

# YEAR 7

# 2015/16



EGGLESCLIFFE  
— SCHOOL —

# TRACKING PROGRESS ACROSS THE CURRICULUM

**National Teaching School**  
designated by



National College for  
Teaching & Leadership

**National Support School**  
designated by



National College for  
Teaching & Leadership

As part of the DfE's reforms to the national curriculum, the system of 'levels' used to report on children's attainment and progress were removed from September 2014. The removal of NC levels gave schools the freedom to develop an assessment system which checks what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.

At Eggescliffe we have developed a system which we believe is simple, clear and more importantly, challenges all pupils, irrespective of their starting point to make progress across Key Stage 3 so they are GCSE ready.

Each subject area has produced an assessment grid which focuses on the knowledge, skills and application for that particular discipline. Pupils have been given a copy of these grids to refer to in their books/files so they can actively assess the progress they are making during the term/year. In addition to this, the grids are used by the subject teacher to accurately assess, track and monitor the progress made by all pupils, given their starting points in Year 7.

To enable parents to understand how their child is assessed, a copy of each of the subject specific grids are included in this document. This allows you to see clearly what knowledge, skills and application is expected as a minimum in each subject area, based on the average KS2 SATs level. All pupils will be given an assessment grade based purely on progress three times across the year.

The grades are as follows:

- More than expected progress
- Expected Progress
- Below Expected Progress
- Unsatisfactory Progress

If your child demonstrates the knowledge, skills and application in the column based on their KS2 average SATs level then they will be making expected progress. However, if they demonstrate some of the skills, knowledge and application outlined in the column to the left of their starting point then they would be assessed as making 'more than expected progress'

If a pupil is identified as below expected progress or making unsatisfactory progress, the subject teacher will identify the key areas for development and put measures in place to support the pupil in gaining the necessary knowledge, skills and application so they can make at least expected progress.

**ENGLISH**

Y7 English Progress Tracker

Expectations for KS2 L5

	KS2 Level 5 AUTUMN EXPECTATIONS	KS2 Level 5 SPRING EXPECTATIONS	KS2 Level 5 SUMMER EXPECTATIONS	Mastery			
Knowledge	<ul style="list-style-type: none"> <li>Learn the conventions of writing to describe, perform, persuade</li> <li>Learn the conventions of a blog and leaflet format</li> <li>Learn how language and structure are used to create specific effects about a range of characters</li> <li>Learn about wider cultural issues, values and belief systems</li> </ul>	<ul style="list-style-type: none"> <li>Learn the conventions of writing to inform, describe and imagine</li> <li>Learn the conventions of a letter, monologue and narrative format</li> <li>Learn how language and structure are used to create effects about character and setting</li> <li>Learn about Victorian contexts in Literature</li> </ul>	<ul style="list-style-type: none"> <li>Learn the conventions of writing to describe, summarise and inform</li> <li>Learn the conventions of descriptive and article formats</li> <li>Learn how language and structure are used to present key themes</li> <li>Learn how to link ideas presented in an extract to a wider text</li> <li>Learn about Shakespearean contexts</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to shape writing to suit a variety of forms</li> <li>Learn how to analyse how language and structure are used to create specific effects</li> <li>Learn how to make comparisons and links across texts</li> <li>Learn about the context of texts and how this shapes meaning</li> </ul>			
	AO1	<ul style="list-style-type: none"> <li>Understands literal and metaphorical meanings presented in a <b>wider range of complex</b> material</li> <li>Can select a range of short and relevant quotations, making clear links across texts</li> </ul>	AO1	<ul style="list-style-type: none"> <li>Understands layers of meanings presented in a <b>full range</b> of complex material</li> <li>Can select a range of specific quotations, making links across texts</li> </ul>	AO1	<ul style="list-style-type: none"> <li>Understands meanings presented in a <b>wide range of complex and varied</b> material</li> <li>Can embed a range of specific quotations, making links across texts</li> </ul>	<p align="center"><b>(Thoughtful and Considered)</b></p> <p>Across a <b>range</b> of pieces there is evidence of students addressing <b>all of the skills</b> for summer term expectations with consistency, skill and critical awareness. There is evidence of:</p> <ul style="list-style-type: none"> <li>A thoughtful and considered understanding of texts</li> <li>Thoughtfully embedded quotations</li> <li>Thoughtful and considered analysis and evaluation of language, structure and form and context</li> <li>Thoughtful and considered crafting of language across a range of writing styles</li> </ul>
	AO2	<ul style="list-style-type: none"> <li>Explains the connotations of specific words and phrases and the effects of these</li> <li>Explains how and why the writer has used paragraphs and discourse markers for effect</li> </ul>	AO2	<ul style="list-style-type: none"> <li>Explains the connotations and effects of a range of specific words and phrases using some linguistic terminology</li> <li>Identifies and explains how and why a range of structural features are used for effect</li> </ul>	AO2	<ul style="list-style-type: none"> <li>Analyses the connotations and effects of a range of specific words and phrases and structural devices using linguistic terminology with increasing confidence</li> <li>Confidently explains how and why a range of structural features have been used for effect</li> </ul>	
	AO3	<ul style="list-style-type: none"> <li>Makes clear comparisons within and across texts and link clearly ideas to social, historical contexts</li> </ul>	AO3	<ul style="list-style-type: none"> <li>Makes clear comparisons within and across texts</li> <li>Links ideas to social, historical contexts and comment on how this affects meaning</li> </ul>	AO3	<ul style="list-style-type: none"> <li>Makes clear comparisons within and across texts</li> <li>Links ideas to social, historical contexts and explain how this affects meaning</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>Explains a range of detailed personal responses that link to writers' viewpoints</li> </ul>	AO4	<ul style="list-style-type: none"> <li>Explains a range of detailed personal responses that analyse writers' viewpoints</li> </ul>	AO4	<ul style="list-style-type: none"> <li>Explains a range of detailed personal responses that analyse writers' viewpoints in detail</li> </ul>		

	<p><b>AO5</b></p> <ul style="list-style-type: none"> <li>• Develops imaginative ideas in detail</li> <li>• Sustains the audience and purpose of a range of styles of writing using some techniques (tone/ register etc...)</li> <li>• Confidently uses a range of discourse markers to signpost paragraphs consistently to structure ideas</li> </ul>	<p><b>AO5</b></p> <ul style="list-style-type: none"> <li>• Develops imaginative ideas in detail using a range of techniques</li> <li>• Sustains the audience and purpose of a range of styles of writing using a range of techniques</li> <li>• Confident and sustained use of a range of discourse markers to signpost paragraphs to create some effects</li> </ul>	<p><b>AO5</b></p> <ul style="list-style-type: none"> <li>• Develops imaginative ideas in detail, skilfully applying a range of techniques</li> <li>• Sustains the audience and purpose of a range of styles of writing using a range of sophisticated and consciously crafted techniques</li> <li>• Conscious crafting of a range of structural devices for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent accuracy and application of ambitious grammatical structures and spellings</li> </ul>
	<p><b>AO6</b></p> <ul style="list-style-type: none"> <li>• Select sophisticated and ambitious words for effect</li> <li>• Create varied and specific sentence structures, with use of more complex connectives, to create effects</li> <li>• Confident and varied use of a wider range of higher level punctuation accurately</li> <li>• Spelling of simple and more complex words generally correct</li> </ul>	<p><b>AO6</b></p> <ul style="list-style-type: none"> <li>• Selects a wide range of sophisticated and ambitious words for effect</li> <li>• Crafts varied and complex sentence structures, for specific effect</li> <li>• Confident and varied use of a full range of punctuation for effect</li> <li>• Spelling of simple and complex words is accurate</li> </ul>	<p><b>AO6</b></p> <ul style="list-style-type: none"> <li>• Selects sophisticated and ambitious words for effect. Choices are varied and appropriate to the context of writing.</li> <li>• Controlled crafting of a variety of complex sentence structures to create specific effects and emphasise meanings</li> <li>• Confident and varied use of a full range of punctuation to craft sentences that create specific effects</li> <li>• Spelling of sophisticated and ambitious vocabulary is accurate</li> </ul>	
<p>Application</p>	<ul style="list-style-type: none"> <li>• Write a <b>blog</b> in role as a character from a given image</li> <li>• <b>List</b> what is understood from a non-fiction text</li> <li>• Produce an <b>analysis</b> of how a character has been described</li> <li>• Create a <b>persuasive leaflet</b> exploring cultural issues</li> <li>• Conduct a <b>debate</b> on an ethical issue</li> </ul>	<ul style="list-style-type: none"> <li>• Write an extended <b>letter</b> for a specific audience</li> <li>• Write a <b>monologue</b> in role as a character</li> <li>• Create a Gothic <b>narrative</b></li> <li>• Produce an <b>analysis of</b> the presentation of <b>setting</b> and <b>atmosphere</b></li> <li>• Produce an <b>analysis</b> of the presentation of <b>character</b></li> <li>• <b>Presentation</b> of research</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analyse</b> the presentation of a key theme using an <b>extract</b></li> <li>• Write a <b>description</b> of a family using a <b>picture as a stimulus</b></li> <li>• Write a <b>summary of the differences</b> between characters presented in 2 texts</li> <li>• Write a <b>newspaper article</b> that <b>evaluates</b> a key issue</li> </ul>	<ul style="list-style-type: none"> <li>• Write fiction and non-fiction texts that are crafted to suit specific audiences and purposes</li> <li>• Summarise idea presented in texts</li> <li>• Produce detailed and focused analysis of texts that explore character, structure, setting.</li> <li>• Present information in a range of specific formats</li> </ul>

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Expectations for KS2 L4

	KS2 L4 AUTUMN EXPECTATIONS	KS2 L4 SPRING Expectations	KS2 L4 SUMMER Expectations	Mastery
Knowledge	<ul style="list-style-type: none"> <li>Learn the conventions of writing to describe, perform, persuade</li> <li>Learn the conventions of a blog and leaflet format</li> <li>Learn how language and structure are used to create specific effects about a range of characters</li> <li>Learn about wider cultural issues, values and belief systems</li> </ul>	<ul style="list-style-type: none"> <li>Learn the conventions of writing to inform, describe and imagine</li> <li>Learn the conventions of a letter, monologue and narrative format</li> <li>Learn how language and structure are used to create effects about character and setting</li> <li>Learn about Victorian contexts in Literature</li> </ul>	<ul style="list-style-type: none"> <li>Learn the conventions of writing to describe, summarise and inform</li> <li>Learn the conventions of descriptive and article formats</li> <li>Learn how language and structure are used to present key themes</li> <li>Learn how to link ideas presented in an extract to a wider text</li> <li>Learn about Shakespearean contexts</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to shape writing to suit a variety of forms</li> <li>Learn how to analyse how language and structure are used to create specific effects</li> <li>Learn how to make comparisons and links across texts</li> <li>Learn about the context of texts and how this shapes meaning</li> </ul>
	Skills	AO1 <ul style="list-style-type: none"> <li>Understands meanings presented in more complex texts</li> <li>Can select a range of relevant quotations from texts</li> </ul>	AO1 <ul style="list-style-type: none"> <li>Understands meanings presented in a range of complex material</li> <li>Can select a range of relevant and meaningful quotations from texts</li> </ul>	AO1 <ul style="list-style-type: none"> <li>Understands meanings presented in a wider range of more complex material</li> <li>Can select a range of relevant and meaningful quotations from texts and is beginning to make some links</li> </ul>
AO2 <ul style="list-style-type: none"> <li>Comments on the meanings of a range of specific words and phrases</li> <li>Comments on how information has been ordered</li> </ul>		AO2 <ul style="list-style-type: none"> <li>Comments on the meanings and effects of a range of specific words and phrases</li> <li>Comments on how information has been ordered and paragraphs have been linked</li> </ul>	AO2 <ul style="list-style-type: none"> <li>Comments on the connotations of a range of specific words and phrases and the effects of these</li> <li>Comments on paragraph structures and how discourse markers have been used to guide the reader</li> </ul>	
AO3 <ul style="list-style-type: none"> <li>Makes simple comparisons across texts</li> </ul>		AO3 <ul style="list-style-type: none"> <li>Makes clear comparisons across texts</li> </ul>	AO3 <ul style="list-style-type: none"> <li>Makes clear comparisons across texts and link some ideas to social, historical contexts</li> </ul>	
AO4 <ul style="list-style-type: none"> <li>Gives a range of personal responses to key ideas</li> </ul>		AO4 <ul style="list-style-type: none"> <li>Gives a range of detailed personal responses to key ideas</li> </ul>	AO4 <ul style="list-style-type: none"> <li>Explains a range of detailed personal responses to key ideas</li> </ul>	

	<p><b>AO5</b></p> <ul style="list-style-type: none"> <li>• Develops ideas in some detail</li> <li>• Makes the audience and purpose of writing clear</li> <li>• Uses paragraphs to structure ideas</li> </ul>	<p><b>AO5</b></p> <ul style="list-style-type: none"> <li>• Develops ideas in detail</li> <li>• Sustains the audience and purpose of writing</li> <li>• Uses paragraphs consistently to structure ideas</li> <li>• Beginning to use some discourse markers to signpost paragraphs</li> </ul>	<p><b>AO5</b></p> <ul style="list-style-type: none"> <li>• Develops relevant ideas in detail</li> <li>• Sustain the audience and purpose of a range of styles of writing convincingly</li> <li>• Uses a range of discourse markers to signpost paragraphs and guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and consistent accuracy and application of grammatical structures and spellings</li> </ul>
	<p><b>AO6</b></p> <ul style="list-style-type: none"> <li>• Selects interesting words that match task/ topic</li> <li>• Creates varied sentence structures with use of more complex connectives</li> <li>• Beginning to use a wider range of punctuation accurately</li> <li>• Spells a range of simple and some more complicated words correctly</li> </ul>	<p><b>AO6</b></p> <ul style="list-style-type: none"> <li>• Selects ambitious words that match task/ topic</li> <li>• Creates varied and specific sentence structures, with use of more complex connectives, to develop ideas</li> <li>• Confident use of a wider range of punctuation accurately</li> <li>• Spells a range of simple and more complicated words correctly</li> </ul>	<p><b>AO6</b></p> <ul style="list-style-type: none"> <li>• Selects ambitious words for effect</li> <li>• Create varied and specific sentence structures, with use of more complex connectives, to develop ideas</li> <li>• Confident and varied use of a wider range of punctuation accurately</li> <li>• Consistent spelling of simple and complicated words</li> </ul>	
<p><b>Application</b></p>	<ul style="list-style-type: none"> <li>• Write a <b>blog</b> in role as a character from a given image</li> <li>• <b>List</b> what is understood from a non-fiction text</li> <li>• Produce an <b>analysis</b> of how a character has been described</li> <li>• Create a <b>persuasive leaflet</b> exploring cultural issues</li> <li>• Conduct a <b>debate</b> on an ethical issue</li> </ul>	<ul style="list-style-type: none"> <li>• Write an extended <b>letter</b> for a specific audience</li> <li>• Write a <b>monologue</b> in role as a character</li> <li>• Create a Gothic <b>narrative</b></li> <li>• Produce an <b>analysis of</b> the presentation of <b>setting</b> and <b>atmosphere</b></li> <li>• Produce an <b>analysis</b> of the presentation of <b>character</b></li> <li>• <b>Presentation</b> of research</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analyse</b> the presentation of a key theme using an <b>extract</b></li> <li>• Write a <b>description</b> of a family using a <b>picture as a stimulus</b></li> <li>• Write a <b>summary of the differences</b> between characters presented in 2 texts</li> <li>• Write a <b>newspaper article</b> that <b>evaluates</b> a key issue</li> </ul>	<ul style="list-style-type: none"> <li>• Write fiction and non-fiction texts that are crafted to suit specific audiences and purposes</li> <li>• Summarise idea presented in texts</li> <li>• Produce detailed and focused analysis of texts that explore character, structure, setting.</li> <li>• Present information in a range of specific formats</li> </ul>

Y7 English Progress Tracker

Expectations for KS2 L3

	KS2 L3 AUTUMN EXPECTATIONS	KS2 L3 SPRING EXPECTATIONS	KS2 L3 SUMMER EXPECTATIONS	Mastery
Knowledge	<ul style="list-style-type: none"> <li>Learn the conventions of writing to describe, perform, persuade</li> <li>Learn the conventions of a blog and leaflet format</li> <li>Learn how language and structure are used to create specific effects about a range of characters</li> <li>Learn about wider cultural issues, values and belief systems</li> </ul>	<ul style="list-style-type: none"> <li>Learn the conventions of writing to inform, describe and imagine</li> <li>Learn the conventions of a letter, monologue and narrative format</li> <li>Learn how language and structure are used to create effects about character and setting</li> <li>Learn about Victorian contexts in Literature</li> </ul>	<ul style="list-style-type: none"> <li>Learn the conventions of writing to describe, summarise and inform</li> <li>Learn the conventions of descriptive and article formats</li> <li>Learn how language and structure are used to present key themes</li> <li>Learn how to link ideas presented in an extract to a wider text</li> <li>Learn about Shakespearean contexts</li> </ul>	<ul style="list-style-type: none"> <li>Learn how to shape writing to suit a variety of forms</li> <li>Learn how to analyse how language and structure are used to create specific effects</li> <li>Learn how to make comparisons and links across texts</li> <li>Learn about the context of texts and how this shapes meaning</li> </ul>
	Skills	AO1 <ul style="list-style-type: none"> <li>Understands the main ideas presented in texts</li> <li>Selects some ideas to support views</li> </ul>	AO1 <ul style="list-style-type: none"> <li>Understands some meanings presented in texts</li> <li>Can make references to specific area of the text to support views</li> </ul>	AO1 <ul style="list-style-type: none"> <li>Understands meanings presented in texts</li> <li>Selects some relevant quotations from texts</li> </ul>
AO2 <ul style="list-style-type: none"> <li>Comments on the meanings of a word or phrase from the text</li> </ul>		AO2 <ul style="list-style-type: none"> <li>Comments on the meanings of words and phrases from a text</li> </ul>	AO2 <ul style="list-style-type: none"> <li>Comments on the meanings of a range of words and phrases from a text</li> </ul>	
AO3 <ul style="list-style-type: none"> <li>Links an idea presented in 2 different texts</li> </ul>		AO3 <ul style="list-style-type: none"> <li>Links several ideas presented in texts</li> </ul>	AO3 <ul style="list-style-type: none"> <li>Makes a comparison across 2 texts</li> </ul>	
AO4 <ul style="list-style-type: none"> <li>Comments on an idea presented in a text</li> </ul>		AO4 <ul style="list-style-type: none"> <li>Gives a personal response to an idea presented in a text</li> </ul>	AO4 <ul style="list-style-type: none"> <li>Gives a detailed personal response to some ideas presented in texts</li> </ul>	
AO5 <ul style="list-style-type: none"> <li>Ideas are generally clear</li> <li>Some ideas show understanding of audience and purpose</li> <li>Starting and ending of writing is clear and some ideas are linked together</li> </ul>		AO5 <ul style="list-style-type: none"> <li>Ideas are clear</li> <li>The audience and purpose is understood</li> <li>Work is set out appropriately</li> </ul>	AO5 <ul style="list-style-type: none"> <li>Ideas are clear and some are developed</li> <li>Makes audience and purpose of writing generally clear</li> <li>Uses a logical structure in writing</li> </ul>	



	<p><b>AO6</b></p> <ul style="list-style-type: none"> <li>• Vocabulary choices are mostly simple and general</li> <li>• Creates simple sentences and beginning to use connectives</li> <li>• Use of basic punctuation mostly accurate</li> <li>• Spell simple words correctly</li> </ul>	<p><b>AO6</b></p> <ul style="list-style-type: none"> <li>• Beginning to make more interesting vocabulary choices</li> <li>• Creates simple sentences with confident use of connectives</li> <li>• Use of basic punctuation consistently accurate</li> <li>• Spells a range of simple words correctly</li> </ul>	<p><b>AO6</b></p> <ul style="list-style-type: none"> <li>• Consistently makes interesting vocabulary choices that are used accurately</li> <li>• Creates simple and complex sentences with confident use of a range of connectives</li> <li>• Uses some more developed punctuation mostly accurate</li> <li>• Spells simple and some more complicated words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly accurate application of grammatical structures and spellings</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Application</b></p>	<ul style="list-style-type: none"> <li>• Write a <b>blog</b> in role as a character from a given image</li> <li>• <b>List</b> what is understood from a non-fiction text</li> <li>• Produce an <b>analysis</b> of how a character has been described</li> <li>• Create a <b>persuasive leaflet</b> exploring cultural issues</li> <li>• Conduct a <b>debate</b> on an ethical issue</li> </ul>	<ul style="list-style-type: none"> <li>• Write an extended <b>letter</b> for a specific audience</li> <li>• Write a <b>monologue</b> in role as a character</li> <li>• Create a Gothic <b>narrative</b></li> <li>• Produce an <b>analysis of</b> the presentation of <b>setting</b> and <b>atmosphere</b></li> <li>• Produce an <b>analysis</b> of the presentation of <b>character</b></li> <li>• <b>Presentation</b> of research</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analyse</b> the presentation of a key theme using an <b>extract</b></li> <li>• Write a <b>description</b> of a family using a <b>picture as a stimulus</b></li> <li>• Write a <b>summary of the differences</b> between characters presented in 2 texts</li> <li>• Write a <b>newspaper article</b> that <b>evaluates</b> a key issue</li> </ul>	<ul style="list-style-type: none"> <li>• Write fiction and non-fiction texts that are crafted to suit specific audiences and purposes</li> <li>• Summarise idea presented in texts</li> <li>• Produce detailed and focused analysis of texts that explore character, structure, setting.</li> <li>• Present information in a range of specific formats</li> </ul>

# **MATHEMATICS**

# Eggescliffe School – Mathematics Department: Year 7 Assessment

## Term 1

	Mastery	KS2 Level 5+	KS2 Level 4	KS3 Level 3
Knowledge	<p>Continuing sequences. Generating sequences. Nth term of sequences. Extending Fractional and Quadratic sequences. Multiplying and dividing by powers of 10. Decimals – Rounding and Estimation. Adding and subtracting Negative numbers. Multiplying and dividing Negative numbers. Long Multiplication &amp; Division (with decimals). Area of Rectangles and Parallelograms, Triangles, Kites, Rhombuses and Trapezia. Language of 3D shapes – Euler’s Formula. Volume and surface area of cubes and cuboids Fraction Decimal Percentage conversions. Adding, subtracting, multiplying and dividing fractions and mixed numbers. Mean, Median, Mode and Range and Comparing Data. Averages from Frequency Tables and Grouped Frequency Tables. Simplifying expressions involving brackets. Substitution into expressions and formulae. Solving equations (two stage and three stage and involving brackets.)</p>	<p>Continuing sequences. Generating sequences. Nth term of sequences. Extending Fractional and Quadratic sequences. Multiplying and dividing by powers of 10. Decimals – Rounding and Estimation. Adding and subtracting Negative numbers. Multiplying and dividing Negative numbers. Long Multiplication &amp; Division (with decimals). Area of Rectangles and Parallelograms, Triangles, Kites, Rhombuses and Trapezia. Language of 3D shapes – Euler’s Formula. Volume and surface area of cubes and cuboids Fraction Decimal Percentage conversions. Adding, subtracting, multiplying and dividing fractions and mixed numbers. Mean, Median, Mode and Range and Comparing Data. Averages from Frequency Tables and Grouped Frequency Tables. Simplifying expressions involving brackets. Substitution into expressions and formulae. Solving equations (two stage and three stage and involving brackets.)</p>	<p>Continuing sequences. Generating sequences. Nth term of sequences. Multiplying and dividing by powers of 10. Decimals – Rounding and Estimation. Adding and subtracting Negative numbers. Multiplying and dividing Negative numbers. Long Multiplication &amp; Division (with decimals). Area of Rectangles and Parallelograms, Triangles and compound shapes. Language of 3D shapes – Euler’s Formula. Volume and surface area of cubes and cuboids Fraction Decimal Percentage conversions. Adding, subtracting, multiplying and dividing fractions and mixed numbers. Mean, Median, Mode and Range and Comparing Data. Averages from Frequency Tables and Grouped Frequency Tables. Simplifying expressions involving brackets. Substitution into expressions and formulae. Solving equations (two stage and three stage).</p>	<p>Reading the calendar. Analogue and digital clocks. Continuing sequences. Generating sequences. Nth term of sequences. Multiplying and dividing by powers of 10. Ordering decimals. Adding and subtracting decimals. Multiplying and dividing decimals. Estimation. Length, Perimeter and Area. Area of Rectangles and Triangles. Compound area. Isometric drawings. Volume and surface area of cubes, cuboids. Equivalence and simplifying fractions. FDP conversion. Adding and subtracting fractions. Fractions of amounts. Mean, Median, Mode and Range and Comparing Data Averages from Frequency Tables, Grouped Frequency Tables. Frequency polygons. Simplifying expressions. Substitution into expressions, formulae. Solving equations (one and two stage).</p>
Skills	<p><b>Processing:</b> I have a method for accurately finding the nth term of a linear and quadratic number pattern. I know the common methods for adding, subtracting, multiplying and dividing decimals. I know the rules for adding, subtracting, multiplying and dividing negative numbers and negative terms and expressions. I can estimate the answer to calculations. I can use the formulae for finding the area and volume of common shapes accurately. I can add and subtract fractions and mixed numbers by finding lowest common denominators. I can follow the methods for finding the MMR of discrete and tabulated data. I can simplify algebraic expressions accurately and solve equations. <b>Communicate Mathematically:</b> I can compare data sets using averages and draw conclusions. I can explain how to extend a fractional and quadratic number pattern. My calculations are clear and are organised in a logical step-by-step order. I show all the necessary steps when solving algebraic equations. I state the correct formulae in my work and use the correct units. <b>Reason Mathematically:</b> I can explain how to find the nth term of a number pattern. I can use estimation to check whether my final answers seem reasonable. I use estimation to check for errors in my calculations. When calculating averages, I compare my answers to the original data. I can interpret information given in tables and diagrams and use it to make inferences and conjectures.</p>	<p><b>Processing:</b> I have a method for accurately finding the nth term of a number pattern. I know the common methods for adding, subtracting, multiplying and dividing decimals. I know the rules for adding, subtracting, multiplying and dividing negative numbers and negative terms and expressions. I can estimate the answer to calculations. I can use the formulae for finding the area and volume of common shapes accurately. I can add and subtract fractions and mixed numbers by finding lowest common denominators. I can follow the methods for finding the MMR of discrete and tabulated data. I can simplify algebraic expressions accurately and solve equations. <b>Communicate Mathematically:</b> I can compare data sets using averages and draw conclusions. I can explain how to extend a fractional and quadratic number pattern. My calculations are clear and are organised in a logical step-by-step order. I show all the necessary steps when solving algebraic equations. I state the correct formulae in my work and use the correct units. <b>Reason Mathematically:</b> I can explain how to find the nth term of a number pattern. I can use estimation to check whether my final answers seem reasonable. When calculating averages, I compare my answers to the original data. I can interpret information given in tables and diagrams.</p>	<p><b>Processing:</b> I have a method for accurately finding the nth term of a number pattern. I know the common methods for adding, subtracting, multiplying and dividing decimals. I know the rules for adding, subtracting, multiplying and dividing negative numbers and negative terms and expressions. I can estimate the answer to calculations. I can use the formulae for finding the area and volume of common shapes accurately. I can add and subtract fractions by finding lowest common denominators. I can follow the methods for finding the MMR of discrete and tabulated data. I can simplify algebraic expressions accurately and solve equations. <b>Communicate Mathematically:</b> I can compare data sets using averages and draw conclusions. My calculations are clear and are organised in a logical step-by-step order. I show all the necessary steps when solving algebraic equations. I state the correct formulae in my work and use the correct units. <b>Reason Mathematically:</b> I can explain how to find the nth term of a number pattern. I can use estimation to check whether my final answers seem reasonable. When calculating averages, I compare my answers to the original data. I can interpret information given in tables and diagrams.</p>	<p><b>Processing:</b> I have a method for accurately finding the nth term of a number pattern. I know the common methods for adding, subtracting, multiplying and dividing decimals. I can estimate the answer to calculations. I can use the formulae for finding the area and volume of common shapes accurately. I can add and subtract fractions by finding lowest common denominators. I can follow the methods for finding the MMR of discrete and tabulated data. I can simplify algebraic expressions accurately and solve equations. <b>Communicate Mathematically:</b> I can compare data sets using averages and draw conclusions. My calculations are clear and are organised in a logical step-by-step order. I show all the necessary steps when solving algebraic equations. I state the correct formulae in my work and use the correct units. <b>Reason Mathematically:</b> I can explain how to find the nth term of a number pattern. I can use estimation to check whether my final answers seem reasonable. When calculating averages, I compare my answers to the original data. I can interpret information given in tables and diagrams.</p>
Application	<p><b>Problem Solving:</b> I can use nth terms to solve questions given in a context. I can solve functional problems involving money and bills. I can solve functional problems involving area and volume. I can solve proportional problems involving fractions, decimals and percentages. I can use formulae and equations to solve problems given in a context. I can express written problems in an algebraic form to help solve problems.</p>	<p><b>Problem Solving:</b> I can use nth terms to solve questions given in a context. I can solve functional problems involving money and bills. I can solve functional problems involving area and volume. I can solve proportional problems involving fractions, decimals and percentages. I can use formulae and equations to solve problems given in a context. I can express written problems in an algebraic form to help solve problems.</p>	<p><b>Problem Solving:</b> I can use nth terms to solve questions given in a context. I can solve functional problems involving money and bills. I can solve functional problems involving area and volume. I can solve proportional problems involving fractions, decimals and percentages. I can use formulae and equations to solve problems given in a context.</p>	<p><b>Problem Solving:</b> I can plan schedules using information from timetables. I can use nth terms to solve questions given in a context. I can solve functional problems involving money and bills. I can solve functional problems involving area and volume. I can solve proportional problems involving fractions, decimals and percentages. I can use formulae and equations to solve problems given in a context.</p>

## Term 1

Mastery	KS2 Level 5	KS2 Level 4	KS4 Level 3
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Knowledge	<p>Angles on straight lines and about points. Angles in triangles and quadrilaterals. Angles on Parallel lines. 3D Coordinates. Bar charts and line graphs. Grouped bar charts - Construction and comparison. Pie charts - Construction and comparison. Frequency Polygons – Construction and comparison. Time Series Graphs – Construction and comparison. BIDMAS. Efficient use of calculators. Fractions of an amount. Percentage increase and decrease. Percentage of an amount. Reverse percentage change. Plotting linear graphs. Equations of Horizontal and vertical lines. Gradients and intercepts. Equations of the form <math>y = mx + c</math>.</p>	<p>Angles on straight lines and about points. Angles in triangles and quadrilaterals. Angles on Parallel lines. 3D Coordinates. Bar charts and line graphs. Grouped bar charts - Construction and comparison. Pie charts - Construction and comparison. Frequency Polygons – Construction and comparison. Time Series Graphs – Construction and comparison. BIDMAS. Efficient use of calculators. Fractions of an amount. Percentage increase and decrease. Percentage of an amount. Reverse percentage change. Plotting linear graphs. Equations of Horizontal and vertical lines. Gradients and intercepts. Equations of the form <math>y = mx + c</math>.</p>	<p>Angles on straight lines and about points. Angles in triangles and quadrilaterals. Angles on Parallel lines. 3D Coordinates. Bar charts and line graphs. Grouped bar charts - Construction and comparison. Pie charts - Construction and comparison. Frequency Polygons – Construction and comparison. Time Series Graphs – Construction and comparison. BIDMAS. Efficient use of calculators. Fractions of an amount. Percentage increase and decrease. Percentage of an amount. Plotting linear graphs. Equations of Horizontal and vertical lines. Gradients and intercepts. Equations of the form <math>y = mx + c</math>.</p>	<p>Angles on straight lines and about points. Angles in triangles and quadrilaterals. Coordinates. Tally charts. Bar charts and grouped bar charts. Pie charts. Comparing diagrams. Rounding. BIDMAS. Long multiplication and division. Solving problems. Square numbers, triangular numbers and square roots. Function machines. Horizontal and vertical lines. Plotting straight line graphs. Measuring angles. Drawing angles. Constructing triangles. Angles and perpendicular bisector.</p>
Skills	<p><b>Processing:</b> I can determine the size of missing angles accurately. I can label and locate 3D coordinates accurately. I can construct line graphs, bar charts, pie charts, frequency polygons and time-series graphs accurately. I can produce correct answers using the rules of BIDMAS. I can use a calculator efficiently to achieve accurate answers. I can find fractions of given amounts. I can find percentages of given amounts. I can determine values following a percentage increase or decrease. I can calculate original amounts following a percentage change. I can plot and label horizontal and vertical lines. I can determine gradients and intercepts and construct lines given this information. <b>Communicate Mathematically:</b> I can explain how to find a missing angle using known angle facts and accurate language. I can explain comparisons between two or more sets of data represented in diagrams. I can explain trends in data represented in diagrams. My calculations involving fraction changes are logically ordered with all working shown. Equations of straight line graphs are labelled accurately. <b>Reason Mathematically:</b> I can show more than one way to determine missing angles and I do this to justify and/or check my answers are accurate. I can make conjectures (guesses) or reasons for trends shown in data represented in diagrams. I can explain my working out when calculating percentage change problems and I compare my answers to the original problem to check that is seems reasonable. I can explain how the gradient and y-intercept relate to <math>y=mx+c</math>.</p>	<p><b>Processing:</b> I can determine the size of missing angles accurately. I can label and locate 3D coordinates accurately. I can construct line graphs, bar charts, pie charts, frequency polygons and time-series graphs accurately. I can produce correct answers using the rules of BIDMAS. I can use a calculator efficiently to achieve accurate answers. I can find fractions of given amounts. I can find percentages of given amounts. I can determine values following a percentage increase or decrease. I can calculate original amounts following a percentage change. I can plot and label horizontal and vertical lines. I can determine gradients and intercepts and construct lines given this information. <b>Communicate Mathematically:</b> I can explain how to find a missing angle using known angle facts and accurate language. I can explain comparisons between two or more sets of data represented in diagrams. I can explain trends in data represented in diagrams. My calculations involving fraction changes are logically ordered with all working shown. Equations of straight line graphs are labelled accurately. <b>Reason Mathematically:</b> I can show more than one way to determine missing angles and I do this to check my answers are accurate. I can give a reason for trends shown in data represented in diagrams. I can explain my working out when calculating percentage change problems and I compare my answers to the original problem to check that is seems reasonable. I can explain how the gradient and y-intercept relate to <math>y=mx+c</math>.</p>	<p><b>Processing:</b> I can determine the size of missing angles accurately. I can label and locate 3D coordinates accurately. I can construct line graphs, bar charts, pie charts, frequency polygons and time-series graphs accurately. I can produce correct answers using the rules of BIDMAS. I can use a calculator efficiently to achieve accurate answers. I can find fractions of given amounts. I can find percentages of given amounts. I can determine values following a percentage increase or decrease. I can plot and label horizontal and vertical lines. I can determine gradients and intercepts and construct lines given this information. <b>Communicate Mathematically:</b> I can explain how to find a missing angle using known angle facts and accurate language. I can explain comparisons between two or more sets of data represented in diagrams. I can explain trends in data represented in diagrams. My calculations involving fraction changes are logically ordered with all working shown. Equations of straight line graphs are labelled accurately. <b>Reason Mathematically:</b> I can show more than one way to determine missing angles and I do this to check my answers are accurate. I can give a reason for trends shown in data represented in diagrams. I can explain my working out when calculating percentage change problems and I compare my answers to the original problem to check that is seems reasonable. I can explain how the gradient and y-intercept relate to <math>y=mx+c</math>.</p>	<p><b>Processing:</b> I can determine the size of missing angles accurately. I can label and locate coordinates accurately. I can construct tally charts, bar charts and pie charts. I can produce correct answers using the rules of BIDMAS. I know an efficient method to calculate problems involving long multiplication and division. I can achieve accurate answers when carrying out long multiplication and division. I know and can calculate the square numbers up to 144. I how to work out square roots. I know how to determine triangular numbers. I can plot and label horizontal and vertical lines. I can plot and label diagonal straight lines. I can measure and draw angles to within 1 degree of accuracy. I can construct triangles accurately given three measurements. I can accurately construct angle bisectors. I can accurately construct line bisectors. <b>Communicate Mathematically:</b> I can explain how to find a missing angle using known angle facts and accurate language. I can explain comparisons between two or more sets of data represented in diagrams. Equations of straight line graphs are labelled accurately. <b>Reason Mathematically:</b> I can show more than one way to determine missing angles.</p>
Application	<p><b>Problem Solving:</b> I can use angle facts to solve problems in other contexts, e.g. algebraic equations. I can solve functional/financial problems involving percentages. I can solve problems involving compound interest. I can solve problems by comparing fractions or percentages of amounts. I can use straight line graphs to model real life problems, e.g. utility bills.</p>	<p><b>Problem Solving:</b> I can use angle facts to solve problems in other contexts, e.g. algebraic equations. I can solve functional/financial problems involving percentages. I can solve problems involving compound interest. I can solve problems by comparing fractions or percentages of amounts. I can use straight line graphs to model real life problems, e.g. utility bills.</p>	<p><b>Problem Solving:</b> I can solve functional/financial problems involving percentages. I can solve problems by comparing fractions or percentages of amounts. I can use straight line graphs to model real life problems, e.g. utility bills.</p>	<p><b>Problem Solving:</b> I can solve functional/financial problems using long multiplication or division if necessary. I can use straight line graphs to model real life problems, e.g. utility bills.</p>

**SCIENCE**

## Term 1

Ability level	Knowledge	Skills	Application
<b>Mastery</b>	Describe how some unicellular organisms can live in extreme conditions.	Able convert units (mm to $\mu\text{m}$ ) when calculating magnification and scales.	Build their own model cells using materials of their choosing.
	Explain why electron microscopes are used and introduce the term resolution.	Write a table to describe what type of mixture can be separated by each technique.	Suggest multistage methods to separate mixtures like copper sulphate and sand.
	Explain how air can be separated using fractional distillation.	Evaluate methods and results in terms of process, reliability and accuracy	Use video equipment or recordings to analyse motion.
	Use the concept of density and forces to explain why some objects float.	Able to perform calculations involving rearrangement of equations. Use data logging equipment to record movement.	
<b>KS2 Level 5+</b>	Describe the movement of objects that are accelerating or decelerating.	Rearrange the speed equation finding distance travelled or time taken.	Extract information from graphs to calculate speed.
	Describe gravitational attraction between bodies in terms of a pair of equal and opposite non-contact forces.	Use scale diagrams to represent pairs of forces acting between objects.	Apply Hooke's Law by predicting the expected extension of a spring when a load is applied using a graph or the spring constant.
	Explain the properties of the three states of matter using the particle model.	Use rearrangements of the weight equation to calculate masses or the gravitational field strength.	Draw the particles diagrams for a mixture and a pure chemical in the three states of matter and for the state changes.
	Explain how the structure of specialised cells relates to their function.	Use the concepts of balanced and unbalanced forces (weight and drag) to describe motion through a fluid.	Use the particle model to explain how each main separating technique works.
	Explain the importance of diffusion in cell processes.	Evaluate methods and results in terms of process, reliability and accuracy.	Evaluate then justify the best separating technique to separate a particular mixture.
		Synthesise knowledge of diffusion in cells with diffusion and the particle model in physics and chemistry. Calculating magnification and scale.	Analyse how advances in microscopes have allowed scientists to discover more about cells.
<b>KS2 Level 4</b>	Describe factors that will increase resistance such as increase in speed or 'thickness' of fluid	Use the concept of relative speed in description of motion.	Carefully select forcemeters of appropriate range and precision to measure a range of forces.
	Describe the behaviour of springs in terms of Hooke's Law and proportionality.	Describe the changes in motion of objects by interpreting multi-phase graphs.	Calculate density appropriately from experimental data.
	Correctly represent forces between objects with pairs of force arrows.	Calculate the speed of objects using the equation and a range of units.	Draw the particle diagrams for the three states of matter, a pure chemical and a mixture.
	Outline the gravitational forces acting between the Sun, Earth and Moon.	Calculate the weights of objects using the masses and gravitational field strength.	Explain how a mixture could be separated.
	Explain the difference between the three states of matter in terms of density, movement and properties.	Apply knowledge of cell structure to recognise structures in unfamiliar cells.	Describe the link between surface area and rate of diffusion.
	Explain the importance of microscopes to the understanding of cell biology.	Link cell structures to their function in survival.	Order structures to show how living organisms are organised.
	Label a synovial joint and explain the function of each part.		
<b>KS2 Level 3</b>	With support, use the speed equation to calculate speed with simple units.	Represent forces as single arrows	Describe the motion of an object from a single-phase distance–time graph.
	State that weight is a force caused by 'gravity' and varies from planet to planet.	Make simple measurements of density	Accurately draw a range of diagrams showing scaled forces acting on bodies.
	State that water and air resistance are frictional forces which oppose motion.	Recall the physical properties of the three states of matter.	Describe the relationship between the force acting on a spring and its length in simple terms.

	Understand that there are three states of matter.	Recall the main separating techniques and describe what they can be used to separate.	State the similarities and differences between plant and animal cells.
	Recognise the particle diagram for the three states of matter, a pure chemical and a mixture.	Identify structures as cells, tissues, organs or organ systems.	Describe the role of diffusion in the movement of substances.
	Label a plant and animal cell.	Using microscopes.	
	Remember the functions of the parts of a cell.		
	Describe what a unicellular organism is and recall some structural adaptations.		
	State the functions of the skeleton.		
	Recall that muscles contract to bring about movement.		
	Remember that a joint is where bones meet.		

## Term 2

Ability level	Knowledge	Skills	Application
<b>Mastery</b>	Explain which variables affect the rate of an enzyme-catalysed reaction.	Follow detailed methods to carry out investigations in a safe and methodical way.	Explain reasons for possible errors in data.
	Describe the behavioural and health effects of cannabis.	Write conclusions based on patterns in data.	Design balanced meals for restricted diets, for example, vegetarian, vegan, gluten free, dairy free.
	Describe how to show reactions as balanced symbol equations.	Make predictions using scientific knowledge and understanding.	Discuss the social and economic effects of alcohol abuse.
	Describe the development of the model of the atom and draw a timeline from Democritus to Bohr.	Make and record observations and measurements using a range of methods for different investigations.	Suggest how the properties of elements change as you go down groups in the Periodic Table.
	Describe the forces acting and the motion of an object moving through the air.		Draw and interpret graphs (motion) and diagrams representing forces.
<b>KS2 Level 5+</b>	Evaluate a meal and decide whether it contains the correct balance of nutrients.	Calculate total energy use and intake and use these to evaluate diets.	Analyse scientific evidence that claims to back up the suggestion that probiotics improve health.
	Explain how the adaptations of the small intestine increase the rate of absorption of nutrients.	Looking at the reasons for possible errors in data.	Evaluate the danger of different drugs by thinking about the side effects and how addictive the drugs are.
	Explain some problems caused by malnutrition.	Writing predictions based on scientific knowledge.	Write more complex compound names.
	Describe some trends in the elements of the Periodic Table.	Draw the particle model of an atom, element and compound.	Write more complex compound names.
	State that a lever can be used to increase the size of force acting on the load at the cost of reducing the distance the load is moved.	Use scale diagrams to describe the forces acting on a lever.	Write word equations.
	Provide simple explanations about why pressure decreases with height above sea level.	Calculate the work done by a lever; design an experiment to measure the work done by a lever.	Explore systems with more than two forces acting. Calculate work done in mechanical systems. Evaluate systems and identify reasons for energy loss.
		Rearrange the moment equation to calculate distances and forces. Calculate the total moment when more than one force acts in the same direction of rotation. Determine the missing forces or distances in equilibrium situations.	Use the particle model to describe the cause of pressure in gases and why pressure increases with depth in a liquid. Compare pressure changes in different fluids.
		Describe a wide range of applications of high pressure relating them to the area of contact between objects and the relationship between the forces acting on the two cylinders and the cross-sectional area of the hydraulic cylinders.	Rearrange the pressure equation to calculate forces and area.
<b>KS2 Level 4</b>	Explain the importance of a balanced diet.	Recording data in results tables and plotting line graphs.	Use secondary data to investigate the variation of atmospheric pressure with height.
	Describe what happens to food as it goes through the digestive system.	Calculate energy requirements.	Explain why some people need more energy than others.
	Explain the importance of enzymes in digestion.	Draw and label a simple diagram of the Dalton model of an atom.	Describe the difference between medicinal and recreational drugs.
	Explain the importance of bacteria in the human digestive system.	Calculate the speed of objects using the equation and a range of units.	Describe the effects of alcohol abuse on health and behaviour.
	Recognise the particle model of an atom, element and compound.	Describe how pressure within a liquid can produce an upthrust due to differences in pressure.	Use the Periodic Table to state the group and period number for a given element.
	Write simple compound names.	Describe the process of hydraulic machines in terms of movement of the hydraulic fluid.	Describe some trends in the elements of the Periodic Table.



	Write simple compound formulas.	Describe the factors that will increase the pressure acting on a surface, and calculate the pressure acting on a surface with some assistance. Describe the cause of pressure in gases in simple terms.	Complete word equations.
	State that forces are mechanisms that transfer energy (do work). Describe forces as the mechanism for energy transfer in mechanical systems.	Describe the rotation of a lever clearly. Describe the function of a wide range of levers including force and distance multipliers.	
<b>KS2 Level 3</b>	Name the seven nutrients; state their functions and good sources of each.	Following detailed methods to carry out investigations in a safe and methodical way.	Describe why some people need more energy than others.
	Recall the main components of a balanced diet. State some problems caused by imbalances in the diet.	Identify the main parts of the digestive system on a diagram.	Label a simple diagram of the Dalton model of an atom.
	State the function of digestion.	Interpret simple compound names to determine elements present.	Use the Periodic Table to state the symbol of an element.
	State one function of 'good' bacteria in the digestive system.	Interpret simple compound formula to determine elements present. Interpret word equations to state the reactants or products	State whether a lever is being used as a force multiplier or a distance multiplier.
	Recall what is meant by a deficiency disease.	Calculate simple moments using the correct units.	Describe what happens to moments and forces when an object is in equilibrium.
	Explain what a drug is.	Calculate the pressure acting on a surface with some assistance.	Investigate the forces and distances involved in pulley systems.
	Recall definitions of an atom, an element and a compound.	Identify an obvious lever and label the effort pivot and load.	Describe pressure in terms of a force acting on an area.
	State that a moment is the turning effect caused by a force. State the Principle of Moments.		State that pressure is increased when the area is small or the force is large.
	State that energy is conserved in mechanical systems.		Describe the cause of pressure in liquids in simple terms (e.g. the weight of the water above).
	State that atmospheric pressure acts on all surfaces within the atmosphere and that atmospheric pressure decreases with height above sea level.		
State that the pressure in liquids increases with depth and forces can be transferred through liquids as liquids are not easy to compress.			

### Term 3

Ability level	Knowledge	Skills	Application
<b>Mastery</b>	Explain why Darwin's theory was not accepted straight away, looking at genetic modification.	Describe and use the term 'normal distribution'.	Describe adaptations in surface area to volume ratio and link this to transfer of heat.
	Understand that mass is always conserved in any change as no atoms are created or destroyed.	Draw scatter graphs to see if there are any correlations in data.	Use experiments to place hydrogen, carbon and other elements into the correct place in the reactivity series.
	Describe oxidation as the loss of electrons and reduction as the gain.	Classify a chemical change with more than one <b>word</b> .	Apply electrical and magnetic concepts to describe the operation of machinery.
	Clearly define current and voltage, including the units and meters used to measure them.	Record and interpret quantitative data alongside qualitative observations, and balance equations.	Investigate the shape of invisible fields including drawing accurate diagrams.
Construct circuits based on various different specifications to use new components and sensors.		Use models to explain current and resistance.	
<b>KS2 Level 5+</b>	Explain why scientists classify organisms.	Evaluate the importance of the discovery of the structure DNA.	Apply the function of DNA to explain why people have different characteristics.
	Explain why siblings like similar but not identical.	Evaluate the effects of extinction on the ecosystem.	Evaluate the use of genetic modification and selective breeding.
	Explain how adaptations help an organism to survive.	Write word equations and some symbol equations	Evaluate the use of zoos and seed banks by thinking about their benefits and drawbacks.
	Explain how Darwin came up with his theory of evolution by natural selection.	Give the Period and Group number for an element.	Looking at examples of how theories develop, i.e. as earlier explanations are modified to take account of new evidence and ideas.
	Explain what redox is.	Draw conclusions consistent with results.	Justify the classification of a chemical reaction as one or more from combustion, oxidation, reduction, redox, and exothermic and endothermic changes.
	Explain how materials become charged through the transfer of electrons.	Balance Simple chemical equations using the principle of conservation of mass.	Investigate the characteristics of an electromagnet and describe the application of this technology.
	Describe current and voltage in a circuit in terms of the movement of charge and the transfer of energy.	Describe forces between charges using the concept of electric fields.	Apply modals to explain current and resistance
	Describe magnetic effects in terms of magnetic fields and the interaction of magnetic poles.	Analyse a range of series and parallel circuits to find current and potential differences. Investigate the shape of invisible fields including drawing accurate diagrams.	
<b>KS2 Level 4</b>	Describe how scientists classify organisms.	Describe the difference between continuous and discontinuous variation.	Describe the work of Watson, Crick, Wilkins and Franklin in the development of the DNA model.
	Explain why children look similar to their parents.	Identify genetic and environmental variation.	Describe how to use selective breeding to breed an animal with a desired characteristic.
	Describe the difference between DNA, genes and chromosomes.	Classify an experiment into these defined categories based on observations	Link adaptation to extinction.
	Describe how natural selection occurs.	Classify oxides as acidic or basic.	Explain how zoos and seed banks help to prevent extinction and maintain Earth's biodiversity.
	Understand what is meant by genetic modification.	Complete word equations.	Describe the patterns of element properties in the Periodic Table
	Recall definitions of combustion, oxidation, reduction, exothermic and endothermic changes.	Plot graphs of element properties.	Compare the strength of magnets and link this to the shape of the magnetic field.
		Analyse circuits and take precise measurements of current and voltage.	

	Describe how charged objects affect each other in terms of attractive and repulsive forces.	Use measurements to calculate the resistance of components and describe how resistance changes. Describe electromagnetic effects and explore the factors affecting the strength of an electromagnet.	
<b>KS2 Level 3</b>	Understand what a species is.	State some reasons why an organism may become extinct.	Understand that some variation is genetic and some is environmental.
	State what is meant by variation.	Safely observe chemical reactions.	Understand that the work of many scientists contributed to our understanding of the structure of DNA.
	State that children look like their parents because they inherit genes.	Record observations in a results table.	Understand that organisms that are better adapted are more likely to survive to pass on their genes.
	State that genes are instructions for characteristics.	Describe the function of simple circuits and make measurements of current and voltage.	State that selective breeding is used by farmers to breed animals with useful characteristics.
	State that genes are made of DNA.	Calculate resistance and describe materials and electrical conductors and insulators.	State some reasons why zoos and seed banks are set up.
	State what living things need in order to survive	Find the shape of a magnetic field around a bar magnet.	Give examples of chemical and physical changes.
	Recall a definition of a chemical reaction and a physical change.	Draw accurate circuit diagrams for a range of circuits and components	Describe simple magnetic interactions.
	Recall that metal oxides are basic and non-metal oxides are acidic.	Measure forces and the strength of fields.	
	Demonstrate simple electromagnetic effects and describe the structure of the atoms.	Measure electrical characteristics including current, voltage and resistance.	
	Describe a current as a flow of charge.		

**FRENCH**

## Term 1- French

	Mastery	KS5+	KS4	KS3
Knowledge	<p>Classroom language Phonics &amp; Alphabet Introducing yourself- avoir and être (all forms in present tense), present tense verbs Numbers 0-100+ &amp; Ages Colours My favourite things My Family Descriptions- Physical Descriptions- Character Pets – describing a pet you used to have*, modal verbs Birthdays, months and dates Interview- asking and answering questions. Christmas in France</p>	<p>Classroom language Phonics &amp; Alphabet Introducing yourself- avoir and être, present tense verbs Numbers 0-100 &amp; Ages Colours My favourite things My Family Descriptions- Physical Descriptions- Character Pets – describing a pet you used to have*, modal verbs Birthdays, months and dates Interview- asking and answering questions. Christmas in France</p>	<p>Classroom language Phonics &amp; Alphabet Introducing yourself avoir and être., present tense verbs Numbers 0-31 &amp; Ages Colours My favourite things My Family Descriptions- Physical Descriptions- Character Pets- modal verbs Birthdays- months and dates Interview- asking and answering questions. Christmas in France</p>	<p>Classroom language Phonics &amp; Alphabet Introducing yourself Numbers 0-31 &amp; Ages Colours My favourite things My Family Descriptions- Physical Descriptions- Character Pets Birthdays- months and dates Interview- asking and answering questions. Christmas in France</p>
Skills	<p><b>Speaking:</b> I have very good pronunciation. <b>Writing:</b> I can use a range of different connectives to develop my answers. I can use my own words and phrases in my writing using a dictionary to help and I can adapt phrases from my book to help me. I can identify and correct my own mistakes with support. I can produce a longer paragraph, showing planning and editing skills. <b>Listening:</b> I can decipher most unfamiliar vocabulary using context and gist. I can understand longer spoken passages and pick out the main points as well as additional details. <b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary. I can understand the gist and detail of a longer paragraph. <b>Grammar:</b> I learn, understand and use new vocabulary and structures exceptionally well.</p>	<p><b>Speaking:</b> I have good pronunciation. <b>Writing:</b> I can use connectives to develop my answers. I am starting to use my own words and phrases in my writing and I can use my book or a dictionary to help me. I can identify and correct my own mistakes with support. I can produce a short paragraph, showing planning and editing skills. <b>Listening:</b> I can decipher some unfamiliar vocabulary using context and gist. I can understand longer spoken passages and pick out the main points. <b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary. I can understand the gist of a longer paragraph. <b>Grammar:</b> I learn, understand and use new vocabulary and structures well.</p>	<p><b>Speaking:</b> I have good pronunciation of familiar words. <b>Writing:</b> I can use simple connectives to develop my answers and I can use my book or a dictionary to help me. I make a few spelling mistakes. I can use accents, umlauts &amp; silent letters most of the time. I can identify and correct my own mistakes with some prompting from others or teacher. I can produce a short paragraph, showing planning and editing skills. <b>Listening:</b> I can decipher some unfamiliar vocabulary using context, especially cognates. <b>Reading:</b> I can use a dictionary (or my book) to look up words &amp; meanings. <b>Grammar:</b> I learn, understand and use new vocabulary and structures within context, though not always accurately.</p>	<p><b>Speaking:</b> I have mainly correct pronunciation of familiar words. <b>Writing:</b> I can spell words I know from memory. I can write a text of 3-5 sentences. I can copy phrases correctly and substitute some words. I can correct some of my own mistakes with some prompting from others or teacher. I can use some editing skills to improve my work. <b>Listening:</b> I can decipher cognates and can recognise key words. <b>Reading:</b> I can use my book to find out meanings and can find words I need in a bilingual dictionary. <b>Grammar:</b> I can recognise and learn words within a new topic. I can form the present tense of key verbs in the 1<sup>st</sup> person and recognise 3<sup>rd</sup> person forms.</p>
Application	<p><b>Speaking:</b> I can take part in a short conversation or presentation with a few key bullet point notes. I can ask and answer questions with confidence. <b>Writing:</b> I can adapt a model answer and use my own vocabulary successfully. Spelling is very accurate. I can include more varied past tense structures in my work. <b>Listening:</b> I can understand short spoken language and dialogues with different sentence patterns and structures at increasing speed. I can pick out details as well as main points. <b>Reading:</b> I can understand short texts and use context to work out unfamiliar words. I can pick out details as well as main points. <b>Grammar:</b> I can understand and apply new grammatical concepts including past tense structures. I have a good working knowledge of key present tense verbs, including irregular verbs. I can give and justify as well as understand a range of opinions.</p>	<p><b>Speaking:</b> I can take part in a short conversation or presentation with notes. I can ask and answer questions. <b>Writing:</b> I can adapt a model answer. Spelling is very accurate. I can include basic past tense structures in my work. <b>Listening:</b> I can understand short spoken language and dialogues with different sentence patterns and structures at increasing speed. <b>Reading:</b> I can understand short texts and use context to work out unfamiliar words. <b>Grammar:</b> I can understand and apply new grammatical concepts including basic past tense structures. I have a good working knowledge of key present tense verbs, including the most common irregular verbs. I can give and justify as well as understand a simple opinion.</p>	<p><b>Speaking:</b> I can give answers to more difficult and longer questions. <b>Writing:</b> I can insert words looked up into existing structures. Spelling is mostly accurate. <b>Listening:</b> I understand short passages and dialogues (conversations) spoken at a slower speed. I can follow instructions. I can write down the main points I hear. <b>Reading:</b> I can understand short texts and use context to work out unfamiliar words. <b>Grammar:</b> Understands new grammatical concepts and applies them with some success. I have a fair working knowledge of the present tense with common regular verbs. I can give and justify as well as understand simple opinion.</p>	<p><b>Speaking:</b> I can give answers to simple questions. <b>Writing:</b> I can produce a few sentences following a template. Spelling is often approximate but meaning is understood. <b>Listening:</b> I understand short passages and dialogues (conversations) spoken at a slower speed. I can follow most instructions. I can write down key ideas I hear. <b>Reading:</b> I can write down the main points I read from a short text. <b>Grammar:</b> I can recognise new grammatical concepts and apply them with support. I have some understanding of verbs and their formation. I can recognise a noun and an adjective. I can give and understand a simple opinion.</p>

## Term 2-French

	Mastery	KS2 L%+	KS" L4	KS" L3
Knowledge	<p>How new year is celebrated in France compared with England.</p> <p>Perfect tense</p> <p>Schools in France and England, school subjects, timetable and time, school day, food and drink, school uniform, teachers, school rules, primary vs secondary school*</p> <p>Free time activities in France and England, sports, computer and mobile phones, activities done last weekend*, Using the near future – extreme sports.</p>	<p>How new year is celebrated in France compared with England.</p> <p>Intro to perfect tense*</p> <p>Schools in France and England, school subjects, timetable and time, school day, food and drink, school uniform, teachers, school rules, primary vs secondary school*</p> <p>Free time activities in France and England, sports, computer and mobile phones, activities done last weekend*, Using the near future – extreme sports.</p>	<p>How new year is celebrated in Germany compared with England.</p> <p>Using the past tense.</p> <p>Schools in France and England, school subjects, timetable and time, school day, food and drink, school uniform, teachers, school rules. Free time activities in France and England, sports, computer and mobile phones, Using the near future – extreme sports.</p>	<p>How new year is celebrated in Germany compared with England.</p> <p>Schools in France and England, school subjects, timetable and time, school day, food and drink, school uniform, teachers, school rules.</p> <p>Free time activities in France and England, sports, computer and mobile phones, Extreme sports.</p>
Skills	<p><b>Speaking:</b> I have excellent pronunciation. I can use the grammar &amp; vocabulary I have learned to create my own sentences with little support.</p> <p><b>Writing:</b> I can use my own words or phrases in my writing with confidence. I can identify and correct my own mistakes. I can produce longer paragraphs independently, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher unfamiliar vocabulary using context and prior knowledge. I can understand longer spoken passages and pick out the details with confidence.</p> <p><b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary. I can understand the gist of more complex paragraphs.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures exceptionally well. I only make mistakes in more complex ideas and structures</p>	<p><b>Speaking:</b> I have very good pronunciation. I can use the grammar &amp; vocabulary I have learned to create my own sentences</p> <p><b>Writing:</b> I can use my own words or phrases in my writing. I can identify and correct my own mistakes. I can produce short paragraphs independently, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher some unfamiliar vocabulary using context and prior knowledge. I can understand longer spoken passages and pick out the main points as well as details.</p> <p><b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary. I can understand the gist of two paragraphs.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures readily. I may make mistakes in more complex ideas and structures</p>	<p><b>Speaking:</b> I have good pronunciation. I can ask longer questions and give more developed answers to questions people ask me.</p> <p><b>Writing:</b> I can use connectives to develop my answers. I can use my own words and phrases in my writing and I can use my book or a dictionary to help me. I can identify and correct my own mistakes with support. I can produce a short paragraph, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher some unfamiliar vocabulary using context and gist.</p> <p><b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary. I can understand the gist of a longer paragraph.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures well although I may still make some mistakes in more simple structures.</p>	<p><b>Speaking:</b> I have good pronunciation of familiar words. I can ask questions and give answers to questions people ask me.</p> <p><b>Writing:</b> I can use simple connectives to develop my answers and I can use my book or a dictionary to help me. I can identify and correct my own mistakes with some prompting from others or teacher. I can produce a short paragraph, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher some unfamiliar vocabulary using context, especially cognates.</p> <p><b>Reading:</b> I can use a dictionary (or my book) to look up words &amp; meanings.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures within context, though not always accurately.</p>
Application	<p><b>Speaking:</b> I can take part in a longer conversation or presentation without using my notes. I can ask and answer several questions with detail and give my opinions and reasons with confidence.</p> <p><b>Writing:</b> I can adapt a model answer. My spelling is very accurate. I can write short texts including a range of connectives and qualifiers and use a dictionary to develop my answers. I can include past tense in my work and refer to future events confidently.</p> <p><b>Listening:</b> I can understand spoken language and dialogues with different sentence patterns and more complex structures at increasing speed.</p> <p><b>Reading:</b> I can understand longer texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I can understand and apply new grammatical concepts with confidence. I can use a range of past tense verbs and convey future ideas. I have a good working knowledge of present tense verbs, including irregular verbs.</p>	<p><b>Speaking:</b> I can take part in a longer conversation or presentation without (many) notes. I can ask and answer several questions with increasing detail and give my opinions and reasons with confidence.</p> <p><b>Writing:</b> I can adapt a model answer. My spelling is very accurate. I can write short texts including connectives and qualifiers and use a dictionary to develop my answers. I can include past tense in my work and refer to future events.</p> <p><b>Listening:</b> I can understand spoken language and dialogues with different sentence patterns and structures at increasing speed.</p> <p><b>Reading:</b> I can understand longer texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I can understand and apply new grammatical concepts with confidence. I can use a range of past tense verbs and convey future ideas. I have a good working knowledge of present tense verbs, including irregular verbs. I can give and justify as well as understand simple opinions.</p>	<p><b>Speaking:</b> I can take part in a short conversation or presentation with notes. I can ask and answer questions and give my viewpoint with reasons.</p> <p><b>Writing:</b> I can adapt a model answer. Spelling is accurate. I can include basic past tense structures in my work.</p> <p><b>Listening:</b> I can understand short spoken language and dialogues with different sentence patterns and structures at increasing speed.</p> <p><b>Reading:</b> I can understand short texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I can understand and apply new grammatical concepts including basic past tense structures. I have a good knowledge of key present tense verbs, including the most common irregular verbs. I can give and justify as well as understand simple opinions. I can use basic past tense in context.</p>	<p><b>Speaking:</b> I can take part in a short conversation with notes and give opinions and justifications.</p> <p><b>Writing:</b> I can insert words looked up into existing structures. Spelling accuracy is improving.</p> <p><b>Listening:</b> I understand short passages and dialogues (conversations) spoken at a slower speed. I can follow instructions. I can write down the main points I hear.</p> <p><b>Reading:</b> I can understand short texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I understand some basic grammatical concepts and can apply them with increasing success. I have a developing knowledge of the present tense with common regular verbs. I can give and justify as well as understand simple opinions.</p>

## Term 3-French

	Mastery	KS2 L5+	KS2 L4	KS2 L3
Knowledge	<p>Houses in France, house types, location, rooms in a house and activities. *Where did you used to live?</p> <p>Describing bedroom and using prepositions, Household chores and what other people do to help at home*. Where you will live in the future*Countries and nationalities. Geography and landmarks in France. Tourist attractions in France- using larger numbers and statistics, Saying what there is to do in a town, directions, Shopping for souvenirs, buying snacks, Saying what you would like, Talking about the weather in the present and future, Summer holiday plans using the future tense.</p>	<p>Houses in France, house types, location, rooms in a house and activities. *Where did you used to live?</p> <p>Describing bedroom and using prepositions, Household chores and what other people do to help at home*. Where you will live in the future*Countries and nationalities. Geography and landmarks in France. Tourist attractions in France- using larger numbers and statistics, Saying what there is to do in a town, directions, Shopping for souvenirs, buying snacks, Saying what you would like, Talking about the weather in the present and future, Summer holiday plans using the future tense.</p>	<p>Houses in France, house types, location, rooms in a house and activities. *Where did you used to live? Describing bedroom and using prepositions, Household chores. Countries and nationalities. Geography and landmarks in France.</p> <p>Tourist attractions in France- using larger numbers. Saying what there is to do in a town, directions, Shopping for souvenirs, buying snacks, Saying what you would like, Talking about the weather in the present and future, Summer holiday plans using the future tense.</p>	<p>Houses in France, house types, location, rooms in a house and activities. Describing bedroom and using prepositions, Household chores. Countries and nationalities. Geography and landmarks in France. Tourist attractions in France. Saying what there is to do in a town, directions, Shopping for souvenirs, buying snacks, Saying what you would like, Talking about the weather in the present. Summer holiday plans using the near future tense.</p>
Skills	<p><b>Speaking:</b> I have excellent pronunciation. I can use the grammar &amp; vocabulary I have learned to create my own sentences with little support.</p> <p><b>Writing:</b> I can use my own words or phrases in my writing with confidence. I can identify and correct my own mistakes. I can produce longer paragraphs independently, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher unfamiliar vocabulary using context and prior knowledge. I can understand longer spoken passages and pick out the details with confidence.</p> <p><b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary. I can understand the gist of more complex paragraphs.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures exceptionally well. I only make mistakes in more complex ideas and structures</p>	<p><b>Speaking:</b> I have very good pronunciation and intonation. I can use the grammar &amp; vocabulary I have learned to create my own extended sentences.</p> <p><b>Writing:</b> I can use my own words or phrases in my writing. Spelling and grammar are very accurate. I can identify and correct my own mistakes. I can produce a longer paragraph without support, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher unfamiliar vocabulary using context and my prior knowledge.</p> <p><b>Reading:</b> I can use context, my book or a dictionary and prior knowledge to help work out unknown or more complex vocabulary. I can understand the gist and detail of at least two paragraphs.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures readily. I can apply my learning when using vocabulary I have looked up in a dictionary.</p>	<p><b>Speaking:</b> I have good pronunciation.</p> <p><b>Writing:</b> I can use my own words or phrases in my writing. I can identify and correct my own mistakes. I can produce short paragraphs independently, showing planning and editing skills. I can use connectives and qualifiers in my work.</p> <p><b>Listening:</b> I can decipher some unfamiliar vocabulary using context and prior knowledge. I can understand longer spoken passages and pick out the main points as well as details.</p> <p><b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures readily. I may make mistakes in more complex ideas and structures.</p>	<p><b>Speaking:</b> I have good pronunciation of familiar words.</p> <p><b>Writing:</b> I can use simple connectives to develop my answers and I can use my book or a dictionary to help me write short texts. I can identify and correct my own mistakes with some prompting from others or teacher. I can produce a short paragraph, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher some unfamiliar vocabulary using context, especially cognates.</p> <p><b>Reading:</b> I can use a dictionary (or my book) to look up words &amp; meanings. I can understand the gist of a longer paragraph.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures within context, though not always accurately.</p>
Application	<p><b>Speaking:</b> I can take part in a longer conversation or presentation without using my notes. I can ask and answer several questions with detail and give my opinions and reasons with confidence.</p> <p><b>Writing:</b> I can adapt a model answer. My spelling is very accurate. I can write short texts including a range of connectives and qualifiers and use a dictionary to develop my answers. I can include past tense in my work and refer to future events confidently.</p> <p><b>Listening:</b> I can understand spoken language and dialogues with different sentence</p>	<p><b>Speaking:</b> I can take part in a longer conversation or presentation with only key words to support. I can ask and answer a variety of questions and give longer answers.</p> <p><b>Writing:</b> I can write without a model answer. Spelling is very accurate. I can include past and future/conditional tense structures in my work. I can translate readily to and from the TL.</p> <p><b>Listening:</b> I can understand longer spoken language and dialogues with different sentence patterns and structures at normal speed.</p> <p><b>Reading:</b> I can understand longer texts and use context and prior knowledge to work out unfamiliar words.</p>	<p><b>Speaking:</b> I can take part in a longer conversation without many notes. I can ask and answer several questions with increasing detail.</p> <p><b>Writing:</b> I can adapt a model answer and I am starting to write more independently. My spelling is usually accurate.</p> <p><b>Listening:</b> I can understand spoken language and dialogues with different sentence patterns and structures at increasing speed.</p> <p><b>Reading:</b> I can understand longer texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I can understand and apply new grammatical concepts with increasing confidence. I can use some past or future tense in my work. I have a good knowledge of</p>	<p><b>Speaking:</b> I can take part in a short conversation with notes and give opinions and justifications.</p> <p><b>Writing:</b> I can insert words looked up into existing structures. Spelling accuracy is improving.</p> <p><b>Listening:</b> I understand short passages and dialogues (conversations) spoken at a slower speed. I can follow instructions. I can write down the main points I hear.</p> <p><b>Reading:</b> I can understand short texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I understand basic grammatical concepts and can apply them with increasing success. I have an improving knowledge of key present tense verbs, including the most common irregular verbs. I can give and justify as well as understand simple opinions</p>

	<p>patterns and more complex structures at increasing speed.</p> <p><b>Reading:</b> I can understand longer texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I can understand and apply new grammatical concepts with confidence. I can use a range of past tense and future tense. I have a good working knowledge of present tense verbs, including irregulars.</p>	<p><b>Grammar:</b> I have a good working knowledge of the present tense, including irregular verbs. I can give and justify a range of simple opinions. I can use past and future/conditional tenses in context.</p>	<p>present tense verbs, including irregular verbs. I can give and justify as well as understand opinions.</p>	
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**GERMAN**

## Term I- German

	Mastery	KS2 L5+	KS2 L4	KS2 L3
Knowledge	<p>Classroom language Phonics &amp; Alphabet Introducing yourself- haben and sein, present tense verbs Numbers 0-100 &amp; Ages Colours My favourite things My Family Descriptions- Physical Descriptions- Character Pets – describing a pet you used to have*, modal verbs Birthdays, months and dates Ein Interview- asking and answering questions. Christmas in Germany</p>	<p>Classroom language Phonics &amp; Alphabet Introducing yourself- haben and sein, present tense verbs Numbers 0-100 &amp; Ages Colours My favourite things My Family Descriptions- Physical Descriptions- Character Pets – describing a pet you used to have*, modal verbs Birthdays, months and dates Ein Interview- asking and answering questions. Christmas in Germany</p>	<p>Classroom language Phonics &amp; Alphabet Introducing yourself haben and sein, present tense verbs Numbers 0-100 &amp; Ages Colours My favourite things My Family Descriptions- Physical Descriptions- Character Pets- modal verbs Birthdays- months and dates Ein Interview- asking and answering questions. Christmas in Germany</p>	<p>Classroom language Phonics &amp; Alphabet Introducing yourself Numbers 0-31 &amp; Ages Colours My favourite things My Family Descriptions- Physical Descriptions- Character Pets Birthdays- months and dates Ein Interview- asking and answering questions. Christmas in Germany</p>
Skills	<p><b>Speaking:</b> I have very good pronunciation. <b>Writing:</b> I can use a range of different connectives to develop my answers. I can use my own words and phrases in my writing using a dictionary to help and I can adapt phrases from my book to help me. I can identify and correct my own mistakes with support. I can produce a longer paragraph, showing planning and editing skills. <b>Listening:</b> I can decipher most unfamiliar vocabulary using context and gist. I can understand longer spoken passages and pick out the main points as well as additional details. <b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary. I can understand the gist and detail of a longer paragraph. <b>Grammar:</b> I learn, understand and use new vocabulary and structures exceptionally well.</p>	<p><b>Speaking:</b> I have good pronunciation. <b>Writing:</b> I can use connectives to develop my answers. I am starting to use my own words and phrases in my writing and I can use my book or a dictionary to help me. I can identify and correct my own mistakes with support. I can produce a short paragraph, showing planning and editing skills. <b>Listening:</b> I can decipher some unfamiliar vocabulary using context and gist. I can understand longer spoken passages and pick out the main points. <b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary. I can understand the gist of a longer paragraph. <b>Grammar:</b> I learn, understand and use new vocabulary and structures well.</p>	<p><b>Speaking:</b> I have good pronunciation of familiar words. <b>Writing:</b> I can use simple connectives to develop my answers and I can use my book or a dictionary to help me. I make a few spelling mistakes. I can use accents, umlauts &amp; silent letters most of the time. I can identify and correct my own mistakes with some prompting from others or teacher. I can produce a short paragraph, showing planning and editing skills. <b>Listening:</b> I can decipher some unfamiliar vocabulary using context, especially cognates. <b>Reading:</b> I can use a dictionary (or my book) to look up words &amp; meanings. <b>Grammar:</b> I learn, understand and use new vocabulary and structures within context, though not always accurately.</p>	<p><b>Speaking:</b> I have mainly correct pronunciation of familiar words. <b>Writing:</b> I can spell words I know from memory. I can write a text of 3-5 sentences. I can copy phrases correctly and substitute some words. I can correct some of my own mistakes with some prompting from others or teacher. I can use some editing skills to improve my work. <b>Listening:</b> I can decipher cognates and can recognise key words. <b>Reading:</b> I can use my book to find out meanings and can find words I need in a bilingual dictionary. <b>Grammar:</b> I can recognise and learn words within a new topic. I can form the present tense of key verbs in the 1<sup>st</sup> person and recognise 3<sup>rd</sup> person forms.</p>
Application	<p><b>Speaking:</b> I can take part in a short conversation or presentation with a few key bullet point notes. I can ask and answer questions with confidence. <b>Writing:</b> I can adapt a model answer and use my own vocabulary successfully. Spelling is very accurate. I can include more varied past tense structures in my work. <b>Listening:</b> I can understand short spoken language and dialogues with different sentence patterns and structures at increasing speed. I can pick out details as well as main points. <b>Reading:</b> I can understand short texts and use context to work out unfamiliar words. I can pick out details as well as main points. <b>Grammar:</b> I can understand and apply new grammatical concepts including past tense structures. I have a good working knowledge of key present tense verbs, including irregular verbs. I can give and justify as well as understand a range of opinions.</p>	<p><b>Speaking:</b> I can take part in a short conversation or presentation with notes. I can ask and answer questions. <b>Writing:</b> I can adapt a model answer. Spelling is very accurate. I can include basic past tense structures in my work. <b>Listening:</b> I can understand short spoken language and dialogues with different sentence patterns and structures at increasing speed. <b>Reading:</b> I can understand short texts and use context to work out unfamiliar words. <b>Grammar:</b> I can understand and apply new grammatical concepts including basic past tense structures. I have a good working knowledge of key present tense verbs, including the most common irregular verbs. I can give and justify as well as understand a simple opinion.</p>	<p><b>Speaking:</b> I can give answers to more difficult and longer questions. <b>Writing:</b> I can insert words looked up into existing structures. Spelling is mostly accurate. <b>Listening:</b> I understand short passages and dialogues (conversations) spoken at a slower speed. I can follow instructions. I can write down the main points I hear. <b>Reading:</b> I can understand short texts and use context to work out unfamiliar words. <b>Grammar:</b> Understands new grammatical concepts and applies them with some success. I have a fair working knowledge of the present tense with common regular verbs. I can give and justify as well as understand simple opinion.</p>	<p><b>Speaking:</b> I can give answers to simple questions. <b>Writing:</b> I can produce a few sentences following a template. Spelling is often approximate but meaning is understood. <b>Listening:</b> I understand short passages and dialogues (conversations) spoken at a slower speed. I can follow most instructions. I can write down key ideas I hear. <b>Reading:</b> I can write down the main points I read from a short text. <b>Grammar:</b> I can recognise new grammatical concepts and apply them with support. I have some understanding of verbs and their formation. I can recognise a noun and an adjective. I can give and understand a simple opinion.</p>

## Term 2-German

	Mastery	KS2 L5+	KS2 L4	KS2 L3
Knowledge	<p>How new year is celebrated in Germany compared with England. Intro to Imperfect tense*</p> <p>Sports</p> <p>Free time activities- giving opinions with gern&amp; Ich mag.</p> <p>present tense verbs – regular and irregular</p> <p>*activities done at the weekend using 'weil'</p> <p>The internet and what it's used for- future tense time markers with present tense, the use of mobiles.</p> <p>School in Germany and England</p> <p>School subjects, timetable, time, facilities and rules- modal verbs, food and drink, uniform, primary vs secondary school*</p>	<p>How new year is celebrated in Germany compared with England. Intro to Imperfect tense*</p> <p>Sports</p> <p>Free time activities- giving opinions with gern&amp; Ich mag.</p> <p>present tense verbs – regular and irregular</p> <p>*activities done at the weekend using 'weil'</p> <p>The internet and what it's used for- future tense time markers with present tense, the use of mobiles.</p> <p>School in Germany and England</p> <p>School subjects, timetable, time, facilities and rules- modal verbs, food and drink, uniform, primary vs secondary school*</p>	<p>How new year is celebrated in Germany compared with England. Using the past tense.</p> <p>Sports</p> <p>Free time activities- giving opinions with gern/ Ich mag</p> <p>present tense verbs – regular and irregular</p> <p>using 'denn/weil'</p> <p>The internet and what it's used for- the use of mobiles.</p> <p>School in Germany and England</p> <p>School subjects, timetable, time, facilities and rules- food and drink, uniform.</p>	<p>How new year is celebrated in Germany compared with England.</p> <p>Sports</p> <p>Free time activities- giving opinions with gern</p> <p>present tense verbs – regular using 'denn'</p> <p>The internet and what it's used for- use of mobiles.</p> <p>School in Germany and England</p> <p>School subjects, timetable, time, facilities and rules- food and drink, uniform.</p>
Skills	<p><b>Speaking:</b> I have excellent pronunciation. I can use the grammar &amp; vocabulary I have learned to create my own sentences with little support.</p> <p><b>Writing:</b> I can use my own words or phrases in my writing with confidence. I can identify and correct my own mistakes. I can produce longer paragraphs independently, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher unfamiliar vocabulary using context and prior knowledge. I can understand longer spoken passages and pick out the details with confidence.</p> <p><b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary. I can understand the gist of more complex paragraphs.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures exceptionally well. I only make mistakes in more complex ideas and structures</p>	<p><b>Speaking:</b> I have very good pronunciation. I can use the grammar &amp; vocabulary I have learned to create my own sentences</p> <p><b>Writing:</b> I can use my own words or phrases in my writing. I can identify and correct my own mistakes. I can produce short paragraphs independently, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher some unfamiliar vocabulary using context and prior knowledge. I can understand longer spoken passages and pick out the main points as well as details.</p> <p><b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary. I can understand the gist of two paragraphs.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures readily. I may make mistakes in more complex ideas and structures</p>	<p><b>Speaking:</b> I have good pronunciation. I can ask longer questions and give more developed answers to questions people ask me.</p> <p><b>Writing:</b> I can use connectives to develop my answers. I can use my own words and phrases in my writing and I can use my book or a dictionary to help me. I can identify and correct my own mistakes with support. I can produce a short paragraph, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher some unfamiliar vocabulary using context and gist.</p> <p><b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary. I can understand the gist of a longer paragraph.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures well although I may still make some mistakes in more simple structures.</p>	<p><b>Speaking:</b> I have good pronunciation of familiar words. I can ask questions and give answers to questions people ask me.</p> <p><b>Writing:</b> I can use simple connectives to develop my answers and I can use my book or a dictionary to help me. I can identify and correct my own mistakes with some prompting from others or teacher. I can produce a short paragraph, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher some unfamiliar vocabulary using context, especially cognates.</p> <p><b>Reading:</b> I can use a dictionary (or my book) to look up words &amp; meanings.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures within context, though not always accurately.</p>
Application	<p><b>Speaking:</b> I can take part in a longer conversation or presentation without using my notes. I can ask and answer several questions with detail and give my opinions and reasons with confidence.</p> <p><b>Writing:</b> I can adapt a model answer. My spelling is very accurate. I can write short texts including a range of connectives and qualifiers and use a dictionary to develop my answers. I can include past tense in my work and refer to future events confidently.</p> <p><b>Listening:</b> I can understand spoken language and dialogues with different sentence patterns and more complex structures at increasing speed.</p>	<p><b>Speaking:</b> I can take part in a longer conversation or presentation without (many) notes. I can ask and answer several questions with increasing detail and give my opinions and reasons with confidence.</p> <p><b>Writing:</b> I can adapt a model answer. My spelling is very accurate. I can write short texts including connectives and qualifiers and use a dictionary to develop my answers. I can include past tense in my work and refer to future events.</p> <p><b>Listening:</b> I can understand spoken language and dialogues with different sentence patterns and structures at increasing speed.</p> <p><b>Reading:</b> I can understand longer texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I can understand and apply new grammatical concepts with confidence. I can use a range of past tense verbs and convey future ideas. I have a good working knowledge of</p>	<p><b>Speaking:</b> I can take part in a short conversation or presentation with notes. I can ask and answer questions and give my viewpoint with reasons.</p> <p><b>Writing:</b> I can adapt a model answer. Spelling is accurate. I can include basic past tense structures in my work.</p> <p><b>Listening:</b> I can understand short spoken language and dialogues with different sentence patterns and structures at increasing speed.</p> <p><b>Reading:</b> I can understand short texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I can understand and apply new grammatical concepts including basic past tense structures. I have a good knowledge of key present tense verbs, including the most common irregular verbs. I can give and justify as well as</p>	<p><b>Speaking:</b> I can take part in a short conversation with notes and give opinions and justifications.</p> <p><b>Writing:</b> I can insert words looked up into existing structures. Spelling accuracy is improving.</p> <p><b>Listening:</b> I understand short passages and dialogues (conversations) spoken at a slower speed. I can follow instructions. I can write down the main points I hear.</p> <p><b>Reading:</b> I can understand short texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I understand some basic grammatical concepts and can apply them with increasing success. I have a developing knowledge of the present tense with common regular verbs. I can give and justify as well as understand simple opinions.</p>

	<p><b>Reading:</b> I can understand longer texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I can understand and apply new grammatical concepts with confidence. I can use a range of past tense and future tense. I have a good working knowledge of present tense verbs, including irregulars.</p>	<p>present tense verbs, including irregular verbs. I can give and justify as well as understand simple opinions.</p>	<p>understand simple opinions. I can use basic past tense in context.</p>	
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### Term 3- German

	Mastery	KS2 L5+	KS2 L4	KS2 L3
Knowledge	<p>Houses in German, house types, location, rooms in a house and activities.</p> <p>Describing bedroom and using prepositions in dative case, Household chore and what other people do to help at home*. Countries and nationalities. Geography and landmarks in Germany. Tourist attractions in Germany- using larger numbers and statistics, Saying what there is to do in a town- using es gibt/ es gab*, Shopping for souvenirs, buying snacks, Saying what you would like, Talking about the weather in the present and future, Summer holiday plans using the future tense.</p>	<p>Houses in German, house types, location, rooms in a house and activities.</p> <p>Describing bedroom and using prepositions in dative case, Household chore and what other people do to help at home*. Countries and nationalities. Geography and landmarks in Germany.</p> <p>Tourist attractions in Germany- using larger numbers and statistics, Saying what there is to do in a town- using es gibt/ es gab*, Shopping for souvenirs, buying snacks, Saying what you would like, Talking about the weather in the present and future, Summer holiday plans using the future tense.</p>	<p>Houses in Germany, house types, location, rooms in a house and activities.</p> <p>Describing bedroom and using prepositions in dative case, Household chores. Countries and nationalities. Geography and landmarks in Germany.</p> <p>Tourist attractions in Germany- using larger numbers. Saying what there is to do in a town- using es gibt/es gab. Shopping for souvenirs, buying snacks, Saying what you would like, Talking about the weather in the present and future, Summer holiday plans using the future tense.</p>	<p>Houses in Germany, house types, location, rooms in a house and activities. Describing bedroom and using prepositions. Household chores. Countries and nationalities. Geography and landmarks in Germany.</p> <p>Tourist attractions in Germany- recognising larger numbers, Saying what there is to do in a town- using es gibt Shopping for souvenirs, buying snacks, Saying what you would like, Talking about the weather in the present. Summer holiday plans using the future tense.</p>
Skills	<p><b>Speaking:</b> I have excellent pronunciation. I can use the grammar &amp; vocabulary I have learned to create my own sentences with little support.</p> <p><b>Writing:</b> I can use my own words or phrases in my writing with confidence. I can identify and correct my own mistakes. I can produce longer paragraphs independently, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher unfamiliar vocabulary using context and prior knowledge. I can understand longer spoken passages and pick out the details with confidence.</p> <p><b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary. I can understand the gist of more complex paragraphs.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures exceptionally well. I only make mistakes in more complex ideas and structures</p>	<p><b>Speaking:</b> I have very good pronunciation and intonation. I can use the grammar &amp; vocabulary I have learned to create my own extended sentences.</p> <p><b>Writing:</b> I can use my own words or phrases in my writing. Spelling and grammar are very accurate. I can identify and correct my own mistakes. I can produce a longer paragraph without support, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher unfamiliar vocabulary using context and my prior knowledge.</p> <p><b>Reading:</b> I can use context, my book or a dictionary and prior knowledge to help work out unknown or more complex vocabulary. I can understand the gist and detail of at least two paragraphs.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures readily. I can apply my learning when using vocabulary I have looked up in a dictionary.</p>	<p><b>Speaking:</b> I have good pronunciation.</p> <p><b>Writing:</b> I can use my own words or phrases in my writing. I can identify and correct my own mistakes. I can produce short paragraphs independently, showing planning and editing skills. I can use connectives and qualifiers in my work.</p> <p><b>Listening:</b> I can decipher some unfamiliar vocabulary using context and prior knowledge. I can understand longer spoken passages and pick out the main points as well as details.</p> <p><b>Reading:</b> I can use context, my book or a dictionary to help work out unknown vocabulary.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures readily. I may make mistakes in more complex ideas and structures.</p>	<p><b>Speaking:</b> I have good pronunciation of familiar words.</p> <p><b>Writing:</b> I can use simple connectives to develop my answers and I can use my book or a dictionary to help me write short texts. I can identify and correct my own mistakes with some prompting from others or teacher. I can produce a short paragraph, showing planning and editing skills.</p> <p><b>Listening:</b> I can decipher some unfamiliar vocabulary using context, especially cognates.</p> <p><b>Reading:</b> I can use a dictionary (or my book) to look up words &amp; meanings. I can understand the gist of a longer paragraph.</p> <p><b>Grammar:</b> I learn, understand and use new vocabulary and structures within context, though not always accurately.</p>
Application	<p><b>Speaking:</b> I can take part in a longer conversation or presentation without using my notes. I can ask and answer several</p>	<p><b>Speaking:</b> I can take part in a longer conversation or presentation with only key words to support. I can ask and answer a variety of questions and give longer answers.</p>	<p><b>Speaking:</b> I can take part in a longer conversation without many notes. I can ask and answer several questions with increasing detail.</p>	<p><b>Speaking:</b> I can take part in a short conversation with notes and give opinions and justifications.</p> <p><b>Writing:</b> I can insert words looked up into existing structures. Spelling accuracy is improving.</p>

	<p>questions with detail and give my opinions and reasons with confidence.</p> <p><b>Writing:</b> I can adapt a model answer. My spelling is very accurate. I can write short texts including a range of connectives and qualifiers and use a dictionary to develop my answers. I can include past tense in my work and refer to future events confidently.</p> <p><b>Listening:</b> I can understand spoken language and dialogues with different sentence patterns and more complex structures at increasing speed.</p> <p><b>Reading:</b> I can understand longer texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I can understand and apply new grammatical concepts with confidence. I can use a range of past tense and future tense. I have a good working knowledge of present tense verbs, including irregulars.</p>	<p><b>Writing:</b> I can write without a model answer. Spelling is very accurate. I can include past and future/conditional tense structures in my work. I can translate readily to and from the TL.</p> <p><b>Listening:</b> I can understand longer spoken language and dialogues with different sentence patterns and structures at normal speed.</p> <p><b>Reading:</b> I can understand longer texts and use context and prior knowledge to work out unfamiliar words.</p> <p><b>Grammar:</b> I have a good working knowledge of the present tense, including irregular verbs. I can give and justify a range of simple opinions. I can use past and future/conditional tenses in context.</p>	<p><b>Writing:</b> I can adapt a model answer and I am starting to write more independently. My spelling is usually accurate.</p> <p><b>Listening:</b> I can understand spoken language and dialogues with different sentence patterns and structures at increasing speed.</p> <p><b>Reading:</b> I can understand longer texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I can understand and apply new grammatical concepts with increasing confidence. I can use some past or future tense in my work. I have a good knowledge of present tense verbs, including irregular verbs. I can give and justify as well as understand opinions.</p>	<p><b>Listening:</b> I understand short passages and dialogues (conversations) spoken at a slower speed. I can follow instructions. I can write down the main points I hear.</p> <p><b>Reading:</b> I can understand short texts and use context to work out unfamiliar words.</p> <p><b>Grammar:</b> I understand basic grammatical concepts and can apply them with increasing success. I have an improving knowledge of key present tense verbs, including the most common irregular verbs. I can give and justify as well as understand simple opinions</p>
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# **GEOGRAPHY**

## Year 7 Weather

	<b>Mastery</b>	<b>KS2 Level 5+</b>	<b>KS2 Level 4</b>	<b>KS2 Level 3</b>
<b>Knowledge</b>	Depressions (detailed) & Anticyclones (detailed).	Depressions (basic) & Anticyclones (basic).	Why does it rain, climate graphs.	How do weather & climate differ, forecasting & measuring the weather, microclimates.
<b>Skills</b>	Interpretation of climate graphs in detail, comparing different regions.	Use fieldwork to collect, analyse and draw conclusions from geographical data. Draw & interpret a climate graph.	Use fieldwork to collect and analyse data from a graph. Draw a climate graph.	Use fieldwork to collect data and draw a graph of the results. Complete a climate graph that has been started.
<b>Application</b>	Explain how depressions and anticyclones form and how their weather differs. Draw conclusions from fieldwork data. Explain problems with data collection techniques. Compare patterns shown in climate graphs for different regions and explain why.	Name & locate the 6 main different climate zones of the world. Describe the weather conditions in a depression & anticyclone & state how they are different. Explain how different factors affect or cause microclimates. Explain all patterns in fieldwork data. Interpret a climate graph – what patterns does it show.	Explain what each piece of weather forecasting equipment is used for. Name the three types of rainfall and explain how each one is different & happens. Explain fieldwork data patterns from a graph. Draw an accurate climate graph.	Define the terms weather & climate. Name equipment used to measure and forecast the weather. Know what a microclimate is and what factors affect it. Collect fieldwork data. Draw an accurate graph of fieldwork data results. Complete a partly completed climate graph.

## Year 7 Africa

	<b>Mastery</b>	<b>KS2 Level 5</b>	<b>KS2 Level 4</b>	<b>KS2 Level 3</b>
<b>Knowledge</b>	Conflict in Sudan & Conflict diamonds in detail.	What the future holds for Africa.	Climate change effects in Africa, Kenya, Rwanda, Lesotho, Uganda, conflict in Sudan, keyhole gardens, conflict diamonds.	Misconceptions about Africa, how climate varies, poverty, food & nutrition.
<b>Skills</b>	Draw climate graphs for African countries.	Draw & annotate a diagram.	Analyse climate graphs for African countries. Draw & label a diagram.	Environmental regions locate, name physical features and human characteristics of a couple of African countries.
<b>Application</b>	<ul style="list-style-type: none"> <li>Understands the physical and human characteristics of Africa and contrast this with other continents.</li> <li>Analyse in detail climate graphs for different African countries.</li> <li>Explain the conflict in Sudan in detail – give a number of reasons.</li> <li>Explain the issue with conflict diamonds in detail – give a number of reasons.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the physical and human characteristics of Africa and contrast this with other countries within Africa.</li> <li>Describe &amp; explain the future in Africa.</li> <li>Design an innovative keyhole garden.</li> <li>Give reasons for the conflict in Sudan and conflict diamonds.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the effect climate change will have on Africa.</li> <li>Make comparisons between different countries in Africa.</li> <li>Describe conflict in Sudan &amp; what conflict diamonds are.</li> <li>Design a keyhole garden.</li> </ul>	<ul style="list-style-type: none"> <li>Describe misconceptions about Africa.</li> <li>Name &amp; locate the different types of climate in Africa.</li> <li>Describe the problems with poverty in Africa.</li> <li>Describe food &amp; nutrition in Africa.</li> </ul>

## YEAR 7 LOCAL ACTIONS GLOBAL IMPACT

	<b>MASTERY</b>	<b>KS2 LEVEL 5</b>	<b>KS2 LEVEL 4</b>	<b>KS2 LEVEL 3</b>
<b>KNOWLEDGE</b>	<p>Detailed knowledge of a range of environmental issues and the secondary impacts resulting from them.</p> <p>Know specific examples can be referred to in detail, to evidence the impacts of environmental issues (e.g. Antarctica) and how management strategies have been employed.</p> <p>Know what sustainable development is and can link it to a number of solutions to environmental issues.</p>	<p>Know how Antarctica has been affected in detail.</p> <p>Know why some areas of the environment might not be able to cope with environmental issues and be threatened.</p> <p>Know a number of different management strategies for different environmental issues.</p> <p>Know a definition of sustainable development.</p>	<p>Know how Antarctica has been affected by climate change.</p> <p>Know the different physical and human causes of environmental issues.</p> <p>Know what 'greenhouse gases' are.</p> <p>Know what a carbon footprint is.</p> <p>Know how people and animals adapt to their surroundings.</p>	<p>Know what climate change and global warming are.</p> <p>Know what impacts climate change can have for humans and the environment.</p> <p>Know where Antarctica is.</p> <p>Know the causes of climate change.</p> <p>Know some solutions to environmental issues and it's the subsequent impacts.</p>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Effective/competent use of statistics and carbon footprint data with very few errors</li> <li>• Good presentation</li> <li>• Can interpret graphs with mistakes rare.</li> <li>• Can draw labelled diagrams with few, if any, errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Can interpret statistics and what a carbon footprint means, explaining this.</li> <li>• Satisfactory presentation</li> <li>• Can interpret graphs with few mistakes.</li> <li>• Can draw labelled diagrams with infrequent errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Can interpret facts and what a carbon footprint means; fewer errors than at breakthrough level.</li> <li>• Can interpret graphs with some mistakes.</li> <li>• Can draw labelled diagrams with some errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Can interpret numerical facts about an issue with occasional mistakes.</li> <li>• Can interpret graphs with frequent mistakes.</li> <li>• Can draw labelled diagrams with frequent errors.</li> </ul>
<b>APPLICATION</b>	<ul style="list-style-type: none"> <li>• I can assess different environmental issues and how these processes impact elsewhere.</li> <li>• I can describe the changes in places as a result of environmental issues.</li> <li>• I can evaluate the success of how people try to manage the environment.</li> <li>• I can makes links between the actions people take in one place and the affect on the environment in others.</li> <li>• I can identify patterns in the severity of the impacts of environmental issues.</li> <li>• I can give detailed descriptions of processes supported by more than one detailed, justified and logical explanation.</li> <li>• I can show that you clearly understand a topic.</li> <li>• I can use lots of appropriate geographical words.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain in detail the different environmental issues and how these processes have an impact elsewhere.</li> <li>• I can explain how people affect the environment.</li> <li>• I can explain different views about environmental issues.</li> <li>• I can acknowledge and categorise how people try to manage the environment.</li> <li>• I can describe human and physical processes and give reasons for these.</li> <li>• I can give detailed descriptions of processes supported by good, logical explanations.</li> <li>• I can show that I clearly understand a topic.</li> <li>• I can use many appropriate geographical words.</li> <li>• I can use facts and evidence to support my answers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe the impacts of a number of environmental issues.</li> <li>• I can see how these processes could change places and affect people and wildlife living there.</li> <li>• I can describe how people improve and damage the environment.</li> <li>• I can explain different views about environmental issues.</li> <li>• I can give explanations.</li> <li>• I can show that I understand the topic.</li> <li>• I can show that you can use facts to help you answer questions.</li> <li>• I can use geographical words.</li> <li>• I can interpret graphs and diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe environmental issues and begin to explain the causes of these in a simple manner.</li> <li>• I can give some ideas of how people can help the environment.</li> <li>• I can give some views about environmental issues.</li> <li>• I can suggest some reasons for environmental issues.</li> <li>• I can use some geographical words.</li> <li>• I can show you know the facts.</li> <li>• I can read graphs and diagrams.</li> </ul>



## Year 7 Map Skills

	<b>MASTERY</b>	<b>KS2 LEVEL 5</b>	<b>KS2 LEVEL 4</b>	<b>KS2 LEVEL 3</b>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Responses show a good understanding of different countries and continents with rare mistakes.</li> <li>Knowledge of how to use an atlas to locate a wide variety of information.</li> <li>Excellent factual knowledge of maps is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Responses show a good understanding of different countries and continents with rare mistakes.</li> <li>Knowledge of how to use an atlas to locate information.</li> <li>Understanding of longitude and latitude with rare misinterpretations.</li> <li>Good factual knowledge of maps is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Responses show a good understanding that countries and continents are different but mistakes are still common.</li> <li>Knowledge of how to use an atlas to locate basic country locational information.</li> <li>Understanding of longitude and latitude but misinterpretations are still common.</li> <li>Knowledge of &lt;10 OS map symbols.</li> <li>An adequate factual knowledge of maps is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li>Responses show an understanding that countries and continents are different but mistakes are frequent.</li> <li>Knowledge of how to use an atlas to locate basic country locational information but not in detail.</li> <li>Beginning to use appropriate geographical vocabulary.</li> <li>Demonstrates an adequate factual knowledge of maps.</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>Effective/competent use of a range of skills with very few errors</li> <li>Good presentation</li> <li>Can use 16 point compass directions.</li> <li>A wide range of OS map symbols used appropriately.</li> <li>Use of 4 and 6 figure grid references accurately, with errors being rare.</li> <li>Scale is accurately interpreted straight line and curved-line measurements, from a scale bars and ratios.</li> <li>Height can be interpreted on maps from contours, spot-heights and relief shading with few, if any, errors.</li> </ul>	<ul style="list-style-type: none"> <li>Satisfactory use of a range of skills</li> <li>Satisfactory presentation</li> <li>Can use 8 point compass directions accurately.</li> <li>Knowledge of 10+ OS map symbols.</li> <li>Use of 4 and 6 figure grid references accurately, with a few errors made.</li> <li>Scale can be interpreted using a scale bar for straight line and curved-line measurements, although mistakes are still made</li> <li>Height can be interpreted on maps from contours, spot-heights and relief shading with rare errors.</li> </ul>	<ul style="list-style-type: none"> <li>Use of a range of simple skills; fewer errors than at breakthrough level</li> <li>Can use 8 point compass directions.</li> <li>Use of 4 and 6 figure grid references accurately, with errors common.</li> <li>Knowledge of &lt;10 OS map symbols.</li> <li>Simple scale bars can be interpreted for straight line measurements with some errors.</li> <li>Height can be interpreted on maps from contours, spot-heights and relief shading with common errors.</li> </ul>	<ul style="list-style-type: none"> <li>Use of a small range of simple skills although occasional errors eg. lack of annotations, inappropriate scale.</li> <li>Can use 4 point compass directions.</li> <li>Knowledge of &lt;5 OS map symbols</li> <li>Simple scale bars can be interpreted for straight line measurements although mistakes are common.</li> <li>Height can be interpreted on maps from spot-heights and relief shading.</li> </ul>
<b>APPLICATION</b>	<p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>I know about, and I can, interpret information at different scales: locally, nationally, internationally and globally.</li> <li>I can give detailed descriptions of abstract journeys and routes, places and processes supported by detailed, logical instructions.</li> <li>I can show that you can make a map using all the map skills perfectly.</li> <li>I can use lots of appropriate geographical words.</li> <li>I can annotate maps.</li> <li>I can read data off of a complex map with few errors made.</li> <li>I can present my work clearly without many mistakes.</li> </ul>	<p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>I can interpret maps at different scales: locally, nationally, internationally and globally.</li> <li>I can give detailed descriptions of journeys and routes supported by good, logical directions.</li> <li>I can show that I can make a map using all the map skills.</li> <li>I can use lots of appropriate geographical words.</li> <li>I can use lots of different map skills to show data.</li> <li>I can put labels on maps accurately.</li> <li>I can interpret data off of a map.</li> <li>I can present my work clearly.</li> </ul>	<p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>I can recognise maps and their different scales: locally, nationally, internationally and globally.</li> <li>I can describe journeys and routes in detail.</li> <li>I can give directions.</li> <li>I can show that you can make a map.</li> <li>I can use geographical words.</li> <li>I can use different map skills to show data.</li> <li>I can put labels on maps.</li> <li>I can read data off of a map.</li> </ul>	<p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>I can use maps from different scales: locally, nationally and globally.</li> <li>I can describe a journey and a route.</li> <li>I can give a few, simple directions.</li> <li>I can make a map using symbols and directions</li> <li>I can use some geographical words.</li> <li>I can show you know the simpler map skills.</li> <li>I can use some of the map skills to show your data.</li> <li>I can annotate graphs and diagrams.</li> <li>I can put labels on maps.</li> </ul>

# **HISTORY**

Term	Mastery	KS2 L5+	KS2 L4	KS2 L3
Knowledge	<p>How to sequence events. Time periods. What and who was buried at Sutton Hoo. The four contenders to the throne in 1066 and their claims Events of the Battle of Hastings in 1066. Why William won at the Battle of Hastings. Consequences of the Battle of Hastings. For example, Domesday book, feudal system, ravaging of the north and castles.</p>	<p>How to sequence events. Time periods. What and who was buried at Sutton Hoo. The four contenders to the throne in 1066 and their claims Events of the Battle of Hastings in 1066. Why William won at the Battle of Hastings. Consequences of the Battle of Hastings. For example, Domesday book, feudal system, ravaging of the north and castles.</p>	<p>How to sequence events. Time periods. What and who was buried at Sutton Hoo. The three contenders to the throne in 1066 and their claims Events of the Battle of Hastings in 1066. Why William won at the Battle of Hastings. Consequences of the Battle of Hastings for example, Domesday book, feudal system, ravaging of the north and castles.</p>	<p>How to sequence events and can give names of time periods. What and who was buried at Sutton Hoo. The three contenders to the throne in 1066 and their claims. Events of the Battle of Hastings in 1066. Reason why William won at the Battle of Hastings. Consequences of the Battle of Hastings for example, Domesday book, feudal system and Castles</p>
Skill concepts	<p><b>Chronology</b> Put events in to order of time and confidently recognise that time periods overlap. <b>Cause and consequence;</b> To work independently to identify a range of reasons and categorise reasons. To consider the reasons why some reasons have greater importance/influence and why others have lesser importance. To make links between the reasons. <b>Use of evidence</b> To make a range of inferences from evidence. To support their inferences with precise evidence and explanation. <b>Communication:</b> To write in PEE paragraphs To be taught hypothetical language To structure extended pieces of writing. To write a convincing conclusion</p>	<p><b>Chronology;</b> To put events in to order and to label the time periods. To recognise that time periods overlap. <b>Cause and consequence; To</b> work out a number of reasons for historical change. To make links between reasons. To support reasons with evidence and explanation. (PEE) To consider the importance/influence of reasons for historical change. <b>Use of evidence;</b> To make a range of inferences from the evidence. To support their inferences with evidence and explanation. <b>Communication:</b> To write in PEE paragraphs To structure extended pieces of writing. To be taught hypothetical language To write a convincing conclusion</p>	<p><b>Chronology:</b> To put events into chronological order and label the time periods. How time periods overlap. <b>Cause and consequence</b> Work out a number of reasons for historical event occurring or consequences. To support reasons with evidence and explanation. To put the events in order of importance. To make a number of inferences from evidence. To support this inference with evidence and explanation. <b>Communication</b> To write in PEE paragraphs To structure extended pieces of writing. To be taught hypothetical language To write a conclusion</p>	<p><b>Chronology:</b> To put events in to chronological order. To begin to be able label time periods. <b>Cause and consequence:</b> Work out the reasons for a historical event. To support the points of argument with evidence. To make an inference from evidence and support this with evidence. <b>Communication</b> To use PEE paragraphs. To write in hamburger paragraphs. To write a conclusion.</p>
Application	<p><b>Chronology</b> You can independently put events in to chronological order. You can use time periods within your work with confidence. You understand that time periods overlap. <b>Cause and Consequence;</b> You can use a range of reasons and perhaps some original ones. You can make a links between the reasons and you can explain why some reasons have more importance than others.  <b>Use of evidence: Making an inference.</b></p>	<p><b>Chronology</b> You can independently put events in to chronological order. You can identify time periods and you are beginning to recognise that periods of time can overlap. <b>Cause and Consequence</b> You have explained at least 3 reasons why an event occurs and are beginning to show how the causes link together to create historical change. Furthermore you can explain why one factor has greater influence/importance than importance than another factor. <b>Use of evidence: Making an inference.</b> You can make inferences (suggestions) and support these with detail from the sources. You can explain how the evidence proves your suggestions <b>Knowledge</b></p>	<p><b>Chronology:</b> Can independently put events in to order. Can divide the events in to time periods <b>Cause and Consequence.</b> Have identified some reasons why William won the Battle of Hastings and shown how these helped him to win. You have <b>Use of evidence: Making an inference.</b> Can make an inference/s and support it with evidence/detail from the source/s. Begins to explain how the evidence proves this suggestion.  <b>Knowledge:</b></p>	<p><b>Chronology:</b> Can put events in order. But assistance may be required. <b>Cause and Consequence:</b> A single cause will be given and explained or multiple causes will be given without evidence. <b>Use of evidence: Making an inference-</b> You may have described the evidence or information which your teacher gave you. Or made one inference unsupported with evidence. <b>Knowledge</b> You make limited reference to specific details or you use details in a generic way. There may be inaccuracies in your knowledge.  <b>Communication</b></p>

<p>You can independently make inferences (suggestions) and support these with detail from the sources. You can explained how the evidence proves your suggestions.</p> <p><b>Knowledge</b> You have shown a clear understanding of specific events or peoples actions. You give specific evidence to support your argument helping to write a convincing answer.</p> <p><b>Communication</b> You have written a clearly analytical piece based on key factors. You have used evidence to back up your points clearly and you have very clear links back to the question. The PEEL/IDEA structure is used very well. In particular, you make clear links back to the question in each paragraph. SPAG is mostly accurate.</p>	<p>You have shown that you clearly understand more than one area/ cause of the people, places and events studied. Knowledge is well chosen to support your arguments.</p> <p><b>Communication</b> You have used paragraphs to structure your answer. You use some evidence to back up the points you make in each paragraph. You have made links back to the question in the majority of your paragraphs and there is a developing PEEL/IDEA structure evident</p>	<p>You have shown some knowledge of the people, places and events studied. You may refer to things they did/that happened but in generalised ways. You are generally accurate however there may be still some inaccuracies in your knowledge.</p> <p><b>Communication</b> You have used paragraphs to structure your answer. You are beginning to support points of argument with evidence. This is not necessarily explained. Some of the information you give will still be narrative. You used some key historical words</p>	<p>You can write mainly in sentences and may use the occasional paragraph. You Use some key historical words. You may give points of argument but these will not be supported by evidence. You have used some key historical words.</p> <p><b>Communication</b> You can write mainly in sentences and may use the occasional paragraph. You Use some key historical words. You may give points of argument but these will not be supported by evidence. You have used some key historical words.</p>
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Term 2	Mastery	KS2 L5+	KS2 L4	KS2 L3
Knowledge	Life in a medieval village in the 1400s including; importance of religion. Life in Baghdad in the Middle Ages. Similarities and difference between Medieval England and Baghdad. Causes and consequences of the Black Death	Life in a medieval village in the 1400s including; importance of religion. Life in Baghdad in the Middle Ages. Similarities and difference between Medieval England and Baghdad. Causes and consequences of the Black Death	Life in a medieval village in the 1400s including; importance of religion. Life in Baghdad in the Middle Ages. Similarities and difference between Medieval England and Baghdad. Causes and consequences of the Black Death	Life in a medieval village in the 1400s including; importance of religion. Life in Baghdad in the Middle Ages. Similarities and difference between Medieval England and Baghdad. Causes and consequences of the Black Death.
Skills	<b>Diversity and making links</b> To make similarities and differences between the two different societies. To make a judgement as to how far societies are different. <b>Significance</b> To identify reasons why event are significant. To identify why events are more important than others. <b>Use of evidence</b> To select and use the evidence to support their points of argument. <b>Communication:</b> To write in PEE paragraphs To be taught hypothetical language To structure extended pieces of writing. To write a convincing conclusion.	<b>Diversity and making links</b> To identify similarities and differences between the two different societies. To make a judgement as how big the difference is. <b>Significance</b> To identify an event is important and the reasons why the event is important. To identify why some events are more important than others. <b>Use of evidence</b> To select and use the evidence to support their points of argument. <b>Communication:</b> To write in PEE paragraphs To structure extended pieces of writing. To be taught hypothetical language To write a convincing conclusion.	<b>Diversity and making links</b> To identify similarities and differences between the two different societies. <b>Significance</b> To make a judgement as how big the difference is. To identify an event is important and the reasons why the event is important. <b>Use of evidence</b> To select and use the evidence to support their points of argument. <b>Communication</b> To write in PEE paragraphs To structure extended pieces of writing. To write a conclusion	<b>Diversity and making links</b> To identify similarities and differences between the two different societies. <b>Significance</b> To identify why an event is important. <b>Use of evidence</b> To select and use the evidence to support their points of argument.
Application	<b>Diversity and making links</b> You can measure how far people's lives were different and give some reasons for this. For example, poor and rich. <b>Significance</b> You are independently giving some reasons why some events, people and changes have been judged as more important than others. <b>Use of evidence</b> You back up what you say with evidence precisely, describing or quoting the source, and explain what this tells you. <b>Knowledge</b> You have shown a clear understanding of specific events or peoples actions. You give specific evidence to support your argument helping to write a convincing answer. <b>Communication</b> You have written a clearly analytical piece based on key factors. You have used evidence to back up your points clearly and you have very clear links back to the question. The PEEL/IDEA structure is used very well. In particular, you make clear links back to the question in each paragraph. SPAG is mostly accurate.	<b>Diversity and making links</b> You can compare people's lives in the past to say which differences and similarities there were and how big these were. <b>Significance</b> You are beginning to give some reasons why some events, people and changes have been judged as more important than others. <b>Use of evidence</b> You back up what you say with evidence, describing or quoting the source, and explain what this tells you. <b>Knowledge</b> You have shown that you clearly understand more than one area/ cause of the people, places and events studied. Knowledge is well chosen to support your arguments. <b>Communication</b> You have used paragraphs to structure your answer. You use some evidence to back up the points you make in each paragraph. You have made links back to the question in the majority of your paragraphs and there is a developing PEEL/IDEA structure evident	<b>Diversity and making links</b> You can give examples to describe the differences and similarities in people's lives in the past. <b>Significance</b> You can give examples of how some events, people and changes were really important <b>Use of evidence</b> You use a few sources, and write out or describe the source to back up your point. You may begin to explain why this proves your point. <b>Knowledge</b> You have shown some knowledge of the people, places and events studied. You may refer to things they did/that happened but in generalised ways. You are generally accurate however there may be still some inaccuracies in your knowledge. <b>Communication</b> You have used paragraphs to structure your answer. You are beginning to support points of argument with evidence. This is not necessarily explained. Some of the information you give will still be narrative. You used some key historical words	<b>Diversity and making links</b> You can identify that there were differences in people's lives in the past <b>Significance</b> You can identify some events, people and changes that were really important <b>Use of evidence</b> You may have described the evidence or information which your teacher gave you <b>Knowledge</b> You make limited reference to specific details or you use details in a generic way. There may be inaccuracies in your knowledge. <b>Communication</b> You can write mainly in sentences and may use the occasional paragraph. You Use some key historical words. You may give points of argument but these will not be supported by evidence. You have used some key historical words.

Term 3	Mastery	KS2 L5+	KS2 L4	KS2 L3
Knowledge	Reasons for the death of Thomas Beckett King John Peasants revolt Why did people go on the Crusades? Who were the crusaders and the Crusades. The Reformation	Reasons for the death of Thomas Beckett King John Peasants revolt Why did people go on the Crusades? Who were the crusaders and the Crusades. The Reformation	Reasons for the death of Thomas Beckett King John Peasants revolt Why did people go on the Crusades? Who were the crusaders and the Crusades. The Reformation	Reasons for the death of Thomas Beckett King John Peasants revolt Why did people go on the Crusades? Who were the crusaders and the Crusades. The Reformation
Skills	<p><b>Use of evidence and interpretations:</b> To make an inference. To cross reference the sources. To consider the usefulness of the sources.</p> <p><b>Causation</b> To work independently to identify a range of reasons and categorise reasons. To consider the reasons why some reasons have greater importance/influence and why others have lesser importance. To make links between the reasons.</p> <p><b>Communication:</b> To write in PEE paragraphs To be taught hypothetical language To structure extended pieces of writing. To write a convincing conclusion.</p>	<p><b>Use of evidence and interpretations:</b> To make an inference. To cross reference the sources. To consider the usefulness of the sources</p> <p><b>Causation</b> To work out a number of reasons for historical change. To make links between reasons. To support reasons with evidence and explanation. (PEE) To consider the importance/influence of reasons for historical change.</p> <p><b>Communication:</b> To write in PEE paragraphs To structure extended pieces of writing. To be taught hypothetical language To write a convincing conclusion.</p>	<p><b>Use of evidence and interpretations:</b> To make an inference. To make cross references. To consider the usefulness of the sources</p> <p><b>Causation</b> Work out a number of reasons for historical event occurring or consequences. To support reasons with evidence and explanation. To put the events in order of importance. To make a number of inferences from evidence. To support this inference with evidence and explanation.</p> <p><b>Communication</b> To write in PEE paragraphs To structure extended pieces of writing. To be taught hypothetical language To write a conclusion</p>	<p><b>Use of evidence and interpretations:</b> To make an inference.</p> <p><b>Causation</b> Work out the reasons for a historical event. To support the points of argument with evidence. To make an inference from evidence and support this with evidence.</p> <p><b>Communication</b> To use PEE paragraphs. To write an introduction, main part and conclusion</p>
Application	<p><b>Use of evidence and interpretations:</b> You have confidently backed up what you say with evidence, making inferences, describing or quoting from the source, and explained what this tells you. Are also beginning to think about how useful the evidence is.</p> <p><b>Causation</b> You can use a range of reasons and perhaps some original ones. You can make a links between the reasons and you can explain why some reasons have more importance than others</p> <p><b>Knowledge</b> You have shown a clear understanding of specific events, people's actions. You give specific evidence to support your argument helping to write a convincing answer.</p>	<p><b>Use of evidence/interpretations :</b> You can use more than one piece of evidence to back up what you say by making inferences from evidence, describe or quote from the source and can explain how this backs up your point.</p> <p><b>Causation</b> You have explained at least 3 reasons why an event occurs and are beginning to show how the causes link together to create historical change. Furthermore you can explain why one factor has greater influence/importance than another factor.</p> <p><b>Knowledge</b> You have shown that you clearly understand more than one area/ cause of the people, places and events studied. Knowledge is well</p>	<p><b>Use of evidence/interpretations :</b> You have used a few sources. You have written out or described the source to back up your point. You still haven't explained why this proves your point.</p> <p><b>Causation</b> You gave identified some reasons for a historical event occurring and proved your point using evidence.</p> <p><b>a) Knowledge:</b> You have shown some knowledge of the people, places and events studied. You may refer to things they did/that happened but in generalised ways – you are generally accurate however. There may be still some inaccuracies in your knowledge.</p> <p><b>Communication</b></p>	<p><b>Use of evidence</b> You may have described the evidence or information which your teacher gave you. Or made one inference unsupported with evidence.</p> <p><b>Causation</b> You have given a single cause and supported it with evidence or multiple causes will be given without evidence.</p> <p><b>Knowledge</b> You make limited reference to specific details or you use details in a generic way. There may be inaccuracies in your knowledge.</p> <p><b>Communication</b> You can write mainly in sentences and may use the occasional paragraph. You Use some key historical words. You may give points of argument but these will not</p>

	<p><b>Communication</b> You have written a clearly analytical piece based on key factors. You have used evidence to back up your points clearly and you have very clear links back to the question. The PEEL/IDEA structure is used very well. In particular, you make clear links back to the question in each paragraph.</p>	<p>chosen to support your arguments. <b>Communication</b> You have used paragraphs to structure your answer. You use some evidence to back up the points you make in each paragraph. You have made links back to the question in the majority of your paragraphs and there is a developing PEEL/IDEA structure evident</p>	<p>You have used paragraphs to structure your answer. You are beginning to support points of argument with evidence. This is not necessarily explained. Some of the information you give will still be narrative. You used some key historical words</p>	<p>be supported by evidence. You have used some key historical words.</p>
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**MUSIC**



## EGGLESCLIFFE SCHOOL MUSIC DEPT. Year 7 Autumn Term Assessment without Levels

Mastery	KS2 Level 5	KS2 Level 4	KS2 Level 3
<p><b>Theory and listening Knowledge</b> Notes 1-8 on C and D. Understand that the natural scale on C is Major and the natural scale on D is Minor. How the flat note works in D minor scale. MRS F Keyboard/individual instrumental knowledge How to locate and make use of a full scale to create and perform musical ideas. Singing Knowledge Intervals up to an octave, including the minor 3<sup>rd</sup>.</p>	<p><b>Theory and listening Knowledge</b> Notes 1 – 5 on C The position of those notes on the staff. MRS F How to notate basic rhythms. Pitch, Rhythm (basic rhythm notation), Tempo (specific tempo terms) <b>Keyboard Knowledge</b> How to locate and use notes 1-8 on the keyboard. To understand the difference between lower C and upper C. <b>Singing Knowledge</b> Intervals up to a 5<sup>th</sup> including the minor 3<sup>rd</sup>.</p>	<p><b>Theory and listening Knowledge</b> Notes 1-5 starting on C. The position of the notes on the staff. MRS F Pitch, Rhythm, Tempo <b>Keyboard Knowledge</b> That there is more than one note C, and how this affects register (high and low). That pitch reflects size in the natural world. That rhythm and tempo reflect speed of movement and qualities of movement in the natural world. <b>Singing Knowledge</b> Intervals up to a 5<sup>th</sup> i.e. Major 2<sup>nd</sup>, Major 3<sup>rd</sup>, Perfect 4<sup>th</sup>, Perfect 5<sup>th</sup></p>	<p><b>Theory and listening Knowledge</b> Notes 1-5 starting on C. The letter names of the notes. MRS F <b>Keyboard Knowledge</b> Where to find the note C on the keyboard. How to use five fingers to perform a five-note piece. How to connect the Kodaly singing melody work with the keyboard. <b>Singing Knowledge</b> Kodaly hand signals that accompany these notes. Understand simple melodies by call and response, using mostly notes in step.</p>
<p><b>Theory and Listening Skills</b> Can dictate appropriately levelled melodies using notation without the need to first make use of letters and/or numbers. <b>Individual Instrument Skills</b> Where appropriate can make use of their individual instrumental skills to create and perform musical ideas using the C major and/or D minor scale. <b>Keyboard Skills</b> Can create melodic ideas using notes 1-8 and a use of basic rhythm. <b>Singing Skills</b> Can sing appropriately levelled melodies and/or intervals up to an octave, including minor 3<sup>rd</sup> without prompt from the teacher and on occasion from notation.</p>	<p><b>Theory and listening Skills</b> Can dictate appropriately levelled melodic ideas using number, letters and then notations. Can connect the concept of audible pitch with the position of notes on the staff. <b>Keyboard Skills</b> Can create melodic ideas using notes 1-5 and a use of basic rhythm. <b>Singing Skills</b> Can sing appropriately levelled melodies and/or intervals up to 5<sup>th</sup> including minor 3<sup>rd</sup> by call and response. Can reverse pitch letters for numbers and vice versa in a simple call and response pattern. Can sing the ascending and descending I 121 12321 pattern.</p>	<p><b>Theory and Listening Skills</b> Can dictate appropriately levelled melodic ideas using numbers and letters. Can dictate simple melodies using 1-5 using Numbers, Letters and Notes. <b>Keyboard Skills</b> Can make use of register and pitch to create <b>Singing Skills</b> Can sing appropriately levelled melodies and/or intervals up to 5<sup>th</sup> by call and response. Can reverse pitch letters for numbers and vice versa in a simple call and response pattern. Can sing the ascending and descending I 121 12321 pattern.</p>	<p><b>Theory and listening skills</b> Can dictate a simple melodies using numbers by ear Can recognise the diatonic intervals up to Perfect 5<sup>th</sup>. <b>Keyboard Skills</b> Can play notes 1-5 accurately and with five fingers at the keyboard. Can transfer simple patterns from the Kodaly singing onto the keyboard. Can write simple melodic ideas at the keyboard using notes 1-5 and record them using numbers and/or letter names and/or notes. <b>Singing Skills</b> Can pitch notes 1-5 accurately. Can sing these pitch notes in coordination with hand signals. Can sing in unison with piano accompaniment and sustain tuning.</p>
<p><b>Application</b> Can demonstrate outstanding and consistent formal ear training through formal assessments of appropriately levelled melodic patterns.</p>	<p><b>Application</b> Can demonstrate through formal ear training a strong recognition of appropriately levelled melodic patterns (approx.. 75+%). Can create and perform a melody using voice and/or</p>	<p><b>Application</b> Can demonstrate through formal ear training a good recognition of appropriately levelled melodic patterns (approx.. 75%). Can create and perform a melody using voice and/or</p>	<p><b>Application</b> Can demonstrate through formal ear training a reasonable recognition of appropriately levelled of melodic patterns (approx.. 50%).</p>

<p>Can create and perform a melody, possibly with accompaniment, that utilises notes 1-8 on C and/or D.</p> <p>Can compose complex melodies that reflect an animal using pitch, specific tempo, notated rhythm, and the use of timbre to reflect the character of the animal.</p> <p>Can perform with confidence and assurance.</p>	<p>keyboard that utilises notes 1-5 on C to the teacher and in front of peers.</p> <p>Can compose and perform melodies that reflect an animal using pitch and specific tempo and basic notated rhythm.</p> <p>Can make very good use of the MRS F structure within the performed piece.</p> <p>Can recognise, describe, and on occasion dictate the qualities of melodic motifs within their own and others' composition work.</p> <p>Can perform with confidence.</p>	<p>keyboard that utilises notes 1-5 on C to the teacher and in front of peers.</p> <p>Can compose and perform melodies that reflect an animal using pitch and tempo/rhythm.</p> <p>Can make good use of the MRS F structure within the performed piece.</p> <p>Can recognise and describe the qualities of melodic motifs within their own and others' composition work.</p> <p>Can perform with some confidence.</p>	<p>Can create and perform a melody using voice and/or keyboard that utilises notes 1-5 on C to the teacher and in front of peers.</p> <p>Can compose melodies using the 5 notes at the keyboard which can be performed to teacher and peers.</p> <p>Can compose and perform a piece that reflects an animal in a basic fashion.</p> <p>Can make use of the MRS F structure within the performed piece.</p> <p>Can recognise the presence of melodic motifs within their own and others' composition work.</p> <p>Can perform although the performance may lack confidence.</p>
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# EGGLESCLIFFE SCHOOL MUSIC DEPT. Year 7 Spring Term Assessment

## without Levels: Music and Animals 2

Mastery	KS2 Level 5	KS2 Level 4	KS2 Level 3
<p><b>Theory and listening Knowledge</b> Notes 1-8 on C and D. Understand that the natural scale on C is Major and the natural scale on D is Minor. How the flat note works in D minor scale. MRS F The idea of a chord-based accompaniment.</p> <p><b>Keyboard/individual instrumental knowledge</b> How to locate and make use of a full scale to create and perform musical ideas. How to produce a chord based accompaniment.</p> <p><b>Singing Knowledge</b> Intervals up to an octave, including the minor 3<sup>rd</sup>. Ability to sing a harmonised part based on the Kodaly singing approach.</p>	<p><b>Theory and listening Knowledge</b> Notes 1 – 5 on C and D The position of those notes on the stave. MRS F How to notate basic rhythms. Pitch, Rhythm (basic rhythm notation), Tempo (specific tempo terms) The idea of an independent line of music as accompaniment.</p> <p><b>Keyboard Knowledge</b> How to locate and use notes 1-5 in both hands at the keyboard.</p> <p><b>Singing Knowledge</b> Intervals up to a 5<sup>th</sup> including the minor 3<sup>rd</sup>. Can hold a melodic part in a harmonised piece.</p>	<p><b>Theory and listening Knowledge</b> Notes 1-5 starting on C and D. The letter names of the notes and the position of the notes on the stave. MRS F Pitch, Rhythm, Tempo The idea of a drone or pedal accompaniment.</p> <p><b>Keyboard Knowledge</b> That pitch reflects size in the natural world. That rhythm and tempo reflect speed of movement and qualities of movement in the natural world. How to add a simple accompaniment such as a drone or pedal.</p> <p><b>Singing Knowledge</b> Intervals up to a 5<sup>th</sup> i.e. Major 2<sup>nd</sup>, Major 3<sup>rd</sup>, Perfect 4<sup>th</sup>, Perfect 5<sup>th</sup></p>	<p><b>Theory and listening Knowledge</b> Notes 1-5 starting on C and/or D. The letter names of the notes. MRS F</p> <p><b>Keyboard Knowledge</b> Where to find the note C and D on the keyboard. How to use five fingers to compose a five-note piece. How to connect the Kodaly singing melody work with the keyboard. How to add a simple accompaniment such as a drone or pedal.</p> <p><b>Singing Knowledge</b> Kodaly hand signals that accompany notes 1-5 on C and D. Understand simple melodies by call and response, using mostly notes in step.</p>
<p><b>Theory and Listening Skills</b> Can dictate appropriately levelled melodies using notation without the need to first make use of letters and/or numbers.</p> <p><b>Individual Instrument Skills</b> Where appropriate can make use of their individual instrumental skills to create and perform musical ideas using the C major and/or D minor scale.</p> <p><b>Keyboard Skills</b> Can create melodic ideas using notes 1-8 and a use of basic rhythm.</p> <p><b>Singing Skills</b> Can sing appropriately levelled melodies and/or intervals up to an octave, including minor 3<sup>rd</sup> without prompt from the teacher and on occasion from notation.</p>	<p><b>Theory and listening Skills</b> Can dictate appropriately levelled melodic ideas using number, letters and then notations. Can connect the concept of audible pitch with the position of notes on the stave.</p> <p><b>Keyboard Skills</b> Can create melodic ideas using notes 1-5 and a use of basic rhythm. How to make use of both hands at the keyboard using a separate left hand accompaniment line.</p> <p><b>Singing Skills</b> Can sing appropriately levelled melodies and/or intervals up to 5<sup>th</sup> including minor 3<sup>rd</sup> by call and response. Can reverse pitch letters for numbers and vice versa in a simple call and response pattern. Can sing the ascending and descending   121 12321 pattern.</p>	<p><b>Theory and Listening Skills</b> Can dictate appropriately levelled melodic ideas using numbers and letters. Can dictate simple melodies using 1-5 using Numbers, Letters and Notes.</p> <p><b>Keyboard Skills</b> Can play notes 1-5 accurately and with five fingers at the keyboard. Can transfer simple patterns from the Kodaly singing onto the keyboard. Can write simple melodic ideas at the keyboard using notes 1-5 and record them using numbers, letter names and notes. Is able to make use of two hands at the keyboard with some fluency.</p> <p><b>Singing Skills</b> Can sing appropriately levelled melodies and/or intervals up to 5<sup>th</sup> by call and response. Can reverse pitch letters for numbers and vice versa in a simple call and response pattern. Can sing the ascending and descending   121 12321 pattern.</p>	<p><b>Theory and listening skills</b> Can dictate a simple melodies using numbers by ear Can recognise the diatonic intervals up to Perfect 5<sup>th</sup>.</p> <p><b>Keyboard Skills</b> Can play notes 1-5 accurately and with five fingers at the keyboard. Can transfer simple patterns from the Kodaly singing onto the keyboard. Can write simple melodic ideas at the keyboard using notes 1-5 and record them using numbers and/or letter names and/or notes.</p> <p><b>Singing Skills</b> Can pitch notes 1-5 accurately. Can sing these pitch notes in coordination with hand signals. Can sing in unison with piano accompaniment and sustain tuning.</p>
<p><b>Application</b> Can demonstrate outstanding and consistent formal ear training through formal assessments of appropriately levelled melodic patterns. Can create and perform a melody, with accompaniment, that utilises notes 1-5 in the right hand and 1-5 in the left. Can compose complex melodies that reflect an animal using pitch, specific tempo, notated rhythm, and the use of timbre to reflect the character of the animal. Can perform with confidence and assurance.</p>	<p><b>Application</b> Can demonstrate through formal ear training a strong recognition of appropriately levelled melodic patterns (approx.. 75+%). Can create and perform a melody using voice and/or keyboard that utilises notes 1-5 on C to the teacher and in front of peers. Can compose and perform melodies that reflect an animal using pitch and specific tempo and basic notated rhythm. Can make very good use of the MRS F structure within the performed piece. Can recognise, describe, and on occasion dictate the qualities of melodic motifs within their own and others' composition work. Can add a separate line of music as a left hand part. Can perform with confidence.</p>	<p><b>Application</b> Can demonstrate through formal ear training a good recognition of appropriately levelled melodic patterns (approx.. 75%). Can create and perform a melody using voice and/or keyboard that utilises notes 1-5 on C to the teacher and in front of peers. Can compose and perform melodies that reflect an animal using pitch and tempo/rhythm. Can make good use of the MRS F structure within the performed piece. Can recognise and describe the qualities of melodic motifs within their own and others' composition work. Can add a simple left hand part such as a drone or pedal. Can perform with some confidence.</p>	<p><b>Application</b> Can demonstrate through formal ear training a reasonable recognition of appropriately levelled of melodic patterns (approx.. 50%). Can create and perform a melody using voice and/or keyboard that utilises notes 1-5 on C to the teacher and in front of peers. Can compose melodies using the 5 notes at the keyboard which can be performed to teacher and peers. Can compose and perform a piece that reflects an animal in a basic fashion. Can make use of the MRS F structure within the performed piece. Can recognise the presence of melodic motifs within their own and others' composition work. Can make use of a simple left hand accompaniment such as a drone or pedal. Can perform although the performance may lack confidence.</p>

# **RELIGIOUS STUDIES**

## Term 1- Introduction to Philosophy and Religion

	Mastery	Ks2 L5+	KS2 L4	KS2 L3
Knowledge	<p><b>What is Philosophy and Religion?</b> What do 'you' think? What do others think? (What have people brought from their own lives and past learning?)</p> <p><b>The value of P&amp;R to society.</b> Impact on community (Sacred, Holy, Spiritual. Customs, books, places, people, buildings, jobs, food, clothes etc.) Benefits and challenges of religious diversity/freedom. The nature of God. Theists, atheists and Deists.</p>	<p><b>What is Philosophy and Religion?</b> What do 'you' think? What do others think? (What have people brought from their own lives and past learning?)</p> <p><b>The value of P&amp;R to society.</b> Impact on community (Sacred, Holy, Spiritual. Customs, books, places, people, buildings, jobs, food, clothes etc.) Benefits and challenges of religious diversity/freedom. The nature of God. Theists, atheists and Deists.</p>	<p><b>What is Philosophy and Religion?</b> What do you think? What do others think? (What have people brought from their own lives and past learning?)</p> <p><b>The value of P&amp;R to society.</b> Impact on community (Sacred, Holy, Spiritual. Customs, books, places, people, buildings, jobs, food, clothes etc.) Benefits and challenges of religious diversity/freedom. The nature of God. Theists and atheists.</p>	<p><b>What is Philosophy and Religion?</b> What do you think? What do others think? (What have people brought from their own lives and past learning?)</p> <p><b>The value of P&amp;R to society.</b> Impact on community (Sacred, Holy, Spiritual. Customs, books, places, people, buildings, jobs, food, clothes etc.) Benefits and challenges of religious diversity/freedom. The nature of God. Theists, atheists etc. (God as father, saviour, wise mentor)</p>
Skills	<p><b>Writing</b> I can use a wide religious and philosophical vocabulary to <b>describe</b> people, places, things, ideas and events. (Sacred texts, places of worship, artefacts, famous thinkers and their teachings). I can <b>explain</b> the meaning, context and relevance of those things which I can describe. I can analyse, question and evaluate the consequences of ideas, events and social structure. I can account for the variety of these between different religions and traditions. I can identify and correct my own mistakes with support. I can show planning and editing skills. I can use appropriate specialized vocabulary to quite a sophisticated level.</p> <p><b>Reading</b> I can read complex text relating Philosophy and Religion and grasp their meaning in full. I can ask appropriate questions in order to clarify meaning, use a dictionary or other means to make meaning clear.</p> <p><b>Listening</b> I can identify and pick out the main points from longer spoken expositions or passages and understand their meaning. I can listen to the arguments of others with concentration and draw conclusions from them on an objective and subjective level.</p> <p><b>Speaking</b> I can identify and pick out the main points from longer spoken expositions or passages and understand their meaning. I can listen to the arguments of others with concentration and draw conclusions from them on an objective and subjective level.</p> <p><b>Interaction</b> I can work both alone and in groups in a manner which is helpful to my learning and that of others. I can engage in discussions with people, in and out of school, in order to explore and further my understanding.</p>	<p><b>Writing</b> I can accurately <b>describe</b> people, places, things, ideas and events relating to Philosophy and Religion. (Sacred texts, places of worship, artefacts, famous thinkers and their teachings). I can <b>explain</b> the meaning, context and relevance of those things which I can describe. I can explain, question and evaluate the consequences of ideas, events and social structure. I can identify and correct my own mistakes with support. I can show planning and editing skills. I can use appropriate specialized vocabulary to quite a sophisticated level.</p> <p><b>Reading</b> I can read complex text relating Philosophy and Religion and grasp their meaning in full. I can ask appropriate questions in order to clarify meaning, use a dictionary or other means to make meaning clear.</p> <p><b>Listening</b> I can identify and pick out the main points from longer spoken expositions or passages and understand their meaning. I can listen to the arguments of others with concentration and draw conclusions from them on an objective and subjective level.</p> <p><b>Speaking</b> I can communicate my opinions and knowledge with clarity and confidence.</p> <p><b>Interaction</b> I can work both alone and in groups in a manner which is helpful to my learning and that of others. I can engage in discussions with people, in and out of school, in order to explore and further my understanding.</p>	<p><b>Writing</b> I can <b>describe</b> people, places, things, ideas and events relating to Philosophy and Religion. (Sacred texts, places of worship, artefacts, famous thinkers and their teachings). I can, to a large extent, <b>explain</b> the meaning, context and relevance of those things which I can describe. I can question and evaluate the consequences of ideas, events and social structure. I can identify and correct my own mistakes with support. I can show planning and editing skills. I can use appropriate specialized vocabulary most of the time.</p> <p><b>Reading</b> I can read quite complex text relating Philosophy and Religion and grasp most of their meaning. I can ask appropriate questions in order to clarify meaning, use a dictionary or other means to make meaning clear.</p> <p><b>Listening</b> I can identify and pick out the main points from longer spoken expositions or passages and understand their meaning. I can listen to the arguments of others with concentration and draw conclusions from them which relate to my own thinking.</p> <p><b>Speaking</b> I can usually communicate my opinions and knowledge with clarity and confidence.</p> <p><b>Interaction</b> I can work both alone and in groups in a manner which is helpful to my learning and that of others. I can engage in discussions with people, in and out of school, in order to explore and further my understanding.</p>	<p><b>Writing</b> I can <b>describe</b> some people, places, things, ideas and events relating to Philosophy and Religion. (Sacred texts, places of worship, artefacts, famous thinkers and their teachings). I can <b>explain</b> the meaning, context and relevance of those things which I can describe in a basic way. I can question the consequences of ideas, events and social structure. I can identify and correct my own mistakes with support. I can show planning and editing skills. I can sometimes use appropriate specialized vocabulary.</p> <p><b>Reading</b> I can read text relating Philosophy and Religion and often grasp their meaning. I can ask appropriate questions in order to clarify meaning, use a dictionary or other means to make meaning clear.</p> <p><b>Listening</b> I can identify and pick out the main points from longer spoken expositions or passages and understand their meaning. I can listen to the arguments of others with concentration and draw some conclusions from them.</p> <p><b>Speaking</b> I can sometimes communicate my opinions and knowledge with clarity and confidence.</p> <p><b>Interaction</b> I can work both alone and in groups in a manner which is helpful to my learning and that of others. I can engage in discussions with people, in and out of school, in order to explore and further my understanding.</p>

	explore and further my understanding.			
Application	<p><b>Writing</b> I can interpret texts well enough to make notes for myself which explain/summarise their meaning. I can write imaginative stories which express complex messages/morals. I can answer exam/test type questions with confidence and accuracy, using very good English spelling and grammar. I can use a variety of sources, evidence and forms of expression.</p> <p><b>Reading</b> I can read textbooks, sacred text and media articles relating to Philosophy and Religion in order to discern the knowledge and meaning contained therein.</p> <p><b>Speaking</b> I can contribute positively and constructively to class discussions and debates.</p> <p>Listening I can engage fully and proactively in discussions and with the spoken media in order to enhance my learning.</p> <p><b>Interaction</b> I can learn from others, wherever they may be, through sophisticated discussion. I can share or explore my understanding through engaging in role play.</p>	<p><b>Writing</b> I can interpret texts well enough to make notes for myself which explain/summarise their meaning. I can write imaginative stories which express complex messages/morals. I can answer exam/test type questions with confidence and accuracy, using very good English spelling and grammar.</p> <p><b>Reading</b> I can read textbooks, sacred text and media articles relating to Philosophy and Religion in order to discern the knowledge and meaning contained therein.</p> <p><b>Speaking</b> I can contribute positively and constructively to class discussions and debates.</p> <p>Listening I can engage fully and proactively in discussions and with the spoken media in order to enhance my learning.</p> <p><b>Interaction</b> I can learn from others, wherever they may be, through sophisticated discussion. I can share or explore my understanding through engaging in role play.</p>	<p><b>Writing</b> I can interpret texts well enough to make notes for myself which explain/summarise their meaning. I can write imaginative stories which express complex messages/morals. I can answer exam/test type questions with confidence and accuracy, using good English spelling and grammar.</p> <p><b>Reading</b> I can read textbooks, sacred text and media articles relating to Philosophy and Religion in order to discern the knowledge and meaning contained therein.</p> <p><b>Speaking</b> I can contribute positively and constructively to class discussions and debates.</p> <p><b>Listening</b> I can engage fully in discussions and with the spoken media in order to enhance my learning.</p> <p><b>Interaction</b> I can learn from others, wherever they may be, through in depth discussion. I can share or explore my understanding through engaging in role play.</p>	<p><b>Writing</b> I can interpret texts well enough to make notes for myself which explain/summarise their meaning. I can write stories which express messages/morals. I can answer exam/test type questions with confidence and some accuracy, using reasonable English spelling and grammar.</p> <p><b>Reading</b> I can read textbooks, sacred text and media articles relating to Philosophy and Religion in order to discern the knowledge and meaning contained therein.</p> <p><b>Speaking</b> I can contribute positively and constructively to class discussions and debates.</p> <p><b>Listening</b> I can engage in discussions and with the spoken media in order to enhance my learning.</p> <p><b>Interaction</b> I can learn from others, wherever they may be, through discussion. I can share or explore my understanding through engaging in role play.</p>

# **PHYSICAL EDUCATION**

## YEAR 7 Programme of Study- September to Easter

Groups will be on different activities at different points throughout both half terms but all students will cover the following activities:

	Mastery	KS2 Level 5+	KS2 Level 4	KS2 Level 3
Knowledge	<p><b>Gym &amp; Dance</b></p> <ul style="list-style-type: none"> <li>-Evaluate performances and suggest ways of improving own and others work.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>-Suggest ways of improving weaknesses in fitness.</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>-Evaluates own and others skills suggesting ways of improving.</li> <li>-Tactical awareness such as man for man, channelling, pressing, closing down</li> </ul>	<p><b>Gym &amp; Dance</b></p> <ul style="list-style-type: none"> <li>-Evaluate gym and dance routines identifying key factors.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>-Test for fitness and why this is important to lifestyle</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>-How to break down skills into key parts.</li> <li>-Understands wider range of rules- rugby-(offside, forward pass), basketball (half-court, 3 seconds), hockey (self-pass, high stick)</li> </ul>	<p><b>Gym &amp; Dance</b></p> <ul style="list-style-type: none"> <li>-Explain how to do rolls and balances and how to create a dance/gym routine.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>- Basic fitness components and how to test for them.</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>-Basic rules- rugby (lateral passing and running from deep), hockey (back sticks, feet, obstruction)</li> <li>-Explaining basic techniques</li> <li>-Keeping scores</li> </ul>	<p><b>Gym &amp; Dance</b></p> <ul style="list-style-type: none"> <li>-Explains basic skills, body tension and safety related to gym and dance.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>-Understands Strength, Suppleness, Strength and Speed.</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>-Safety point- rugby (high tackle, tackling position), hockey (high sticks, tackle position)</li> </ul>
Skills	<p><b>Gym/Dance</b></p> <ul style="list-style-type: none"> <li>-Rolls, balances and jumps performed with variety, round-offs</li> <li>-Performs all dances skilfully and with a high degree of musicality</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>-Complete key tests</li> <li>2800m in 12 Mins, 30M Sprint in -4.5 Secs, Sit and Reach is 15+, Grip is 30+, X-Country in -7.30 Mins</li> </ul> <p><b>Invasion Skills</b></p> <ul style="list-style-type: none"> <li>-All skills are performed with a degree of consistency, efficiency and fluency that exceed age expectations</li> </ul>	<p><b>Gym/Dance</b></p> <ul style="list-style-type: none"> <li>-Backward rolls, Headstand, handstand, cartwheels</li> <li>-Strip the Willow, Promenade, Basket Swing</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>Complete key tests</li> <li>2400m in 12 Mins, 30M Sprint in -5 Secs, Sit and Reach is 5 to 15, Grip is 20 to 30, X-Country in -10 Mins</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>-Hockey (Reverse skills- stop, sweep and push)</li> <li>-Rugby (Dummy pass, Off-load)</li> <li>-Basketball (lay-up and set shot)</li> </ul>	<p><b>Gym/Dance</b></p> <ul style="list-style-type: none"> <li>Shoulder stand, forward roll, jumps with shapes and twists</li> <li>-Cross hand hold, Dashing White Sergeant</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>-Complete key tests</li> <li>2000m in 12 Mins, 30M Sprint in -5.5 Secs, Sit and Reach is 0 to 5, Grip is 10 to 20, X-Country in -13 Mins</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>-Hockey (Indian dribble, block tackle)</li> <li>-Rugby (Evasive running, lateral passing, tackling from feet)</li> <li>-Basketball (Defensive skills and man for man)</li> </ul>	<p><b>Gym/Dance</b></p> <ul style="list-style-type: none"> <li>-Basic point and patch balances, pencil and circle rolls, basic jumps</li> <li>-Counting music beats, arch, Do-Si-Do, Cotton Eye Joe</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>-Complete key tests</li> <li>1600m in 12 Mins, 30M Sprint in -6 Secs, Sit and Reach is -0, Grip is -10, X-Country in -16 Mins</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>-Hockey (basic grip, push pass, stop, dodge)</li> <li>-Rugby (running with the ball, tackling on knees)</li> <li>-Basketball (Ball handling, dribbling, 1/2 &amp; Jump Stops)</li> </ul>
Application	<p><b>Gym &amp; Dance</b></p> <ul style="list-style-type: none"> <li>Links more advanced skills with greater clarity and quality of movement</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>Uses a range of training methods to develop areas of weakness</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>-Successfully executes skills and tactics in 5 v 5/7 v 7 games with a higher degree of tactical awareness.</li> <li>-Organises and leads others when forming tactics</li> </ul>	<p><b>Gym &amp; Dance</b></p> <ul style="list-style-type: none"> <li>Linking more advanced skills using canon, unison and mirror</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>Can self- manage during circuit training, measure heart rate and explains results.</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>Successfully executes skills consistently in small sided games (3 v 3) with some degree of tactical awareness (e.g. angles of running, width &amp; depth)</li> </ul>	<p><b>Gym &amp; Dance</b></p> <ul style="list-style-type: none"> <li>Links basic rolls, balances, jumps with some degree of quality</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>Highlights strengths and weaknesses in fitness and leads warm ups</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>Execute skills and tactics in opposed small sided practices (e.g. 3 v 1 keep ball, shooting competitions)</li> </ul>	<p><b>Gym &amp; Dance</b></p> <ul style="list-style-type: none"> <li>Creates gym/dance routines with basic skills</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>Can warm up and complete a series of fitness tests</li> </ul> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>Executes skills successfully in unopposed passive basic practices (e.g.: 1 v1s or lay-up drills)</li> </ul>

GIRLS	FITNESS TESTING	Gym	Gym	Netball	X/C- Intra	Dance	Football	Hockey	Athletics
BOYS	FITNESS TESTING	Rugby	Rugby	Dance	X/C-Intra	Hockey	Gym	Athletics	Basketball



YEAR 7 Programme of Study- September to Easter

Groups will be on different activities at different points throughout both half terms but all students will cover the following activities:

	Mastery	KS2 Level 5	KS2 Level 4	KS2 Level 3
Knowledge	<p><b>Gym &amp; Dance</b> -Evaluate performances and suggest ways of improving own and others work.</p> <p><b>Fitness</b> -Suggest ways of improving weaknesses in fitness.</p> <p><b>Invasion Games</b> -Evaluates own and others skills suggesting ways of improving. -Tactical awareness such as man for man, channelling, pressing, closing down</p>	<p><b>Gym &amp; Dance</b> -Evaluate gym and dance routines identifying key factors.</p> <p><b>Fitness</b> -Test for fitness and why this is important to lifestyle</p> <p><b>Invasion Games</b> -How to break down skills into key parts. -Understands wider range of rules- football-(penalty, corners), netball (positions, court markings), hockey (self-pass, high stick)</p>	<p><b>Gym &amp; Dance</b> -Explain how to do rolls and balances and how to create a dance/gym routine.</p> <p><b>Fitness</b> - Basic fitness components and how to test for them.</p> <p><b>Invasion Games</b> -Basic rules- football (free kicks, throw ins, hand ball), hockey (back sticks, feet, obstruction), netball (footwork, contact) -Explaining basic techniques -Keeping scores</p>	<p><b>Gym &amp; Dance</b> -Explains basic skills, body tension and safety related to gym and dance.</p> <p><b>Fitness</b> -Understands Strength, Suppleness, Strength and Speed.</p> <p><b>Invasion Games</b> -Safety point- football (warm up, tackling safely), hockey (high sticks, tackle position), netball (equipment out safely)</p>
Skills	<p><b>Gym/Dance</b> -Rolls, balances and jumps performed with variety, round-offs -Performs all dances skilfully and with a high degree of musicality</p> <p><b>Fitness</b> -Complete key tests 2800m in 12 Mins, 30M Sprint in -4.5 Secs, Sit and Reach is 15+, Grip is 30+, X-Country in -7.30 Mins</p> <p><b>Invasion Skills</b> -All skills are performed with a degree of consistency, efficiency and fluency that exceed age expectations</p>	<p><b>Gym/Dance</b> -Backward rolls, Headstand, handstand, cartwheels -Strip the Willow, Promenade, Basket Swing</p> <p><b>Fitness</b> Complete key tests 2400m in 12 Mins, 30M Sprint in -5 Secs, Sit and Reach is 5 to 15, Grip is 20 to 30, X-Country in - 10 Mins</p> <p><b>Invasion Games</b> -Hockey (basic grip, push pass, stop, dodge) -Football (closing down, shooting) -Netball (shooting, defending)</p>	<p><b>Gym/Dance</b> Shoulder stand, forward roll, jumps with shapes and twists -Cross hand hold, Dashing White Sergeant</p> <p><b>Fitness</b> -Complete key tests 2000m in 12 Mins, 30M Sprint in -5.5 Secs, Sit and Reach is 0 to 5, Grip is 10 to 20, X-Country in - 13 Mins</p> <p><b>Invasion Games</b> -Hockey (basic grip, push pass, stop, dodge) -Football (headers, block tackling) -Netball (feint, dodge,)</p>	<p><b>Gym/Dance</b> -Basic point and patch balances, pencil and circle rolls, basic jumps -Counting music beats, arch, Do-Si-Do, Cotton Eye Joe</p> <p><b>Fitness</b> -Complete key tests 1600m in 12 Mins, 30M Sprint in -6 Secs, Sit and Reach is -0, Grip is -10, X-Country in -16 Mins</p> <p><b>Invasion Games</b> -Hockey (basic grip, push pass, stop, dodge) -Football (first touch, dribbling, side foot pass) -Netball (chest pass, shoulder pass, pivot)</p>
Application	<p><b>Gym &amp; Dance</b> Links more advanced skills with greater clarity and quality of movement</p> <p><b>Fitness</b> Uses a range of training methods to develop areas of weakness</p> <p><b>Invasion Games</b> -Successfully executes skills and tactics in 5 v 5/7 v 7 games with a higher degree of tactical awareness. -Organises and leads others when forming tactics</p>	<p><b>Gym &amp; Dance</b> Linking more advanced skills using canon, unison and mirror</p> <p><b>Fitness</b> Can self- manage during circuit training, measure heart rate and explains results.</p> <p><b>Invasion Games</b> Successfully executes skills consistently in small sided games (3 v 3) with some degree of tactical awareness (e.g. angles of running, width &amp; depth)</p>	<p><b>Gym &amp; Dance</b> Links basic rolls, balances, jumps with some degree of quality</p> <p><b>Fitness</b> Highlights strengths and weaknesses in fitness and leads warm ups</p> <p><b>Invasion Games</b> Execute skills and tactics in opposed small sided practices (e.g. 3 v 1 keep ball, shooting competitions)</p>	<p><b>Gym &amp; Dance</b> Creates gym/dance routines with basic skills</p> <p><b>Fitness</b> Can warm up and complete a series of fitness tests</p> <p><b>Invasion Games</b> Executes skills successfully in unopposed passive basic practices (e.g.: 1 v1s or lay-up drills)</p>

GIRLS	FITNESS TESTING	Gym	Gym	Netball	X/C- Intra	Dance	Football	Hockey	Athletics
BOYS	FITNESS TESTING	Rugby	Rugby	Dance	X/C-Intra	Hockey	Gym	Athletics	Basketball

**COMPUTING**

## Year 7 Computing & ICT Assessment – Autumn Term

Units: Welcome to Eggescliffe, Programming in Scratch, We Bought A Zoo!

<b>Knowledge</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>Define the terms 'sequence', 'selection' and 'iteration'</li> </ul> <p>Describe internal and external components of computer systems</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>Explain common technical words</li> <li>Name a range of computer peripherals</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Name some formatting tools</li> <li>Name common computer components</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Name some programs</li> <li>Name some parts of a computer</li> </ul>
<b>Skills</b>	<p>IT Skills:</p> <ul style="list-style-type: none"> <li>Use file and folder names to organise my work in a logical manner</li> <li>Describe and use formatting tools to create a consistent house style</li> <li>Use validation rules in spreadsheets and/or databases</li> </ul> <p>Media Skills:</p> <ul style="list-style-type: none"> <li>Create storyboards to plan and describe potential products</li> <li>Use layers to arrange layouts</li> </ul> <p>Computing Skills:</p> <ul style="list-style-type: none"> <li>Use a variety of methods to loop or repeat program code</li> <li>Explain to others how computer systems function</li> </ul>	<p>IT Skills:</p> <ul style="list-style-type: none"> <li>Use meaningful filenames</li> <li>Use formatting tools to create consistent documents</li> <li>Use simple functions (e.g. SUM, MAX, AVG)</li> </ul> <p>Media Skills:</p> <ul style="list-style-type: none"> <li>Use a mind map to plan a product or project</li> <li>Combine shapes, text and images to create a composite document</li> </ul> <p>Computing Skills:</p> <ul style="list-style-type: none"> <li>Use if statements or similar events to make things happen in computer programs</li> <li>Use common technical words in my written descriptions</li> </ul>	<p>IT Skills:</p> <ul style="list-style-type: none"> <li>Save files in specific locations</li> <li>Use some formatting tools</li> <li>Create simple formulas</li> <li>Create simple queries</li> </ul> <p>Media Skills:</p> <ul style="list-style-type: none"> <li>List the task involved in a larger project</li> <li>Resize and rotate images</li> </ul> <p>Computing Skills:</p> <ul style="list-style-type: none"> <li>Create a computer program from a blank page</li> <li>Construct sentences about computer systems and how they work</li> </ul>	<p>IT Skills:</p> <ul style="list-style-type: none"> <li>Log on to a computer</li> <li>Open programs</li> <li>Save my work</li> <li>Add text to a document</li> <li>Add images to a document</li> </ul> <p>Media Skills:</p> <ul style="list-style-type: none"> <li>Sketch an idea</li> <li>Move images in a document</li> </ul> <p>Computing Skills:</p> <ul style="list-style-type: none"> <li>Add instructions to a computer program</li> <li>Answer some questions about computers when asked</li> </ul>
<b>Application</b>	<ul style="list-style-type: none"> <li>Use a consistent and appropriate house style across a range of documents</li> <li>Create programs that are effective and robust</li> <li>Produce effective and attractive multimedia documents</li> </ul>	<ul style="list-style-type: none"> <li>Produce consistent and effective documents that suit their audience</li> <li>Create programs that include some original ideas</li> <li>Produce a range of documents using multimedia techniques</li> </ul>	<ul style="list-style-type: none"> <li>Produce a clear set of instructions using text and images</li> <li>Create programs that go beyond a tutorial</li> <li>Produce a range of documents to fulfil a brief</li> </ul>	<ul style="list-style-type: none"> <li>Produce a basic set of instructions using text and images</li> <li>Create simple programs using tutorials</li> <li>Produce some documents when told to</li> </ul>
<b>Knowledge</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>Define the terms 'sequence', 'selection' and 'iteration'</li> <li>Describe internal and external components of computer systems</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Explain common technical words</li> <li>Name a range of computer peripherals</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Name some formatting tools</li> <li>Name common computer components</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>Name some programs</li> <li>Name some parts of a computer</li> </ul>

**ART**

**Eggescliffe School Art Department - KS3 Assessment Grid**
**Art KS3 Assessment Grid - Term I – Unit I**

			Mastery	K2 – Level 5+	KS2 – Level 4	KS2 – Level 3
			A highly developed ability to effectively develop and creatively explore ideas through	A consistent ability to effectively develop and explore ideas through	A generally consistent ability to effectively develop ideas through	Some ability to develop ideas through
<b>KNOWLEDG</b>	<b>AO1 Developing ideas:</b>	Encouraging independent inquiry and investigation.	Create a personal response with reference to the work of others and show a clear ability to discuss using subject specific language.	Using the work of others within their own art and creating a personal response showing a clear understanding.	Show understanding of others work and have the ability to influence to influence their work.	Recognising the work of others and the qualities that are relevant to the specific artist/culture/movement.
		Understanding and appreciation of others work.				
		Awareness of cultural and historical context.				
<b>SKILLS</b>	<b>AO2 Using resources, media and materials:</b>	Using media appropriately and with purpose.	Using media in a highly developed manner, showing skills and knowledge of its qualities and refining throughout.	Show understanding and an ability to confidently apply different media, showing insight into its qualities and limitations.	Apply different media with confidence showing understanding of its qualities.	Understanding the qualities of different media and how to apply them.
		Understanding of colour.				
		Exploration and experimentation.				
<b>APPLICATION</b>	<b>AO3 Recording ideas and observations :</b>	Use of observational Skills.	To produce observational work with flair and confidence, showing a true representation of all of its elements.	To consistently and confidently draw objects and artefacts with accuracy, showing understanding of scale and	To record images and artefacts in a representative way with understanding of shape and form.	To observe images and artefacts with relative realism, showing understanding of shape.
		Spatial Awareness.				
		Understanding of proportions.				
	<b>AO4 Making a personal, informed, and meaningful response:</b>	Creating a response to a given brief, showing purpose and originality.	Produce and present with flair an original composition that reflects the brief as well as a personal interpretation.	Present a final piece that shows flair/individuality with reference to the brief and an understanding of composition.	With reference to a brief, produce work that is both thoughtful and purposeful, showing an understanding of composition.	Produce work to a given brief that is presented in a purposeful manner.
		Presenting work to best of ability.				
		Showing understanding of layout and composition.				

## Eggescliffe School Art Department - KS3 Assessment Grid

### Term 2 – Unit 2 - Portraiture.

			Mastery	K2 – Level 5	KS2 – Level 4	KS2 – Level 3
Student Starting Point >						
			A highly developed ability to effectively develop and creatively explore ideas through	A consistent ability to effectively develop and explore ideas through	A generally consistent ability to effectively develop ideas through	Some ability to develop ideas through
KNOWLEDGE	AO1 Developing ideas:	Encouraging independent inquiry and investigation.	Create a personal response with reference to the work of others and show a clear ability to discuss using subject specific language.	Using the work of others within their own art and creating a personal response showing a clear understanding.	Show understanding of others work and have the ability to influence to influence their work.	Recognising the work of others and the qualities that are relevant to the specific artist/culture/movement.
		Understanding and appreciation of others work.				
		Awareness of cultural and historical context.				
SKILLS	AO2 Using resources, media and materials:	Using media appropriately and with purpose.	Using media in a highly developed manner, showing skills and knowledge of its qualities and refining throughout.	Show understanding and an ability to confidently apply different media, showing insight into its qualities and limitations.	Apply different media with confidence showing understanding of its qualities.	Understanding the qualities of different media and how to apply them.
		Understanding of colour.				
		Exploration and experimentation.				
APPLICATION	AO3 Recording ideas and observations:	Use of observational Skills.	To produce observational work with flair and confidence, showing a true representation of all of its elements.	To consistently and confidently draw objects and artefacts with accuracy, showing understanding of scale and	To record images and artefacts in a representative way with understanding of shape and form.	To observe images and artefacts with relative realism, showing understanding of shape.
		Spatial Awareness.				
		Understanding of proportions.				
	AO4 Making a personal, informed, and meaningful response:	Creating a response to a given brief, showing purpose and originality.	Produce and present with flair an original composition that reflects the brief as well as a personal interpretation.	Present a final piece that shows flair/individuality with reference to the brief and an understanding of composition.	With reference to a brief, produce work that is both thoughtful and purposeful, showing an understanding of composition.	Produce work to a given brief that is presented in a purposeful manner.
Presenting work to best of ability.						
Showing understanding of layout and composition.						

**DRAMA**

YEAR SEVEN DRAMA TERM I	(L5+)@KS2	(L5)@KS2	(L4)@KS2	(L3)@KS2	
<b>Knowledge-</b>	<ul style="list-style-type: none"> <li>-Know a variety of effective ways in which to communicate information in mime</li> <li>-Understand and always use a number of basic Drama terms such as; any of the 5 key skills, mime, character, role &amp; realistic.</li> </ul>	<ul style="list-style-type: none"> <li>-Know a number of ways to communicate information in mime.</li> <li>-Understand and regularly use a number of basic Drama terms such as; any of the 5 key skills, mime, character, role, realistic.</li> </ul>	<ul style="list-style-type: none"> <li>-Know at least 2 ways to communicate information in mime.</li> <li>-Understand and use more than one basic Drama term such as; any of the 5 key skills, mime, character or role.</li> </ul>	<ul style="list-style-type: none"> <li>-Know at least one way to communicate information in mime.</li> <li>-Understand and use at least one basic Drama term such as; one of the 5 key skills or mime.</li> </ul>	
<b>Skills-</b>	<p><b><u>Concentration:</u></b></p> <ul style="list-style-type: none"> <li>-Able to remain entirely focused on their character/ activity.</li> </ul>	<p><b><u>Concentration:</u></b></p> <ul style="list-style-type: none"> <li>-Able to remain fully focused on the activity/character.</li> </ul>	<p><b><u>Concentration:</u></b></p> <ul style="list-style-type: none"> <li>-Able to remain focused on the work &amp; character for most of the time.</li> </ul>	<p><b><u>Concentration:</u></b></p> <ul style="list-style-type: none"> <li>-Able to remain focused on the work &amp; character for short periods of time.</li> </ul>	
	<p><b><u>Communication:</u></b></p> <ul style="list-style-type: none"> <li>-Always takes a pro-active role in discussion.</li> <li>-Is articulate when participating in class discussion and debate.</li> <li>- Always listens well to others and takes their ideas on board.</li> <li>-Able to use appropriate facial expression, body language and vocal expression.</li> </ul>	<p><b><u>Communication:</u></b></p> <ul style="list-style-type: none"> <li>-Always takes part in discussion.</li> <li>-Listens well to others and can take their ideas on board.</li> <li>-Able to use some appropriate facial expression, body language and vocal expression.</li> </ul>	<p><b><u>Communication:</u></b></p> <ul style="list-style-type: none"> <li>-Often takes part in discussion and can listen to others.</li> <li>-Able to use some appropriate facial expression and body language.</li> <li>-Can listen to others.</li> </ul>	<p><b><u>Communication:</u></b></p> <ul style="list-style-type: none"> <li>-Take part in discussion appropriately, when prompted.</li> <li>-Able to use either body language or facial expression to communicate basic information.</li> </ul>	
	<p><b><u>Cooperation:</u></b></p> <ul style="list-style-type: none"> <li>-Always cooperates well with others and often takes on leadership roles within group work</li> </ul>	<p><b><u>Cooperation:</u></b></p> <ul style="list-style-type: none"> <li>-Always cooperates with others and can sometimes takes on leadership.</li> </ul>	<p><b><u>Cooperation:</u></b></p> <ul style="list-style-type: none"> <li>-Able to cooperate with others.</li> </ul>	<p><b><u>Cooperation:</u></b></p> <ul style="list-style-type: none"> <li>-Can participate as part of a group at a basic level.</li> </ul>	
	<p><b><u>Thinking:</u></b></p> <ul style="list-style-type: none"> <li>-Often identifies strengths and offers targets for improvement.</li> <li>-Learns Drama terminology quickly and uses it often and accurately</li> </ul>	<p><b><u>Thinking:</u></b></p> <ul style="list-style-type: none"> <li>-Can identify a strength and offer a target for improvement.</li> </ul>	<p><b><u>Thinking:</u></b></p> <ul style="list-style-type: none"> <li>-Can identify a strength within the Drama work</li> </ul>	<p><b><u>Thinking:</u></b></p> <ul style="list-style-type: none"> <li>-Can offer a response when asked, with basic understanding.</li> </ul>	
	<p><b><u>Imagination:</u></b></p> <ul style="list-style-type: none"> <li>-Able to visualise a number of objects.</li> <li>-Able to create a realistic and individual mime.</li> <li>-Able to think of a number of ideas for a scene/character</li> <li>- Uses more than one performance technique consistently</li> </ul>	<p><b><u>Imagination:</u></b></p> <ul style="list-style-type: none"> <li>-Able to visualise an object.</li> <li>-Able to create a realistic and interesting mime.</li> <li>-Able to think of more than one idea for a scene/character</li> <li>- Uses a performance technique consistently</li> </ul>	<p><b><u>Imagination:</u></b></p> <ul style="list-style-type: none"> <li>-Able to think of an idea for a scene/character</li> <li>Able to create a short mime with some realism</li> <li>- Uses a performance technique</li> </ul>	<p><b><u>Imagination:</u></b></p> <ul style="list-style-type: none"> <li>-Able to decide on an idea for a scene/character</li> <li>Able to participate in a short mime</li> <li>- There is an attempt at using a performance technique</li> </ul>	
	<b>Application-</b>	<ul style="list-style-type: none"> <li>-Exercises focused on the use of the 5 key skills</li> <li>-Individual Mimes</li> <li>-Paired Mimes followed by the addition of dialogue</li> </ul>	<ul style="list-style-type: none"> <li>-Exercises focused on the use of the 5 key skills</li> <li>-Individual Mimes</li> <li>-Paired Mimes followed by the addition of dialogue</li> </ul>	<ul style="list-style-type: none"> <li>-Exercises focused on the use of the 5 key skills</li> <li>-Individual Mimes</li> <li>-Paired Mimes followed by the addition of dialogue</li> </ul>	<ul style="list-style-type: none"> <li>-Exercises focused on the use of the 5 key skills</li> <li>-Individual Mimes</li> <li>-Paired Mimes followed by the addition of dialogue</li> </ul>



	<p>-Whole Group Mime followed by the addition of dialogue</p> <p>-Evaluation and target setting following each activity.</p>	<p>-Whole Group Mime followed by the addition of dialogue</p> <p>-Evaluation and target setting following each activity.</p>	<p>-Whole Group Mime followed by the addition of dialogue</p> <p>-Evaluation and target setting following each activity.</p>	<p>-Whole Group Mime followed by the addition of dialogue</p> <p>-Evaluation and target setting following each activity.</p>
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YEAR SEVEN DRAMA TERM 2	(L5+)@KS2	(L5)@KS2	(L4)@KS2	(L3)@KS2	
<b>Knowledge-</b>	<ul style="list-style-type: none"> <li>-Sustains improvisations completely unattended.</li> <li>-Use all of the performance techniques taught this year accurately and seamlessly.</li> <li>-Uses key drama terminology in every explanation and can explain to others what key terms mean with accuracy and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>-Know a number of ways to sustain an improvisation.</li> <li>-Know at least 2 performance techniques.</li> <li>-Also understand and regularly use a number of key Drama terms such as; character, role, realistic, improvisation, spontaneous, centre of the circle improvisation, accept/block.</li> </ul>	<ul style="list-style-type: none"> <li>-Know at least 2 ways to sustain an improvisation.</li> <li>-Know at least 1 performance technique.</li> <li>-Also understand and regularly use more than one key Drama term such as; character, role, realistic and improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>-Know at least 1 way to sustain an improvisation.</li> <li>-Also understand and regularly use at least one key Drama term such as; character, role or realistic.</li> </ul>	
<b>Skills-</b>	<p><b>Concentration:</b></p> <ul style="list-style-type: none"> <li>-Is fully focused and in role all of the time, using key concentration techniques such as; Circle of Attention to stay in role.</li> </ul>	<p><b>Concentration:</b></p> <ul style="list-style-type: none"> <li>-Able to remain fully focused on the activity/character.</li> </ul>	<p><b>Concentration:</b></p> <ul style="list-style-type: none"> <li>-Able to remain focused on the work &amp; character for most of the time.</li> </ul>	<p><b>Concentration:</b></p> <ul style="list-style-type: none"> <li>-Able to remain focused on the work &amp; character for some of the time.</li> </ul>	
	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>-Begins discussions and asks thought provoking questions to prompt others to join in.</li> <li>-Uses facial expression, body language and vocal expression that conveys their characters feelings.</li> <li>- Able to use key vocabulary of their character within a scene and uses appropriate vocal expression.</li> </ul>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>-Always takes part in discussion. Listens well to others and can take their ideas on board.</li> <li>-Able to use some appropriate facial expression, body language and vocal expression.</li> <li>-Able to create realistic and interesting dialogue within a scene and uses some suitable vocal expression.</li> </ul>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>-Often takes part in discussion and can listen to others.</li> <li>-Able to use some appropriate facial expression and body language.</li> <li>-Able to create appropriate dialogue within a scene and makes an attempt at using some vocal expression.</li> </ul>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>-Takes part in discussion appropriately, when prompted.</li> <li>-Able to use either body language or facial expression to communicate basic information.</li> <li>-Able to create some appropriate dialogue within a scene, with the support of others.</li> </ul>	
	<p><b>Cooperation:</b></p> <ul style="list-style-type: none"> <li>-Cooperates consistently and uses their leadership skills to encourage others to cooperate too.</li> <li>-Accepts new ideas and develops them for the benefit of the group.</li> </ul>	<p><b>Cooperation:</b></p> <ul style="list-style-type: none"> <li>-Always cooperates with others and can take on a leading role.</li> <li>-Always takes on board the ideas of others.</li> </ul>	<p><b>Cooperation:</b></p> <ul style="list-style-type: none"> <li>-Often works cooperatively with others.</li> <li>-Able to take on board the ideas of others.</li> </ul>	<p><b>Cooperation:</b></p> <ul style="list-style-type: none"> <li>-Sometimes works cooperatively with others.</li> </ul>	
	<p><b>Thinking:</b></p> <ul style="list-style-type: none"> <li>-Identifies strengths and targets, along with morals learnt from a scene.</li> <li>-Can offers solutions and foresees potential issues and can resolve them quickly.</li> </ul>	<p><b>Thinking:</b></p> <ul style="list-style-type: none"> <li>-Can identify more than one strength and target for improvement. Able to offer a solution to a problem.</li> </ul>	<p><b>Thinking:</b></p> <ul style="list-style-type: none"> <li>-Can identify a strength and a target to improve the work.</li> </ul>	<p><b>Thinking:</b></p> <ul style="list-style-type: none"> <li>-Can offer a response when asked, with basic understanding.</li> <li>-Can identify a basic strength or target.</li> </ul>	
	<p><b>Imagination:</b></p> <ul style="list-style-type: none"> <li>-Characters are entirely realistic and individual.</li> <li>-Research has been undertaken to ensure the realism of the character.</li> <li>- Able to create and develop a sub-plot</li> </ul>	<p><b>Imagination:</b></p> <ul style="list-style-type: none"> <li>-Can plan a realistic character with some individual details.</li> <li>-Able to create realistic dialogue and often brings in new ideas.</li> </ul>	<p><b>Imagination:</b></p> <ul style="list-style-type: none"> <li>-Can plan a character with realistic and relevant details.</li> <li>-Able to create dialogue. Sometimes brings in new ideas. Most of their ideas are realistic.</li> </ul>	<p><b>Imagination:</b></p> <ul style="list-style-type: none"> <li>-Can plan a realistic character with some individual details.</li> <li>-Able to create realistic dialogue and often brings in new ideas.</li> </ul>	
	<b>Application-</b>	<ul style="list-style-type: none"> <li>-Paired improvisation</li> <li>-Centre of the circle improvisation</li> <li>-Whole group spontaneous improvisation</li> <li>-Evaluation and target setting</li> </ul>	<ul style="list-style-type: none"> <li>-Paired improvisation</li> <li>-Centre of the circle improvisation</li> <li>-Whole group spontaneous improvisation</li> <li>-Evaluation and target setting</li> </ul>	<ul style="list-style-type: none"> <li>-Paired improvisation</li> <li>-Centre of the circle improvisation</li> <li>-Whole group spontaneous improvisation</li> <li>-Evaluation and target setting</li> </ul>	<ul style="list-style-type: none"> <li>-Paired improvisation</li> <li>-Centre of the circle improvisation</li> <li>-Whole group spontaneous improvisation</li> <li>-Evaluation and target setting</li> </ul>

YEAR SEVEN DRAMA TERM 3	(L5+)@KS2	(L5)@KS2	(L4)@KS2	(L3)@KS2
<b>Knowledge-</b>	<ul style="list-style-type: none"> <li>-Can use knowledge to encourage peers to sustain an improvisation.</li> <li>-Know and use multiple performance techniques whenever in role.</li> <li>-Be able to explain the definition of most terms on the performance technique and performance elements displays.</li> </ul>	<ul style="list-style-type: none"> <li>-Know a number of ways to sustain a whole group improvisation.</li> <li>-Know at least 2 performance techniques.</li> <li>-Also understand and regularly use more advanced key Drama terms such as; gestures, evaluate, context, hot-seat, freeze-frame, still image, role-play, thought track.</li> </ul>	<ul style="list-style-type: none"> <li>-Know at least 2 ways to sustain whole group improvisation.</li> <li>-Know at least 1 performance technique.</li> <li>-Understand and use more than 2 key Drama terms such as; the 5 key skills, mime, character, role, realistic, hot-seat, improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>-Know at least 1 way to sustain whole group improvisation.</li> <li>-Know and understand how use at least two key Drama terms such as; one of the 5 key skills, mime, character, role or realism.</li> </ul>
<b>Skills-</b>	<b><u>Concentration:</u></b>	<b><u>Concentration:</u></b>	<b><u>Concentration:</u></b>	<b><u>Concentration:</u></b>
	<ul style="list-style-type: none"> <li>-Able to remain fully focused on a character despite the commitment of peers.</li> </ul>	<ul style="list-style-type: none"> <li>-Able to remain fully focused on the activity/character.</li> </ul>	<ul style="list-style-type: none"> <li>-Able to remain focused on the work &amp; character for most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>-Able to remain focused on the work &amp; character for some of the time.</li> </ul>
	<b><u>Communication:</u></b>	<b><u>Communication:</u></b>	<b><u>Communication:</u></b>	<b><u>Communication:</u></b>
	<ul style="list-style-type: none"> <li>-Actively shape discussions by suggesting improvements and listening to all other pupils' comments and suggestions.</li> <li>-Use appropriate performance techniques to create realistic characters.</li> <li>-Always communicates their characters emotions in a clear and expressive way. Their work encourages others to show more emotion in role.</li> <li>-Always builds on peers input within improvisation tasks to ensure it is dramatic and inventive.</li> </ul>	<ul style="list-style-type: none"> <li>-Always takes part in discussion. Listens well to others and takes their ideas on board.</li> <li>-Able to use some appropriate facial expression, body language and vocal expression.</li> <li>-Communicates their characters feelings in an expressive and realistic way.</li> <li>-Able to develop interesting dialogue within an improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>-Often takes part in discussion and can listen to others.</li> <li>-Able to use some appropriate facial expression, body language and/or vocal expression.</li> <li>-Able to create appropriate dialogue within a scene and makes an attempt at using some vocal expression.</li> <li>-Makes a good attempt at communicating their characters emotions.</li> </ul>	<ul style="list-style-type: none"> <li>-Sometimes takes part in discussion, when prompted.</li> <li>-Able to use either body language or facial expression to communicate basic information.</li> <li>-Able to create some realistic dialogue within a scene, with the support of others.</li> </ul>
	<b><u>Cooperation:</u></b>	<b><u>Cooperation:</u></b>	<b><u>Cooperation:</u></b>	<b><u>Cooperation:</u></b>
	<ul style="list-style-type: none"> <li>-Leads group tasks to ensure targets are met or exceeded.</li> <li>-Always listens to peers and uses their input.</li> </ul>	<ul style="list-style-type: none"> <li>-Always cooperates with others and can take on a leading role.</li> <li>-Always takes on board the ideas of others.</li> </ul>	<ul style="list-style-type: none"> <li>-Often works cooperatively with others.</li> <li>-Able to take on board the ideas of others.</li> </ul>	<ul style="list-style-type: none"> <li>-Sometimes works cooperatively with others.</li> </ul>
	<b><u>Thinking:</u></b>	<b><u>Thinking:</u></b>	<b><u>Thinking:</u></b>	<b><u>Thinking:</u></b>
	<ul style="list-style-type: none"> <li>Can identify and explain at least one strength and target and explain its impact on the work.</li> <li>-Always attempt to suggest solutions and uses relevant terminology.</li> <li>-Can analyse the Drama at any time providing in depth explanations of their characters actions and motives.</li> </ul>	<ul style="list-style-type: none"> <li>-Can identify more than one strength and target for improvement.</li> <li>-Able to offer a solution to a problem.</li> <li>-Able to describe the events of a Drama in detail and can identify at least one interesting moral.</li> </ul>	<ul style="list-style-type: none"> <li>-Can identify a strength and a target to improve the work.</li> <li>-Able to describe the events of a Drama and can identify a relevant moral.</li> </ul>	<ul style="list-style-type: none"> <li>-Can offer a response when asked, with basic understanding.</li> <li>-Can identify a basic strength or target.</li> <li>-Able to describe the events within a Drama in simple terms.</li> </ul>
	<b><u>Imagination:</u></b>	<b><u>Imagination:</u></b>	<b><u>Imagination:</u></b>	<b><u>Imagination:</u></b>
	<ul style="list-style-type: none"> <li>-Plans unique and effective characters that can shape the drama.</li> <li>-Considers their characters feelings and motives.</li> <li>-Identifies when the drama is not going well and either shapes the drama or encourages others to do so,</li> </ul>	<ul style="list-style-type: none"> <li>-Can plan a realistic character with some individual details.</li> <li>-Able to create interesting dialogue to sustain an improvisation.</li> <li>-Able to react to the events of a Drama in an interesting way and often brings in new and useful ideas to develop the plot.</li> </ul>	<ul style="list-style-type: none"> <li>-Can plan a relevant and realistic character.</li> <li>-Able to create realistic dialogue to sustain an improvisation. Able to bring in new, relevant ideas.</li> <li>-Able to react to the events in a Drama in a realistic way.</li> <li>-When hot-seated they are able</li> </ul>	<ul style="list-style-type: none"> <li>-Able to plan a basic character which is relevant to the Drama.</li> <li>-Able to create some realistic dialogue.</li> <li>-Able to react to the events in a Drama in a simple way.</li> </ul>

	<p>supporting them where necessary.</p> <p>-Hot seating is used to develop their character and explore performance techniques. During hot seats they demonstrate a wide range of emotions.</p> <p>-Always considers their characters emotions and is clear on how they should react to others.</p>	<p>-When hot-seated they are able to answer questions with interesting and realistic answers.</p> <p>-Identifies with their characters feelings and they can communicate this through their use of dialogue, facial expression, body language and vocal expression.</p>	<p>to answer questions with realistic details.</p> <p>-Able to identify their characters feelings and they can communicate this through their use of dialogue, facial expression, body language or vocal expression.</p>	<p>-When hot-seated they are able to answer simple questions with short, basic answers.</p> <p>-Able to identify at least one simple way their character is feeling and there is an attempt at expressing this in role at times.</p>
<b>Application-</b>	<p>-Whole Group Advanced Improvisation including;</p> <p>planning characters, relationships, hot –seating, thought –tracking, still images, evaluation and analysis</p>	<p>-Whole Group Advanced Improvisation including;</p> <p>planning characters, relationships, hot –seating, thought –tracking, still images, evaluation and analysis</p>	<p>-Whole Group Advanced Improvisation including;</p> <p>planning characters, relationships, hot –seating, thought –tracking, still images, evaluation and analysis</p>	<p>-Whole Group Advanced Improvisation including;</p> <p>planning characters, relationships, hot –seating, thought –tracking, still images, evaluation and analysis</p>

**FOOD**

	Mastery	KS2 L5+	KS2 L4	KS2 L3
Knowledge	<p>How to measure using scales / measuring jug. safety and hygiene</p> <p>My diet and how to improve relating to nutrients/ eat well plate and Government guidelines.</p> <p>Describing food using sensory qualities.</p> <p>Designing/ decorating</p> <p>Eat well plate</p> <p>Government guidelines – relating to health</p> <p>Food groups relating to function in the diet</p> <p>A healthy pack lunch / writing a specification</p> <p>Evaluating</p>	<p>How to measure using scales / measuring jug. safety and hygiene</p> <p>My diet and how to improve relating to nutrients</p> <p>Describing food using sensory qualities.</p> <p>Designing/ decorating</p> <p>Eat well plate</p> <p>Government guidelines – relating to health</p> <p>Food groups relating to function in the diet</p> <p>A healthy pack lunch / writing a specification</p> <p>Evaluating</p>	<p>How to measure using scales / measuring jug. safety and hygiene</p> <p>My diet compared to the eat well plate</p> <p>Describing food using sensory qualities.</p> <p>Designing/ decorating</p> <p>Eat well plate</p> <p>Government guidelines</p> <p>Food groups relating to health</p> <p>A healthy pack lunch / writing a specification</p> <p>Evaluating</p>	<p>How to measure using scales / measuring jug. safety and hygiene</p> <p>My diet</p> <p>Describing food</p> <p>Designing/ decorating</p> <p>Eat well plate</p> <p>Government guidelines</p> <p>A healthy pack lunch</p> <p>Evaluating</p>
Skills	<p><b>Speaking</b> I can evaluate my ideas and thoughts.</p> <p><b>Writing</b> I can use my own words and views to produce a paragraphs which show my understanding. I can edit and improve my own work.</p> <p><b>Listening</b> I can retain information from previous lessons and follow these instructions to make my product independently.</p> <p><b>Reading</b> I can follow a complex recipe.</p> <p><b>Numeracy</b> I can use the scales and measuring jug independently to weigh out accurately.</p> <p><b>Practical</b> I can select and use a wide range of equipment safely and accurately. I can use the rubbing in / melting and creaming methods to make products accurately.</p>	<p><b>Speaking</b> I can explain my ideas and thoughts.</p> <p><b>Writing</b> I can produce a short paragraphs which show my understanding. I can edit and improve my own work.</p> <p><b>Listening</b> I can retain information and follow a series of instructions to make my product.</p> <p><b>Reading</b> I can follow a recipe</p> <p><b>Numeracy</b> I can use the scales and measuring jug independently to weigh with few mistakes.</p> <p><b>Practical</b> I can select and use a knife / peeler / corer / grater / hob / oven safely and accurately. I can use the rubbing in / melting and creaming methods to make products accurately.</p>	<p><b>Speaking</b> I can describe my ideas and thoughts.</p> <p><b>Writing</b> I can produce sentences which show my understanding which have a few mistakes.</p> <p><b>Listening</b> I can retain information and follow instructions to make my product.</p> <p><b>Reading</b> I can follow parts of the recipe to see what I do next.</p> <p><b>Numeracy</b> I can set the scales up and sometimes need help using them. I use them with few mistakes.</p> <p><b>Practical</b> I can use a knife / peeler / corer / grater / hob / oven safely and with some accuracy. I can use the rubbing in / melting and creaming methods to make a product with some accuracy.</p>	<p><b>Speaking</b> I can describe my ideas through answering questions.</p> <p><b>Writing</b> I write basic sentences with some spelling mistakes.</p> <p><b>Listening</b> I can retain some information and follow instructions to make my product.</p> <p><b>Reading</b> I can use the recipe to see what I do next when instructions are simple</p> <p><b>Numeracy</b> I can setup the scales up but need help using them.</p> <p><b>Practical</b> I can use a knife / peeler / corer / grater / hob / oven safely. I can use the rubbing in / melting and creaming methods to make a product.</p>
Application	<p><b>Speaking</b> I can give answers to difficult questions with confidence.</p> <p><b>Writing</b> I can produce sentences independently to demonstrate my understanding. My spelling is very accurate.</p> <p><b>Listening</b> I can understand and follow complex instruction.</p> <p><b>Reading</b> I can understand and follow a more complex recipe.</p> <p><b>Numeracy</b> I can use the scales and measuring jug to weigh accurately.</p> <p><b>Practical</b> I can select equipment and use it correctly and safely with accuracy. My products are well made. I can make simple adaption's to recipes.</p>	<p><b>Speaking</b> I can give answers to difficult questions.</p> <p><b>Writing</b> I can produce sentences independently to demonstrate my understanding. My spelling is accurate.</p> <p><b>Listening</b> I can understand and follow instruction.</p> <p><b>Reading</b> I can follow a recipe.</p> <p><b>Numeracy</b> I can use the scales and measuring jug to weigh all amounts.</p> <p><b>Practical</b> I can select equipment and use it correctly and safely with some accuracy. My products are well made with limited support.</p>	<p><b>Speaking</b> I can give answers to more difficult questions.</p> <p><b>Writing</b> I can produce sentences demonstrating my understanding. My spelling is mostly accurate.</p> <p><b>Listening</b> I can understand and follow the majority of instruction.</p> <p><b>Reading</b> I can follow stages of a recipe.</p> <p><b>Numeracy</b> I can use the scales to weigh out more difficult amounts e.g. 75/125/150/225g</p> <p><b>Practical</b> I can select most equipment and use it correctly and safely although support maybe needed. My products are fairly well made.</p>	<p><b>Speaking</b> I can give answers to simple questions.</p> <p><b>Writing</b> I can produce a few sentences. Spelling mistakes are made but meaning is clear.</p> <p><b>Listening</b> I can understand and follow most instruction.</p> <p><b>Reading</b> I can follow simple stages of a recipe.</p> <p><b>Numeracy</b> I can use the scales to weigh out simple amounts e.g. 25/50/100g</p> <p><b>Practical</b> I can use some of the equipment correctly and safely although Close supervision is needed. My products are fairly accurate.</p>

**TEXTILES**

## Textiles – Project 1 – phone case (13wks)

	Mastery	KS2 L5+	KS2 L4	KS2 L3
<b>Knowledge</b>	<p>Hazards and risks in textiles and how to minimise. Textiles equipment – function Task analysis – using the 5 W's Product evaluation – strengths /improvements Designing to met a brief / end user Sewing machine Producing a pattern Hand stitching and machine stitching How to join materials together. Evaluating and testing against a specification</p>	<p>Hazards and risks in textiles and how to minimise. Textiles equipment – function Task analysis – using the 5 W's Product evaluation – strengths /improvements Designing to met a brief / end user Sewing machine Producing a pattern Hand stitching and machine stitching How to join materials together. Evaluating and testing against a specification</p>	<p>Hazards and risks in textiles and how to minimise. Textiles equipment – function Task analysis – break down the task Product evaluation Designing to met a brief Sewing machine Producing a pattern Hand stitching and machine stitching How to join materials together. Evaluating and testing</p>	<p>Hazards and risks in textiles. Textiles equipment Task analysis Designing Sewing machine Producing a pattern Hand stitching How to join materials together. Evaluating and testing .</p>
<b>Skills</b>	<p><b>Speaking</b> I can evaluate my ideas and thoughts. <b>Writing</b> I can use my own words and views to produce a paragraphs which show my understanding. I use descriptive annotation which explains all aspects of my ideas including construction and I can edit and improve my own work. <b>Listening</b> I can retain information from previous lessons and follow these instructions to make my product independently. <b>Reading</b> I can follow complex instructions. <b>Numeracy</b> I can use equipment to measuring independently and accurately. <b>Practical</b> I can select and use a wide range of textiles equipment safely and accurately.</p>	<p><b>Speaking</b> I can explain my ideas and thoughts. <b>Writing</b> I can produce a short paragraphs which show my understanding. I use descriptive annotation and I can edit and improve my own work. <b>Listening</b> I can retain information and follow a series of instructions to make my product. <b>Reading</b> I can follow the instructions <b>Numeracy</b> I can use equipment to measure independently with few mistakes. <b>Practical</b> I can use a needle /scissors / quick unpick / tailor chalk /sewing machine safely and accurately.</p>	<p><b>Speaking</b> I can describe my ideas and thoughts. <b>Writing</b> I can produce sentences which show my understanding. I use detailed annotation which has a few mistakes. <b>Listening</b> I can retain information and follow instructions to make my product. <b>Reading</b> I can follow parts of the instructions to see what I do next. <b>Numeracy</b> I can use equipment to measure but sometimes need help. I use them with few mistakes. <b>Practical</b> I can use a needle /scissors / quick unpick / tailor chalk /sewing machine with some accuracy.</p>	<p><b>Speaking</b> I can describe my ideas through answering questions. <b>Writing</b> I write basic sentences with some spelling mistakes. <b>Listening</b> I can retain some information and follow instructions to make my product. <b>Reading</b> I can use the instructions to see what I do next when they are simple <b>Numeracy</b> I can use equipment to measure. <b>Practical</b> I can use a needle /scissors / quick unpick / tailor chalk /sewing machine.</p>
<b>Application</b>	<p><b>Speaking</b> I can give answers to difficult questions with confidence. I can fully explain my ideas and thoughts. <b>Writing</b> I can produce sentences/ descriptive annotation independently to demonstrate my understanding. My spelling is very accurate. <b>Listening</b> I can understand and follow complex instruction. <b>Reading</b> I can understand and follow a more complex set of instructions. <b>Numeracy</b> I can measure out accurately. I can produce a pattern for my design independently. <b>Practical</b> I can select equipment and use it correctly and safely with accuracy. My product is well made. I can improve my product as I go using free machine/hand embroidery.</p>	<p><b>Speaking</b> I can give answers to difficult questions and can explain my ideas <b>Writing</b> I can produce sentences/descriptive annotation independently to demonstrate my understanding. My spelling is accurate. <b>Listening</b> I can understand and follow instruction. <b>Reading</b> I can follow a set of instructions. <b>Numeracy</b> I can use a tape measure to measure with minimal mistakes. I can produce a pattern for my design with little support. <b>Practical</b> I can select equipment and use it correctly and safely with some accuracy. My product is well made with limited support use free machine/hand embroidery.</p>	<p><b>Speaking</b> I can give answers to more difficult questions and can verbally describe my ideas using more complex language. <b>Writing</b> I can produce sentences/ annotation demonstrating my understanding. My spelling is mostly accurate. <b>Listening</b> I can understand and follow the majority of instruction. <b>Reading</b> I can follow several stages of a set of instructions. <b>Numeracy</b> I can use a tape measure to measure out more difficult amounts. I can produce a pattern for my design with some support. <b>Practical</b> I can select most equipment and use it correctly and safely although support maybe needed. My product is fairly well made and use free machine/hand embroidery.</p>	<p><b>Speaking</b> I can give answers to simple questions and verbally describe my ideas using simple language. <b>Writing</b> I can produce a few sentences/ simple annotation. Spelling mistakes are made but meaning is clear. <b>Listening</b> I can understand and follow most instruction. <b>Reading</b> I can follow simple stages of instructions. <b>Numeracy</b> I can use a tape measure / ruler to measure simple measurements. <b>Practical</b> I can use some of the equipment correctly and safely although Close supervision is needed. My product is fairly accurate using ½ embroidery stitches to decorate.</p>



## Textiles – Project 2 – door stop (13wks)

	Mastery	KS2 L5+	KS2 L4	KS2 L3
Knowledge	<p>Textiles equipment – confidence</p> <p>Task analysis – using the 5 W's</p> <p>Product evaluation – key features of a successful product</p> <p>Specification</p> <p>Doodle page designing to met a brief / end user</p> <p>Working drawing</p> <p>Sewing machine</p> <p>Producing a pattern</p> <p>Tie dye hand stitching and machine stitching</p> <p>How to join materials together.</p> <p>Evaluating and testing against a specification</p>	<p>Textiles equipment – function</p> <p>Task analysis – using the 5 W's</p> <p>Product evaluation – key features of a successful product</p> <p>specification</p> <p>Doodle page designing to met a brief / end user</p> <p>Working drawing</p> <p>Sewing machine</p> <p>Producing a pattern</p> <p>Tie dye hand stitching and machine stitching</p> <p>How to join materials together.</p> <p>Evaluating and testing against a specification</p>	<p>Hazards and risks in textiles and how to minimise.</p> <p>Textiles equipment – function</p> <p>Task analysis – key questions</p> <p>Product evaluation - strengths /improvements</p> <p>Specification</p> <p>Doodle page designing to met a brief</p> <p>Working drawing</p> <p>Sewing machine</p> <p>Producing a pattern</p> <p>Tie dye and machine stitching</p> <p>How to join materials together.</p> <p>Evaluating and testing</p>	<p>Hazards and risks in textiles and how to minimise.</p> <p>Textiles equipment-function</p> <p>Task analysis - break down the task</p> <p>Existing products</p> <p>Specification</p> <p>Doodle page designing</p> <p>Working drawing</p> <p>Sewing machine</p> <p>Producing a pattern</p> <p>Tie dye</p> <p>How to join materials together.</p> <p>Evaluating and testing</p> <p>.</p>
Skills	<p><b>Speaking</b></p> <p>I can evaluate my ideas and thoughts.</p> <p><b>Writing</b></p> <p>I can use my own words and views to produce a paragraphs which show my understanding. I use descriptive annotation which explains all aspects of my ideas including construction and I can edit and improve my own work.</p> <p><b>Listening</b></p> <p>I can retain information from previous lessons and follow these instructions to make my product independently.</p> <p><b>Reading</b></p> <p>I can follow complex instructions.</p> <p><b>Numeracy</b></p> <p>I can use equipment to measuring independently and accurately.</p> <p><b>Practical</b></p> <p>I can select and use a wide range of textiles equipment safely and accurately.</p>	<p><b>Speaking</b></p> <p>I can explain my ideas and thoughts.</p> <p><b>Writing</b></p> <p>I can produce a short paragraphs which show my understanding. I use descriptive annotation and I can edit and improve my own work.</p> <p><b>Listening</b></p> <p>I can retain information and follow a series of instructions to make my product.</p> <p><b>Reading</b></p> <p>I can follow the instructions</p> <p><b>Numeracy</b></p> <p>I can use equipment to measuring independently and accurately.</p> <p><b>Practical</b></p> <p>I can use a needle /scissors / quick unpick / tailor chalk /sewing machine safely and accurately.</p>	<p><b>Speaking</b></p> <p>I can explain my ideas and thoughts.</p> <p><b>Writing</b></p> <p>I can produce sentences which show my understanding. I use detailed annotation which has a few mistakes.</p> <p><b>Listening</b></p> <p>I can retain information and follow instructions to make my product.</p> <p><b>Reading</b></p> <p>I can follow parts of the instructions to see what I do next.</p> <p><b>Numeracy</b></p> <p>I can use equipment to measure independently with few mistakes.</p> <p><b>Practical</b></p> <p>I can use a needle /scissors / quick unpick / tailor chalk /sewing machine with some accuracy.</p>	<p><b>Speaking</b></p> <p>I can describe my ideas but may need questions to prompt.</p> <p><b>Writing</b></p> <p>I can produce basic sentences with some spelling mistakes.</p> <p><b>Listening</b></p> <p>I can retain some information and follow instructions to make my product.</p> <p><b>Reading</b></p> <p>I can use the instructions to see what I do next when they are simple.</p> <p><b>Numeracy</b></p> <p>I can use equipment to measure but sometimes need help. I use them with few mistakes.</p> <p><b>Practical</b></p> <p>I can use a needle /scissors / quick unpick / tailor chalk /sewing machine.</p>
Application	<p><b>Speaking</b></p> <p>I can give answers to difficult questions with confidence. I can fully explain my ideas and thoughts.</p> <p><b>Writing</b></p> <p>I can produce sentences [specification]/ descriptive annotation independently to demonstrate my understanding. My spelling is very accurate.</p> <p><b>Listening</b></p> <p>I can understand and follow complex instruction.</p> <p><b>Reading</b></p> <p>I can understand and follow a more complex set of instructions.</p> <p><b>Numeracy</b></p> <p>I can measure out accurately. I can produce a pattern for my design independently.</p> <p><b>Practical</b></p> <p>I can select equipment and use it correctly and safely with accuracy. My product is well made. I can improve my product as I go using use tie dye /hand embroidery basic appliqué.</p>	<p><b>Speaking</b></p> <p>I can give answers to difficult questions and can explain my ideas</p> <p><b>Writing</b></p> <p>I can produce sentences [specification]/descriptive annotation independently to demonstrate my understanding. My spelling is accurate.</p> <p><b>Listening</b></p> <p>I can understand and follow instruction.</p> <p><b>Reading</b></p> <p>I can follow a set of instructions.</p> <p><b>Numeracy</b></p> <p>I can measure out accurately. I can produce a pattern for my design independently.</p> <p><b>Practical</b></p> <p>I can select equipment and use it correctly and safely with some accuracy. My product is well made with limited support use tie dye /hand embroidery basic appliqué.</p>	<p><b>Speaking</b></p> <p>I can give answers to more difficult questions and can verbally describe my ideas using more complex language.</p> <p><b>Writing</b></p> <p>I can produce sentences [specification]/ annotation demonstrating my understanding. My spelling is mostly accurate.</p> <p><b>Listening</b></p> <p>I can understand and follow the majority of instruction.</p> <p><b>Reading</b></p> <p>I can follow several stages of a set of instructions.</p> <p><b>Numeracy</b></p> <p>I can use a tape measure to measure with minimal mistakes. I can produce a pattern for my design with little support.</p> <p><b>Practical</b></p> <p>I can select equipment and use it correctly and safely although some support maybe needed. My product is fairly well made and use tie dye and hand embroidery.</p>	<p><b>Speaking</b></p> <p>I can give answers to simple questions and verbally describe my ideas using simple language.</p> <p><b>Writing</b></p> <p>I can produce a few sentences [specification]/ simple annotation. Spelling mistakes are made but meaning is clear.</p> <p><b>Listening</b></p> <p>I can understand and follow most instruction.</p> <p><b>Reading</b></p> <p>I can follow simple stages of instructions.</p> <p><b>Numeracy</b></p> <p>I can use a tape measure to measure out more difficult amounts. I can produce a pattern for my design with some support.</p> <p><b>Practical</b></p> <p>I can use some of the equipment correctly /safely. Close supervision is needed. My product is fairly accurate using ½ embroidery stitches to decorate and tie dye.</p>

**DT**

D & T Year 7 Term 1				
	Mastery	KS2 L5+	L4	L3
<b>Knowledge</b>	<p><b>Materials</b> You can identify the material MDF You can identify softwood. You can identify a hardwood. You know what the term MDF stands for and can identify its typical uses. You can also describe MDF's working properties.</p> <p><b>Tools</b> You can correctly name 8 tools in the tool cupboard and explain their functions in detail.</p> <p><b>Electronic components and circuits.</b> You can identify the piezo sounder, melody chip and battery clip. You can describe how the piezo sounder works and describe how a simple circuit works. You can develop your own working circuits using the melody IC.</p> <p><b>Safety</b> You can identify potential safety issues within the workshop.</p> <p><b>Client</b> You understand the term client and can identify client needs and describe them in detail acting on the information provided.</p>	<p><b>Materials</b> You can identify the material MDF. You can identify softwood. You can identify a hardwood. You know what the term MDF stands for and can identify its typical uses.</p> <p><b>Tools</b> You can correctly name 8 tools in the tool cupboard.</p> <p><b>Electronic components and circuits.</b> You can identify the piezo sounder, melody chip and battery clip. You can describe how the piezo sounder works and describe how a simple circuit works.</p> <p><b>Safety</b> You can identify potential safety issues within the workshop.</p> <p><b>Client</b> You understand the term client and can identify client needs and describe them in detail.</p>	<p><b>Materials</b> You can identify the material MDF. You can identify softwood. You can identify a hardwood. You know what the term MDF stands for.</p> <p><b>Tools</b> You can correctly name 5 tools in the tool cupboard.</p> <p><b>Electronic components and circuits.</b> You can identify the piezo sounder, melody chip and battery clip. You can describe how the piezo sounder works.</p> <p><b>Safety</b> You can identify potential safety issues within the workshop.</p> <p><b>Client</b> You understand the term client and can identify client needs.</p>	<p><b>Materials</b> You can identify the material MDF. You can identify softwood. You can identify a hardwood.</p> <p><b>Tools</b> You can correctly name 3 tools in the tool cupboard</p> <p><b>Electronic components and circuits.</b> You can identify the piezo sounder, melody chip and battery clip.</p> <p><b>Safety</b> You can identify potential safety issues within the workshop.</p> <p><b>Client</b> You understand the term client.</p>
<b>Skills</b>	<p><b>Cutting</b> You can use the coping saw with a high level of accuracy.</p> <p><b>Finishing skills</b> You can produce a very high level of finish.</p> <p><b>Soldering</b> You can solder to a very high level.</p> <p><b>Drawing</b> You can draw in 3D and use colour to improve the presentation of your work.</p> <p><b>Evaluation</b> I can evaluate my work taking other people's views into account and suggesting ways I could improve my final product. I can suggest ways my product can be made commercially viable.</p>	<p><b>Cutting</b> You can use the coping saw with a good degree of accuracy.</p> <p><b>Finishing skills</b> You can produce a very good level of finish.</p> <p><b>Soldering</b> You can solder to a high level.</p> <p><b>Drawing</b> You can draw in 2 D and use colour to show light, shade and texture of materials.</p> <p><b>Evaluation</b> I can evaluate my work taking other people's views into account and suggesting ways I could improve my final product.</p>	<p><b>Cutting</b> You can use the coping saw with some degree of accuracy.</p> <p><b>Finishing skills</b> You can produce a reasonable level of finish.</p> <p><b>Soldering</b> You can solder to a reasonable level.</p> <p><b>Drawing</b> You can draw in 2D and use colour to improve the presentation of your work.</p> <p><b>Evaluation</b> I can evaluate my work taking other people's views into account.</p>	<p><b>Cutting</b> You can use the coping saw and cut out a shape.</p> <p><b>Finishing skills</b> You can use the glass paper and file to produce a finish on your project.</p> <p><b>Soldering</b> You can solder to produce a circuit.</p> <p><b>Drawing</b> You can draw in 2D .</p> <p><b>Evaluation</b> I can evaluate my work.</p>
<b>Application</b>	<p><b>Design ideas</b> I can produce at least 4 ideas and can develop a final idea including details of all construction methods.</p> <p><b>Cutting</b> I can apply my skill with the coping saw to produce a product that reflects my final drawing.</p> <p><b>Soldering</b> I can produce a working circuit that works first time.</p> <p><b>ICT</b> I can use my knowledge of electronics to produce a range of circuits on Croc Clips that include a switch, various inputs and a sound output and also takes into account a method to prevent incorrect polarity. I can use the 2D design software to produce a range of design ideas and can produce a detailed working drawing.</p>	<p><b>Design ideas</b> I can produce at least 4 ideas and can develop a final idea.</p> <p><b>Cutting</b> I can apply my skill with the coping saw to produce a product that resembles one of my design ideas.</p> <p><b>Soldering</b> I can produce a working circuit that works first time.</p> <p><b>ICT</b> I can use my knowledge of electronics to produce a simple working circuit on Croc Clips that includes a switch and a sound output and also takes into account a method to prevent incorrect polarity. I can use the 2D design software to produce a range of design ideas.</p>	<p><b>Design ideas</b> I can produce 4 design ideas</p> <p><b>Cutting</b> I can apply my skill with the coping saw to produce a product that relates to my design ideas.</p> <p><b>Soldering</b> I can produce a working circuit that has few dry soldered joints.</p> <p><b>ICT</b> I can use my knowledge of electronics to produce a simple working circuit on Croc Clips that includes a switch and a sound output. I can use the 2D design software to produce a design idea.</p>	<p><b>Design ideas</b> I can produce a range of ideas</p> <p><b>Cutting</b> I can apply my skill with the coping saw to produce a product.</p> <p><b>Soldering</b> I can produce a working circuit</p> <p><b>ICT</b> I can use my knowledge of electronics to produce a simple working circuit on Croc Clips. I can use the 2D design software to produce a simple design idea.</p>

D & T Year 7 Term 2				
	Mastery	Key Stage 2 Level 5	Key Stage 2 Level 4	Key Stage 2 Level 3
<b>Knowledge</b>	<p><b>Materials</b> You can identify the material Acrylic. You can name 4 thermoplastics. You can explain thoroughly what the typical properties of a thermoplastic are. You can describe 2 manufacturing processes for plastics. You can identify the material aluminium. You can explain thoroughly the properties of aluminium use subject specific terminology. You know the difference between a ferrous and non-ferrous metal and can name 4 examples.</p> <p><b>Tools &amp; equipment</b> You can correctly name 8 tools in the tool cupboard and explain their functions in detail. You can identify the line bender and the potential safety issues. You can explain in detail how the line bender works.</p> <p><b>Safety</b> You can identify potential safety issues within the workshop.</p> <p><b>Client</b> You understand the term client and can identify client needs and describe them in detail acting on the information provided.</p>	<p><b>Materials</b> You can identify the material Acrylic. You can name 3 thermoplastics. You can explain in detail what the typical properties of a thermoplastic are. You can describe a manufacturing process for plastics. You can identify the material aluminium. You can explain in detail the properties of aluminium. You know the difference between a ferrous and non-ferrous metal and can name 3 examples.</p> <p><b>Tools &amp; equipment</b> You can correctly name 8 tools in the tool cupboard. You can identify the line bender. You know how the line bender works and the potential safety issues.</p> <p><b>Safety</b> You can identify potential safety issues within the workshop.</p> <p><b>Client</b> You understand the term client and can identify client needs and describe them in detail.</p>	<p><b>Materials</b> You can identify the material Acrylic. You can name 2 thermoplastics. You can explain what the typical properties of a thermoplastic are. You can name a manufacturing process for plastic. You can identify the material aluminium. You can explain the basic properties of aluminium. You know the difference between a ferrous and non-ferrous metal and can name two examples.</p> <p><b>Tools &amp; equipment</b> You can correctly name 5 tools in the tool cupboard. You can identify the line bender and the potential safety issues.</p> <p><b>Safety</b> You can identify potential safety issues within the workshop.</p> <p><b>Client</b> You understand the term client and can identify client needs.</p>	<p><b>Materials</b> You can identify the material Acrylic. You can name a thermoplastic. You know what a thermoplastic does. You can name a manufacturing process for plastic. You can identify the material aluminium. You know the difference between a ferrous and non-ferrous metal.</p> <p><b>Tools &amp; equipment</b> You can correctly name 3 tools in the tool cupboard. You can identify the line bender and the potential safety issues.</p> <p><b>Safety</b> You can identify potential safety issues within the workshop.</p> <p><b>Client</b> You understand the term client.</p>
<b>Skills</b>	<p><b>Cutting</b> You can use the file to shape materials with a high level of accuracy.</p> <p><b>Drilling</b> You can use the pillar drill safely.</p> <p><b>Finishing skills</b> You can produce a very high level of finish.</p> <p><b>Centre punch</b> You can use the centre punch with a high level of accuracy.</p> <p><b>Drawing</b> You can draw in 3D and use colour to improve the presentation of your work.</p> <p><b>Evaluation</b> I can evaluate my work taking other people's views into account and suggesting ways I could improve my final product. I can suggest ways my product can be made commercially viable.</p>	<p><b>Cutting</b> You can use the file to shape materials with a good degree of accuracy.</p> <p><b>Drilling</b> You can use the pillar drill safely.</p> <p><b>Finishing skills</b> You can produce a very good level of finish.</p> <p><b>Centre punch</b> You can use the centre punch with a good degree of accuracy.</p> <p><b>Drawing</b> You can draw in 2 D and use colour to show light, shade and texture of materials.</p> <p><b>Evaluation</b> I can evaluate my work taking other people's views into account and suggesting ways I could improve my final product.</p>	<p><b>Cutting</b> You can use the file to shape materials with some accuracy.</p> <p><b>Drilling</b> You can use the pillar drill safely.</p> <p><b>Centre punch</b> You can use the centre punch with a degree of accuracy.</p> <p><b>Finishing skills</b> You can produce a reasonable level of finish.</p> <p><b>Drawing</b> You can draw in 2D and use colour to improve the presentation of your work.</p> <p><b>Evaluation</b> I can evaluate my work taking other people's views into account.</p>	<p><b>Cutting</b> You can use the file to shape materials.</p> <p><b>Drilling</b> You can use the pillar drill safely.</p> <p><b>Finishing skills</b> You can use the glass paper and file to produce a finish on your project.</p> <p><b>Centre punch</b> You can use the centre punch.</p> <p><b>Drawing</b> You can draw in 2D .</p> <p><b>Evaluation</b> I can evaluate my work.</p>
<b>Application</b>	<p><b>Design ideas</b> I can produce at least 4 ideas and can develop a final idea including details of all construction methods.</p> <p><b>Cutting and shaping</b> I can apply my skill with the file, drill and centre punch to produce a product that reflects my final drawing.</p> <p><b>ICT</b> I can use the 2D design software to produce a range of design ideas and can produce a detailed working drawing. I can use DTP software to produce a range of design images.</p>	<p><b>Design ideas</b> I can produce at least 4 ideas and can develop a final idea.</p> <p><b>Cutting and shaping</b> I can apply my skill with the file, drill and centre punch to produce a product that resembles one of my design ideas.</p> <p><b>ICT</b> I can use the 2D design software to produce a range of design ideas. I can use DTP software to produce variety a design images.</p>	<p><b>Design ideas</b> I can produce 4 design ideas</p> <p><b>Cutting and shaping</b> I can apply my skill with the file, drill and centre punch to produce a product that relates to my design ideas.</p> <p><b>ICT</b> I can use the 2D design software to produce a design idea. I can use DTP software to produce 2 design images.</p>	<p><b>Design ideas</b> I can produce a range of ideas</p> <p><b>Cutting and shaping</b> I can apply my skill with the file, drill and centre punch to produce a product.</p> <p><b>ICT</b> I can use the 2D design software to produce a simple design idea. I can use DTP software to produce a design image.</p>

D & T Year 7 Term 3				
	Mastery	Key Stage 2 Level 5	Key Stage 2 Level 4	Key Stage 2 Level 3
<b>Knowledge</b>	<p><b>Materials</b> You can identify the material Pine and explain in detail its working properties using subject specific terminology. You fully understand and can explain what the term Bio mimicry means. You can generate design solutions based on your own independent research. You can produce a mood board based around a given design brief and can annotate the board, then use the board to produce design ideas. You can thoroughly analyse a product using ACCESSFM and can explain why we use ACCESSFM to analyse products. You can identify the laser cutter and explain the health and safety issues associated with it. You can thoroughly explain what CAD/CAM is and can identify advantages and disadvantages of using CAD/CAM.</p> <p><b>Safety</b> You can identify potential safety issues within the workshop.</p> <p><b>Client</b> You understand the term client and can identify client needs and describe them in detail acting on the information provided.</p>	<p><b>Materials</b> You can identify the material Pine and explain in detail its working properties. You can explain the term Bio mimicry and can use this information to produce design ideas when given a specific design brief. You can produce a mood board based around a given design brief and can annotate the mood board. You can thoroughly analyse a series product using ACCESSFM. You can identify the laser cutter and explain the health and safety issues associated with it. You can explain in detail what CAD/CAM is used for.</p> <p><b>Safety</b> You can identify potential safety issues within the workshop.</p> <p><b>Client</b> You understand the term client and can identify client needs and describe them in detail.</p>	<p><b>Materials</b> You can identify the material Pine and explain its basic working properties. You can explain the term Bio mimicry and can use this information to produce design ideas. You can produce a mood board based around a given design brief. You can thoroughly analyse a product using ACCESSFM. You can identify the laser cutter and explain the health and safety issues associated with it. You can explain what CAD/CAM is.</p> <p><b>Safety</b> You can identify potential safety issues within the workshop.</p> <p><b>Client</b> You understand the term client and can identify client needs.</p>	<p><b>Materials</b> You can identify the material Pine. You can explain the term Bio mimicry. You understand what a mood is and what it is used for. You can analyse a product using ACCESSFM. You can identify the laser cutter and explain the health and safety issues associated with it. You understand the term CAD/CAM.</p> <p><b>Safety</b> You can identify potential safety issues within the workshop.</p> <p><b>Client</b> You understand the term client.</p>
<b>Skills</b>	<p><b>Cutting</b> You can use the file to shape materials with a high level of accuracy.</p> <p><b>Drilling</b> You can use the pillar drill safely.</p> <p><b>Finishing skills</b> You can produce a very high level of finish.</p> <p><b>Assembly</b> You can use the screwdriver and the bradawl with a high degree of skill.</p> <p><b>Drawing</b> You can draw in 3D and use colour to improve the presentation of your work. You can use the CAD software to produce manufacturing drawings.</p> <p><b>Evaluation</b> I can evaluate my work taking other people's views into account and suggesting ways I could improve my final product. I can suggest ways my product can be made commercially viable.</p>	<p><b>Cutting</b> You can use the file to shape materials with a good degree of accuracy.</p> <p><b>Drilling</b> You can use the pillar drill safely.</p> <p><b>Assembly</b> You can use the screwdriver and the bradawl with a good degree of skill.</p> <p><b>Finishing skills</b> You can produce a very good level of finish.</p> <p><b>Drawing</b> You can draw in 2 D and use colour to show light, shade and texture of materials. You can produce a range of ideas using CAD software.</p> <p><b>Evaluation</b> I can evaluate my work taking other people's views into account and suggesting ways I could improve my final product.</p>	<p><b>Cutting</b> You can use the file to shape materials with some accuracy.</p> <p><b>Drilling</b> You can use the pillar drill safely.</p> <p><b>Assembly</b> You can use the screwdriver and the bradawl successfully.</p> <p><b>Finishing skills</b> You can produce a reasonable level of finish.</p> <p><b>Drawing</b> You can draw in 2D and use colour to improve the presentation of your work. You can produce several ideas using CAD software.</p> <p><b>Evaluation</b> I can evaluate my work taking other people's views into account.</p>	<p><b>Cutting</b> You can use the file to shape materials.</p> <p><b>Assembly</b> You can use the screwdriver</p> <p><b>Drilling</b> You can use the pillar drill safely.</p> <p><b>Finishing skills</b> You can use the glass paper and file to produce a finish on your project.</p> <p><b>Drawing</b> You can draw in 2D. You can produce an idea using CAD software.</p> <p><b>Evaluation</b> I can evaluate my work.</p>
<b>Application</b>	<p><b>Design ideas</b> I can produce at least 4 ideas and can develop a final idea including details of all construction methods.</p> <p><b>Cutting and shaping</b> I can apply my skill with the file, drill, bradawl, screwdriver, countersink tool and glass paper to produce a product that reflects my final drawing.</p> <p><b>ICT</b> I can use the 2D design software to produce a range of design ideas and can produce a detailed working drawing. I can use DTP software to produce a range of design images.</p>	<p><b>Design ideas</b> I can produce at least 4 ideas and can develop a final idea.</p> <p><b>Cutting and shaping</b> I can apply my skill with the file, drill, bradawl, screwdriver, countersink tool and glass paper to produce a product that resembles one of my design ideas.</p> <p><b>ICT</b> I can use the 2D design software to produce a range of design ideas. I can use DTP software to produce variety a design images.</p>	<p><b>Design ideas</b> I can produce 4 design ideas</p> <p><b>Cutting and shaping</b> I can apply my skill with the file, drill, bradawl, screwdriver, countersink tool and glass paper to produce a product that relates to my design ideas.</p> <p><b>ICT</b> I can use the 2D design software to produce a design idea. I can use DTP software to produce 2 design images.</p>	<p><b>Design ideas</b> I can produce a range of ideas</p> <p><b>Cutting and shaping</b> I can apply my skill with the file, drill, bradawl, screwdriver, countersink tool and glass paper to produce a product.</p> <p><b>ICT</b> I can use the 2D design software to produce a simple design idea. I can use DTP software to produce a design image.</p>