Art - End of Year 7
Topic: Kandinsky

Expectations: Classwork, homework and assessments show student has knowledge of:
Colour theory. Watercolour Techniques. Control using paint. Kandinsky. Compositional Techniques. Collage Techniques

Developing The student is developing their knowledge and understanding of the work of the artist Kandinsky and the way in which his paintings have been influenced by his life and his personal experiences. They are continuing to develop their skills using a range of techniques such as Pencil Crayon, Watercolour paint and collage materials. Some understanding of compositional techniques such as Rule of thirds and focal points can be seen within their final outcome for this project. Assessment is currently based upon key pieces of work, a final outcome as well as knowledge organiser testing.

Secure The student is secure in their knowledge and understanding of the work of the artist Kandinsky and the way in which his paintings have been influenced by his life and his personal experiences. They have a secure knowledge of a range of techniques using materials such as Pencil Crayon, Watercolour paint and collage materials. Secure understanding of compositional techniques such as Rule of thirds and focal points can be seen within their final outcome for this project. Assessment is currently based upon key pieces of work, a final outcome as well as knowledge organiser testing.

Complex The student is highly confident their knowledge and understanding of the work of the artist Kandinsky and the way in which his paintings have been influenced by his life and his personal experiences. They have a confident knowledge of a range of techniques using materials such as Pencil Crayon, Watercolour paint and collage materials. A highly confident understanding of compositional techniques such as Rule of thirds and focal points can be seen within their final outcome for this project. Assessment is currently based upon key pieces of work, a final outcome as well as knowledge organiser testing.

Art –End of Year 8
Fantasy Architecture

Expectations: Classwork, homework and assessments show student has knowledge of:
Observational sketching. Painting techniques. Perspective. Pattern. Colour theory. Print making.

Developing The student is growing in confidence, demonstrating basic skills in drawing, painting and print making. They are able to demonstrate a basic understanding of 1 and 2 point perspective drawing to produce an outcome which shows a growing knowledge of colour theory. They are able to explore pattern within their work, develop a print block and produce a series of prints with support.

Secure The student is confident , demonstrating clear skills in drawing, painting and print making. They are able to demonstrate a clear understanding of 1 and 2 point perspective drawing effectively to produce an independent outcome which shows knowledge of perspective drawing and a wide use of colour theory. They are able to confidently explore pattern within their work, develop a print block and produce a series of consistent prints.

Complex The student has demonstrated great independence in their work and a mastery within their drawing, painting and printmaking skills. They have used their perspective drawings skills expertly to realise independent, imagnitive ideas. They have explored colour theory in-depth. They have confidently explored pattern in their work, developing an intricate print block and producing consistently registered prints.

Art - End of Year 9
Topic: Landscapes

Expectations: Classwork, homework and assessments show student has knowledge of:
1 and 2 point perspective. Observation drawings. Mark-making. Vincent Van Gogh. Art Timeline-Landscape. Rule of Thirds

Developing

The student is developing their understanding of the origins of perspective and how to apply the rules of one and two point perspective to show depth and recession in their work. They are developing their understanding of the art timeline- landscape paintings from antiguity to present day and developing their knowledge on howto analyse a piece of artwork. They are developing their observational drawing skills, experiment with different approaches to drawing,(for example continuous line, negative space and sustained detail) aswell as developing their skills on how to draw different types of trees. They are then introduced to the work of Vincent van Gogh and can show some understanding of how he used different mark making skills to depict a landscape. Lastly the student is developing their understanding of the 'rule of thirds' and can apply this method to produce exciting compositions . Assessment is currently based upon key pieces of work as well as knowledge organiser testing.

Secure

The student has a good understanding of the origins of perspective and how to apply the rules of one and two point perspective to show depth and recession in their work. They have a clear understanding of the art timeline-landscape paintings from antiguity to present day and secure knowledge on howto analyse a piece of artwork. They demonstrate control of observational drawing skills and can experiment with different approaches to drawing,(for example continuous line, negative space and sustained detail) aswell as good skills on how to draw different types of trees. They are then introduced to the work of Vincent van Gogh and can show clear understanding of how he used different mark making skills to depict a landscape. Lastly the student is secure in their understanding of the 'rule of thirds' and can apply this method to produce exciting compositions . Assessment is currently based upon key pieces of work as well as knowledge organiser testing.

Complex

The student has a confident understanding of the origins of perspective and how to apply the rules of one and two point perspective to show depth and recession in their work. They have a very confident understanding of the art timeline- landscape paintings from antiguity to present day and complex in their knowledge on howto analyse a piece of artwork. They demonstrate a high level of control of observational drawing skills, experiment with different approaches to drawing,(for example continuous line, negative space and sustained detail) aswell as excellent skills on how to draw different types of trees. They are then introduced to the work of Vincent van Gogh and can confidently understand how he used different mark making skills to depict a landscape. Lastly the student is confident in their understanding of the 'rule of thirds' and can apply this method to produce exciting compositions . Assessment is currently based upon key pieces of work as well as knowledge organiser testing.

Classics - End of Year 7

Basis of curriculum progress indicator	The Curriculum progress indicator is based on three methods of assessment this year: 1. Regular informal knowledge retrieval quizes in class, which covers recent topics, as well as core knowledge from across the whole year. 2. A cumulative knowledge test, assessing students' core knowledge and understaning of concepts of topics taught in Year 7. 3. An assessment of students' written work in the Summer term.		
Method of assessment	1. Low stakes testing in lessons	2. Cumulative knowledge test	3. Written work
Classics topics covered	The chronology and geography of the classical world. Evidence used in the study of classics and evidential issues. The Greek and Roman Pantheon of the gods. The religious, social and political importance of religion in Greece and Rome. The mythology of Greece and its importance. The Greek belief of hubris and the sacred law of xenia		An extended piece of writing answering the question 'How does mythology help us to understand Greek beliefs and society?'
Concepts	Chronology, religious beliefs, power and authority, society, culture, material culture, the concept of a hero, source interpretations, evidential issues, significance and change.		
Developing	Topic knowledge is not secure	Students' ability to recall the core knowledge of the topics covered to date is not secure.	Students struggle to gage the conceptual focus of the enquiry question in their written communication with more focus on telling the myths as stories rather than how they develop our understanding of Greek beliefs and society. They do not have a solid grasp of the substantive knowledge. They may be chronologically muddled and have a limited understanding of the ancient world. There is a limited understanding of the importance of mythology to understand Greek society beyond myths as a story.
Secure	Topic knowledge is secure	Students' ability to recall the core knowledge of the topics covered to date is secure.	Students are generally able to grasp the disciplinary focus of enquiry questions but their understanding is not fully developed - some connections are made between myth and society. They have a secure grasp of the substantive knowledge although, there may be some inaccuracies in their response. They have a secure knowledge of concepts such as xenia and hubris as well as having a secure sense of period (Ancient Greece). Students attempt to use subject specific vocabulary in their written work.
Complex	Topic knowledge is secure and shows a complex understanding of the topic	Students' have a complex understanding of the classical concepts and knowledge of the topics covered to date.	Students have consistenly grasped the conceptual and disiplinary focus of the enquiry question showing a complex understanding of the significance of mythology. Students are able to use source evidence in their work such as pieces of ancient literature. They have a very secure grasp of the substantive knowledge and show knowledge beyond the topic (hinterland). Students have a very secure knowledge of concepts including the scope of the gods' power, xenia, hubris and the reciprocal relationship. Their writing style is clear and students are confident using subject specific vocabulary such as antiquity, aetiology and anthropomorphism.

Computer Science - End of Year 8

Expectations: Classwork, homework and assessments show student has knowledge of: Fundamentals of Computing. Writing and understanding. Algorithms. Computer Hardware.

Developing The student has developed their knowledge on most of the expectations above. Assessment shows that the student has knowledge the fundamentals of computing, writing and understanding algorithms and the CPU, but they have not secured the key concepts in enough detail to be able to recall and apply them in all forms.

Secure The student has secure knowledge of all expectations of the computing curriculum that has been taught so far. Assessment shows that the student has knowledge the fundamentals of computing, writing and understanding algorithms and the CPU, and as a result has progressed in line with expectations.

Complex The student has clear and complex knowledge and fulfils all expectations of the Curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding of the fundamentals of computing, writing and understanding algorithms and the CPU.

Computer Science - End of Year 9

Expectations: Classwork, homework and assessments show student has knowledge of: Computer Hardware. Networks. Databases. Computational thinking and algorithms. Computer programming with python.

Developing The student has developed their knowledge on most of the expectations above. Assessment shows that the student has knowledge of hardware, networks, databases, computational thinking and algorithms as well as computer programming, but they have not secured the key concepts in enough detail to be able to recall and apply them in all forms.

Secure The student has secure knowledge of all expectations of the computing curriculum that has been taught so far. Assessment shows that the student has knowledge of hardware, networks, databases, computational thinking and algorithms as well as computer programming, and as a result has progressed in line with expectations.

Complex The student has clear and complex knowledge and fulfils all expectations of the Curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding of hardware, networks, databases, computational thinking and algorithms as well as computer programming.

Drama - End of year 8

Expectations: **Classwork, quizzes, practical, verbal feedback shows student has knowledge of:**
Melodrama, Status Script - Naturalism, Sparkleshark - theatre design. script analysis. Documentary Theatre - devising from a stimulus and link to real life events. Greek Theatre - how to interpret and apply techniques to create theatre using Splendid as a practitioner. Slapstick and Commedia - exaggerated character and physicality theory, Print making

Developing Students show some understanding of the range of topics covered. Students can recognise status, elements of devising, use of documentary and verbatim theatre, basic elements of design and their application in drama. Knowledge and understanding from Year 7 is consolidated through performance and evaluation and linking to basic concepts studied. Performance work is developing with more control, imagination and understanding.

Secure Students show a secure understanding of the range of topics covered. Students can clearly identify and use status, elements of devising, use of documentary and verbatim theatre, basic elements of design and their application in drama. Knowledge and understanding from Year 7 is further developed through performance and evaluation and linking to basic concepts studied. Performance work is progressing with more confidence, imagination and understanding.

Complex Students show a complex understanding of the range of topics covered. Students can clearly identify and use status, elements of devising, use of documentary and verbatim theatre, detailed elements of design and their application in drama. Knowledge and understanding from Year 7 is further developed through performance and evaluation and linking to basic concepts studied. Performance work is sophisticated with originality, imagination and understanding.

English - End of Year 7
(Culture and Identity Poetry)

Expectations: Classwork, homework and assessments show student has knowledge of:

The 5 core poems (Hurricane Hits England, Half-Caste, Island Man, Presents From My Aunts in Pakistan, Not My Business).
Poetic terminology and how devices are used for effect.
How poets explore themes such as culture, identity, belonging, isolation, migration. What inspired each poet's work.

Developing

Students may be able to give a simple summary of the poems they have studied. They will be able to recall some simple details from some of the poems but this will often be vague and there may be misunderstandings. Students may begin to select simple references to support their ideas, but responses will be mostly descriptive. Students may begin to make some simple comments about the evidence they have chosen, but this may not always be relevant or accurate. Written responses will often be limited and students will tend to paraphrase from the text rather than infer. Students may begin to make simple comments about the themes and ideas explored in each poem. Responses will often show little awareness of the poet and their intentions and there will be limited evidence of poetic terminology.

Secure

Students will demonstrate a good understanding of the main ideas in the core poems they have studied. They will be able to recall relevant information from the poems and will be able to select some evidence to support their ideas. Students will begin to make relevant comments about how language is used for effect, but at times analysis may be surface level. Students will discuss mostly relevant inferences in their written responses but they may not always be consistently clear in their expression. Students will begin to make relevant comments about the themes explored in each poem. Students will begin to use poetic terminology in their responses and will be able to identify some of these methods in the poems. Students will begin to demonstrate some awareness of how contextual issues have influenced poets' choices.

Complex

Students can confidently discuss a range of ideas explored within each of the poems they have studied. They can select a range of appropriate evidence from the poems to support their ideas. Students will be able to clearly discuss how poets use language and imagery to create meaning, perhaps taking into consideration alternative interpretations. Students may begin to make some relevant comments about how form and structure is used for effect. Students will provide mostly clear and detailed written responses and will be able to confidently talk about themes and issues explored within the poems. Students will use relevant poetic terminology in their responses and will be able to discuss the effects of the poets' methods. Students will consistently show an awareness of the poets within their written responses and will make relevant links to contextual issues which may have influenced them.

English - End of Year 8
(Shakespeare: The Merchant of Venice)

Expectations: Classwork, homework and assessments show student has knowledge of:

The plot of Shakespeare's play. How language, form and structure is used to create meaning. How characters change and develop within the text. How Shakespeare engages with contextual issues which still affect modern society. How the playwright explores themes such as love vs self-interest, conflict, prejudice and intolerance, gender, wealth, mercy vs revenge.

Developing

Students can give a simple summary of the play they have studied. They will be able to recall some details about characters and key moments within the text. Students may be able to talk about some general ideas explored within the play. Students may be able to make some simple comments about how Shakespeare uses language, form and structure for effect, but these comments may be vague or incoherent at times. Written responses may often be limited and students may tend to paraphrase from the text rather than infer. Students may begin to talk about the play's important themes during class discussion, but this might not always be evident in their written analysis. Students may show simple awareness of the playwright within their responses but comments about Shakespeare's intentions may often be limited.

Secure

Students will have a good understanding of the plot and the key events in the play. They will be able to recall relevant information about characters and will begin to discuss how they change and develop. Students will be able to talk about ideas explored in the play in a relevant way. Students will make relevant comments about how language, form and structure is used to create meaning, but at times analysis may be surface level. Students will be able to make relevant inferences in their responses but their written expression may not be consistently clear. Students will show a good awareness of the play's important themes during class discussion. Students will show some awareness of Shakespeare's intentions but they may not always clearly express how the audience responds to these decisions.

Complex

Students can confidently recall the sequence of events within the play and can explain how characters change and develop throughout. They can confidently discuss the importance of key moments within the play and why Shakespeare perhaps included them. Students will be able to clearly discuss how the playwright uses language, form and structure to create meaning and will likely begin to consider alternative interpretations. Students will be able to discuss their own interpretations with clarity in detailed written responses. They will be able to confidently talk about important themes and issues explored within the text they have studied. Students will consistently show an awareness of Shakespeare's intentions and will clearly discuss the likely effect on the audience.

English - End of Year 9
(Poetry)

Expectations: Classwork, homework and assessments show student has knowledge of:

The 5 core poems (Porphyria's Lover, The Laboratory, The Farmer's Bride, Havisham and Salome). Comparative ideas between the poems. Poetic terminology and how devices are used for effect. How poets explore themes such as relationships, power, gender, control, jealousy etc..

Developing

Students may be able to give a simple summary of the poems they have studied. They will be able to recall some simple details from some of the poems but this will often be vague and there may be misunderstandings. Students may begin to select simple references to support their ideas, but responses will be mostly descriptive. Students may begin to make some simple comments about the evidence they have chosen, but this may not always be relevant or accurate. Written responses will often be limited and students will tend to paraphrase from the text rather than infer. Students may begin to make simple comparisons between the poems, but they will struggle to compare in written responses. Responses will often show little awareness of the poet and their intentions and there will be limited evidence of poetic terminology.

Secure

Students will demonstrate a good understanding of the main ideas in the core poems they have studied. They will be able to recall relevant information from all of the poems and will be able to select some evidence to support their ideas. Students will begin to make relevant comments about how language is used for effect. Students will mostly make relevant inferences but explanations may not always be consistently clear. Students will begin to make relevant comparisons between the poems they have studied; they will demonstrate a good understanding of their themes. Students will begin to use poetic terminology in their responses and will be able to identify some of these methods in the poems. Students will begin to demonstrate some awareness of how contextual issues have influenced poets' choices.

Complex

Students can confidently discuss a wide range of ideas explored within each of the poems they have studied. They can select a wide range of appropriate evidence from the poems to support their ideas. Students will be able to clearly discuss how the poets use language to create meaning, taking into consideration alternative interpretations. Students may even begin to explain with some clarity how form and structure is used for effect. Students will confidently make links and comparisons between the poems. Students will provide clear and detailed written responses about the poems they have studied and will be able to confidently talk about the significance of themes and issues explored within them. Students will consistently show an awareness of the poets within their written responses and will make relevant links to contextual issues which may have influenced them.

Food
End of Year 7

Expectations: Classwork, homework and assessments show student has knowledge of:
The Eatwell Guide. Food Safety and Hygiene. Healthy Eating Chopping methods. Combining ingredients. Baking.

Developing The student has developed their knowledge on most of the expectations above. Assessment shows that the student has Basic knowledge of the Eatwell guide, safety and healthy eating. They are working towards securing the key concepts in enough detail to be able to recall and apply them in practical and theory elements of the lesson.

Secure The student has secure knowledge of all expectations of the food curriculum that has been taught so far. Assessments show the student has secured the knowledge of the eatwell guide, hygiene and safety and healthy eating. They can competently apply this knowledge when using chopping methods, combining ingredients and baking.

Complex The student has clear and complex knowledge and fulfils all expectations of the Curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding to solving practical and theory problems in a cooking environment.

Food
End of Year 8

Expectations: Classwork, homework and assessments show student has knowledge of:
Raising Agents. Functions of ingredients. Healthy Eating. Bacteria. Nutrition. Cooking Methods.

Developing
The student has developed their knowledge on most of the expectations above. Assessment shows that the student has basic knowledge of the functions of ingredients, nutrition, cooking methods, healthy eating and bacteria. They are working towards securing the key concepts in enough detail to be able to recall and apply them independently in practical and theory elements of the lesson.

Secure
The student has secure knowledge of all expectations of the food curriculum that has been taught so far. Assessments show the student has secured the knowledge of the functions of ingredients, raising agents, healthy eating bacteria and nutrition. They can competently apply this knowledge when using chopping methods to achieve a good quality outcome.

Complex
The student has clear and complex knowledge and fulfils all expectations of the Curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding to solving practical and theory problems in a cooking environment. They have the independence to adjust cooking methods and nutritional values to improve overall outcomes.

Food
End of Year 9

Expectations: Classwork, homework and assessments show student has knowledge of:
Micronutrients. Macronutrients. Sustainability. HACCP Cooking Methods. Functions of ingredients.

Developing The student has developed their knowledge on most of the expectations above. Assessment shows that the student has basic knowledge of the functions of ingredients, nutrients, sustainable cooking methods and Hazard Analysis Critical Control Points. They are working towards securing the key concepts in enough detail to be able to recall and apply them independently in practical and theory elements of the lesson.

Secure The student has secure knowledge of all expectations of the food curriculum that has been taught so far. Assessments show the student has secured the knowledge of the functions of ingredients, Micronutrients, Macronutrients, HACCP and sustainability. They can competently apply this knowledge when developing sustainable recipes and are able to achieve a good quality outcome using secure coooking methods.

Complex The student has clear and complex knowledge and fulfils all expectations of the Curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding to solving practical and theory problems in a cooking environment. They have the independence to adjust sustainable cooking methods and the micro and macronutrient contents to improve overall outcomes.

Geography
End of Year 7

Expectations: Classwork, homework and assessments show student has knowledge of:

The geosphere. Age of the Earth. The formation of the Earth's crust. The layers of the Earth. Convection currents. Tectonic plate margins.

Developing

The student has developed their knowledge on most of the expectations above. Assessment shows that the student has knowledge of some of the theories about the age of the Earth and can record the events in sequence. They can describe what the Earth's crust is like and what happens at tectonic plate margins but they have not secured the understanding of complex processes such as convection currents and subduction.

Secure

The student has secure knowledge of all expectations of the Geography curriculum that has been taught so far. Assessments show the student has secured the knowledge of the Geography curriculum by acknowledging how theories change as more evidence becomes available, and why some theories are more accepted than others to explain the age of the Earth. The student can also explain the distribution of tectonic activity and what happens at different plate margins, as they understand the different types of crust. The student can also identify and describe anomalies to the pattern. As a result, has progressed in line with expectations

Complex

The student has clear and complex knowledge and fulfils all expectations of the Curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding of convection currents and the processes leading to distinctive plate margins. The student has excellent knowledge of geographical terminology so can explain how Earth's crust formed and the characteristics of the different layers of the Earth, to a high degree. The student has been able to advance their learning by knowing how the theories about the age of the Earth have development with technological changes, and time, and appreciate that Geography is a subject which is constantly evolving, and we are part of the making of it.

Geography
End of Year 8

Expectations: Classwork, homework and assessments show student has knowledge of:
The importance of Oceans (hydrosphere). Geomorphology and the shaping of Yosemite Valley. Soil formation and ecological succession on Surtsey.

Developing The student has developed their knowledge on most of the expectations above. The student can identify different water sources and has knowledge about how oceans can grow as well as disappear. The student can describe the characteristics of soil and the conditions needed for plant grow. Assessment shows that the student has recall knowledge of some of the physical processes and landforms found in Yosemite Valley but they have not secured the key concepts in enough detail to be able to recall and apply them in all forms.

Secure The student has secure knowledge of all expectations of the Geography curriculum that has been taught so far. Assessments show the student has secured the knowledge of the Geography curriculum by explaining the tectonic, fluvial and glacial processes involved in the shaping and formation of Yosemite Valley. The have a confident knowledge of technical terminology, which they have used when explaining the Wilson Cycle and how some seas have grown and disappared over time. The student is able to explain the importance of soil and the ecological succession model.

Complex The student has clear and complex knowledge and fulfils all expectations of the Curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding to explain the geomorphology of Yosemite Valley in a clear sequence, using high level termninology. The student understands the complexity of ocean processes, and the studies behind the geographical thinking. The student can apply their understanding about ecological succession to explain how rocky barren volcanic islands could support a variety of life in the future.

Geography
End of Year 9

Expectations: Classwork, homework and assessments show student has knowledge of:
Natural resources . The power of trade. China's changing economy.

Developing

The student has developed their knowledge on most of the expectations above. Assessment shows that the student has recall knowledge of renewable and non-renewable natural resources and where and how they form. The student can make a link between resources, trade and power and understands terms such as imports and exports. The student can list the advantages and disadvantages of TNCs on a host country. The student can recall knowledge about China and ways in which its society and economy have changed.

Secure

The student has secure knowledge of all expectations of the Geography curriculum that has been taught so far. Assessments show the student has secured the knowledge of the Geography curriculum by explaining how natural resources form and why there is an uneven distrubution. The student can describe the advantages and disadvantages of TNCs and begin to explain the impacts on a host country. The student can also explain the power of China, using data, to appreciate why the term 'superpower' could be applied. The student has a confident knowledge of termninology which they use to a high level. As a result, has progressed in line with expectations.

Complex

The student has clear and complex knowledge and fulfils all expectations of the Geography Curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding to explain how some natural resources can lead to greater power and wealth for some countries. The student understands the complexities of trade and how it can benefit some countries but disadvantage others. The student can also describe and explain the influence of China on a global scale, and compare statistics about China and USA to conclude whether China is a superpower.

History – End of Year 7

Basis of Curriculum Progress indicator:

The Curriculum progress indicator is based on three methods of assessment this term:

1. Regular informal knowledge retreival quizes in class, which covers recent topics, as well as core knowledge gained since the outset of the academic year.
2. A cumulative multiple choice test, assessing students' core knowledge and understanding of concepts from topics taught in throughout Year 7.
3. An holistic assessment of students' written work in the Spring and Summer term.

Method of assessment	**1. Low stakes testing in lessons**	**2. Cumulative knowledge test**	**3. Written work**
History topics covered	The Peasants Revolt, the Black Death, Medieval Mali, Angevin England, The Norman Conquest, the Abbassids, the Anglo Saxons, the Romans.	Key concepts that relate to substantive knowledge gained in Y7	An holistic overview of written work carried out over the Spring and Summer term.
Concepts	Protest, Revolution, Religion, Power, Conflicts, Intellectual Climates, Interpretations, Interpretations, Diversity of Experience.	Protest, Revolution, Religion, Power, Warfare, Intellectual Climates, Culture, Interpretations, Diversity of Experience.	Significance, Causation, Change over time.
Developing	Topic knowledge is not secure	Students' ability to recall the core knowledge of the topics covered to date is not secure.	Students struggle to gage conceptual the focus of the enquiry question in their written communication. They do not have a solid grasp of the substantive knowledge. They may be chronologically muddled and have a limited understanding of the period. Their ability to express themselves in writing may be incredibly limited.
Secure	Topic knowledge is not secure	Students' ability to recall the core knowledge of the topics covered to date is not secure.Diversity of Experience.	Students are generally able to grasp the disciplinary focus of enquiry questions but their understanding is not fully developed. They have a secure grasp of the substantive knowledge although, there may be some inaccuracies in their response. They have a solid sense of period and a secure understanding of the chronology. Their written expression generally makes their points clear.
Complex	Topic knowledge is secure and shows a complex understanding of the topic.	Students' have a complex understanding of the historical concepts and knowledge of the topics covered to date.	Students have consistently grasped the conceptual focus of enquiry questions. They can synthesis and evaluate events, individual's actions to show why change/causation is complex. They have a very secure grasp of the substantive knowledge. They have a solid sense of the period and go beyond 'topic' (hinterland) knowledge to make assertions. This may be very subtle. Their writing style is clear

History – End of Year 8

Basis of Curriculum Progress indicator:

The Curriculum progress indicator is based on three methods of assessment this term:
1. Regular informal knowledge retrieval quizes in class, which covers recent topics, as well as core knowledge gained since the outset of the academic year.
2. A cumulative multiple choice test, assessing students' core knowledge and understanding of concepts from topics taught in throughout Year 7.
3. An holistic assessment of students' written work in the Spring and Summer term.

Method of assessment	**1. Low stakes testing in lessons**	**2. Cumulative knowledge test**	**3. Written work**
History topics covered	The Renaissance, The Reformation, The Age of Discovery, Slavery over time, The Indian Mutiny, The Industrial Revolution as well as topics taught in Year 7.	Key concepts that relate to substantive knowledge gained in Y7 and 8	An holistic overview of written work carried out over the Spring and Summer term.
Concepts	Protest, Revoltuon, Religion, Power, Conflicts, Intellectual Climates, Interpretations, Interpretations, Diversity of Experience.	Protest, Revolution, Religion, Power, Warfare, Intellectual Climates, Culture, Interpretations, Diversity of Experience.	Significance, Causation, Change over time.
Developing	Topic knowledge is not secure	Students' ability to recall the core knowledge of the topics covered to date is not secure.	Students struggle to gage conceptual the focus of the enquiry question in their written communication. They do not have a solid grasp of the substantive knowledge. They may be chronologically muddled and have a limited understanding of the period. Their ability to express themselves in writing may be incredibly limited.
Secure	Topic knowledge is not secure	Students' ability to recall the core knowledge of the topics covered to date is not secure.Diversity of Experience.	Students are generally able to grasp the disciplinary focus of enquiry questions but their understanding is not fully developed. They have a secure grasp of the substantive knowledge although, there may be some inaccuracies in their response. They have a solid sense of period and a secure understanding of the chronology. Their written expression generally makes their points clear.
Complex	Topic knowledge is secure and shows a complex understanding of the topic.	Students' have a complex understanding of the historical concepts and knowledge of the topics covered to date.	Students have consistently grasped the conceptual focus of enquiry questions. They can synthesis and evaluate events, individual's actions to show why change/causation is complex. They have a very secure grasp of the substantive knowledge. They have a solid sense of the period and go beyond 'topic' (hinterland) knowledge to make assertions. This may be very subtle. Their writing style is clear

History – End of Year 9

Basis of Curriculum Progress indicator:

The Curriculum progress indicator is based on three methods of assessment this term:
1. Regular informal knowledge retrieval quizes in class, which covers recent topics, as well as core knowledge gained since the outset of the academic year.
2. A cumulative multiple choice test, assessing students' core knowledge and understanding of concepts from topics taught in throughout Year 7.
3. An holistic assessment of students' written work in the Spring and Summer term.

Method of assessment	**1. Low stakes testing in lessons**	**2. Cumulative knowledge test**	**3. Written work**
History topics covered	British decolonisation, the Holocaust, World War Two, Inter-war peiod, Russian Revolution, World War One, Sufragettes as well as topics taught in Year 7 and Year 8.	Key concepts that relate to substantive knowledge gained in Y9(as well as Y7 and Y8	An holistic overview of written work carried out over the Spring and Summer term.
Concepts	Protest, Revoltuon, Religion, Power, Conflicts, Intellectual Climates, Interpretations, Interpretations, Diversity of Experience.	Protest, Revolution, Religion, Power, Warfare, Intellectual Climates, Culture, Interpretations, Diversity of Experience.	Significance, Causation,
Developing	Topic knowledge is not secure	Students' ability to recall the core knowledge of the topics covered to date is not secure.	Students struggle to gage conceptual the focus of the enquiry question in their written communication. They do not have a solid grasp of the substantive knowledge. They may be chronologically muddled and have a limited understanding of the period. Their ability to express themselves in writing may be incredibly limited.
Secure	Topic knowledge is not secure	Students' ability to recall the core knowledge of the topics covered to date is not secure.Diversity of Experience.	Students are generally able to grasp the disciplinary focus of enquiry questions but their understanding is not fully developed. They have a secure grasp of the substantive knowledge although, there may be some inaccuracies in their response. They have a solid sense of period and a secure understanding of the chronology. Their written expression generally makes their points clear.
Complex	Topic knowledge is secure and shows a complex understanding of the topic.	Students' have a complex understanding of the historical concepts and knowledge of the topics covered to date.	Students have consistently grasped the conceptual focus of enquiry questions. They can synthesis and evaluate events, individual's actions to show why change/causation is complex. They have a very secure grasp of the substantive knowledge. They have a solid sense of the period and go beyond 'topic' (hinterland) knowledge to make assertions. This may be very subtle. Their writing style is clear

Maths - End of Year 7

Expectations: Classwork, homework and assessments will have covered topics from:
Sequences. Algebraic notation. Equality & equivalence., Place value & ordering. Fractions, decimals & percentages. Addition & subtraction. Multiplication & division. Fractions & percentages of amounts. Directed number, Fractional thinking. Construction & measuring. Geometric reasoning.

Developing The student is developing their knowledge on most of the expectations above. Assessment shows that the student has knowledge of some of these areas but they have not secured the key concepts in enough detail to be able to recall and apply them in all forms.

Secure The student is developing their knowledge on most of the expectations above. Assessment shows that the student has knowledge of some of these areas but they have not secured the key concepts in enough detail to be able to recall and apply them in all forms.

Complex The student has clear and complex knowledge and fulfils all expectations of the curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding to solve problems and reason in varying contexts.

Maths - Year 8F End of Year
Classes A/G 4/5/6

Expectations: Classwork, homework and assessments will have covered topics from: Expressions & equations. Number properties & calculations. Measuring & shapes. Statistics. Fractions, decimals & percentages. Transformations. Probability. Graphs. Sequences. Shapes & measures in 3D. Number properties.

Developing The student is developing their knowledge on most of the expectations above. Assessment shows that the student has knowledge of some of these areas but they have not secured the key concepts in enough detail to be able to recall and apply them in all forms.

Secure The student has secure knowledge of all expectations of the Maths curriculum that have been taught so far. Assessments show the student has secured knowledge in all formats and as a result has progressed in line with expectations.

Complex The student has clear and complex knowledge and fulfils all expectations of the curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding to solve problems and reason in varying contexts.

Maths - Year 8H End of Year
Classes A/G 1/2/3

Expectations: Classwork, homework and assessments will have covered topics from:
Working with powers. Perimeter, area & volume. Angles & shapes. Factors & powers. Sequences & graphs. Multiplicative reasoning. 2D shapes & 3D solids. Fractions. Probability. Graphs. Scale drawings & measures.

Developing The student is developing their knowledge on most of the expectations above. Assessment shows that the student has knowledge of some of these areas but they have not secured the key concepts in enough detail to be able to recall and apply them in all forms.

Secure The student has secure knowledge of all expectations of the Maths curriculum that have been taught so far. Assessments show the student has secured knowledge in all formats and as a result has progressed in line with expectations.

Complex The student has clear and complex knowledge and fulfils all expectations of the curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding to solve problems and reason in varying contexts.

Maths - Year 9F End of Year
Classes 7 to 11

Expectations: Classwork, homework and assessments will have covered topics from:
Number. Algebra. Graphs, tables & charts. Fractions & percentages. Equations, inequalities & sequences. Angles. Averages & range. Perimeter, area & volume.

Developing The student is developing their knowledge on most of the expectations above. Assessment shows that the student has knowledge of some of these areas but they have not secured the key concepts in enough detail to be able to recall and apply them in all forms.

Secure The student has secure knowledge of all expectations of the Maths curriculum that have been taught so far. Assessments show the student has secured knowledge in all formats and as a result has progressed in line with expectations.

Complex The student has clear and complex knowledge and fulfils all expectations of the curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding to solve problems and reason in varying contexts.

Maths - Year 9H End of Year
Classes 1 to 6

Expectations: Classwork, homework and assessments will have covered topics from:
Number. Algebra. Interpreting & representing data.
Fractions, ratio & percentages. Angles & trigonometry. Graphs. Area & volume. Transformations & constructions.

Developing The student is developing their knowledge on most of the expectations above. Assessment shows that the student has knowledge of some of these areas but they have not secured the key concepts in enough detail to be able to recall and apply them in all forms.

Secure The student has secure knowledge of all expectations of the Maths curriculum that have been taught so far. Assessments show the student has secured knowledge in all formats and as a result has progressed in line with expectations.

Complex The student has clear and complex knowledge and fulfils all expectations of the curriculum so far. Assessment proves this and shows that the student has acquired an ability to recall and apply their understanding to solve problems and reason in varying contexts.

Music - Year 7
(Treble Clef and Keyboard Performance Skills)

Expectations: Classwork, homework and assessments show student has knowledge of:
Pitch and Rhythm Reading. Keyboard Control and Performance. Music Notation Writing. Solo and Ensemble Performance. Melodic shape understanding. General Musicianship Skills.

Knowledge and skills acquired for Treble Clef and Keyboard performance:

Treble Clef

- How to read pitches on the stave (staff notation).
- How to write notation accurately on a stave.
- Understanding of melodic shape.
- Understanding of the different functions of a keyboard and how it can be effectively used as a musical instrument.
- The concept of melody and accompaniment.

Keyboard

- Keyboard performance technique (hand positioning and fingering).
- Awareness of pitch direction.
- Development of awareness of and ability to follow a pulse.
- Develop understanding of rhythm following on from the previous SoW.
- Aural – Ability to recognise pitch direction and level of accuracy within a performance.
  Oracy – Providing feedback using musical terminology.

Developing Performance:

Able to perform the first line of the Blues melody with accurate rhythm and counting the correct duration for rests.
Able to perform both lines of the Blues melody with accurate rhythm and counting the correct duration for rests.
Able to perform using your right hand and the correct fingers.

Secure Performance:

Able to perform the Blues melody in time with a drum beat.
Able to improvise during the rests in the melody using the Blues scale (E, G, A, B, D)

Complex Performance:

Able to perform the single finger chords of the 12 bar blues with your left hand in time with a drum beat.
Able to perform the Blues melody with your right hand together with the single finger chords of the 12 bar blues.
Able to perform the Blues melody with your right hand together with the triad chords of the 12 bar blues.

Music - Year 8
(Creating your own music)

Expectations: Classwork, homework and assessments show student has knowledge of:
Performance on ukulele and keyboard. Understanding of structure, texture and variation. Know and demonstrate an understanding of the C Major key and it's chords. Use Key Terminology orally and in written form. Use Music Software competently. Demonstrate composition skills using the interrelated dimensions of music. Solo and Ensemble Performance. Melodic shape understanding. General Musicianship Skills.

Knowledge acquired for Creating your own music:
- Knowledge of performance on a wider range of instruments
- Knowledge of how to apply compositional techniques
- Knowledge of how to include chords into your composition and alter these for various sections
- Knowledge about structures within music
- Knowledge of how to compose 2 contrasting chord progressions
- Knowledge of how to play these chord progressions on the keyboard and input into GarageBand

Developing

Composition:
I can create compositions which explore different sounds and the elements of music in an effective way.
- You have chosen A section triad chords and inputted them as block chords into GarageBand, lasting 4 beats each from Bars 1-5.
- You have Input your B section chords into GarageBand from Bar 5-9. Creating AB (Binary Form). You have either:
- Chosen B section triad chords and input them as block chords into GarageBand, lasting 4 beats each.

OR
- Chosen B section triad chords and input them as broken chords into GarageBand, with every note lasting 1 beat each.
- Copy and paste your A section so it repeats after B from Bar 9-13. Creating ABA (Ternary Form).
- You have chosen C section triad chords and input them as broken chords after your second A section from Bar 13-17, with every note lasting 1 beat or half a beat each.

Secure

Composition:
I can construct and develop musical ideas to create compositions that use the elements of music well throughout.
I can develop musical ideas that explore contrast by exploiting the musical elements innovatively
- Copy and paste your A section so it repeats after C from Bar 17-21. Creating ABACA (Rondo Form).
- You have demonstrated the following skills: Create a new track, Split tracks, Copy and paste
- You have added a suitable drum loop/beat to your composition.
- You have added different suitable drum loops/beats to every section - A, B and C. Your A section drum loop has to be the same every time your A section repeats. The B and C section loop should be different.
- Add a melodic idea loop to every section. Remember to copy and paste the same one for your repeated A sections.
- Add a bass riff loop to every section. Remember to copy and paste the same one for your repeated A sections.

Complex

Composition:
I can develop highly imaginative and original compositions ideas, which explore various musical elements.
My ideas have a sense of direction and shape.
- You have chosen loops suitable to your songs style/genre.
- Add a bass line that outlines the root note (first note) of each chord. For example, the bass note to accompaniment a C Major chord would be a C.
- Add another texture layer/sound source that complements your composition.
- Extra marks can be gained through texture variation and development. For example, adding in new ideas over time.

Music - Year 8
(Band Skills - Seven Nation Army)

Expectations: Classwork, homework and assessments show student has knowledge of:
Ensemble Performance. Leadership in Performance. General Musicianship Skills. Individual performance ability. Understanding of different instrument notation. Ability to play different instruments.

Knowledge acquired for Musical Futures Seven Nation Army:

- Knowledge of performance on a wider range of instruments
- Knowledge of effective rehearsal strategies as an ensemble
- Knowledge of how to effectively plan next steps in rehearsal
- Knowledge of how to use performance skills
- Knowledge of how to rehearse successfully
- Knowledge of how to include chords and melodies into your performance
- Knowledge about structures within music
- Knowledge of musical notation including rhythm and pitchBand

Developing

Performance:

I can participate in a simple performing task, following instructions.
I can perform with reasonable fluency and accuracy.
I can keep my own part going in a group performance, showing reasonable confidence.

- You are able to perform the Seven Nation Army riff OR chords on an instrument of your choice.
- You are able to perform your part with fluency and accuracy.
- You demonstrate an awareness of ensemble skills (listening, communication, kindness).
- You are aware of the song structure and are able to come in with your part at the correct time.

Secure

Performance:

I can maintain an appropriate role within a group, performing accurately and fluently, demonstrating a high level of confidence.
I can maintain a significant role within a group, showing creativity in my performance.
I can perform extended parts with appropriate skill and expression.

- You are able to perform your part in time with the rest of your band with fluency and accuracy.
- You are able to perform the introduction together as a band.
- You are able to perform the introduction and verse 1 together as a band.

Complex

Performance:

I can perform more challenging parts, following complex parts and/or playing more than one part at once.
I can demonstrate outstanding performance skills, showing high levels of confidence and technical ability.
I can collaborate effectively with other performers, showing the ability to lead or direct an ensemble.

- You are able to perform the introduction, verse 1 and verse 2 together as a band.
- You demonstrate leadership skills throughout your rehearsal and performance (e.g. helping others with their parts, establishing the pulse by counting in, signalling changes in the performance where needed).

Music - Year 9
(Film Music and Composition)

Expectations: Classwork, homework and assessments show student has knowledge of:
History of film music knowledge. Music theory - And Key Terminology orally and in written form. Composing skills. Analysis of music within film. Keyboard Skills. Music Technology – Mac Books/GarageBand.

Knowledge acquired for Film Music and Composition:
- The context of film music within the music industry.
- The role of a film music composer.
- The impact and effect of music on a film scene.
- Understanding of a range of musical devices, elements and techniques used in film music composition.
- Ability to use Garageband software to compose music.
- Ability to perform a range of musical devices on keyboard to assist with composing music to accompany a film clip.

Developing

Composition (DEMONSTRATION OF KNOWLEDGE)

Success Criteria:
- ☐ Your music is suitable for the overall mood of the soundtrack including any changes of mood throughout.
- ☐ The timings of your soundtrack should be in sync with the film.
- ☐ You have used a variety of appropriate loops throughout the soundtrack.

Secure

Composition (DEMONSTRATION OF KNOWLEDGE):
Success Criteria: In addition to the Developing skills.
- ☐ You have composed using one compositional device that are suitable for the atmosphere and overall mood of the soundtrack. Music Devices: Major, minor or diminished chords, chromatic scale, cluster chord, pedal note, sequence, ostinato and silence.
- ☐ You have composed using a range of compositional devices that are suitable for the atmosphere and overall mood of the soundtrack.
- ☐ You have composed a suitable leitmotif for at least one of the characters in the scene.

Complex

Composition (DEMONSTRATION OF KNOWLEDGE):
Success Criteria: In addition to the Secure skills.
- ☐ You have used texture to build up and reduce tension and drama.
- ☐ You have used an example of mickey-mousing effectively by using at least one of the compositional devices we have studied.
- ☐ You have included dynamics (fade in and out) effectively throughout your scene.
- ☐ You have developed your leitmotif(s) to reflect the movement of the character.

Biology – End of Year 7

Expectations: **Classwork, homework and assessments show student has knowledge of:**
Skeleton and Muscles – bones, movement, ligaments, tendons, antagonistic muscles. Organ Systems – specialised organs, respiratory system, special jobs.
Food Webs – Food chains, producer, primary and secondary consumer. energy. Populations & Habitats – species, populations dynamics, predator and prey, estimated population size, quadrats.

Developing Students should be able to demonstrate knowledge and understanding of the above by recalling and stating. They are able to name or state key facts but are yet to show evidence of consistently applying this to a new situation. For example, students can the jobs of the skeleton and muscles but cannot describe how antagonist muscles cause movement .

Secure Students should be able to apply their knowledge and understanding to familiar or novel contexts by describing and explaining. They are able to recall facts from the topics listed above and use them for new situations but are yet to show evidence of linking different parts of the Biology syllabus together. For example, students can describe the relationship between predator and prey but cannot interpret population dynamic data/graphs.

Complex Students should apply their knowledge synoptically, linking two or more concepts. Students should be able to evaluate, conclude and improve procedures. They are able to consistently show evidence of this in both their class discussions and written work. For example, students can correlate food webs and data on population dynamics.

Biology – End of Year 8

Expectations: Classwork, homework and assessments show student has knowledge of:

Inherited Characteristics – fertilisation, height, skin colour, hair colour.
Variation – species, diversity, inherited and environmental, continuous and discontinuous.
Natural Selection – evolution, Darwin, genes, characteristics, mutation
DNA, Genes and Chromosomes – nucleotide, nucleus, 23 pairs, sexual reproduction.

Developing

Students should be able to demonstrate knowledge and understanding of the above by recalling and stating. They are able to name or state key facts but are yet to show evidence of consistently applying this to a new situation. For example students can state some inherited characteristics of different species of organisms but cannot relate this to sexual reproduction.

Secure

Students should be able to apply their knowledge and understanding to familiar or novel contexts by describing and explaining. They are able to recall facts from the topics listed above and use them for new situations but are yet to show evidence of linking different parts of the Biology syllabus together. For example, students can describe how sexual reproduction introduces variation into the species but cannot relate this to any evolutionary process.

Complex

Students should apply their knowledge synoptically, linking two or more concepts. Students should be able to evaluate, conclude and improve procedures. They are able to consistently show evidence of this in both their class discussions and written work. For example, students can explain how mutations introduction new genes into within a given population.

Biology – End of Year 9

Expectations: Classwork, homework and assessments show student has knowledge of:

Body's Primary & Secondary Defence – communicable diseases, skin, HCl, platelets, white blood cells, antibodies, engulf.
Vaccinations and Immune Response – antibodies, memory cells, antigens.
Developing Drugs and Monoclonal Antibodies – clinical trials, placebo, double blind trial, hybridoma.
Plant Diseases and Defence – TMV, Black Rose Spot, stunted growth, thorns, chemicals.

Developing

Students should be able to demonstrate knowledge and understanding of the above by recalling and stating. They are able to name or state key facts but are yet to show evidence of consistently applying this to a new situation. For example, students can name some communicable and non-communicable diseases.

Secure

Students should be able to apply their knowledge and understanding to familiar or novel contexts by describing and explaining. They are able to recall facts from the topics listed above and use them for new situations but are yet to show evidence of linking different parts of the Biology syllabus together. For example, students can describe how antibodies work but cannot link this to the specificity of vaccines.

Complex

Students should apply their knowledge synoptically, linking two or more concepts. Students should be able to evaluate, conclude and improve procedures. They are able to consistently show evidence of this in both their class discussions and written work. For example, students can describe how monoclonal antibodies can be used to treat diseases, such as cancer.

Chemistry – End of Year 7

Expectations: Classwork, homework and assessments show student has knowledge of: Combustion Neutralisation. Particle model. Chromatography. Separating techniques. Elements, mixtures and compounds. Structure of the Earth.

Developing Student has shown an understanding of the topics and can demonstrate knowledge and understanding by recalling and stating the keywords from the topic. Assessment shows that they cannot yet explain these concepts in sufficient detail as to show that their understanding has been embedded. For example they can remember the examples of reactions given in class, but are unable to apply this when other chemicals are given in the question. Another example would be that they could the name of a separating technique, but would be unable to explain the method.

Secure Student has shown that they understand the topic and can apply the knowledge to familiar contexts. In class and assessments they have shown that they cannot yet apply their understanding to new situations. For example they can apply their knowledge of a reaction to different but similar chemicals, but are unable to apply this to a question with a different layout or wording. Another example would be that they can describe the arrangement of particles in a substance, but can explain how that arrangemtn could change when heated.

Complex Student is able to apply knowledge synoptically, linking two or more concepts. They can also evaluate, conclude and improve procedures. The student has shown that they can apply their knowledge to different situations; linking concepts from a range of topics. They can evaluate their own, and other peoples ideas. They are able to formulate conclusions to their findings and suggest improvements. For example they can link their work on reactions like combustion and neutralisation to being able to identify if the chemical is an element or compound. They can discuss a range of seapating techniques and explain how each method works.

Chemistry – End of Year 8

Expectations: Classwork, homework and assessments show student has knowledge of:

Elelments and compounds	Periodic table	Global warming
Group 1, 7 and 0 elements	Climate change	Extracting techniques

Developing Student has shown an understanding of the topics and can demonstrate knowledge and understanding by recalling and stating the keywords from the topic. Assessment shows that they cannot yet explain these concepts in sufficient detail as to show that their understanding has been embedded. For example they can remember the examples elements and compounds, or give examples of metals and non-metals in class, but are unable to apply this if they are asked to give other examples. They often require support when giving answers.

Secure Student has shown that they understand the topic and can apply the knowledge to familiar contexts. In class and assessments they have shown that they cannot yet apply their understanding to new situations. For example they can apply their knowledge of the reactivity of group 1 metals to a range of different metals, but are unable to apply this to a question with a different layout or wording. They could discuss patterns in the periodic table, but are not yet at a place where thy could explain these trends.

Complex Apply knowledge synoptically, linking two or more concepts. Evaluate, conclude and improve procedures. The student has shown that they can apply their knowledge to different situations; linking concepts from a range of topics. They can evaluate their own, and other people's ideas. They are able to formulate conclusions to their findings and suggest improvements. For example they can link their work on elements and compounds to specific reactions such as neutralisation or combustion. Another example would be being able to explain the properties of an element based on their position in the periodic table.

Chemistry – End of Year 9

Expectations: Classwork, homework and assessments show student has knowledge of:
Atoms, elements and compounds. Ionic Bonding. Separating techniques. History of the atom. Covalent bonding. Properties of diamond and graphite

Developing Student has shown an understanding of the topics and can demonstrate knowledge and understanding by recalling and stating the keywords from the topic. Assessment shows that they cannot yet explain these concepts in sufficient detail as to show that their understanding has been embedded. For example they can identify some elements and compounds, but could make some errors. They can describe the structure of an atom for some elements, but not others.

Secure Student has shown that they understand the topic and can apply the knowledge to familiar contexts. In class and assessments they have shown that they cannot yet apply their understanding to new situations. For example they can apply their knowledge of the structure of an atom to different elements, but are unable to apply this to a question with a different layout or wording. Another example could be that they can explain how to separate a certain mixture, but if a different mixture was given, they couldn't transfer that knowledge.

Complex Apply knowledge synoptically, linking two or more concepts. Evaluate, conclude and improve procedures. The student has shown that they can apply their knowledge to different situations; linking concepts from a range of topics. They can evaluate their own, and other peoples ideas. They are able to formulate conclusions to their findings and suggest improvements. For example they can link their work on the structure of an atom, and use that to explain the properties of an element. Another example would be being able to explain the different methods of separation using knowledge of physical and chemical properties.

Physics – End of Year 7

Expectations: Classwork, homework and assessments show student has knowledge of:
Define and exemplify renewable and non-renewable energy sources. Evaluate advantages and disadvantages of energy sources in terms of efficacy and environmental impact. Define Current, Potential Difference and Resistance. Explain how static electricity can form. Build series and parallel circuits and investigate the rules of P.D and I. Perform calculations of electrical power.

Developing Students are able to demonstrate knowledge and understanding of the topics above. They can name key facts, as listed on their knowledge organisers, however they are not always apply this knowledge to new scenarios. For example, they can state the types of energy store, but are unable to describe the transfer of energy from one store to another.

Secure Students are able to apply knowledge and understanding of the topics above. They can apply their knowledge to new contexts but are yet to consistently link different topics together. For example, they can recall and describe the key features of a thermal power station but may not be able to evaluate similarities in function to a wind turbine.

Complex Students are able to apply knowledge synoptically, linking two or more concepts. They can evaluate information, form conclusions and suggest improvements to procedures. They can link different parts of the Physics syllabus together and show this consistently in both class discussion and their written work. For example, they can perform calculations on electrical energy and link this to prior learning on energy transfers.

Physics – End of Year 8

Expectations: Classwork, homework and assessments show student has knowledge of:

Perform calculations using W=Fs in novel examples. Explain how levers can be considers as simple machines and perform calculations to decide whether a system is in equilibrium or not. Perform calculation on simple lever examples to determine an unknown force or distance.
Explain how heating changes the arrangement and movement of particles in 3 state of matter. Explain conduction, convection and radiation. Relate conduction, convection and radiation to insulation within the home.

Developing

Students are able to demonstrate knowledge and understanding of the topics above. They can name key facts, as listed on their knowledge organisers, however they are not always apply this knowledge to new scenarios. For example, they can calculate a moment given simple data but may not be able to do so in a written scenario.

Secure

Students are able to apply knowledge and understanding of the topics above. They can apply their knowledge to new contexts but are yet to consistently link different topics together. For example, not linking work done to prior learning of energy transfers

Complex

Able to apply knowledge synoptically, linking two or more concepts. Can evaluate information, form conclusions and suggest improvements to procedures. They can link different parts of the Physics syllabus together and show this consistently in both class discussion and their written work. For example, they can link conduction and convection to prior learning on pressure in fluids.

Physics – End of Year 9

Expectations: Classwork, homework and assessments show student has knowledge of:

Explain the process of nuclear decay. Perform calculations for a and β decay. State/explain the properties of a, β and γ radiation. Explain the hazards of radioactive emissions. Use the terms Irradiation and Contamination accurately.
Define and perform calculations with half life using graphs and word problems. Calculate net decline. Explain the uses of radiation including; radiotherapy, diagnostic scanning, tracing, paper milling and fire alarms. Describe the source background radiation. Explain, simply, fission and fusion

Developing

Students are able to demonstrate knowledge and understanding of the topics above. They can name key facts, as listed on their knowledge organisers, however they are not always apply this knowledge to new scenarios. For example, they are able to define an isotope but may not recognise this from given information.

Secure

Students are able to apply knowledge and understanding of the topics above. They can apply their knowledge to new contexts but are yet to consistently link different topics together. For example, they can state the causes/sources of background radiation but may not be able to relate this to decision making processes when deciding on the best location for a reactor.

Complex

Able to apply knowledge synoptically, linking two or more concepts. Can evaluate information, form conclusions and suggest improvements to procedures. They can link different parts of the Physics syllabus together and show this consistently in both class discussion and their written work. For example, they can describe the functioning of a fission power station and link this to prior (y7) learning on energy sources.

Product Design
End of Year 7

Expectations: Classwork, homework and assessments show student has knowledge of:
Tools and Machinery. Isometric Drawing. Material Properties.
CAD - 2D Design. Colour Rendering. Traditional Joining Methods

Developing

The student is developing their understanding of tools and machinery, health and safety, and how it is applied to the Technology curriculum focusing on the areas above. They are developing their isometric drawing skills, with some understanding of the drawing technique. They have developed some understanding of material properties, and traditional joining methods but they are working towards securing the key concepts in enough detail to be able to recall and apply them. The student is developing their skills in the workshop, selecting appropriate tools and machinery to produce their desk tidy. Assessment is currently based upon key pieces of work as well as knowledge organiser testing.

Secure

The student is secure in their understanding of tools and machinery, health and safety, and how it is applied to the Technology curriculum focusing on the areas above. They are secure in their isometric drawing skills, with a good understanding of the drawing technique. They have developed secure understanding of material properties, and traditional joining methods, as a result the student has progressed in line with expectations. The student has secure skills in the workshop, selecting appropriate tools and machinery to produce their desk tidy to a good standard. Assessment is currently based upon key pieces of work as well as knowledge organiser testing.

Complex

The student has clear and complex knowledge and fulfils all expectations of the Technology curriculum as described above. They are very confident in their isometric drawing skills, with a clear and complex understanding of drawing technique. They have a complex understanding of material properties, and traditional joining methods, as a result the student has been able to apply this knowledge to their design ideas. The student has complex skills in the workshop, selecting appropriate tools and machinery to produce their desk tidy to a high standard. Assessment is currently based upon key pieces of work as well as knowledge organiser testing.

Product Design
End of Year 8

Expectations: Classwork, homework and assessments show student has knowledge of:

Environmental Issues	Sustainablility	Isometric Drawing
Tools and Machinery	Traditional Wood Joints	Workshop Skills

Developing

The student is developing their understanding of tools and machinery, health and safety, and how it is applied to the Technology curriculum focusing on the areas above. They are developing their isometric drawing skills, with some understanding of drawing technique. They have developed some understanding environmental issues and they are working towards securing the key concepts in enough detail to be able to recall and apply them. The student is developing their skills in the workshop, selecting appropriate tools and machinery to produce their bug hotel. Assessment is currently based upon key pieces of work as well as knowledge organiser testing.

Secure

The student is secure in their understanding of tools and machinery, health and safety, and how it is applied to the Technology curriculum focusing on the areas above. They are secure in their isometric drawing skills, with a good understanding of drawing technique. They have developed secure understanding of environmental issues, as a result the student has progressed in line with expectations. The student has secure skills in the workshop, selecting appropriate tools and machinery to produce their bug hotel to a good standard. Assessment is currently based upon key pieces of work as well as knowledge organiser testing.

Complex

The student has clear and complex knowledge and fulfils all expectations of the Curriculum as described above. They are very confident in their isometric drawing skills, with a clear and complex understanding of drawing technique. They have a complex understanding of environmental issues, as a result the student has been able to apply this knowledge to their design ideas of a bug hotel. The student has complex skills in the workshop, selecting appropriate tools and machinery to produce their bug hotel to a high standard.Assessment is currently based upon key pieces of work as well as knowledge organiser testing.

Product Design
End of Year 9

Expectations: Classwork, homework and assessments show student has knowledge of:

User centred design	Iterative design	Ergonomics
Anthroprometrics	Rapid prototyping	Writing a brief

Developing

The student is able to understand the design process including user centred design and iterative design. They have been able to write a basic design brief. They are able to incorporate ergonomic and anthropometric considerations in their design and have explored rapid prototyping and safely used basic techniques using card. They have developed a design for their smart speaker in sketch form which has a link to the key desinger. Assessment is currently based upon key pieces of work as well as knowledge organiser testing.

Secure

The student is able to clearly understand the design process including user centred design and iterative design. They have been able to write a concise design brief. They are able to incorporate ergonomic and anthropometric considerations effectively in their design and have explored rapid prototyping and safely used basic techniques using card with a good degree of accuracy. They have developed a range of designs for their smart speaker in sketch form which clearly link to the key designers. Their sketching demonstrate a level of confidence. Assessment is currently based upon key pieces of work as well as knowledge organiser testing.

Complex

The student is able to extremely confident in their understanding of the design process including user centred and iterative design. They have been able to write a concise and detailed design brief. They are able to easily incorporate ergonomic and anthropometric considerations effectively in their design and have explored rapid prototyping and safely used basic techniques using card with a high degree of accuracy. They have developed an excellent range of designs for their smart speaker in sketch form which clearly link to the key designers. Their sketching is detailed and demonstrates a level of confidence. Assessment is currently based upon key pieces of work as well as knowledge organiser testing.