



**St Laurence School**



**Key Stage 3  
Assessment Booklet  
Year 7**

**Care – Inspire - Succeed**



ART	STARTING OUT (SO)	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GD)
<p align="center"><b>Artist Research AO1</b></p>	<p>Can <b>describe</b> the work of others using <b>simple</b> artistic vocabulary and express a basic opinion. Resource little or <b>some</b> relevant imagery. but <b>unable to support statements with specific knowledge.</b></p>	<p><b>Moderate</b> ability to demonstrate critical understanding of sources. Describe work using <b>limited</b> relevant artistic vocabulary; express a <b>simple</b> opinion. Include relevant imagery carefully with <b>limited knowledge.</b></p>	<p>A <b>consistent</b> ability to demonstrate critical understanding of sources. Visually respond to research showing some understanding of artist's work through technique. Can resource a range of <b>relevant</b> and <b>good quality imagery</b> and presenting a meaningful way using <b>some relevant knowledge.</b></p>	<p><b>A highly developed/ exceptional ability</b> to demonstrate critical understanding of sources. Can understand the context or influences that contribute to a piece of art, using art <b>key words confidently in order to reflect on the artwork.</b> Present work imaginatively combining images, relevant artefacts applied <b>confidently</b> to enhance ideas</p>
<p align="center"><b>Skills/ Experimentation A02</b></p>	<p><b>Limited</b> ability to begin experimenting using materials suggested by teacher showing a <b>basic</b> level of skill. Can mix basic colours.</p>	<p>A <b>moderate</b> ability to experiment using materials showing <b>reasonable</b> skill, can apply basic colours carefully though <b>simple</b> colour mixing and blending. Demonstrate a basic understanding of mixing flesh tones.</p>	<p>A <b>consistent</b> ability to thoughtfully refine ideas. Can experiment using materials <b>effectively</b>, can demonstrate a <b>secure</b> understanding of flesh tone mixing and show tints, tones and a range of hues through colour application.</p>	<p>A <b>highly developed</b> ability to thoughtfully refine ideas. Use selected materials experiment showing a <b>confident</b> level of skill. Can confidently apply a wide range of colours and tones and can reflect and refine materials in a <b>highly skilled way.</b></p>
<p align="center"><b>Drawing and recording A03</b></p>	<p><b>Some</b> ability to record ideas, observations, and insights through drawing. Can draw simple outlines with a degree of accuracy; can attempt to record tone, can use a <b>minimal</b> level of mark making.</p>	<p>A <b>moderate</b> ability to skilfully record ideas, observations, and insights through drawing, showing <b>accurate</b> shape and proportion, <b>effective</b> use of tone. Can show basic perspective principals through scale and can start to add details within this. Can use a <b>range</b> of mark making techniques.</p>	<p>A <b>consistent</b> ability to skilfully recorded ideas, observations and insights through drawing. Can use tone <b>effectively</b> including an attempt at directional shading. <b>Secure</b> understanding of recording details. Can use tone and colour to show perspective and form. Can applying a <b>wide range</b> of mark making with most materials.</p>	<p>A <b>highly developed / exceptional</b> ability to skilfully record ideas observations and insights through drawing and annotation. <b>Sensitive</b> use of tone including directional shading. Can record 3D forms in a <b>strong and convincing way.</b> Can demonstrate perspective through tone, form and colour in a <b>confident and convincing manner.</b></p>
<p align="center"><b>Design, Final Piece &amp; Evaluation A04</b></p>	<p><b>Minimal</b> ability to plan intended outcome; make final piece with <b>basic</b> level of skill.</p>	<p><b>Moderate</b> ability to plan outcome; make final piece with <b>reasonable</b> level of skill, images are clear and purposeful and considered</p>	<p>A <b>consistent</b> ability to demonstrate understanding of visual language. Can make an outcome showing consideration of materials, scale, and time management; make final piece with a <b>competent</b> level of skill</p>	<p>A <b>highly developed</b> ability to competently present a meaningful outcome to realize intentions with <b>confidence</b> and conviction. Making confident links with relevant artists and an <b>exceptional</b> ability to use material with skill and accuracy</p>



<b>COMPUTING</b>	<b>STARTING OUT (SO)</b>	<b>WORKING TOWARDS (WTS)</b>	<b>EXPECTED STANDARD (EXS)</b>	<b>GREATER DEPTH (GD)</b>
<b>Using digital tools</b>	Able to complete tasks digitally only by following explicit step by step instructions including individual support.	Able to complete tasks by following step by step instructions without support – unable to modify instructions to complete similar but different tasks.	Able to modify instructions to use digital tools to produce a range of results in similar tasks and scenarios.	Able to use digital tools for a range of tasks without specific instructions. Able to explore programs to learn about greater functionality.
<b>Computational Theory</b>	Able to recall simple concepts within computational theory. Unable to explain beyond the learnt statements.	Able to recall and explain basic concepts. Unable to apply these concepts into new situations or examples.	Able to recall significant sections of content. Able to explain all but the most complex concepts. Able to apply these concepts in closely linked situations and examples.	Able to recall most content. Can explain all covered concepts to a good standard. Can link concepts together and apply this understanding to a wide range of contexts.
<b>Problem Solving</b>	Requires significant guidance and instruction to solve problems when they arise. Is unable to identify what the problem may be specifically.	Is able to identify and tackle simple problems independently but still requires significant support.	Able to identify problems and can understand where to seek specific guidance from that is needed to overcome the issue.	Is able to confidently identify problems and can apply problem solving strategies including independently accessing support in order to solve a problem.
<b>Programming (Scratch)</b>	Is able to edit scratch projects to change an output. Can produce scratch projects by following step by step guides.	Demonstrates a basic understanding of programming concepts and can apply these in scratch with guidance and support. Has difficulty in identifying errors in code.	Demonstrates a developing understanding of programming concepts and can implement some of these in scratch projects. Can manage basic debugging of code independently.	Is able to apply and identify programming concepts both in their own and in other people’s code. Is confident in developing projects without instructions and can usually identify and solve problems within their own code.
<b>Digital literacy</b>	Requires step by step instructions to complete tasks. Has a limited understanding of a small number of programs.	Is familiar with a small number of programs and can usually identify the most appropriate program to use to complete a task.	Is able to confidently navigate the digital space with some limited guidance. Is able to use a good range of digital tools and will select an appropriate one for a given task.	Confidently uses digital tools to complete tasks. Is able to learn new software with minimal individual instruction.

<b>DANCE</b>	<b>STARTING OUT (SO)</b>	<b>WORKING TOWARDS (WTS)</b>	<b>EXPECTED STANDARD (EXS)</b>	<b>GREATER DEPTH (GD)</b>
<b>Performing</b>	Perform routines using some physical skills safely.	Perform routines using some physical skills safely with some awareness of style or intention.	Perform routines using sound physical skills safely and accurately with clear sensitivity to style or intention.	Perform routines using good physical skills safely and accurately with highly developed sensitivity to style or intention.
<b>Expression</b>	Perform routines using some expressive skills.	Perform routines using some expressive skills with some awareness of musicality.	Perform routines using sound expressive skills with clear awareness of musicality and others in the group.	Perform routines using good expressive skills with sensitivity to others whilst having good musicality, focus and projection throughout the performance.
<b>Choreographing</b>	Creating a simple choreography that has some evidence of linking it to the intention.	Creating a simple choreography that has some evidence of linking to the intention through the selection of actions, space, and dynamics.	Creating a sound choreography that has clear links to the dance idea or intention through the selection of action, space, and dynamics.	Creating a good choreography that has well selected use of action, space, dynamics which have been developed through improvisation.
<b>Analysing</b>	Watching with concentration and no verbal communication a range of live and pre-recorded professional dance works; occasionally make judgements about what they have watched.	Watching with concentration and nonverbal communication a range of dance; describe features of what they can see; start to show an understanding of the intentions of different pieces of dance.	Watch a range of dance pieces with attention to detail; describing features of what they can see; start to show an understanding of the intention of different pieces of dance; start to make judgments about what they can see; appreciate and understand different styles of dance.	Watch and analyse a range of dance works from different styles and intentions; they can describe, interpretate and link the interpretation back to the dance idea. They can provide suitable feedback that criticises the dance work.

<b>DESIGN TECHNOLOGY (FOOD)</b>	<b>STARTING OUT (SO)</b>	<b>WORKING TOWARDS (WTS)</b>	<b>EXPECTED STANDARD (EXS)</b>	<b>GREATER DEPTH (GD)</b>
<b>Knowledge and understanding</b>	<p>A basic understanding of key equipment and materials demonstrated, help needed to name some items.</p> <p>Can identify a process if in picture format but needs help when describing the stages.</p> <p>Needs adult supervision for using big pieces of equipment e.g., a cooker.</p>	<p>Some pieces of equipment and materials can be named without any help.</p> <p>Can name and describe processes with some support.</p> <p>Needs prompting when using big pieces of equipment e.g., a cooker.</p>	<p>Most pieces of equipment and materials can be named.</p> <p>The name of the process is known but can't confidently describe the steps of the process, is aware of the name.</p> <p>Can mostly use big pieces of equipment e.g., cooker. Little support needed.</p>	<p>A good range of basic knowledge and understanding demonstrated.</p> <p>The correct names of equipment and materials used.</p> <p>Most processes described and name of process communicated.</p> <p>Can use big pieces of equipment safely and independently. Very little support needed.</p>
<b>Planning and design</b>	<p>Basic design ideas have been generated with minimal links to the design brief.</p> <p>Basic method, but lacks detail and has only a few stages, to inform preparation and cooking steps.</p>	<p>Imaginative ideas produced which have some suitability to the design brief.</p> <p>Show some awareness of designing a food dish which meets the design specification and brief.</p> <p>Some names of tools and materials included.</p>	<p>Imaginative and creative ideas which mostly link to the design brief.</p> <p>Good experimentation and communication are evident.</p> <p>Adequate method created, most stages are included to inform preparation and cooking stages.</p> <p>To include what tools and materials are needed to make the product.</p>	<p>Imaginative, creative, and innovative ideas have been generated.</p> <p>Clear communication is evident through annotation.</p> <p>A mostly detailed method is produced with almost all stages included, to inform preparation and cooking stages.</p> <p>Timings are included along with hygiene, health, and some safety points.</p>
<b>Safety and effective use of technical skills</b>	<p>Weigh and combine ingredients using one method, with help.</p> <p>Method followed and demonstrated with support.</p>	<p>Select the right tools, methods, and materials with a little help to make a fair finish.</p>	<p>Complete a food dish that has been cooked to a good quality.</p> <p>Personal hygiene rules followed.</p>	<p>The correct tools and equipment have been selected independently and have been used confidently.</p>

	Reminded about personal hygiene rules.	Reminded about personal hygiene rules.	Use a variety of hand tools.	Independently thinking about health and safety when cooking. Ingredients are combined using more than one method.
<b>Analysis and Evaluation</b>	<p>To describe one WWW and one EBI for a final product.</p> <p>Give opinions on design ideas produced.</p>	<p>Talk about the finished food dish in simple terms and describe how successful the food dish is.</p> <p>Discuss pieces of work could be improved.</p> <p>Compare more than one idea and describe suitability for the design brief.</p>	<p>Some testing of most areas of the finished food dish against the design brief and specification.</p> <p>Including some feedback from their peers</p> <p>Good analysis and evaluation at most stages of the project.</p> <p>Changes made throughout the design process have been described.</p>	<p>Make straightforward comments about their own work and the work of others.</p> <p>Give constructive feedback to others which can be used to help make improvements.</p> <p>To receive constructive feedback for them to use when needing to develop their own work.</p> <p>Give detailed reasons for suitability of design ideas and final product made.</p>
<b>Food choice, provenance, and production</b>	<p>Can identify some of the key factors influencing food choice but little knowledge of the implications.</p> <p>Limited knowledge of basic foods and where/how they are produced/processed.</p>	<p>Can identify some of the key factors influencing food choices but has little knowledge of how they may influence the decisions made when choosing food.</p> <p>Can identify that foods are caught, grown, or farmed before processing. Some understanding of seasonal foods although examples not identified.</p>	<p>Can identify some of the key factors that may influence food choices and give some explanation as to how/why it has an impact on choices made.</p> <p>Describe how food is grown, caught, and farmed – examples given.</p> <p>Awareness that some foods are seasonal, examples given.</p>	<p>Can list the key factors that may influence food choices and explain why it has an impact on choices made.</p> <p>Where/how basic foods are produced and prepared for selling</p> <p>How seasons may affect cost and availability.</p>

<b>DESIGN TECHNOLOGY (RM/TX)</b>	<b>STARTING OUT (SO)</b>	<b>WORKING TOWARDS (WTS)</b>	<b>EXPECTED STANDARD (EXS)</b>	<b>GREATER DEPTH (GD)</b>
<b>Planning and design</b>	<p>Basic design ideas have been generated with minimal links to the design brief.</p> <p>Basic method, but lacks detail and has only a few stages, to inform preparation and cooking steps.</p>	<p>Imaginative ideas produced which have some suitability to the design brief.</p> <p>Show some awareness of designing a food dish which meets the design specification and brief.</p> <p>Some names of tools and materials included.</p>	<p>Imaginative and creative ideas which mostly link to the design brief.</p> <p>Good experimentation and communication are evident.</p> <p>Adequate production plan created, most stages are included to inform preparation and construction stages.</p> <p>To include what tools and materials are needed to make the product.</p>	<p>Imaginative, creative, and innovative ideas have been generated.</p> <p>Clear communication is evident through annotation.</p> <p>A mostly detailed method is produced with almost all stages included, to inform preparation and construction stages.</p> <p>Plans include decisions, measurements, and constructions methods along with health, and some safety points.</p>
<b>Knowledge and understanding</b>	<p>A basic understanding of key equipment and materials demonstrated, help needed to name some items.</p> <p>Can identify a process if in picture format but needs help when describing the stages.</p> <p>Needs adult supervision for using big pieces of equipment e.g., a belt sander.</p>	<p>Some pieces of equipment and materials can be named without any help.</p> <p>Can name and describe processes with some support.</p> <p>Needs prompting when using big pieces of equipment e.g., sewing machine.</p>	<p>Most pieces of equipment and materials can be named.</p> <p>The name of the process is known but can't confidently describe the steps of the process, is aware of the name.</p> <p>Can mostly use big pieces of equipment e.g., belt sander. Little support needed.</p>	<p>A good range of basic knowledge and understanding demonstrated.</p> <p>The correct names of equipment and materials used.</p> <p>Most processes described and name of process communicated.</p> <p>Can use big pieces of equipment safely and independently. Very little support needed.</p>
<b>Safety and effective use of technical skills</b>	<p>Measure and construct materials using one method, with help.</p>	<p>Select the right tools, methods, and materials with a little help to make a fair finish.</p>	<p>Complete a textiles or product design product that has been constructed to a good quality.</p>	<p>The correct tools and equipment have been selected independently and have been used confidently.</p>

	<p>Construction steps followed and demonstrated with support.</p> <p>Reminded about health and safety rules.</p>	<p>Reminded about health and safety rules.</p>	<p>Health and safety rules followed.</p> <p>Use a variety of hand tools.</p>	<p>Independently thinking about health and safety when using pieces of equipment and machines.</p> <p>Materials are constructed using more than one method.</p>
<p><b>Analyse and evaluate</b></p>	<p>To describe one WWW and one EBI for a final product.</p> <p>Give opinions on design ideas produced.</p>	<p>Talk about the finished product in simple terms and describe how successful the product is.</p> <p>Discuss pieces of work could be improved.</p> <p>Compare more than one idea and describe suitability for the design brief.</p>	<p>Some testing of most areas of the finished product against the design brief and specification.</p> <p>Including some feedback from their peers</p> <p>Good analysis and evaluation at most stages of the project.</p> <p>Changes made throughout the design process have been described.</p>	<p>Make straightforward comments about their own work and the work of others.</p> <p>Give constructive feedback to others which can be used to help make improvements.</p> <p>To receive constructive feedback for them to use when needing to develop their own work.</p> <p>Give detailed reasons for suitability of design ideas and final product made.</p>



<b>DRAMA</b>	<b>STARTING OUT (SO)</b>	<b>WORKING TOWARDS (WTS)</b>	<b>EXPECTED STANDARD (EXS)</b>	<b>GREATER DEPTH (GD)</b>
<b>Collaboration</b>	Is comfortable working alone or with one/two trusted peers. Will take a passive role in group work or prefer own ideas to those of others.	Comfortable working with a number of trusted peers or carefully selected teacher allocated groupings. Will participate in some group work and occasionally contribute ideas.	Comfortable with a wide variety of peers and teacher allocated groupings. Will actively participate in all group work, contributing ideas willingly.	Very comfortable working with all members of the LG and random teacher allocated groupings Facilitates group work and contributes a number of ideas willingly.
<b>Creation</b>	Limited development of skills and the piece.	Some development of skills and the piece.	Good development of skills and the piece	Meaningful development with some refinement of skills and the piece.
<b>Performing</b>	Little competency displayed. Will perform to the teacher or small groups of peers. Can demonstrate a very basic awareness of the audience. Few vocal and physical skills applied.	Some developing competency, not always sustained. Will perform to small groups of peers or, at times, the whole LG. Can demonstrate a basic awareness of the audience. Narrow range of vocal and physical skills applied.	Developing competency showing a sustained performance Will perform to the LG Shows awareness of the audience. Fair range of some theatrical skills are demonstrated.	Secure and consistent use of theatrical skills Will perform to the LG and to others unknown. Actively aware of the audience. Good range of theatrical skills are demonstrated.
<b>Analysis and Evaluation (verbal and/or written)</b>	Describe and comment simply on drama seen and made, with inconsistent use of specialist terminology.	Describe and comment simply on drama seen and made, applying some key terminology.	Describe and comment appropriately on drama seen and made, applying key terminology.	Describe and comment insightfully on drama seen and made, applying key terminology correctly.

<b>ENGLISH</b>	<b>STARTING OUT (SO)</b>	<b>WORKING TOWARDS (WTS)</b>	<b>EXPECTED STANDARD (EXS)</b>	<b>GREATER DEPTH (GD)</b>
<b>Understanding and analysing texts</b>	Understands some parts of texts in a limited way, such as some events and who some characters are; makes some points about explicit meaning; does not use subject-specific terminology	Understands texts in a general way, such as the main events or characters; shows awareness of some themes or concerns of texts; makes general points about the effects of language; perhaps uses some subject-specific terminology	Understands texts well; engages with the main themes or concerns of texts; begins to analyse effects of language on meaning, using some inferences; uses some subject-specific terminology appropriately	Understands texts fully; engages effectively with the key themes or concerns of texts; analyses effects of words on meaning, using inference confidently; uses a variety of subject-specific terminology confidently and appropriately
<b>Using evidence</b>	Refers to some events that happen in a text; may occasionally use quotation	Uses some pieces of evidence from across a text, including some quotation	Tracks a text and uses evidence from start-middle-end, including quotation that is sometimes embedded	Confidently tracks a text; uses a full range of evidence from across a text, including regular embedded quotation
<b>Understanding context and writers' messages</b>	Does not consider context or writers' messages	Can show awareness of when a text was written; may consider the possible reactions of audiences	Adds valid contextual information to their understanding and analysis; understands the messages or intentions of writers, and the possible reactions of audiences; makes links in texts	Understands that a text can reflect when it was written; uses contextual knowledge to inform understanding and analysis; explores the messages or intentions of writers, and the possible reactions of audiences; makes links in texts
<b>Impact on reader of writing, vocabulary</b>	Writes in limited registers and forms; writes in a way that reads much like speech; vocabulary is undeveloped	Begins to use a formal register, and begins to adapt writing to purpose, audience, format, genre; uses a limited vocabulary	Attempts to adapt writing to purpose, audience, format, genre; tries to use formal and informal registers as appropriate; uses some vocabulary to have an impact on the reader	Usually fits writing to purpose, audience, format, genre; can use formal and informal registers as appropriate; uses a wide and sometimes adventurous vocabulary
<b>Structure and organisation of writing</b>	Writes in a chronological way without clear paragraphs or sections	Begins to use paragraphs; tries to organise writing	Sometimes uses paragraphs correctly; organises writing (e.g. clear sense of beginning-middle-end), and attempts to use cohesive devices	Uses paragraphs correctly, including perhaps for impact; organises writing well, and uses cohesive devices

<b>GEOGRAPHY</b>	<b>STARTING OUT (SO)</b>	<b>WORKING TOWARDS (WTS)</b>	<b>EXPECTED STANDARD (EXS)</b>	<b>GREATER DEPTH (GD)</b>
<b>Contextual knowledge of locations and places</b>	Pupils begin to understand basic knowledge and understanding of physical and human environments in local areas, the UK, and wider world but will be able to identify and make brief comments on common physical and human features. However, there will be evidence of misconception when identifying these features. Location of the feature(s) is noted but it will be limited in detail.	Pupils show basic knowledge and understanding of the physical and human geography of their local area and this begins to widen out to other examples from the UK and further afield examples.	Pupils depth of understanding of aspects of physical and human geography around their local area and the UK increases, and this begins to expand to include the wider world. Pupils describe the physical and human characteristics of these environments on a local and more global scale.	Pupils begin to understand that the links between physical and human geography create the particular characteristics of different places and start to think more worldwide. Pupils can start to analyse the physical and human characteristics of these regions, and can use their own understanding of different locations. Pupils have a basic understanding of the different ways to categorise countries based on levels of development - developing, emerging and developed.
<b>Understanding of Patterns, Processes and Environmental Change</b>	Pupils can recognise some simple physical and human processes and how they can contribute to the changes of places and environments. Pupils may recognise some simple interrelationships between people and the environment but these are inconsistent. Pupils have a brief awareness that people will attempt to improve and try to sustain or protect physical and human environments but struggle to express this in written form.	Pupil can recognise physical and human features, offering simple descriptions about their characteristics. Pupils can recognise and describe simple geographical patterns. Pupils understand that people can improve and damage physical and human environments. Pupils can give reasons for their own views on changes to physical and human environments, but will also start to recognise that other people have different opinions.	Pupils can describe how different physical and human environments can have similarities and differences and these can arise from a variety of physical and human processes. Pupils describe geographical patterns and attempt to simply explain them. Pupils appreciate that human activity can have consequences on the environment. Pupils start to understand how use and management of different physical and human environments can be made more sustainable, with a basic understanding of how these environment can change.	Pupils start to recognise that physical and human processes in these physical and human environments interlink and that this can create diversity which can help change them. Pupils begin to analyse geographical patterns at a variety of scales. Pupils understand that a variety of factors can influence the decisions taken about physical and human environments and with particular focus on more sustainable approaches to use and management. Pupils will start to understand that this use and management can have consequences and they can start to explain how these can result in change to the environment, and lead to possible conflict.
<b>Utilisation of knowledge to create</b>	Students can describe patterns and trends based of simple evidence (graphs) with limited understanding	Pupils are able to comment on a wider range of evidence provided, with some understanding as to the	Pupils can use evidence provided to draw at least partially supported conclusions. Pupils can begin to	Pupils are able to start to construct convincing arguments to draw well-evidenced conclusions. Pupils are

<p><b>evidenced conclusions</b></p>	<p>of reasons why. Pupils can sometimes see the relevance of sources in helping answer questions and making conclusions. Pupils will be able to make simple conclusions with limited justification, but this is inconsistent.</p>	<p>reasons why. Pupils are able to make basic conclusions based on evidence provided. Pupils can comment on more than one source of evidence, with simple justifications for their conclusions, although sometimes inconsistently. Pupils begin to recognise that other people have different opinions.</p>	<p>bring in their own knowledge to further support their conclusions. Pupils are able to justify their conclusions coherently. Pupils are able to recognise that other people may have different opinion than them and provide evidence for alternative views than their own.</p>	<p>able to write coherently, linking both evidence provided and their own knowledge together, to write justified conclusions. Students are able to recognise that other people have different views and will give balanced consideration to different views when making conclusions.</p>
<p><b>Competence in Geographical Enquiry</b></p>	<p>Pupils can offer simple explanations for their observations and views about places, as well as physical and human environments. They use skills and evidence to help them respond to a range of geographical questions. Appropriate but simplistic terminology is used to communicate their findings.</p>	<p>Pupils can use their own knowledge and understanding of environments and suggest suitable geographical enquiry questions. Pupils can use a range of geographical skills (through use of primary and secondary sources) to investigate physical and human geography. Pupils can begin to present their findings using basic key terminology.</p>	<p>Pupils can begin to develop their own geographical questions and can use appropriate skills to help investigate physical and human environments. Pupils can simply evaluate the sources used for their investigations. They begin to draw some conclusions about the investigation. Pupils can present their work both graphically and in writing, using more accurate geographical terminology.</p>	<p>Pupils can start to simply plan their own sequence of investigations into relevant geographical questions about issues concerning differing physical and human environments. They begin to use a range of skills more accurately to help. Pupils can draw together a summary of their investigation using appropriate vocabulary. Simplistic conclusions will be reached.</p>
<p><b>Application of Geographical Skills</b></p>	<p>Pupils can recognise patterns of both human and physical features on a limited range of scales. They can draw and label simplistic sketches and recognise basic map symbols. They can construct basic graphs such as bar graphs, which will be accurately completed. They can recognise the highest and lowest values in a data set as well as complete basic calculations such as the range of the data.</p>	<p>Pupils can describe the patterns of human and physical features as well as draw and label a sketch map. Simplistic observations of photographs and sketches will be made. They will recognise and use some map symbols and begin to have a working understanding of 4 figure grid references.</p>	<p>Pupils can describe distributions of physical and human features and be able to sketch, label and start to annotate sketch maps and photographs in greater depth. Pupils have an increasing working knowledge of OS map skills and can use 4 figure referencing with increasing confidence. They can recognise the highest and lowest values in a data set as well as complete basic calculations such as the range of the data.</p>	<p>Pupils can describe distributions of physical and human features at a range of different scales. Sketch maps will be completed with ease and more annotation will be attempted of a variety of key features. Pupils will have a working understanding of OS map skills and use 6 figure grid references. Pupils can draw a range of more sophisticated graphical techniques and be able to interpret these graphs. Pupils can recognise the link between photographs and OS maps. Pupils' understanding of data will be demonstrated using simplistic statistical and numerical skills but</p>

				with an increasing attempt to understand trends reflected in the data set.
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<b>HISTORY</b>	<b>STARTING OUT (SO)</b>	<b>WORKING TOWARDS (WTS)</b>	<b>EXPECTED STANDARD (EXS)</b>	<b>GREATER DEPTH (GD)</b>
<b>Interpretations</b>	Able to show a <b>basic</b> understanding of the opinions expressed in an interpretation, but <b>unable</b> to make a <b>specific inference</b> .	Able to make a <b>simple inference</b> about an interpretation.	Able to make a <b>simple inference</b> about an interpretation and support it with <b>some relevant</b> knowledge and understanding.	Able to use <b>detailed and relevant knowledge</b> to <b>evaluate</b> an interpretation and reach a <b>substantiated judgments</b> on how convincing an interpretation is.
<b>Evidential Understanding</b>	Able to simply <b>describe</b> the content or provenance of a source, but <b>unable</b> to make even <b>simple inferences</b> .	Able to make a <b>simple inference</b> or point about the usefulness of a source in relation to content and/or provenance.	Able to make a <b>simple inference</b> or point about the usefulness of a source in relation to content and/or provenance and support it with <b>some relevant</b> knowledge and understanding.	Able to make <b>inferences</b> about the utility of the content and provenance of a source, using <b>detailed and relevant knowledge</b> . Able to <b>link explanation to the issue in the question</b> .
<b>Change and continuity</b>	Able to make <b>simple statements</b> on the change or continuity that occurred across historical periods, but <b>unable to support statements with specific knowledge</b> .	Able to make <b>simple statements</b> on the change or continuity that occurred across historical periods. Points are supported with <b>limited knowledge</b> .	Able to <b>describe</b> examples of change and continuity across historical periods, using <b>some relevant knowledge</b> . Beginning to show some understanding of the extent, pace or nature of the changes that occurred.	Able to <b>explain</b> the extent, nature, or pace of change across historical periods using <b>detailed and relevant knowledge</b> . Beginning to <b>explain</b> some of the reasons why change or continuity occurred.
<b>Similarity and difference / diversity</b>	Able to make <b>simple statements</b> on the similarity or difference, but <b>unable to support statements with specific knowledge</b> .	Able to make <b>simple statements</b> on the similarity or difference. Points are supported with <b>limited knowledge</b> .	Able to <b>describe</b> how peoples' experiences, ideas, beliefs, or attitudes were similar and/or different using <b>some relevant knowledge</b> .	Able to <b>explain</b> how and why peoples' experiences, ideas, beliefs, or attitudes were similar and/or different, using <b>detailed and relevant knowledge</b> .
<b>Causation</b>	Able to make a <b>simple statement</b> on the cause of an event, but <b>unable to support statements with specific knowledge</b> .	Able to make <b>simple statements</b> on more than one cause of an event using <b>limited knowledge</b> .	Able to <b>describe</b> multiple causes of an event using <b>some relevant knowledge</b> and reach a simple, <b>unsupported judgment</b> .	Able to <b>explain the links</b> between causes and reach a <b>supported judgment</b> on the <b>most important</b> cause. Points are supported with <b>detailed and relevant knowledge</b> .
<b>Significance</b>	Able to make a <b>simple statement</b> on the significance of an individual or event, but <b>unable to support statements with specific knowledge</b> .	Able to make <b>simple statements</b> on the significance of an individual or event. Points are supported with <b>limited knowledge</b> .	Able to use aspects of the <b>GREAT criteria</b> to <b>describe</b> why a person or event may be considered significant. Points are supported with <b>some relevant knowledge</b> .	Able to use aspects of the <b>GREAT criteria</b> to <b>explain</b> why a person or event may be considered significant. Points are supported with <b>detailed and relevant knowledge</b> .
<b>Sentence structure, spelling,</b>	Does not write in sentences; does not control tense or subject-verb	Writes sentences often inaccurately; cannot maintain tense	Writes mostly accurately, using some complex, compound, simple	Writes accurately, using a variety of complex, compound, simple

<b>punctuation, grammar</b>	agreement; rarely uses capital letters, full stops, and commas accurately; spells some simple common words correctly.	and subject-verb agreement; does not use capital letters, full stops, and commas accurately; spells a few irregular words correctly.	sentences; mainly maintains tense and subject-verb agreement; uses capital letters, full stops, and commas mostly accurately, as well as some other punctuation; spells some irregular words correctly.	sentences; maintains tense and subject-verb agreement accurately, with only occasional errors with irregular constructions; uses capital letters, full stops and commas accurately, and uses some other punctuation; spells many irregular words correctly.
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LANGUAGES	STARTING OUT (SO)	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GD)
<b>Reading</b>	Responds to basic and familiar language in straightforward written texts. Identifies some words and phrases in simple sentences.	Responds to basic and familiar language in written texts. Identifies some key points and simple opinions in extended sentences.	Responds appropriately to mainly familiar written language in short texts. Identifies overall messages and key points of a short paragraph as well as some extra detail, and simple opinions. Errors are likely.	Responds effectively to mainly familiar written language in longer texts. Identifies key points, details, and more complex opinions in an extended paragraph, and infers meaning despite distractors. Errors occur but the central meaning is understood.
<b>Listening</b>	Responds to basic and familiar language in straightforward spoken texts. Identifies some words and phrases in simple sentences.	Responds to basic and familiar spoken language. Identifies some key points, and simple opinions in extended sentences.	Responds appropriately to mainly familiar spoken language in short passages. Identifies overall messages and key points of a short passage as well as some extra detail, and simple opinions. Errors are likely.	Responds effectively to mainly familiar spoken language in longer passages. Identifies key points, details, and more complex opinions in an extended passage, and infers meaning despite distractors. Errors occur but the central meaning is understood.
<b>Translation</b>	Translates single items of familiar vocabulary. There are errors. Supporting resources are used.	Translates short phrases using familiar vocabulary. There are some errors, and the basic meaning of the text is not fully conveyed. Supporting resources are used.	Translates short sentences using straightforward, familiar vocabulary. Attempts the correct translation of verbs in the present tense and opinions or connectives. There are occasional errors, and the basic meaning of the text is mostly conveyed. Supporting resources are used.	Translates sentences using straightforward, familiar vocabulary. Attempts the correct translation of verbs in the present tense, opinions, connectives, and some more complex structures with some success. There may be occasional errors. Supporting resources may be used.
<b>Writing</b>	Communicates simple ideas in basic and familiar contexts using individual words or short phrases. Spells some simple common words correctly and occasionally uses capital letters/ accents, full stops, and commas accurately, which often has an impact on the message	Communicates basic ideas and expresses simple opinions in familiar contexts using familiar vocabulary and verbs in the present tense in simple sentences. Spells several words correctly and sometimes uses capital letters/ accents, full stops, and commas accurately, which sometimes has an impact on the message being fully	Communicates basic ideas and expresses simple opinions in familiar contexts using familiar vocabulary and verbs in the present tense, occasional extra detail and linking with some success. Spells many words correctly and often uses capital letters/ accents, full stops, and commas accurately, which occasionally has an impact on	Communicates ideas, expresses, and justifies opinions in familiar contexts using familiar vocabulary and verbs in the present tense, some extra detail and linking with success. Some more interesting vocabulary and other tenses may be used. High accuracy regarding spellings including capital letters/ accents and commas. Errors rarely



	being conveyed. Supporting resources are used.	conveyed. Supporting resources are used.	the message being conveyed. Supporting resources are used.	impact on the message being conveyed. Supporting resources may be used.
<b>Speaking</b>	Communicates simple ideas in basic and familiar contexts using a limited range of individual words or short phrases. Verbs may not be used. Makes frequent errors with pronunciation and intonation, which often has an impact on the message being conveyed. Supporting resources are used.	Communicates simple ideas in basic and familiar contexts using individual words or short phrases with no extra detail and linking. Makes some errors with pronunciation and intonation, which sometimes has an impact on the message being fully conveyed. Supporting resources are used.	Communicates basic ideas and expresses simple opinions in familiar contexts using familiar vocabulary and verbs in the present tense, occasional extra detail and linking with some success. May respond to some questions spontaneously and may be able to initiate conversations. Makes occasional errors with pronunciation and intonation, which occasionally has an impact on the message being conveyed. Supporting resources are used.	Communicates ideas, expresses and justifies opinions in familiar contexts using familiar vocabulary and verbs in the present tense, some extra detail and linking with success. Some more interesting vocabulary and other tenses may be used. May respond to some questions spontaneously and may be able to initiate conversations. High accuracy regarding pronunciation and intonation. Errors rarely impact on the message being conveyed. Supporting resources may be used.

MATHS	STARTING OUT (SO)	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GD)
<b>Number</b>	<ul style="list-style-type: none"> <li>• Recognise the place value of a digit according to its place in an integer.</li> <li>• Understand basic number types and divisibility even, odd, divide by 5 or 10.</li> <li>• Recognise a multiple of a given number using times tables.</li> <li>• Recognise a factor of a given number using times tables to support.</li> <li>• Add and subtract integers.</li> <li>• Appreciates that integers can be negative in context such as depth and temperature.</li> <li>• Express pictures as fractions and use pictures to identify an equivalent fraction.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the value of a digit according to its place in an integer and a decimal.</li> <li>• Understanding of place value when multiplying and dividing by 10, 100 and 1000.</li> <li>• Recognise and find square numbers and roots.</li> <li>• Knowledge and understanding of factors, primes, and multiples.</li> <li>• Mental and written methods to perform arithmetic operations with integers.</li> <li>• understanding of negative numbers to be able to order a list of given integers.</li> <li>• simplify fractions and identify equivalent fractions.</li> <li>• Add and subtract fractions with common denominators.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand place value given as powers of ten using exponent notation.</li> <li>• Understanding of place value when multiplying and dividing by 0.1 and 0.01.</li> <li>• Apply multiplying and dividing by powers of ten to metric conversions.</li> <li>• Find and recognise cube numbers and roots.</li> <li>• Apply divisibility rules to determine if a number is a given multiple.</li> <li>• Use lists of multiples and factors to find the Lowest Common Multiple (LCM) and Highest Common Factor (HCF) of two numbers.</li> <li>• Prime factor decomposition using factor trees.</li> <li>• Addition and subtraction of negatives.</li> <li>• Use of BIDMAS</li> <li>• Convert between improper fractions and mixed numbers.</li> <li>• Convert basic fractions to decimals.</li> <li>• Multiply fractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of exponents and identify the order of numbers given in standard form.</li> <li>• Evaluate numbers with any given exponent.</li> <li>• Use Venn diagrams with prime factorisation to find the Lowest Common Multiple (LCM) and Highest Common Factor (HCF) of any pair of numbers.</li> <li>• Written strategies to perform all arithmetic operations with decimals.</li> <li>• Written and mental strategies to perform all arithmetic operations with negative numbers.</li> <li>• Add, subtract, multiply, and divide fractions with different denominators and mixed numbers.</li> <li>• Convert fluently between fractions and decimals.</li> <li>• Order and compare fractions with different denominators.</li> <li>• Solve non-routine problems, including in context.</li> </ul>

<p style="text-align: center;"><b>Algebra</b></p>	<ul style="list-style-type: none"> <li>• Use letters to represent unknown numbers.</li> <li>• Simplify single variable expressions by collecting like terms.</li> <li>• Plot coordinates in first quadrant.</li> <li>• Substitute numbers into a one-step function machine.</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute into formulae</li> <li>• Plot coordinates in all 4 quadrants.</li> <li>• Form simple algebraic expressions using a bar model.</li> <li>• Simplify expressions by collecting like terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Form single step expressions and formulae.</li> <li>• Expand single brackets.</li> <li>• Collecting like terms, including with powers.</li> <li>• Simplify expressions involving brackets.</li> <li>• Multiply and divide algebraic terms.</li> <li>• Solve problems with coordinates.</li> </ul>	<ul style="list-style-type: none"> <li>• Form multiple step expressions and formulae.</li> <li>• Factorise into single brackets with numerical and algebraic common factors.</li> <li>• Perform operations with simple algebraic fractions.</li> <li>• Expand single brackets with higher powers.</li> <li>• Find the midpoint of a line segment.</li> <li>• Solve non-routine problems, including in context.</li> </ul>
<p style="text-align: center;"><b>Geometry</b></p>	<ul style="list-style-type: none"> <li>• Understand the difference between area and perimeter.</li> <li>• Find area and perimeter of rectangles by counting squares.</li> <li>• Identify units of length (i.e., mm, cm, m, km not g or ml)</li> <li>• Measure lengths.</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the area and perimeter of rectangles.</li> <li>• Recognise and name different quadrilaterals.</li> <li>• Recognise and name different triangles.</li> <li>• Identify units of area (i.e., mm<sup>2</sup>, cm<sup>2</sup>, m<sup>2</sup>)</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the area and perimeter of triangles and parallelograms.</li> <li>• Find the area and perimeter of compound shapes comprising only of rectangles and triangles.</li> <li>• Recognise other polygons such as a pentagon and understand what identifies them as such.</li> <li>• Describe the properties of selected triangles and quadrilaterals.</li> </ul>	<ul style="list-style-type: none"> <li>• Find the area and perimeter of compound shapes comprising any polygons.</li> <li>• Apply knowledge of area in context and for solving problems, such as paving or tiling.</li> <li>• Confidently use the formula for the area of a trapezium.</li> <li>• Solve non-routine problems, including in context.</li> </ul>

<b>MUSIC</b>	<b>STARTING OUT (SO)</b>	<b>WORKING TOWARDS (WTS)</b>	<b>EXPECTED STANDARD (EXS)</b>	<b>GREATER DEPTH (GD)</b>
<b>Solo Performing</b>	Sing and play a variety of pitched and unpitched instruments.	Sing in time; play a variety of pitched and unpitched instruments with some degree of control.	Sing in time and in tune; play a variety of instruments with some accuracy and sense of style or occasion.	Sing or play with a good degree of accuracy pieces equivalent to Grade IV standard
<b>Ensemble Performing</b>	Sing and play a variety of pitched and unpitched instruments as part of a whole class ensemble.	Sing in time; play a variety of pitched and unpitched instruments with some degree of control in both whole class and smaller ensembles.	Sing in time and in tune; play a variety of instruments with some accuracy and sense of style or occasion; stay in time with the ensemble.	Sing or play with a good degree of accuracy pieces equivalent to Grade IV standard; make adjustments or take a lead in ensemble performing.
<b>Improvising and Composing</b>	Use voices and pitched/un-pitched instruments to create sounds to match a simple brief (descriptive).	Use voices and a variety of instruments to create sounds in response to a simple brief (descriptive and technical).	Use voices and a variety of instruments to improvise and extend musical ideas in response to a brief.	Compose and improvise in response to a brief using appropriate musical devices within given basic structures.
<b>Theory and Notation</b>	Able to use simple graphics to show the musical elements of pitch and dynamics.	Able to use and interpret graphics to show pitch, dynamics, timbre, texture.	Able to use and interpret graphics effectively. Has a basic understanding of the principles of staff notation and/or tab.	Able to use and interpret graphics; read treble or bass staff notation or tab with a good degree of fluency and accuracy.
<b>Listening and Appraising</b>	Listen with concentration and understanding to a range of live and recorded music; occasionally make judgments about what they can hear.	Listen with concentration to a range of music; recall features of what they can hear; start to show an understanding of the context of different pieces of music; make judgments about what they can hear.	Listen to a range of music with attention to detail; recall features of what they can hear; start to show an understanding of the context of different pieces of music; make judgments about what they can hear; appreciate and understand other performers.	Listen and discriminate between a range of music from different styles and contexts; recall features of what they can hear; make judgements and use musical vocabulary to explain and justify.

PE	STARTING OUT (SO)	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GD)
Thinking ME	<p>Begins to understand what is required to improve performance. Uses simple tactics and strategies</p>	<p>Able to make a simple comment about the strengths and areas for improvement. Has some knowledge to lead part of a warmup and activity within a lesson. Starting to make positive decisions about attending clubs after school.</p>	<p>Compares performances identifying strengths and improvements confidently. Has the knowledge and understanding to lead small group activities and warm-ups. Makes informed choices about engaging in physical activity and is starting to develop good decision making.</p>	<p>Can transfer knowledge, adapt and apply this to different activities. Analyses performance of self and others to make improvements. Suggests how different tactics and ideas can be applied to activities. Demonstrates good levels of creativity in performances. Reflects and acts on feedback.</p>
Physical ME	<p>Demonstrates simple skills in isolation with limited control and accuracy.</p>	<p>Demonstrates simple skills in competitive situations with limited control and accuracy. Demonstrates skill improvement through practice. Shows a desire to improve their levels of ability by attempting the activities offered.</p>	<p>Demonstrates a range of skills in competitive situations with control and accuracy. Demonstrates skill improvement through practice across a range of activities. Shows a desire to improve their physical ability by acting upon feedback.</p>	<p>Starts to perform more complex skills with control and accuracy. Starts to apply relevant skills to match tactics and strategies used in competitive situations.</p>
Social ME	<p>Can contribute within small groups well. Can show basis understanding when prompted.</p>	<p>Can start to help organise small groups and works well with others. Can discuss in basic term the positive and negative aspects of a performance with others. Can suggests ideas on what to include in a basic warm-up with support. Consistently follows rules and instructions and understands fair play and respect in sport.</p>	<p>Can organise small groups and works well with others and shows signs of empathy. Can discuss in basic term the positive and negative aspects of a performance with others. Can suggests ideas on what to include in a basic warm-up. Consistently follows rules and instructions and understands fair play and respect in sport.</p>	<p>Communicates and works collaboratively with others. Confidently leads others through warm-ups or activity. Can assists with basic officiating in lessons. Listens to and responds to feedback from others. Participates with perseverance in all activities even when they find them difficult.</p>
Personal ME	<p>Shows an interest in their own learning. They have a positive attitude to learning in all lessons. Controls their own behaviour and considers others feelings and well-being.</p>	<p>Shows fair play, integrity respect and support for other learners in the class. Answers questions in front of peers. Demonstrates self-management and responsibility.</p>	<p>Manages emotions during challenging situations well and with control. Show a willingness to ask for help when needed. They show they can be resilient even when they find things difficult or make mistakes. Uses their own</p>	<p>Demonstrates resilience and the ability to overcome barriers. Shows positive learning behaviours including sportsmanship. Demonstrates good levels of self-confidence and key values related to physical activity.</p>

			<b>experience to support others.</b> Sets realistic and challenging goals to their performance.	
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PSHE			STARTING OUT (SO)	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GD)
Key themes of content covered	Health and wellbeing	Transitional stages Healthy self-concept Emotional wellbeing Mental Health Contraception	<p>They are showing they can identify, recognise, say, and name. They start to write key information down with support.</p>	<p>They are showing that they can reflect, suggest ways, and start to provide examples to share on the taught topics.</p>	<p>They are showing that they can explain thoughts, decisions, and choices, describe features, and demonstrate my knowledge and understanding, through applying it to everyday life experiences.</p>	<p>They are showing that they can <b>analyse, make justifications</b> about opinions, decisions, and choices, both verbally and written, and that I can <b>confidently demonstrate impact</b>, when looking at situations, scenarios, and wider-life experiences.</p>
	Relationships	Different types of relationships Behaviours in relationships consent	<p>They can select information and recognise needs and wants that all people have.</p>	<p>Begin to acknowledge different viewpoints. Take part in decision making.</p>	<p>Identify a range of viewpoints, weighing up different ideas and draw some conclusions.</p>	<p>They evaluate the impact of actions, and suggest approaches, strategies, and solutions.</p>
	Living in the wider world	Decision making Personal strengths Online behaviours Careers education Economic education	<p>They have to be reminded about being respectful about and to others.</p>	<p>They give opinions about issues that affect them.</p>	<p>Decide on appropriate questions to explore. They can discuss arguments clearly.</p>	<p>They explore issues that affect society and make reasoned and persuasive arguments, representing viewpoints, including those they do not agree with.</p>

RE	STARTING OUT (SO)	WORKING TOWARDS (WTS)	EXPECTED STANDARD (EXS)	GREATER DEPTH (GD)
Retrieve It	<ul style="list-style-type: none"> <li>• Needed prompting.</li> <li>• Retrieved one or two words/quotes/views.</li> </ul>	<ul style="list-style-type: none"> <li>• Used memory techniques.</li> <li>• Sometimes prompted.</li> <li>• Retrieved some of the main key terms/quotes/views</li> </ul>	<ul style="list-style-type: none"> <li>• Used memory techniques.</li> <li>• No prompting needed.</li> <li>• Retrieved all the main key terms/quotes/views.</li> </ul>	<ul style="list-style-type: none"> <li>• Used memory techniques.</li> <li>• No prompting needed.</li> <li>• Retrieved all the main key terms/quotes/views.</li> <li>• Retrieved specialist philosophical or theological key terms/quotes/views.</li> </ul>
Understand It	<ul style="list-style-type: none"> <li>• Used simple examples to show understanding of concepts.</li> <li>• Used bullet points or lists to describe world view.</li> </ul>	<ul style="list-style-type: none"> <li>• Used teachings.</li> <li>• Used simple sentences to describe one world view on a topic.</li> <li>• Has not used the language of the question</li> </ul>	<ul style="list-style-type: none"> <li>• Used the sentence “x believes because . . .” to describe a world view”.</li> <li>• Used the language of the question to explain world views.</li> <li>• Explained how a person acts because of their world view.</li> <li>• Used connectives to show how a world view is the same and different</li> </ul>	<ul style="list-style-type: none"> <li>• Used sentences such as “Even though X might . . . , Y will . . . ” to show how the same teachings might result in different action or the same action comes from different teachings</li> <li>• Used <b>appositives</b> to show a greater understanding of key concepts. For example, “God and omnibenevolent being <b>who is not limited by nature</b>”</li> </ul>
Connect It	<ul style="list-style-type: none"> <li>• Used any teaching/key term/view that is not linked to the topic.</li> <li>• Writes about world views within no real link to the topic. For example, Some people believe</li> </ul>	<ul style="list-style-type: none"> <li>• Picks key terms/teachings/ views that that can be linked to many different topics.</li> <li>• Writes about worldviews in general. For example, all/most/some humanists</li> </ul>	<ul style="list-style-type: none"> <li>• Selects terms/quotes/views that are directly linked to the topic.</li> <li>• Writes about different traditions within world views. For example, conservative/liberal/fundamentalist</li> </ul>	<ul style="list-style-type: none"> <li>• Able to show how different traditions within world views are connected to different interpretations of teachings.</li> </ul>
Judge It	<ul style="list-style-type: none"> <li>• Gave simple gut reactions to views and issues.</li> <li>• For example, “I don’t believe in God”</li> </ul>	<ul style="list-style-type: none"> <li>• Gave reasons why they prefer one truth claim to another truth claim.</li> <li>• For example, I don’t believe in God because I prefer science</li> </ul>	<ul style="list-style-type: none"> <li>• Supported evaluation using evidence.</li> <li>• Gave two clear reasons why a particular world view is convincing or not.</li> <li>• For example, A belief in God is not convincing because science shows that God cannot exist.</li> </ul>	<ul style="list-style-type: none"> <li>• Gave reasons why their own judgements might not be convincing.</li> <li>• Gave reasons why views they don’t like might be appealing.</li> </ul>



<b>SCIENCE</b>		<b>STARTING OUT (SO)</b>	<b>WORKING TOWARDS (WTS)</b>	<b>EXPECTED STANDARD (EXS)</b>	<b>GREATER DEPTH (GD)</b>
<b>Knowledge &amp; understanding</b>		<p>Can provide simple definitions to keywords.</p> <p>Can recall basic scientific facts.</p>	<p>Can demonstrate appropriate knowledge and understanding and use this to describe scientific observations using relevant key words.</p>	<p>Can demonstrate accurate and appropriate knowledge and understanding and use this to explain scientific observations using relevant key words.</p>	<p>Can demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology.</p>
<b>Working Scientifically</b>	<b>Planning investigations in science</b>	<p>Select apparatus from a list.</p> <p>List/order method</p> <p>Follow lab safety rules.</p>	<p>Can identify correct (some) variables.</p> <p>Can carry out a simple investigation (to address a simple scientific question).</p> <p>Can identify appropriate apparatus from knowledge.</p> <p>Can suggest hazards and risks.</p>	<p>Can make a prediction explained by science.</p> <p>Can provide a range of control variables for an investigation.</p> <p>Can carry out an investigation that gains valid and reliable data.</p> <p>Can justify equipment used.</p> <p>Can identify hazards and take precautions to reduce risk</p>	<p>Can correctly use the KS4 core WS keywords.</p> <p>Can write a suitable method which specifically addresses the given hypothesis; state which variables need to be controlled; identify hazards and take precautions to reduce risk.</p> <p>Can review and improve a given method.</p> <p>Can specify units for measurements.</p>
	<b>Analysing and concluding in science</b>	<p>Can make simple statements regarding observations.</p>	<p>Can draw simple conclusions from qualitative or quantitative data.</p> <p>Can make basic comments relating to experimental methods.</p>	<p>Can make a prediction explained by science.</p> <p>Can provide a range of control variables for an investigation.</p> <p>Can carry out an investigation that gains valid and reliable data.</p> <p>Can justify equipment used.</p> <p>Can identify hazards and take precautions to reduce risk</p>	<p>Can analyse qualitative and quantitative data to draw logical, well-evidenced conclusions.</p> <p>Can evaluate and refine methodologies and judge the validity of scientific conclusions.</p> <p>Can suggest improvements to experimental methods, and comment on</p>

					scientific conclusions and explain the possible cause of anomalies.
<b>Numeracy in science</b>		<p>Can plot a bar chart when provided with axes.</p> <p>Can use a calculator with given data</p>	<p>Can perform basic calculations. E.g., in space topic calculations of weight.</p> <p>Can plot points on a line and bar graph when provided with axes.</p>	<p>Can plot a linear graph incorporating non-integer values and non-evenly spaced values of the independent variable.</p> <p>Rearrange equations with three variables e.g., Speed in Forces topic.</p> <p>Calculate percentages.</p> <p>Can use a knowledge of number prefixes e.g., Kilo/mega and be able to convert between units e.g., joules to kilojoules, m/km, mass to weight in space topic.</p>	<p>Can plot a linear graph incorporating non-integer values and non-evenly spaced values of the independent variable.</p> <p>Rearrange equations with three variables e.g., Speed in Forces topic.</p> <p>Calculate percentages.</p> <p>Can use a knowledge of number prefixes e.g., Kilo/mega and be able to convert between units e.g., joules to kilojoules, m/km, mass to weight in space topic.</p>