be anglicised and/or approximate.**
Levels 7-9:	Can **produce a number of short responses. There may be some use of connectives.** Pronunciation is **generally understandable.**
Levels 10-12:	Can produce **longer responses by using some connectives. May express a basic opinion.** Pronunciation is generally **good, but there is some inconsistency at times.**
Levels 13-15:	Can produce longer responses, making reference to **2 time frames, although this may not yet be completely successful. Can** express an opinion, and use connectives. Pronunciation is **generally accurate, but there may be lapses. Communication is more clear than unclear.**
Levels 16-18:	Can produce longer responses, making reference to **3** time frames, although this may not yet be completely successful. Can express **and explain** an opinion, and use connectives. Pronunciation is generally accurate, but there may be occasional lapses. Communication is more clear than unclear.

French Listening

Levels 1-3:	Can pick out and understand isolated familiar spoken words.
Levels 4-6:	Can pick out and understand isolated familiar spoken words, **as well as understand easy words embedded in the context of a spoken phrase.**
Levels 7-9:	Can understand familiar spoken **phrases, within a given context.**
Levels 10-12:	Can pick out **details from a short spoken passage, within a given context.**
Levels 13-15:	Can pick out details from a short spoken passage within a given context **and containing 2 time frames.**
Levels 16-18:	Can **understand a short spoken passage**, within a given context and containing **3** time frames.
Levels 19-20:	Can understand a spoken passage, containing 3 time frames **and words/phrases from more than one topic.**

French Reading

Levels 1-3:	Can pick out and understand isolated familiar written words.
Levels 4-6:	Can pick out and understand isolated familiar written words, **as well as understand easy words embedded in the context of a written phrase.**
Levels 7-9:	Can understand familiar written **phrases, within a given context.**
Levels 10-12:	Can pick out **details from a short written passage, within a given context.**
Levels 13-15:	Can pick out details from a short written passage within a given context **and containing 2 time frames.**
Levels 16-18:	Can **understand a short written passage**, within a given context and containing **3** time frames.
Levels 19-20:	Can understand a written passage, containing 3 time frames **and words/phrases from more than one topic.**

German and Spanish Writing

Levels 1-3:	Can copy, and at times, adapt basic words/phrases. Communicates a limited amount of relevant information, although there may be frequent errors and ambiguities.
Levels 4-6:	Can adapt **a few sentences from a given model, using and adapting resources. Communication is sometimes clear, but there will be instances where messages break down.**
Levels 7-9:	Can **produce a short text, reasonably accurately, by adapting a given model,** using and adapting resources. **Can use some connectives.** Communication is **usually** clear, but there will be **some ambiguities. The task set is covered to a greater degree.**
Levels 10-12:	Can produce a short text, reasonably accurately, using and adapting resources. Can use some connectives **and may express an opinion.** Communication is usually clear, but there **may** be some ambiguities. The task set is covered to a greater degree.
Levels 13-15:	Can produce a short text, reasonably accurately, using and adapting resources. Communication is **more clear than unclear. Can express and explain an opinion,** and use connectives. **Most of the task set is covered.**
Levels 16-18:	Can produce a short text, reasonably accurately, using and adapting resources. They make reference to **at least 2** time frames, although this may not yet be completely successful. Communication is more clear than unclear. Can express and explain an opinion, and use connectives. Most of the task set is covered.
Levels 19-20:	Can produce a short text, reasonably accurately, using and adapting resources. They make reference to 3 time frames, although this may not yet be completely successful. **They may also able to complete the task from memory.** Communication is more clear than unclear. Can express and explain an opinion, and use connectives. Most of the task set is covered.

German and Spanish Speaking

Levels 1-3:	Can repeat familiar basic words/phrases. Lack of clarity with pronunciation may make comprehension difficult.
Levels 4-6:	Can **adapt a few basic responses, substituting some words.** Pronunciation **may be anglicised and/or approximate.**
Levels 7-9:	Can **produce a number of short responses. There may be some use of connectives.** Pronunciation is **generally understandable.**
Levels 10-12:	Can produce **longer responses by using some connectives. May express a basic opinion.** Pronunciation is generally **good, but there is some inconsistency at times.**
Levels 13-15:	Can produce longer responses. **Can** express an opinion, and use connectives. Pronunciation is **generally accurate, but there may be lapses. Communication is more clear than unclear.**
Levels 16-18:	Can produce longer responses, making reference to **at least 2** time frames, although this may not yet be completely successful. Can express **and explain** an opinion, and use connectives. Pronunciation is generally accurate, but there may be occasional lapses. Communication is more clear than unclear.
Levels 19-20:	Can produce longer responses, making reference to 3 time frames, although this may not yet be completely successful. **They may also able to speak from memory.** Can express and explain an opinion, and use connectives. Pronunciation is **generally** accurate. Communication is more clear than unclear.

German and Spanish Listening

Levels 1-3:	Can pick out and understand isolated familiar spoken words.
Levels 4-6:	Can pick out and understand isolated familiar spoken words, **as well as understand easy words embedded in the context of a spoken phrase.**
Levels 7-9:	Can understand familiar spoken **phrases, within a given context.**
Levels 10-12:	**Can understand a short spoken passage, within a given context.**
Levels 13-15:	**Can pick out details** from a short spoken passage within a given context.
Levels 16-18:	Can pick out details from a short spoken passage within a given context and containing **3** time frames.
Levels 19-20:	Can understand a spoken passage, containing 3 time frames **and words/phrases from more than one topic.**

German and Spanish Reading

Levels 1-3:	Can pick out and understand isolated familiar written words.
Levels 4-6:	Can pick out and understand isolated familiar written words, **as well as understand easy words embedded in the context of a written phrase.**
Levels 7-9:	Can understand familiar written **phrases, within a given context.**
Levels 10-12:	Can **understand a short written passage, within a given context.**
Levels 13-15:	Can pick out details from a short written passage within a given context.
Levels 16-18:	Can **pick out details from a short written passage**, within a given context and containing **3** time frames.
Levels 19-20:	Can understand a written passage, containing 3 time frames **and words/phrases from more than one topic.**

Music

Specific criteria are outlined for each individual task; these are general expectations at each level.

Overall Aims:

Pupils will:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.
- Learn to sing and to use their voices, to create and compose music on their own and with others, use musical instruments and music technology appropriately
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, rhythm, dynamics, tempo, timbre, texture, structure, articulation and appropriate music notations

Expected Progression:

1	2 – 3	4 – 6	7 – 10	11-12	13 – 15	16 – 18	19 – 20
Year 7							
		Year 8					
			Year 9				

The following Parmiter's Curriculum levels are informed by Attainment target level descriptions (source: http://webarchive.nationalarchives.gov.uk/20130802151205/https:/www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199150/music/attainment)

Music

	PERFORMING	COMPOSING	LISTENING	REVIEWING & EVALUATING
1	• Perform simple patterns and accompaniments to a steady pulse • Sing with a sense of the shape of the melody	• Choose and order sounds within simple structures such as beginning, middle, end and in response to given starting points • Represent sounds with symbols	• Recognise how the musical elements can be used to create different moods and effects	• Recognise and explore how sounds can be organised • Improve their own work
2 3	• Perform rhythmically simple parts that use a limited range of notes • Sing in tune with expression	• Improvise repeated patterns and combine several layers of sound with awareness of the combined effect • Represent sounds with appropriate symbols	• Recognise how the different musical elements are combined and used expressively	• Recognise and explore the ways sounds can be combined and used expressively • Make improvements in their own work, commenting on the intended effect
4 5 6	• Perform by ear and from simple notations • Perform with increasing accuracy and fluency • Maintain own part with awareness of how the different parts fit together and the need to achieve an overall effect	• Improvise melodic and rhythmic phrases as part of a group performance • Compose by developing ideas within musical structures • Represent sounds with staff and other relevant notations	• Describe, compare and evaluate different kinds of music using appropriate musical vocabulary	• Identify and explore the relationship between sounds and how music reflects different intentions • Suggest improvements to their own and others' work, commenting on how intentions have been achieved
7 8 9 10	• Perform significant parts from memory and from notations • Perform accurately and fluently • Have an awareness of their own contribution such as leading others, taking a solo part and/ or providing rhythmic support	• Improvise melodic and rhythmic material within given structures • Compose music for different occasions using appropriate musical devices such as melody, rhythms, chords and structures • Use a variety of notations	• Analyse and compare musical features • Evaluate how venue, occasion and purpose affects the way music is created, performed and heard	• Identify and explore musical devices and how music reflects time and place • Refine and improve their own work

11 12	• Perform more complex parts accurately and fluently • Select and make expressive use of tempo, dynamics, phrasing and timbre • Make subtle adjustments to fit their own part within a group performance	• Improvise and compose in different styles and genres • Use harmonic and non-harmonic devices where relevant • Sustain and develop musical ideas and different intended effects • Use relevant notations to plan, revise and refine material	• Analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard • Make improvements to their own and others' work in light of the chosen style	• Identify and explore the different processes and contexts of selected musical genres and styles • Make improvements to their own and others' work appropriate to specific styles
13 14 15	• Perform in different styles • Make significant contributions to ensembles	• Create coherent compositions drawing internalised sounds • Adapt, improvise, develop, extend and discard musical ideas • Use given musical structures, genres, styles and traditions	• Evaluate, and make critical judgements about, the use of musical conventions and other characteristics • Evaluate how different contexts are reflected in their own and others' work	• Discriminate and explore musical conventions in, and influences on, selected genres, styles and traditions
16 17 18	• Perform extended pieces of music • Perform with a sense of direction and shape, both within melodic and rhythmic phrases and overall form	• Improvise and compose extended compositions with a sense of direction and shape within melodic and rhythmic shapes and overall forms • Explore different styles, genres and traditions • Work by ear and make accurate use of appropriate notations, both following and challenging conventions	• Discriminate between musical styles, genres and traditions • Comment on the relationship between the music and its cultural context • Make and justify own judgements	• Discriminate and exploit the characteristics and expressive potential of selected musical resources, genres, styles and traditions
19 20	• Give convincing performances and demonstrate empathy with other performers.	• Produce compositions that demonstrate a coherent development of musical ideas, consistency and a degree of individuality	• Discriminate and comment on how and why changes occur within selected traditions, including the particular contribution of significant performers and composers	• Discriminate between and develop different interpretations • Express own ideas and feelings in developing a personal style exploiting instrumental and/ or vocal possibilities

Physical Education

Specific criteria are outlined for each sport; these are general expectations at each level. Students are assessed across three strands of performance as outlined below but only an overall grade will be given for each unit of work.

Level	Technical Skills	Effective Performance in Full Context Situations	Knowledge, Analysis & Personal Attributes
1	• Struggles to perform simple motor skills with any accuracy or control. • Cannot replicate simple demonstrated skills.	• Makes no impact in small sided game situations. • Unable to contribute to team performances.	• No understanding of rules and strategies. • Unable to analyse own performance and that of other performers.
2-3	• Performs simple motor skills with limited accuracy and control. • Cannot replicate demonstrated skills unaided. • Needs assistance in breaking skills into their component parts.	• Limited impact in small sided game situations. • Unable to implement technical skills in game situations. • Fails to take on specific roles and responsibilities.	• Limited comprehension of rules and strategies. • Unable to analyse own performance and that of other performers without assistance. • Able to follow peer and team instruction
4-6	• Performs skills in isolation with some success. • Experiences some difficulty when performing skills under pressure or against an opponent.	• May exhibit some individual skills in full context situations but regularly makes unforced errors. • Is limited to a small range of roles in game situations.	• Able to compare and comment on skills, techniques and ideas used in their own and others' work, so to improve their own performance. • Has a good understanding of rules of the game.
7-9	• Performing an increasing range of techniques with control, precision and accuracy. • Can adapt very basic skills to new and unfamiliar situations. • Makes more errors when performing skills at speed or under pressure.	• Is not intimidated by performing in game situations. • Performs with success in favoured roles. • Exerts some control over game situations. • Can perform offensively and defensively but may struggle during transition between the two.	• Able to analyse and comment on skills and technique in their own and others' performance. • Has a sound understanding of basic tactics and strategies? • Has a basic understanding of the principles of practice. • Takes on roles and responsibilities within a team
10-12	• Comfortable at performing a variety of basic skills in controlled environments. • Understands the different components of a range of skills and can sometimes break skills down into these components to improve performance • Can perform basic skills at speed and under pressure with few errors.	• Simple skills performed with ease and expression in game situations. • Can take on a range of roles in game situations, performing with some success in each. • Exerts significant control over weaker opposition. Shows good level of anticipation, making some unforced errors, even under competitive pressure.	• Capable of refereeing/umpiring small-sided conditioned games but may lack confidence. • Has some understanding of a range of tactics and strategies for specific game situations. • Can analyse and comment on their own and others' work as individuals and team members, showing how tactics or composition and fitness relate to performance. • Will occasionally take on leadership roles within teams.

Level	Technical Skills	Effective Performance in Full Context Situations	Knowledge, Analysis & Personal Attributes
13-15	• Able to perform more complex skills and start to adapt them to changing needs in controlled environments. • Able to sometimes break down more advanced skills into its isolated components • Can perform skills at speed and under pressure with very few errors	• Simple skills performed with ease and expression in game situations • Can take on a range of roles in game situations, performing with success in each. • Exerts significant control in games over most opposition. Shows an outstanding level of anticipation, making few unforced errors, even under pressure	• Able to referee conditioned matches with success. May make errors when questioned. • Will have sound understanding of tactics and strategies and will be able to convey their ideas with some success to team mates. • Explain principles of practice and training and apply them effectively. • Will often offer to take on a leadership role within their team or group.
16-18	• Able to perform complex skills comfortably and will be adapting them to changing needs in controlled environments most of the time. • Always able to break down advanced skills into their isolated components. • Can perform skills at speed and under pressure with no errors.	• Starting to perform complex skills with ease and expression in game situations. • Can take on a wide range of roles in game situations, performing in each with success. • Exerts significant control in games over all opposition except the most talented. Shows an outstanding level of anticipation, making few unforced errors unless under significant pressure.	• Able to referee larger matches making very few errors even when questioned over their decisions. • Will have a strong understanding of tactics and strategies and will be able to explain these ideas to their team mates. • Will always volunteer to be a leader within their group and will lead effectively with conviction.
19-20	• Is comfortable and creative with all skills (both basic and complex) in ever changing environments. • Able to break down all skills and is able to improve each element to make the whole skill more efficient.	• Even the most advanced skills are performed with ease and expression within a game situation. • Comfortable to take on all roles in game situations performing in all with high levels of success. • Significant control is exerted over all opposition. Shows an outstanding level of anticipation, making no unforced errors even under pressure.	• Able to referee larger matches with no errors and will be starting to contribute to the officiating of extra-curricular activities in the school. • Students will be able to create effective tactics and strategies and explain these for others to perform them excellently. • Will be a strong leader who leads in the whole class rather than just their working groups.

Religious Studies Year 7

Lv.	AT1 – Learning **about** religion			AT2 – Learning **from** religion		
	Beliefs and teachings	**Religious practices and lifestyles**	**Ways of expressing meaning**	**Human identity, personality and experience**	**Questions of meaning and purpose**	**Values and commitments**
1	To be able to **describe** some simple ideas about religion			To **recognise** some religious symbols.		
2-4	**Describe** some of the main ideas about religions using some religious words.	**Know** what some religious objects are used for, what happens in some religious places and what some religious people do. **Recognise** some key similarities and differences within and between religions.	**Recognise** how some people live because of their religion and **know** some of the special things they do.	**Say** what has happened to me and other people and how this influences how we behave and what we do.	**Identify** questions which have no definite answers.	**Recognise** that people can behave in a certain way because of what they believe.
5-7	**Describe** the important features of some religions using an increasing range of religious vocabulary. Show that you can identify key religious practices.	**Describe** things that a religious person might do and what they mean. **Describe why** some religious practices are the same and some are different both within the same religion and between different religions.	**Describe** the meaning of religious symbols and symbolic actions. **Describe why** symbols may be interpreted in different ways both within and between religions.	**Ask questions** about things which are important to others, including religious people. Be able to describe my own values.	**Think of** questions which do not have a definite answer and **suggest some answers** of my own and some answers from religions.	**Ask questions** about what is right and wrong and **give answers which show that I know** some religious and moral teachings about this.
8-10	**Consider** the beliefs and teachings of different religions and **begin to explain** their similarities and differences. **Consistently use** the correct religious vocabulary and use some philosophical language.	**Explain** the way believers express their beliefs and ideas. **Explain** the link between beliefs, ideas and practices and the way people behave.	**Explain** the reasons for different interpretations of religious teachings including sacred texts, both within and between different religions.	Use what I have learned to **compare** my identity and experiences with those of others including religious believers.	**Explain** my own and other people's views about ultimate questions.	**Explain** with reasons my own views and those of other people, including religious believers, about moral and ethical issues.
EP	Exceed all of the expectations above and independently **select and use** religious teachings from different religions to support a point of view.			Exceed all of the expectations above and to be able to **explain** WHY there are differences and similarities between different religious teachings.		

Last Reviewed: July 2019

Religious Studies Year 8

Lv.	AT1 – Learning **about** religion			AT2 – Learning **from** religion		
	Beliefs and teachings	**Religious practices and lifestyles**	**Ways of expressing meaning**	**Human identity, personality and experience**	**Questions of meaning and purpose**	**Values and commitments**
1-4	**Recognise** how some people live because of their religion and **know** some of the special things they do			**Recognise** that people can behave in a certain way because of what they believe.		
5-7	**Describe** the important features of some religions using an increasing range of religious vocabulary. **Show that** I can identify key religious practices.	**Describe** things that a religious person might do and what they mean. **Describe why** there are different within religions and between religions.	**Describe** the meaning of religious symbols and symbolic actions. **Describe why** symbols may be interpreted in different ways within and between religions.	**Ask questions** about things which are important to others, including religious people. Be able to describe my own values.	**Think of** questions which do not have a definite answer and **suggest some answers** of my own and some answers from religions.	**Ask questions** about what is right and wrong and **give answers which show that I know** some religious and moral teachings about this
8-10	**Consider** the beliefs and teachings of different religions and **begin to explain** the similarities and differences **using religious Vocabulary.**	**Explain** the way believers express their beliefs and ideas. **Explain** the link between beliefs, ideas and practices and the way people behave.	**Explain** the reasons for different interpretations of religious teachings including **sources of wisdom and authority**, both within and between different religions	**Use** what I have learned to **compare** my identity and experiences with those of others including religious believers.	**Explain** my own and other people's views about ultimate questions.	**Explain** with reasons my own views and those of other people, including religious believers, about how we should behave.
11-13	**Show my understanding** of some reasons for similarities and differences in beliefs and teachings between and within religions. **Consistently use** suitable religious and philosophical vocabulary. **Make some links between** religious practices, beliefs and experiences.		**Explain** a range of reasons for different interpretations of religious **sources of wisdom and authority,** **Consider** my own responses to religious ideas and practices.	**Use what I have learned** to show that I understand how inspirational religious people can affect my own and others' lives.	**Evaluate** the reasons why people, including religious believers, might believe different things about moral issues. **Consider** the way children are valued in becoming members of religious and non-religious communities.	
14-15	**Show my understanding** of a range of reasons for why there are differences of belief in religions and between them. **Consistently use** a range of religious and philosophical vocabulary. **Show my understanding** of religious practices, beliefs and experiences, making links between them		**Analyse** and interpret the significance of different forms of religious expression, including **sources of wisdom and authority,**.	**Relate** the teaching and experience of different inspirational people of faith to my own and others' lives.	**Analyse** the reasons why people, including religious believers, might believe different things about moral issues. **Reflect** upon the way religious communities show the importance of the individual and the wider community.	
15+	**Offer an evaluation** of the significance of the way religious beliefs impact the world today. **Show a clear understanding** of how interpretations of **sources of wisdom and authority** and symbolism have developed over time.			**Compare, contrast and evaluate** different religious and non-religious views, including my own, on a range of moral issues and can give reasons and examples to illustrate what I think the best ideas are.		

Last Reviewed: July 2019

Religious Studies Year 9

Lv.	AT1 – Learning **about** religion			AT2 – Learning **from** religion		
	Beliefs and teachings	**Religious practices and lifestyles**	**Ways of expressing meaning**	**Human identity, personality and experience**	**Questions of meaning and purpose**	**Values and commitments**
	Students working at level 7 or below will be assessed against the Year 8 descriptors above.					
8-10	**Consider** the beliefs and teachings of different religions and **begin to explain** the similarities and differences **using religious Vocabulary.**	**Explain** the way believers express their beliefs and ideas. **Explain** the link between beliefs, ideas and practices and the way people behave.	**Explain** the reasons for different interpretations of religious teachings including **sources of wisdom and authority**, both within and between different religions	**Use** what I have learned to **compare** my identity and experiences with those of others including religious believers.	**Explain** my own and other people's views about ultimate questions.	**Explain** with reasons my own views and those of other people, including religious believers, about how we should behave**.**
11-13	**Show my understanding** of some reasons for similarities and differences in beliefs and teachings between and within religions	**Consistently use** suitable religious and philosophical vocabulary. **Make some links between** religious practices, beliefs and experiences.	**Explain** a range of reasons for different interpretations of religious **sources of wisdom and authority, Consider** my own responses to religious ideas and practices.	**Use what I have learned** to show that I understand how inspirational religious people can affect my own and others' lives.	**Evaluate** the reasons why people, including religious believers, might believe different things about moral issues.	**Consider** the way children are valued in becoming members of religious and non-religious communities
14-15	**Show my understanding** of a range of reasons for why there are differences of belief in religions and between them. **Consistently use** a range of religious and philosophical vocabulary. **Show my understanding** of religious practices, beliefs and experiences, making links between them. Apply in the context of topical news stories in the media.		**Analyse** and interpret the significance of different forms of religious expression, including **sources of wisdom and authority.**	**Relate** the teaching and experience of different inspirational people of faith to my own and others' lives.	**Analyse** the reasons why people, including religious believers, might believe different things about moral issues. **Reflect** upon the way religious communities show the importance of the individual and the wider community .Relate religion to a world context.	
16-17	**Offer an evaluation** of the significance of the way religious beliefs impact the world today.		**Show a clear understanding** of how interpretations of **sources of wisdom and authority** and symbolism have developed over time.	**Compare, contrast and evaluate** different religious and non-religious views, including my own, on a range of moral issues.	**Give detailed reasons** and examples to illustrate what I think the best ideas are on a range of moral issues. Use appropriate evidence and example to support my arguments showing wider research.	
18-20	**Reach well -reasoned conclusions** about the links between religious beliefs, practices and ideas. Use Comprehensive religious, moral and philosophical vocabulary.			**Present** my well- informed point of view on what makes up a person's identity and what forms their experience, **Argue** my case in relation to different religious and non-religious views.		

Last Reviewed: July 2019

Science

Parmiter's Level				AO1: Knowledge and Understanding of Scientific Ideas and Techniques	AO2: Application of Knowledge and Understanding of Scientific Ideas and Techniques	AO3: Working Scientifically
1-3	Year 7			Uses limited scientific vocabulary relating to subject content and scientific techniques. Simply state/name what is happening.	Is beginning to use limited scientific ideas to state what is happening in familiar contexts.	With support can: Follow a method, record simple observations in a scientific way, plot simple graphs, draw a simple conclusion from quantitative and qualitative data.
4-6		Year 8		Uses a range of key terms linked to their limited scientific vocabulary. Describes what is taking place. Describes why apparatus are used.	Independently applies scientific ideas to state what is happening in familiar contexts. Applies knowledge of experimental techniques to known contexts.	Is beginning to independently follow a simple method, identifying variables, recording observations in a scientific way, performing basic calculations, drawing and plotting simple graphs that are mostly accurate, drawing simple conclusions from quantitative and qualitative data and suggest simple improvements to experimental designs.
7-10			Year 9	Demonstrates a sound knowledge base of the topics covered. Can describe what is happening using some abstract ideas. Is beginning to use simple scientific models and theories. Can recall basic practical procedures linked to topics covered.	Is beginning to apply sound knowledge and understanding to describe what is happening in familiar and unfamiliar contexts. Is beginning to apply knowledge and understanding of scientific techniques to known and some unknown contexts.	Can independently select suitable equipment to investigate a scientific question and produce a method. Independently records and displays data in a scientific way. Is beginning to evaluate methodologies and suggest improvements.
11-13	E			Uses knowledge and understanding to describe and explain observations and ideas. Describes experimental techniques with an understanding of why they are used. Uses scientific models and theories to explain why things happen.	Independently applies knowledge and understanding of scientific ideas and techniques, which is mostly correct, to explain what is happening in familiar and unfamiliar contexts.	Plans experiments independently controlling most variables appropriately. Record data in an appropriate way and displays data including ranges. Can analyse quantitative and qualitative data and draw plausible conclusions supported by evidence. Evaluates the quality of data collected with correct reference to precision and accuracy.
14-15				Applies accurate knowledge and understanding to explain what is happening. Uses models and theories to make predictions. Is beginning to describe links between topic areas. Describes key experimental techniques covered to date and explains how and why they are used.	Applies accurate knowledge and understanding of models and theories to correctly make predictions about what will happen in unfamiliar contexts, explaining why. Can apply broad knowledge and understanding of experimental techniques to familiar and unfamiliar contexts.	Can independently plan experiments to answer a scientific question and identify hazards and suggests precautions. Determines the range of data to be collected and appropriate intervals. Collects and records data independently and appropriately. Draws logical conclusions linked to data and suggests confidence in conclusions drawn. Uses data to evaluate the degree of accuracy and precision and suggests improvements to overcome a lack of accuracy and precision. Refers to repeatability where appropriate.
16-18		E		Consistently applies accurate and detailed scientific terminology. Independently applies knowledge across topic areas in each science discipline, clearly understanding the links between topic areas.	Applies accurate and detailed knowledge and understanding of models and theories to make predictions about what will happen in unfamiliar contexts, explaining why. Is able to use a range of models in applying knowledge and demonstrating the ability to evaluate models. Demonstrates awareness of the drawbacks of known experimental techniques and alternative methods/apparatus to overcome such drawbacks.	Independently plans, carries out and writes risk assessments for practical work that will gain accurate and precise data. Critically evaluates and refines methodologies and judges the validity of scientific conclusions. Critically analyses qualitative and quantitative data to draw logically and well evidenced conclusions. Where appropriate uses appropriate mathematical skills to perform multistep calculations.
19-20			E	Demonstrates comprehensive knowledge and understanding. Is able to see links across the science disciplines to explain observations in detail by applying such links. Demonstrates a knowledge base beyond the curriculum.	Consistently and accurately applies comprehensive knowledge and understanding to predict and explain observations in familiar and unfamiliar contexts. Can evaluate scientific models and theories and suggest improvements. Applies comprehensive knowledge of scientific techniques in a range of contexts.	In addition to the statements above can utilise a range of mathematical skills to perform complex scientific calculations to draw conclusion and judge the confidence of conclusions drawn.

Last Reviewed: July 2019