



**MEDEN**  
SCHOOL

# KS3 Subject Specific Fluency Descriptors



**February 2024**

# Geography

## Geographical Knowledge

### Emerging

You have limited knowledge of places and can name some places in the UK.  
You can describe features of a place e.g. river, mountain, city, flat land.  
You know that places have similarities and differences  
You can recognise different environmental features such as a waterfall, meander and you can describe these features using adjectives

### Developing

You have a basic knowledge of places in the UK and elsewhere in the world.  
You can describe the physical and human geography of places and describe similarities and differences between places.  
You can recognise a range of environmental features and describe them and you can begin to explain their formation.  
You may refer to case study examples to illustrate your points

### Secure

You have good knowledge and understanding of places throughout the UK and the world.  
You can identify ways that the physical environment affects how humans interact with the land.  
You can name and explain the formation of a range of environmental features  
You can make some links about places in the UK and the rest of the world.  
You start to use case study examples effectively to support questions.

### Advancing

You have a detailed knowledge and understanding of places throughout the UK and the world.  
You understand that the physical environment affects how humans interact with the land.  
You can name and explain the formation of a range of environmental features in a logical sequence.  
You can make links about places in the UK and the rest of the world.  
You use case study examples effectively to support questions.

### Excelling

You have a detailed knowledge and understanding of places throughout the UK the world (UK, Asia, Africa)  
You understand that the physical environment affects how humans interact with the world  
You can name and explain the formation of a range of environmental features in a logical sequence  
You can make strong links about places in the UK and rest of the world  
You use case study examples effectively to support questions, including specific facts and figures about that case study

# Geography

## Geographical Understanding

### Emerging

You can describe how physical and human processes can lead to places changing.  
You can identify geographical patterns  
You identify how people damage the environment.  
You can identify that people may have different opinions about the environment.

### Developing

You can describe and begin to explain how physical and human processes can lead to places changing.  
You can describe geographical patterns  
You identify how people can improve and damage the environment.  
You can identify why people may have different opinions about the environment.

### Secure

You can describe and explain how physical and human processes can lead to places changing.  
You can explain geographical patterns  
You explain how people can improve and damage the environment.  
You can identify and begin to explain why people may have different opinions about the environment.  
You can identify if development is sustainable or not.

### Advancing

You can describe and explain how physical and human processes can lead to places changing.  
You can explain geographical patterns at a range of scales  
You explain how people can improve and damage the environment.  
You can justify why people may have different opinions about the environment.  
You can justify if development is sustainable or not.

### Excelling

You can confidently describe and explain how physical and human processes can lead to places changing.  
You can fully explain geographical patterns at a range of scales  
You fully explain how people can improve and damage the environment.  
You can strongly justify why people may have different opinions about the environment.  
You can strongly justify if development is sustainable or not.

# Geography

## Geographical Skills

### Emerging

You can, with inaccuracies, conduct map skills such as; relief, 4 & 6 figure grid references, scale & distance, longitude & latitude and map symbols  
You can with inaccuracies, draw, describe and analyse a variety of maps, graphs and charts such as bar, pie, population pyramids and choropleth maps  
You have a limited understanding of the geographical timeline on the timeline  
You can make a decision

### Developing

You can, with few inaccuracies, conduct map skills such as; relief, 4 & 6 figure grid references, scale & distance, longitude & latitude and map symbols  
You can with few inaccuracies, draw, describe and analyse a variety of maps, graphs and charts such as bar, pie, population pyramids and choropleth maps  
You have a basic understanding of the geographical timeline on the timeline  
You can make decisions and you can justify your decisions

### Secure

You can, with at least 50% accuracy, conduct map skills such as; relief, 4 & 6 figure grid references, scale & distance, longitude & latitude and map symbols  
You can with at least 50% accuracy, draw, describe and analyse a variety of maps, graphs and charts such as bar, pie, population pyramids and choropleth maps  
You have an understanding of the geographical timeline and can begin to identify where what you are learning fits on the timeline  
You can make decisions considering at least 1 other stakeholder views. You can justify your decisions and consider the other side of the argument. You can make suggestions to solve a problem

### Advancing

You can, with accuracy, conduct map skills such as; relief, 4 & 6 figure grid references, scale & distance, longitude & latitude and map symbols  
You can with accuracy, draw, describe and analyse a variety of maps, graphs and charts such as bar, pie, population pyramids and choropleth maps  
You understand the geographical timeline and can identify where what you are learning fits on the timeline  
You can make decisions considering at least 2 other stakeholder views. You can justify your decisions and can also articulate the other side of the argument. You can make suggestions to solve a problem and you can explain which choice is the most sustainable choice

### Excelling

You can confidently and with 100% accuracy conduct map skills such as; relief, 4 & 6 figure grid references, scale & distance, longitude & latitude and map symbols  
You can confidently and accurately draw, describe and analyse a variety of maps, graphs and charts such as bar, pie, population pyramids and choropleth maps  
You fully understand the geographical timeline and can accurately identify where what you are learning fits on the timeline  
You can make informed decisions considering a range of stakeholder views. You can justify your decisions and can also articulate the other side of the argument. You can make suggestions to solve a problem and you can explain which choice is the most sustainable choice

## Drama

### Year 7 Creating

#### Emerging

I can create a performance.

#### Developing

I can create a short performance and put some ideas of my own into it.

#### Secure

I work with my group to create a performance. I suggest ideas.  
I can create a performance which is organised well.

#### Advancing

I can offer ideas / suggestions to the group and say why they would be good in our piece.  
I can suggest drama techniques to use in performance.

#### Excelling

I work with the group to create a performance. I can support others and encourage everyone to participate.

## Drama

### Year 7 Performing

#### Emerging

I can create a character who is different from myself. (I might change my voice / movement or gesture)

#### Developing

I can face the audience when performing.

#### Secure

My piece has a clear beginning, middle and end. ( I freeze to show I have finished and the story makes sense)  
I can hold the attention of the audience when performing.

#### Advancing

I use more than one characterisation skill when performing. (voice, movement, gesture)  
I use multiple drama techniques in a performance.

#### Excelling

I perform confidently and know how to use the performance space. I am aware of the audience.

## Drama

### Year 7 Evaluating

#### Emerging

I can pick out some good parts from a performance and suggest what could have been better.

#### Developing

I spell most words correctly and include some drama words.

#### Secure

I can pick out what needs to be improved and offer a way to do this. ( with some detail)  
I can say what was good and why.

#### Advancing

I can compare my work to other groups and identify areas where I could improve.  
My written evaluation uses drama vocabulary correctly.

#### Excelling

I can pick out effective drama techniques and identify what their contribution or impact has been in a performance.

## Drama

### Year 8 Creating

#### Emerging

I work with my group to create a performance. I suggest ideas.

#### Developing

I can create a performance which is organised well.  
I can offer ideas / suggestions to the group and say why they would be good in our piece.

#### Secure

I can suggest drama techniques to use in performance.  
I work with the group to create a performance. I can support others and encourage everyone to participate.

#### Advancing

I use my development time wisely and look at ways to make my work better.

#### Excelling

I can suggest different techniques, mediums and strategies to use in my piece. (lighting, music etc.)



## Drama

### Year 8 Performing

#### Emerging

My piece has a clear beginning, middle and end.  
I freeze to show I have finished and the story makes sense.

#### Developing

I can hold the attention of the audience when performing.  
I use more than one characterisation skill when performing. (voice, movement, gesture)

#### Secure

I use multiple drama techniques in a performance.  
I perform confidently and know how to use the performance space. I am aware of the audience.

#### Advancing

I can perform clear characters and there is use of voice, movement and gesture which is sustained within performance.

#### Excelling

I perform in different styles and show understanding of genres of performances.

## Drama

### Year 8 Evaluating

#### Emerging

I can pick out what needs to be improved and offer a way to do this. ( with some detail)

#### Developing

I can compare my work to other groups and identify areas where I could improve.  
I can say what was good and why.

#### Secure

I use multiple drama techniques in a performance.  
I can pick out effective drama techniques and identify what their contribution or impact has been in a performance.

#### Advancing

I offer constructive comments about work with suggestions for improvement. I use drama vocabulary and most spelling is accurate.

#### Excelling

I can give feedback about the performance, talking about plot, techniques and effects upon the audience.

## Drama

### Year 9 Creating

#### Emerging

I can suggest drama techniques to use in performance.

#### Developing

I work with the group to create a performance. I can support others and encourage everyone to participate.

#### Secure

I can suggest different techniques, mediums and strategies to use in my piece. (Lighting, music etc.)  
I use my development time wisely and look at ways to make my work better.

#### Advancing

I look at the work I create and develop it to make it better.  
I use my rehearsal time wisely and solve problems that arise myself ( or with my group)

#### Excelling

I am very creative and look at ways to make my work interesting.

## Drama

### Year 9 Performing

#### Emerging

I use multiple drama techniques in a performance.

#### Developing

I perform confidently and know how to use the performance space. I am aware of the audience.

#### Secure

I perform in different styles and show understanding of genres of performances.  
I can perform clear characters and there is use of voice, movement and gesture which is sustained within performance.

#### Advancing

I can use different performance conventions, non-linear timelines / abstract work correctly The purpose of the piece is clear to the audience. They can follow the story.

#### Excelling

I perform clear characters with confident use of movement, voice and gesture which is sustained.

## Drama

### Year 9 Evaluating

#### Emerging

My written evaluation uses drama vocabulary correctly.

#### Developing

I can pick out effective drama techniques and identify what their contribution or impact has been in a performance.

#### Secure

I can give feedback about the performance, talking about plot, techniques and effects upon the audience. I offer constructive comments about work with suggestions for improvement. I use drama vocabulary and most spelling is accurate.

#### Advancing

My feedback features drama terminology confidently as well as reference to specific vocabulary (styles, genres, practitioners).  
I comment on the effectiveness of the piece regarding the storyline, techniques and effect upon the audience.

#### Excelling

My evaluations will be written clearly and contain detailed justifications for my opinion.  
My spelling will be accurate for all but very difficult words.

## Core PE

<b>Emerging</b>	Demonstrates a limited awareness of the rules/regulations of the activity during performance Skills are performed with a limited standard of accuracy, control and fluency Through their own performance, decision making and communication, the learner has a limited influence on game situations and other performers around them The overall level of performance is limited
<b>Developing</b>	Demonstrates an inconsistent awareness of the rules/regulations of the activity during performance Skills are performed with an inconsistent standard of accuracy, control and fluency Through their own performance, decision making and communication, the learner has a some influence on game situations and other performers around them The overall level of performance is inconsistent
<b>Secure</b>	Demonstrates a good awareness of the rules/regulations of the activity during performance Skills are performed consistently with a good standard of accuracy, control and fluency Through their own performance, decision making and communication, the learner has an influence on game situations and other performers around them The overall level of performance is good
<b>Advancing</b>	Demonstrates a very good awareness of the rules/regulations of the activity during performance Skills are performed consistently with a very good standard of accuracy, control and fluency Through their own performance, decision making and communication, the learner has a significant influence on game situations and other performers around them The overall level of performance is very good
<b>Excelling</b>	Demonstrates an outstanding awareness of the rules/regulations of the activity during performance Skills are performed consistently with an outstanding standard of accuracy, control and fluency Through their own performance, decision making and communication, the learner has a very significant influence on game situations and other performers around them The overall level of performance is outstanding

## Computer Science

### Computing Knowledge

#### Emerging

Learning is new at this stage. It may feel difficult for you to grasp all the new concepts and technical terms in class and in your end of topic assessment. You may make mistakes and confuse key terms but this is ok. Pay careful attention in class, ask questions and use the knowledge organisers to help you.

#### Developing

Your knowledge and understanding is still developing at this stage and you may still encounter problems remembering everything but you are improving. Continue to pay attention in class, keep checking with your teacher if you don't understand a topic and keep practicing.

#### Secure

Your level of understanding and knowledge is secure at this stage. You can confidently identify correct answers and explain some technical concepts but may still make mistakes from time to time. Keep asking questions in class and making sure you address any gaps in knowledge in your recall grids and lesson tasks.

#### Advancing

Your level of knowledge and understanding is advancing at this stage. You demonstrate a high level of knowledge and understanding in your end of topic assessments and during lessons. You have a really good grasp of new concepts and key terms and apply these mostly accurately to real world examples and scenarios in your assessment. Continue to be proactive in lessons and read up on computer topics outside of lesson so you achieve pure mastery of the subject

#### Excelling

You demonstrate a very high level of knowledge and understanding of computing topics and excel in lesson tasks and end of topic assessments. You have a comprehensive grasp of new concepts and key terms and apply these accurately to real world examples and scenarios in your assessment. Continue to retrieve knowledge from prior learning and link topics and concepts together.

## Computer Science

### Practical Tasks

#### Emerging

Outcomes are recognisable but lack creativity and detail. There may be lots of inaccuracies in your final product and attempts to create meaning and effect feel random.  
You have a basic understanding of design principles, codes and conventions of your product and how these are used to create meaning, engage users or target audiences.  
You have applied fundamental concepts, principles and mathematical skills to attempt to solve straight forward problems with inaccuracies

#### Developing

Outcomes are more complete with some signs of creativity and detail. There may still be some inaccuracies in your final product but more deliberate attempts have been made to create effect and meaning.  
You are beginning to show an understanding of design principles and codes and conventions and how these are used to create meaning, engage users or target audiences.  
You have partly applied fundamental concepts, principles and mathematical skills to attempt to solve a limited range of problems with inaccuracies.

#### Secure

Outcomes are of a good quality and show clear signs of conscious creativity and detail. There are a few/minor inaccuracies in your final product. Clear and obvious attempts have been made to create meaning and effect in a precise and deliberate way.  
You have a good understanding of design principles and codes and conventions and how these are used to create meaning, engage users or target audiences.  
You have appropriately applied fundamental concepts, principles and mathematical skills to solve a range of problems.

#### Advancing

Outcomes are of a high quality and demonstrate a high level of creativity, planning and detail. Inaccuracies in your final product will be rare.  
You have a very good understanding of design principles and codes and conventions and how these are used to create meaning, engage users or target audiences.  
You have confidently applied fundamental concepts, principles and mathematical skills to solve more complex problems

#### Excelling

Outcomes are of a very high quality and demonstrate a level of skill, creativity and planning that will resemble professional looking products. There will be little to no inaccuracies in your final product.  
You have a very high level of understanding of design principles and codes and conventions and how they are used to convey meaning, engage users and target audiences. § You have effectively applied fundamental concepts, principles and mathematical skills to solve complex problems.



## Spanish

### Y7 Spanish

#### Emerging

You are able to recognise individual words.  
You are able to recall a small selection of common words from memory such as colours, numbers, days.  
You can translate some words from English and Spanish but there may be inaccuracies in spelling.  
You are able to use a small selection of verbs in the first person.  
You are able to pronounce some words accurately

#### Developing

You are able to recognise some short, familiar sentences  
You are able to recall a selection of common words and short sentences from memory.  
You are able to translate short sentences from English and Spanish on a familiar topic.  
There may be inaccuracies in spelling.  
You understand that verbs change for different pronouns and can change the verb in the first person for a selection of verbs.  
You are able to pronounce short sentences accurately

#### Secure

You are able to recognise longer sentences, some that contain unknown words that you can recognise because they are cognates.  
You are able to recall a selection of words and short sentences from memory from a wide variety of topics.  
You are able to translate longer sentences from Spanish and English on a narrow selection of topics.  
You are able to change a small selection of verbs for up to 3 pronouns  
You are able to pronounce longer sentences with some unknown words accurately

#### Advancing

You are able to unpick longer sentences linked with connectives. These sentences may contain unknown words but you can work them out through context.  
You are able to recall a variety of words and sentences from memory from a wide variety of topics.  
You can translate a variety of sentences from Spanish and English which cover a different topics. There may be a few errors in your application of grammar  
you are able to use the full paradigm of the present tense with a small selection of verbs  
You are able to pronounce longer pieces of text accurately with unknown words

#### Excelling

You are able to understand longer pieces of text which contain some unknown words which you can work out through context.  
You are able to recall a variety of words and sentences from memory from a wide variety of topics.  
You can translate a wide variety of sentences from Spanish and English which cover a wide variety of topics.  
you are able to use the full paradigm of the present tense with a wide variety of verbs.  
You are able to pronounce an authentic text accurately, this may contain mostly unknown words.

# Spanish

## Y8 Spanish

### Emerging

You are able to recognise individual words and short common sentences.  
You are able to recall a small selection of common words from memory such as numbers, adjectives, description and activities.  
You can translate some words from English and Spanish but there may be inaccuracies in spelling  
You are able to use a small selection of verbs in the first person in the present and preterite tense.  
You are able to pronounce some words accurately including words you have not come across before.

### Developing

You are able to recognise some short, familiar sentences about yourself and other people.  
You are able to recall a selection of common words and short sentences from memory.  
You are able to translate short sentences from English and Spanish on a familiar topic. There may be inaccuracies in spelling.  
You understand that verbs change for different pronouns and can change the verb in the first person for a selection of verbs in the present and the preterite.  
You are able to pronounce short sentences accurately including words you have not come across before.

### Secure

You are able to recognise longer sentences, some that contain unknown words that you can recognise because they are cognates.  
You are able to recall a selection of words and short sentences from memory from a wide variety of topics.  
You are able to translate longer sentences from Spanish and English on a narrow selection of topics.  
You are able to change a small selection of verbs for up to 3 pronouns in the present and the preterite.  
You are able to pronounce longer sentences with some unknown words accurately.

### Advancing

You are able to unpick longer sentences linked with connectives. These sentences may contain unknown words but you can work them out through context.  
You are able to recall a variety of words and sentences from memory from a wide variety of topics.  
You can translate a variety of sentences from Spanish and English which cover different topics. There may be a few errors in your application of grammar  
you are able to use the full paradigm of the present and preterite tense with a small selection of common verbs  
You are able to pronounce longer pieces of text accurately with unknown words.

### Excelling

You are able to understand longer pieces of text which contain some unknown words which you can work out through context.  
You are able to recall a variety of words and sentences from memory from a wide variety of topics.  
You can translate a wide variety of sentences from Spanish and English which cover a wide variety of topics, grammar is generally accurate.  
You are able to use the full paradigm of the present and preterite tense with a wide variety of verbs including new verbs you are unfamiliar with.  
You are able to pronounce an authentic text accurately, this may contain mostly unknown words.

# Spanish

## Y9 Spanish

### Emerging

You are able to recognise individual words and short common sentences.  
You are able to recall a small selection of common words from memory such as food, sports, school subjects.  
You can translate some words from English and Spanish but there may be inaccuracies in spelling  
You are able to use a small selection of verbs in the first person in the present, preterite and near future.  
You are able to pronounce some words accurately including words you have not come across before.

### Developing

You are able to recognise some short, familiar sentences about yourself, other people and activities.  
You are able to recall a selection of common words and short sentences from memory.  
You are able to translate short sentences from English and Spanish on a familiar topic. There may be inaccuracies in spelling.  
You understand that verbs change for different pronouns and can change the verb in the first person for a selection of verbs in the present, preterite and near future.  
You are able to pronounce short sentences accurately including words you have not come across before.

### Secure

You are able to recognise longer sentences, some that contain unknown words that you can recognise because they are cognates.  
You are able to recall a selection of words and short sentences from memory from a wide variety of topics.  
You are able to translate longer sentences from Spanish and English on a narrow selection of topics.  
You are able to change a small selection of verbs for up to 3 pronouns in the present and the preterite.  
You are able to pronounce longer sentences with some unknown words accurately.

### Advancing

You are able to unpick longer sentences linked with connectives. These sentences may contain unknown words but you can work them out through context.  
You are able to recall a variety of words and sentences from memory from a wide variety of topics.  
You can translate a variety of sentences from Spanish and English which cover different topics and tenses. There may be a few errors in your application of grammar  
You are able to use the full paradigm of the present, preterite and near future tenses with a larger selection of common verbs  
You are able to pronounce longer pieces of text accurately with unknown words.

### Excelling

You are able to understand longer pieces of text which contain some unknown words which you can work out through context.  
You are able to recall a variety of words and sentences from memory on a wide variety of topics.  
You can translate a wide variety of sentences from Spanish and English which cover a wide variety of topics and tenses, grammar is generally accurate.  
You are able to use the full paradigm of the present, preterite and future tenses with a wide variety of verbs including new verbs you are unfamiliar with. You use complex phrases in your writing  
You are able to pronounce an authentic text accurately, this may contain mostly unknown words.

**Knowledge****Emerging**

Learning is new/feels difficult. It's good to make mistakes and is all part of the learning process.

**Developing**

You are improving but it may feel difficult to remember all the key knowledge.

**Secure**

You are now quite accurate in demonstrating your knowledge and can do so independently.  
You know this really well now and can remember it consistently.

**Advancing**

You have a good grasp of the key knowledge.

**Excelling**

You are now fluent in this learning.  
You are quick and you have a comprehensive grasp of the key knowledge.

## Extended Writing

<b>Emerging</b>	<p>There may be descriptions of what happens in the plot with no relation to the assessment task</p> <p>Characters may be discussed as if they are real people</p> <p>There may be a simple statement made, but this is likely to have been scaffolded with the student</p> <p>There may be a quotation from a taught extract but it may be misunderstood</p> <p>Evidence may not support points, or may be irrelevant</p> <p>Points made in paragraphs are isolated and the response shows no awareness of the sequence of the plot</p>
<b>Developing</b>	<p>Response focusses on the question</p> <p>Quotations selected might be relevant to the task, but poorly explored; some points may not match the quotations selected</p> <p>Explorations may not always match the leading point or evidence, or they may simply re-state the leading point</p> <p>At the bottom of the level, points made in paragraphs may be isolated and the response may show little awareness of the sequence of the plot</p>
<b>Secure</b>	<p>Points match evidence and subsequent explorations</p> <p>Evidence chosen is consistently relevant and appropriate, though choices may be obvious/prescribed</p> <p>Some explorations may lack depth</p> <p>Range of evidence is selected from different parts of the text</p> <p>There may be simple comments on a reader's response</p> <p>Even if explorations occasionally repeat or paraphrase the leading point or evidence, it is consistently followed by a more thoughtful interpretation.</p>
<b>Advancing</b>	<p>Different aspects of theme/character are discussed and explored</p> <p>The plot is well understood and this understanding contributes to discussions</p> <p>Analysis of quotations are relevant and add some insight</p> <p>There may be comments on how a reader responds</p> <p>Discussions may demonstrate good comprehension of a quotation, and how this shows character</p> <p>One aspect may be explored in detail, rather than a number of different aspect</p>
<b>Excelling</b>	<p>Different aspects of theme/character are discussed and explored in detail</p> <p>The plot is well understood and this understanding contributes to discussions</p> <p>Analysis of all quotations are relevant and add deep insight</p> <p>The quotations used may be interesting and original</p> <p>There is clear awareness that characters are fictional constructs</p> <p>There may be comments on how a reader responds in different ways throughout the text and at different points</p>

## Science

<b>Emerging</b>	<p>Some relevant scientific knowledge and understanding applied to familiar contexts. Limited use of scientific terminology</p> <p>Descriptions are usually missing or partial and lack relevant detail.</p> <p>Can perform some basic calculations with guidance</p> <p>Can give limited conclusions with little evidence offered in support.</p> <p>Makes basic comments relating to experimental methods with limited suggestions of improvements or comments on accuracy.</p>
<b>Developing</b>	<p>Some accurate and appropriate knowledge and understanding applied to some familiar and unfamiliar contexts.</p> <p>Some accurate use of scientific terminology.</p> <p>Some logical descriptions which include some accurate and relevant detail.</p> <p>Use appropriate mathematical skills to perform calculations with scaffolding</p> <p>Can draw simple conclusion with some evidence offered in support.</p> <p>Makes some limited improvements to experimental methods with some comment on the accuracy of scientific conclusions.</p>
<b>Secure</b>	<p>Mostly accurate and appropriate knowledge and understanding applied mostly correctly to both familiar and unfamiliar contexts. Uses mostly accurate scientific terminology.</p> <p>Mostly accurate and logical descriptions which includes some relevant detail. Can give simple explanations.</p> <p>Use appropriate mathematical skills to perform calculations.</p> <p>Can interpret qualitative and quantitative data. Conclusions are supported by some evidence.</p> <p>Suggests some improvements to experimental methods and comments on the accuracy of scientific conclusions.</p>
<b>Advancing</b>	<p>Accurate and relevant knowledge and understanding applied mostly correctly to both familiar and unfamiliar contexts. Uses accurate scientific term</p> <p>Accurate, logical and detailed descriptions. Can give straightforward explanations.</p> <p>Use appropriate mathematical skills and perform multi-step calculations.</p> <p>Can analyse qualitative and quantitative data and give plausible conclusions supported by evidence.</p> <p>Suggests improvements to experimental methods and comments on the accuracy and validity of scientific conclusions</p>
<b>Excelling</b>	<p>Accurate, relevant and mostly comprehensive knowledge and understanding applied mostly correctly to both familiar and unfamiliar contexts. Uses accurate scientific terminology.</p> <p>Accurate, logical and detailed descriptions. Can give increasingly complex explanations and arguments.</p> <p>Uses a range of mathematical skills. Performs complex multi-step scientific calculations.</p> <p>Can critically analyses qualitative and quantitative data and give logical, well-evidenced conclusions.</p> <p>Critically evaluates and refines practical methodologies and makes more complex judgements on the accuracy and validity of scientific conclusions.</p>

## Maths

<b>Emerging</b>	<p>Recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures.</p> <p>Interpret and communicate basic information; make deductions and use reasoning to obtain results.</p> <p>Solve problems by translating simple mathematical and non-mathematical problems into mathematical processes.</p> <p>Provide basic evaluation of methods or results.</p>
<b>Developing</b>	<p>Perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts and definitions.</p> <p>Interpret and communicate information.</p> <p>Make simple deductions and draw conclusions.</p> <p>Construct chains of reasoning.</p> <p>Solve problems by translating mathematical and non-mathematical problems into mathematical processes.</p> <p>Evaluate methods or results.</p> <p>Interpret results in the context of the given problem.</p>
<b>Secure</b>	<p>Perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae.</p> <p>Interpret and communicate information effectively.</p> <p>Make deductions, inferences and draw conclusions.</p> <p>Construct chains of reasoning, including arguments.</p> <p>Generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics.</p> <p>Interpret results in the context of the given problem.</p> <p>Evaluate methods and results.</p>
<b>Advancing</b>	<p>Perform single- and multi-step procedures accurately by recalling, applying and interpreting notation, terminology, facts, definitions and formulae. Interpret and communicate information accurately.</p> <p>Make deductions, inferences and draw conclusions.</p> <p>Construct chains of reasoning, including arguments and basic formal proofs.</p> <p>Generate strategies to solve mathematical and non-mathematical problems by translating them into a series of mathematical processes.</p> <p>Make and use connections between different parts of mathematics.</p> <p>Evaluate methods, results and arguments.</p> <p>Interpret results in the context of the given problem.</p>
<b>Excelling</b>	<p>Perform procedures accurately.</p> <p>Interpret and communicate complex information accurately.</p> <p>Make deductions and inferences and draw conclusions.</p> <p>Construct substantial chains of reasoning, including convincing arguments and formal proofs.</p> <p>Generate efficient strategies to solve complex mathematical and nonmathematical problems by translating them into a series of mathematical processes.</p> <p>Make and use connections, which may not be immediately obvious, between different parts of mathematics.</p> <p>Interpret results in the context of the given problem.</p> <p>Critically evaluate methods, arguments, results and the assumptions made.</p>

## Design & Technology

### Knowledge

#### Emerging

Learning is new/feels difficult. It's good to make mistakes and is all part of the learning process.

#### Developing

You are improving but it may feel difficult to remember all the key knowledge.

#### Secure

You are now quite accurate in demonstrating your knowledge and can do so independently.

#### Advancing

You know this really well now and can remember it consistently. You have a really good grasp of the key knowledge.

#### Excelling

You are now fluent in this learning. You are quick and you have a comprehensive grasp of the key knowledge.



## Design & Technology

### Practical Work

#### Emerging

Outcomes are recognisable but may not be complete and/or have significant inaccuracies.  
AND/OR  
You needed significant help to complete your practical.

#### Developing

Outcomes are complete and functional but some inaccuracies remain.  
AND/OR  
You needed some help to complete your practical

#### Secure

Outcomes are good quality, function well and only have a few/minor inaccuracies.  
AND  
You work with a good level of independence but also know when it is appropriate to ask for help.

#### Advancing

Outcomes are of high quality and inaccuracies are rare.  
AND  
You produced the work almost entirely independently.

#### Excelling

Outcomes are of high quality and resemble something you may expect to see from a more professional source.  
AND  
You worked with a high level of independence.

## History

Knowledge	
<b>Emerging</b>	You are able to remember some basic historical knowledge.
<b>Developing</b>	You are able to discuss and remember some core historical knowledge in your work.
<b>Secure</b>	You are able to discuss and remember core historical knowledge in your work. You include some historical detail.
<b>Advancing</b>	You demonstrate good subject knowledge which covers most of the key points with a relevant and accurate range of evidence.
<b>Excelling</b>	You demonstrate outstanding historical knowledge covering all of the key points and many additional ones with relevant, specific and accurate detail.

## History

Sources	
<b>Emerging</b>	You can mention information from the source.
<b>Developing</b>	You can state information about the content of the source and provide some basic knowledge.
<b>Secure</b>	You can identify either the content, nature, origin or purpose of a source. Beginning to make inferences from the source content with some contextual knowledge applied.
<b>Advancing</b>	You can analyse and explain the key aspects of the content, nature, origin and purpose of a source. Making a range of supported inferences from the source content using contextual knowledge.
<b>Excelling</b>	Analysing and evaluating the uses and limitations of most aspects of the content, nature, origin and purpose of a source. Making a range of supported inferences from the source content using contextual knowledge that shows an understanding of the historical context in which the source was created.

## History

Significance	
<b>Emerging</b>	You can give basic historical information on a significant topic/person.
<b>Developing</b>	You can state why an event is significant, but only to those involved at the time.
<b>Secure</b>	You can describe reasons why some people or events are significant.
<b>Advancing</b>	You can explain why an event is significance and start to talk about the impact in terms of short-term, medium-term and long-term impact.
<b>Excelling</b>	You can evaluate reasons why an event or person is significant and offer a judgment on the extent of significance.

## History

Interpretations	
<b>Emerging</b>	You can lift a quote from an extract.
<b>Developing</b>	You can give an example of how historical experiences were similar or different.
<b>Secure</b>	You can describe how historical experiences were similar or different across groups using some supporting evidence.
<b>Advancing</b>	You can explain how historical experiences / ideas / beliefs were similar or different with supporting evidence and start to provide a clear conclusion.
<b>Excelling</b>	You can convincingly explain the extent to which historical experiences, ideas, beliefs or attitudes were similar or different with supporting evidence and reasons for this.

## History

Cause & Consequence	
<b>Emerging</b>	You can state a cause.
<b>Developing</b>	You can attribute a cause or consequence to a single factor.
<b>Secure</b>	You can analyse more than one cause or consequence and provide some explanation.
<b>Advancing</b>	You can analyse and explain different types of causes /consequences and explain why a certain cause is the most important.
<b>Excelling</b>	You can analyse and explain different types of causes and prioritise them in terms of their importance. You can provide links between the differing causes/consequences.

## History

### Change & Continuity

#### Emerging

You can identify something that has changed in history.

#### Developing

You can describe change over time.

#### Secure

You can explain change over time and start to explain how some things stayed the same.

#### Advancing

You can explain change over time, stating why it may be different for different groups in society. You can also explain how things stayed the same by connecting events over time.

#### Excelling

You can examine how things have changed and understand how much they've changed. You can also explain if past experiences, ideas, beliefs, or attitudes were similar or different, using evidence and reasons to support your explanation.

**Year 7**

**Emerging**

Limited use of tone and proportions when drawing from observation.  
 Limited understanding of colour theory and application of watercolours. Limited understanding of David Hockney's work.  
 Limited understanding of creating a press print.  
 Limited use of mark making.  
 Limited understanding of Post Impressionism.  
 Limited use of tone and proportions when drawing and limited use of mark making when drawing texture.  
 Limited understanding of colour theory.  
 Limited understanding of illustration.  
 Limited understanding of how to create a 3D form from clay.  
 Limited understanding of applying decorative features to your design.  
 Limited understanding of gargoyles.  
 Limited understanding of the construction of landscapes and limited understanding of colour theory.  
 Limited understanding of Hundertwasser's work.

**Developing**

Basic use of tone and proportions when drawing from observation.  
 Basic understanding of colour theory and application of watercolours. Basic understanding of David Hockney's work.  
 Basic understanding of creating a press print.  
 Basic use of mark making.  
 Basic understanding of Post Impressionism.  
 Basic use of tone and proportions when drawing and basic use of mark making when drawing texture.  
 Basic understanding of colour theory.  
 Basic understanding of illustration.  
 Basic understanding of how to create a 3D form from clay.  
 Basic understanding of applying decorative features to your design.  
 Basic understanding of gargoyles.  
 Basic understanding of the construction of landscapes and basic understanding of colour theory.  
 Basic understanding of Hundertwasser's work.

**Secure**

Competent use of tone and proportions when drawing from observation.  
 Competent understanding of colour theory and application of watercolours.  
 Competent understanding of David Hockney's work.  
 Competent understanding of creating a press print.  
 Competent use of mark making.  
 Competent understanding of Post Impressionism.  
 Competent use of tone and proportions when drawing and competent use of mark making when drawing texture.  
 Competent understanding of colour theory.  
 Competent understanding of illustration.  
 Competent understanding of how to create a 3D form from clay.  
 Competent understanding of applying decorative features to your design.  
 Competent understanding of gargoyles.  
 Competent understanding of the construction of landscapes and competent understanding of colour theory.  
 Competent understanding of Hundertwasser's work.



## Advancing

Confident use of tone and proportions when drawing from observation.  
Confident understanding of colour theory and application of watercolours.  
Confident understanding of David Hockney's work.  
Confident understanding of creating a press print.  
Confident use of mark making.  
Confident understanding of Post Impressionism.  
Confident use of tone and proportions when drawing and confident use of mark making when drawing texture.  
Confident understanding of colour theory.  
Confident understanding of illustration.  
Confident understanding of how to create a 3D form from clay.  
Confident understanding of applying decorative features to your design.  
Confident understanding of gargoyles.  
Confident understanding of the construction of landscapes and  
confident understanding of colour theory.  
Confident understanding of Hundertwasser's work.

## Excelling

Fluent use of tone and proportions when drawing from observation.  
Fluent understanding of colour theory and application of watercolours.  
Fluent understanding of David Hockney's work.  
Fluent understanding of creating a press print.  
Fluent use of mark making.  
Fluent understanding of Post Impressionism.  
Fluent use of tone and proportions when drawing and fluent use of mark making when drawing texture.  
Fluent understanding of colour theory.  
Fluent understanding of illustration.  
Fluent understanding of how to create a 3D form from clay.  
Fluent understanding of applying decorative features to your design.  
Fluent understanding of gargoyles.  
Fluent understanding of the construction of landscapes and  
fluent understanding of colour theory.  
Fluent understanding of Hundertwasser's work.

Year 8	
<b>Emerging</b>	<p>Limited use of tone and proportions when drawing from observation.                      Limited understanding of creating a 2 layer press print.                      Limited use of tone and proportions when drawing and limited use of mark making when drawing in pen.                      Limited understanding of how to create a 3D form from clay.                      Limited understanding of applying decorative features to your design.                      Limited use of tone and proportions when drawing portraits. Limited understanding of symmetry.                      Limited understanding of colour theory. Limited understanding of blending. Limited knowledge of Fauvism.                      Limited understanding of using collage. Limited understanding of Michel Keck's work.                      Limited knowledge of process art and Klari Reis' work. Limited understanding of using watercolours.</p>
<b>Developing</b>	<p>Basic use of tone and proportions when drawing from observation.                      Basic understanding of creating a 2 layer press print.                      Basic use of tone and proportions when drawing and basic use of mark making when drawing in pen.                      Basic understanding of how to create a 3D form from clay.                      Basic understanding of applying decorative features to your design.                      Basic use of tone and proportions when drawing portraits. Basic understanding of symmetry.                      Basic understanding of colour theory. Basic understanding of blending. Basic knowledge of Fauvism.                      Basic understanding of using collage. Basic understanding of Michel Keck's work.                      Basic knowledge of process art and Klari Reis' work. Basic understanding of using watercolours.</p>
<b>Secure</b>	<p>Competent use of tone and proportions when drawing from observation.                      Competent understanding of creating a 2 layer press print.                      Competent use of tone and proportions when drawing and competent use of mark making when drawing in pen.                      Competent understanding of how to create a 3D form from clay.                      Competent understanding of applying decorative features to your design.                      Competent use of tone and proportions when drawing portraits. Competent understanding of symmetry.                      Competent understanding of colour theory. Competent understanding of blending. Competent knowledge of Fauvism.                      Competent understanding of using collage. Competent understanding of Michel Keck's work.                      Competent knowledge of process art and Klari Reis' work. Competent understanding of using watercolours.</p>
<b>Advancing</b>	<p>Confident use of tone and proportions when drawing from observation.                      Confident understanding of creating a 2 layer press print.                      Confident use of tone and proportions when drawing and confident use of mark making when drawing in pen.                      Confident understanding of how to create a 3D form from clay.                      Confident understanding of applying decorative features to your design.                      Confident use of tone and proportions when drawing portraits. Confident understanding of symmetry.                      Confident understanding of colour theory. Confident understanding of blending. Confident knowledge of Fauvism.                      Confident understanding of using collage. Confident understanding of Michel Keck's work.                      Confident knowledge of process art and Klari Reis' work . Confident understanding of using watercolours.</p>

## Excelling

Fluent use of tone and proportions when drawing from observation.

Fluent understanding of creating a 2 layer press print..

Fluent use of tone and proportions when drawing and fluent use of mark making when drawing in pen.

Fluent understanding of how to create a 3D form from clay.

Fluent understanding of applying decorative features to your design.

Fluent use of tone and proportions when drawing portraits. Fluent understanding of symmetry.

. Fluent understanding of colour theory. Fluent understanding of blending. Fluent knowledge of Fauvism.

Fluent understanding of using collage. Fluent understanding of Michel Keck's work.

Fluent knowledge of process art and Klari Reis' work. Fluent understanding of using watercolours.

Year 9

**Emerging**

Limited use of tone and proportions when drawing from observation.  
 Limited understanding of how to draw in a range of materials.  
 Limited knowledge and understanding of local heritage.  
 Limited understanding of effective composition.  
 Limited understanding of Romek Marber's work. Limited use of digital editing techniques.  
 Limited use of tone and proportions when drawing and limited use of mark making when drawing in pen.  
 Limited understanding of gestural drawing.  
 Limited understanding of Sarah Weyman's work.  
 Limited understanding of creating a repeat, 2 layer press print.  
 Limited understanding of how to develop an idea.  
 Limited understanding of billboards.  
 Limited understanding of graphic illustration, in particular the work of Alex Williamson and Andreea Robescu.  
 Limited understanding of effective composition.  
 Limited understanding of how to draw in a range of materials.

**Developing**

Basic use of tone and proportions when drawing from observation.  
 Basic understanding of how to draw in a range of materials.  
 Basic knowledge and understanding of local heritage.  
 Basic understanding of effective composition.  
 Basic understanding of Romek Marber's work. Basic use of digital editing techniques.  
 Basic use of tone and proportions when drawing and basic use of mark making when drawing in pen.  
 Basic understanding of gestural drawing.  
 Basic understanding of Sarah Weyman's work.  
 Basic understanding of creating a repeat, 2 layer press print.  
 Basic understanding of how to develop an idea.  
 Basic understanding of billboards.  
 Basic understanding of graphic illustration, in particular the work of Alex Williamson and Andreea Robescu.  
 Basic understanding of effective composition.  
 Basic understanding of how to draw in a range of materials.

**Secure**

Competent use of tone and proportions when drawing from observation.  
 Competent understanding of how to draw in a range of materials.  
 Component knowledge and understanding of local heritage.  
 Competent understanding of effective composition.  
 Competent understanding of Romek Marber's work. Competent use of digital editing techniques.  
 Competent use of tone and proportions when drawing and competent use of mark making when drawing in pen. Competent understanding of gestural drawing.  
 Competent understanding of Sarah Weyman's work.  
 Competent understanding of creating a repeat, 2 layer press print.  
 Competent understanding of how to develop an idea.  
 Competent understanding of billboards.  
 Competent understanding of graphic illustration, in particular the work of Alex Williamson and Andreea Robescu.  
 Competent understanding of effective composition.  
 Competent understanding of how to draw in a range of materials.

## Advancing

Confident use of tone and proportions when drawing from observation.  
Confident understanding of how to draw in a range of materials.  
Confident knowledge and understanding of local heritage.  
Confident understanding of effective composition.  
Confident understanding of Romek Marber's work. Confident use of digital editing techniques.  
Confident use of tone and proportions when drawing and confident use of mark making when drawing in pen. Confident understanding of gestural drawing.  
Confident understanding of Sarah Weyman's work.  
Confident understanding of creating a repeat, 2 layer press print.  
Confident understanding of how to develop an idea.  
Confident understanding of billboards.  
Confident understanding of graphic illustration, in particular the work of Alex Williamson and Andreea Robescu.  
Confident understanding of effective composition.  
Confident understanding of how to draw in a range of materials.

## Excelling

Fluent use of tone and proportions when drawing from observation.  
Fluent understanding of how to draw in a range of materials.  
Fluent knowledge and understanding of local heritage.  
Fluent understanding of effective composition.  
Fluent understanding of Romek Marber's work. Fluent use of digital editing techniques.  
Fluent use of tone and proportions when drawing and fluent use of mark making when drawing in pen. Fluent understanding of gestural drawing.  
Fluent understanding of Sarah Weyman's work.  
Fluent understanding of creating a repeat, 2 layer press print.  
Fluent understanding of how to develop an idea.  
Fluent understanding of billboards.  
Fluent understanding of graphic illustration, in particular the work of Alex Williamson and Andreea Robescu.  
Fluent understanding of effective composition.  
Fluent understanding of how to draw in a range of materials.

## Religious Studies

<b>Emerging</b>	Learning may feel difficult, It is good to make mistakes keep going knowledge is power.
<b>Developing</b>	You are improving but it may feel difficult to remember everything. Keep practicing.
<b>Secure</b>	Keep retrieving your learning so you can advance to the next stage. Keep practising your explanation.
<b>Advancing</b>	You now need to 'overlearn' this knowledge and add further explanation to become a master.
<b>Excelling</b>	You are a knowledge master. Keep up the retrieval and continue to practice your explanation to make sure you stay there.