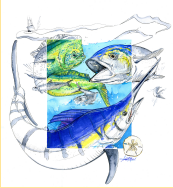


ART

Year 8



TOPIC: UNDER THE SEA

In this unit, students explore life under the sea as their starting point. They create drawings and paintings of sea animals and shells, coral, seaweed etc. They develop skills using traditional materials and processes and are directly inspired by the artist Amber M Moran. Students self-differentiate their work by selecting the animals and sea life they wish to draw.

The outcome is an A3 watercolour painting, students are taught how to use watercolours in a loose way where colours are subtly blended and layered.

Standard of work

Working towards the expected standard

- I can draw sea life to a basic standard
- I can apply shading to my drawings, but could include more detail and tonal variation
- I can use watercolour paint but could be more careful with application, layering and blending
- I can identify the work of Amber M Moran who uses sea life as their inspiration
- I can present my sketchbook work to a limited standard, but need to work on taking more care with my presentation

Working at the expected standard

- I can draw sea life to a good standard
- I can apply shading to my drawings using some detail and tonal variation
- I can use watercolour paint with a good understanding of layering and blending
- I can study the work of Amber M Moran, and show an understanding of her work in my drawn and written response.
- I can present my sketchbook work to a good standard and take care with presentation

Working at greater depth

- I can draw sea life confidently with detail and accuracy
- I can apply shading to my drawings effectively, showing a wide range of tonal variation
- I can use watercolour paint effectively, demonstrating sensitivity with layering, blending and colour choices
- I can explore, draw and analyse the work of Amber M Moran, and effectively capture her style in my own art work
- I can present my sketchbook work to a high standard and take great care with presentation

Computing

Python Programming 1

| | | |
|--|---|--|
| Learning Objective | <p>The unit is subdivided into six learning hours spread across six lessons in order to fit with most school timetables. It is an introduction to Python, a powerful but easy-to-use high-level programming language. Although Python is an object-oriented language, at this level the object-oriented features of the language are barely in evidence and do not need to be discussed. The focus is on getting pupils to understand the process of developing programs, the importance of writing correct syntax, being able to formulate algorithms for simple programs and debugging their programs. The pupils' final programs are put into a learning portfolio with evidence of correct running, for assessment purposes.</p> <p><i>NC Strands</i></p> <ul style="list-style-type: none"> • Use two or more programming languages, one of which is textual, to solve a variety of computational problems; make appropriate use of data structures; design and develop modular programs that use procedures and functions • Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem. | |
| | Theory | Practical |
| Working at greater depth | <ul style="list-style-type: none"> • Devise their own algorithms to solve reasonably complex problems, e.g. a binary search • Test and debug their programs, and correct both syntax and logic errors • Make allowances in their programs for user input errors, ensuring that the program still runs to a successful conclusion – which may include printing an error message and stopping the run | <ul style="list-style-type: none"> • Be able to create a python program based on a problem given • Be able to transfer pseudocode to code • Create programs for a particular purpose • Program Binary search program and interrogate it • Identify errors in code and fix them • Use Sequence Selection & iteration in python • Declare variables from different data types |
| Working at the expected standard | <ul style="list-style-type: none"> • Write an error-free, well-documented program involving selection and iteration • Describe how a binary search is carried out • Explain the advantages of a binary search over a linear search for an ordered list | <ul style="list-style-type: none"> • Be able to convert between string & integer (casting) • Identify Binary search program and interrogate it • Transfer simple pseudocode to code • Be able to find errors and fix it |
| Working towards the expected standard | <ul style="list-style-type: none"> • Run simple Python programs in Interactive and Script mode • Write pseudocode to outline the steps in an algorithm prior to coding • Write programs using different types of data (e.g. strings and integers) • Correctly use different variable types (e.g. integer and floating point), assignment statements, arithmetic operators • Distinguish between syntax and logic errors and be able to find and correct both types of error • Use relational operators to control the order in which program statements are executed and in what order (if and while statements) • Use comments to document their programs and explain how they work • Write an error-free, well-documented program involving selection and iteration, but with some help given | <ul style="list-style-type: none"> • Be able to convert between string & integer (casting) • Write a program using sequence, selection & iteration • Transfer simple pseudocode to code |

Design and Technology - 3D Design

| Knowledge and Understanding: 3D Design Focus – Tangram Puzzle and Box.. | | Literacy |
|---|--|--|
| Working at a greater Depth | <p>Show a highly developed ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> I can investigate Tangram Puzzle and produce three or more purposeful pieces of research e.g. a mood board. I can explain my choice of research and give my opinions on the research, both positive and negative. I can use my research to clearly develop my Tangram Puzzle design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> I can create four or more different Tangram Puzzle design ideas. I can review my Tangram Puzzle designs, explaining my choices in detail. I can further refine my chosen my Tangram Puzzle design several times to improve it. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> I can present my work to a high level. Including, colour, shading and annotation where required. I can reflect on my decisions and articulate them clearly using appropriate vocabulary. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> Finish my Tangram Puzzle practical to a high standard . Demonstrate a wide variety of skills and techniques using the laser cutter and various hand and machine tools. Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary. | <p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p> |
| Working at the expected standard | <p>Show a consistent ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> I can investigate my Tangram Puzzle theme and produce at least two pieces of purposeful research e.g. a mood board. I can explain my choice for my Tangram Puzzle research. I can use my research to develop my Tangram Puzzle design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> I can create three different Tangram Puzzle design ideas. I can review my Tangram Puzzle designs, explaining my choices. I can further refine my chosen my Tangram Puzzle design to improve it. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> I can present my work to a good level. Including, colour and annotation where required. I can reflect on my decisions and explain them using appropriate vocabulary. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> Finish my Tangram Puzzle practical to a good standard with a painted finish. Demonstrate a variety of skills and techniques using hand and machine tools. Explain and evaluate the outcome in sentences and using appropriate vocabulary. | <p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of techniques.</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p> |

| Knowledge and Understanding: 3D Design Focus – Tangram Puzzle and Box.. | | Literacy |
|---|--|---|
| Working towards the expected standard | <p>Show some ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> • I can produce a piece of research linked to my Tangram Puzzle e.g. a mood board. • I can explain my research. • I can use my research to produce my Tangram Puzzle design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> • I can create two Tangram Puzzle design ideas. • I can label my Tangram Puzzle ideas. • I can choose a final my Tangram Puzzle design. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> • I can present my work neatly and use colour and some annotation. • I can briefly explain my ideas. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> • Finish my Tangram Puzzle practical using a painted finish. • Demonstrate some techniques using hand tools. • Explain if you have met the requirements for my Tangram Puzzle design. | <p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p> |

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.

Design and Technology - Food

| Year 8 Knowledge and Understanding: Food Focus: Food science. | | Literacy Below are for Student and Teacher |
|---|--|--|
| <p>Working at a greater Depth</p> <p>(Expert Chef)</p> | <p>Show a highly developed ability to meet the listed requirements.</p> <p>A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> I can create my own recipe sheets with a high level of detail, plus sensory analysis and evaluate my dishes with 13 points of reference or more. <p>A02: Improvement over time</p> <ul style="list-style-type: none"> I can clearly show use of knowledge and skills to a high level as noticeably improved from the start to end of the rotation. (75% or higher in the end of rotation test). <p>A03: Safety</p> <ul style="list-style-type: none"> I can be trusted to work independently and safely in the food room to a high standard. (6 different safety skills). <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> I can demonstrate a wide variety of hand skills and techniques in food preparation and nutrition, plus evaluating my own dishes. An excellent understanding of the science of how sauces thicken and how bread rises. Produce 4 excellent practical dishes. | <p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p> <p>Completed analysis and evaluation on most homework set</p> |
| <p>Working at the expected standard</p> <p>(Sous-chef)</p> | <p>Show a consistent ability to meet the listed requirements.</p> <p>A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> I can create my own recipe sheets with a good level of detail, plus sensory analysis and evaluate my dishes with 10 or more points of reference. <p>A02: Improvement over time</p> <ul style="list-style-type: none"> I can clearly show use of knowledge and skills to a good level and improve from the start to end of the rotation. (55% or higher in the end of rotation test). <p>A03: Safety</p> <ul style="list-style-type: none"> I can be trusted to work independently and safely in the food room to a very good standard. (5 different safety skills). <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> I can demonstrate a good variety of cooking skills and techniques in food preparation and nutrition, plus evaluating my own dishes. A good understanding of the science of how sauces thicken and how bread rises. Produce 3 excellent practical dishes). | <p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of required vocabulary</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p> <p>Completed analysis and evaluation on most homework set</p> |
| <p>Working towards the expected standard</p> <p>(Novice Chef)</p> | <p>Show some ability to meet the listed requirements.</p> <p>A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> I can create my own recipe sheets with some detail, plus sensory analysis and evaluate my dishes with 8 or more points of reference. <p>A02: Improvement over time</p> <ul style="list-style-type: none"> I can clearly show use of knowledge and skills and make some improvement from the start to end of the rotation. (40% or higher in the end of rotation test). <p>A03: Safety</p> <ul style="list-style-type: none"> I can be trusted to work safely in the food room possibly with supervision. (3 or more safety skills). <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> I can demonstrate a variety of cooking skills and techniques in food preparation and nutrition, plus evaluating my own dishes. An understanding of the science of how sauces thicken and how bread rises. Produce 2 or more excellent practical dishes). | <p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p> <p>Completed some evaluation on some homework set</p> |

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.

Design and Technology - Textiles

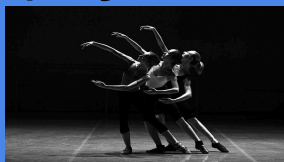
| Knowledge and Understanding: Textiles Focus - Environmentally themed tote bag. | Literacy |
|--|--|
| <p>Working at greater Depth-</p> <p>Show a highly developed ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> • I can investigate a theme and produce three or more pieces of purposeful research e.g. a mood board. • I can explain my choice of research and give my opinions on the research, both positive and negative. • I can use my research to clearly develop design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> • I can create four or more different design ideas. • I can review my designs, explaining my choices in detail. • I can further refine my chosen design several times to improve it. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> • I can present my work to a high level. Including, colour, shading and annotation where required. • I can reflect on my decisions and articulate them clearly using appropriate vocabulary. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> • Finish the practical work to a high standard. • Demonstrate a wide variety of skills and techniques. • Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary. | <p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p> |
| <p>Working at the expected standard</p> <p>Show a consistent ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> • I can investigate a theme and produce two pieces of purposeful research e.g. a mood board. • I can explain my choice of research. • I can use my research to develop design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> • I can create three different design ideas. • I can review my designs, explaining my choices. • I can further refine my chosen design to improve it. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> • I can present my work to a good level. Including, colour and annotation where required. • I can reflect on my decisions and explain them using appropriate vocabulary. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> • Finish the practical work to a good standard. • Demonstrate a variety of skills and techniques. • Explain and evaluate the outcome in sentences and using appropriate vocabulary. | <p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of techniques.</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p> |

| Knowledge and Understanding: | Literacy |
|---|---|
| <p>Working towards the expected standard</p> <p>Show some ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> • I can produce a piece of research linked to a theme e.g. a mood board. • I can explain my research. • I can use my research to produce design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> • I can create two design ideas. • I can label my ideas. • I can choose a final design. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> • I can present my work neatly and use colour and some annotation. • I can briefly explain my ideas. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> • Finish the practical work. • Demonstrate some techniques. • Explain if you have met the requirements for your design. | <p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p> |

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.

Drama

Spring 1



TOPIC: PHYSICALITY

ASSESSMENT FOCUS: EVALUATING

This unit is a creative introduction to evaluating your work and the work of others

The subject of physical theatre is huge and encompasses numerous dramatic strategies and skills. During this scheme, you will have the opportunity to practise a range of activities, warm-up games, improvisations and dramatic techniques, leading to the production of a devised performance of *Little Red Riding Hood*.

The learning objectives here are overarching to incorporate the whole scheme of work. During this scheme you will:

- Investigate and practise a range of physical theatre techniques, looking at ways these can be, and have been, incorporated into performance
- Look at distinctive styles of physical drama such as commedia dell'arte and mime and the work of physical theatre companies like Frantic Assembly
- Work solo and with a range of partners in pairs and small groups
- Watch and critically evaluate live theatre performances from The National Theatre's online library
- Consolidate work carried out through this scheme to create a devised performance

Standard of work

Working towards the expected standard

- I can make comments on a performance using drama terms accurately
- When I write and talk about performances, I can comment on how certain effects have been achieved
- I can give constructive feedback that helps people to improve their work

Working at the expected standard

- I can make accurate, analytical comments on a piece of drama
- I can use appropriate dramatic terms confidently
- When I talk and write about drama, I show that I am aware of the intended effects and their impact on an audience

Working at greater depth

- I can evaluate performances accurately, demonstrating a good level of understanding
- I can make analytical comments using a range of drama terms
- When I write and talk about drama, I can reflect on decisions made by actors, designers and directors
- I understand how themes, issues and shades of meaning can be communicated

Spring 2



TOPIC: NON-NATURALISM

ASSESSMENT FOCUS: CREATING

This unit is a development of dramatic techniques and styles

Non-naturalism is one of those generic, broad terms that is applied to anything that cannot be defined by any other term. However, there are many styles of theatre that sit under this broad term and training students to become confident working in a non-naturalistic style is very important for developing your own ideas and understanding of what drama can be. It is of particular use in devising as it broadens your ability to work within a range of styles. This scheme of work is designed to be a bit of a pick 'n' mix of different aspects of non-naturalism that could lead to further exploration.

By the end of this scheme you will have:

- Explored practically the work of a number of practitioners who work within the non-naturalistic spectrum
- Gained confidence in how to apply a non-naturalistic style to their work.

Standard of work

Working towards the expected standard

- I can work confidently with other people
- I can share ideas for performance
- I can help to develop ideas from stimulus to performance
- I can explain ideas and intentions, showing that I understand some dramatic conventions
- I can perform devised and scripted dramas

Working at the expected standard

- I can share and develop a range of ideas for performance to convey meaning
- I can explore issues and relationships
- I can offer more detailed explanations of the creative intentions for performance
- I am engaged throughout the process of collaboration, rehearsal and refinement

Working at greater depth

- I can devise dramas in various forms, based on a range of issues and themes
- I can refine and develop my own complex and clearly defined role(s)
- I make regular and important contributions
- I can participate in sound practical creation, development and refinement of ideas from stimuli to communicate meaning
- I incorporate a range of styles and techniques in my performance work

English

Adventure Fiction writing

Assessment: Write the opening to an adventure fiction piece, based on genres studied in class.

| | | |
|----------------------|--|--|
| <p>Greater Depth</p> | <p>Content and Organisation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use linguistic devices such as personification and pathetic fallacy accurately <input type="checkbox"/> My ideas are always linked <input type="checkbox"/> I am adding interest to my construction by using flashbacks and flashforwards <input type="checkbox"/> I consistently produce a range of paragraphs, with discourse markers to show how they link <input type="checkbox"/> I consistently show an awareness of matching tone, style and register to purpose and audience more than once <p>Technical Accuracy:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use full stops, commas, capital letters, ellipses, and brackets accurately <input type="checkbox"/> I can use higher-level punctuation such as colons and semi-colons, with accuracy <input type="checkbox"/> All of my high frequency words are spelled accurately, as are many of my more complex vocabulary <input type="checkbox"/> I can write in Standard English accurately <input type="checkbox"/> I can use a full range of sentence forms accurately <input type="checkbox"/> I am carefully editing and developing my writing through proofreading and making changes <input type="checkbox"/> I can vary my vocabulary choices to consistently be more interesting and precise (eg: using 'crimson' instead of 'red') | <p>Terminology I can use correctly:</p> <ul style="list-style-type: none"> ● Cyclical ● Foreshadowing ● Climax ● Tone ● Pace |
| <p>Working At</p> | <p>Content and Organisation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use linguistic devices such as similes and metaphors accurately <input type="checkbox"/> I can use more complex linguistic devices such as personification although these might not always be accurate or best used <input type="checkbox"/> My ideas are linked <input type="checkbox"/> I can produce paragraphs, with some clear order to show how they link <input type="checkbox"/> I show awareness of matching tone, style and register to purpose and audience more than once <p>Technical Accuracy:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use full stops, commas and capital letters accurately at all times <input type="checkbox"/> I can use some higher-level punctuation including brackets and ellipses, with some accuracy <input type="checkbox"/> All of my high frequency words are spelled accurately <input type="checkbox"/> I can write in Standard English accurately <input type="checkbox"/> I can use simple, complex and compound sentences <input type="checkbox"/> I can use fragmented and minor sentences, although they are not always effective <input type="checkbox"/> I can vary some of my adjective choices to be more interesting (eg: 'bad' = 'awful') <input type="checkbox"/> I can select appropriate verbs (eg: saying 'marching' instead of 'walking angrily') | <p>Terminology I can use correctly:</p> <ul style="list-style-type: none"> ● Protagonist ● Antagonist ● Characteronym ● Tension |

French

|  | Communication (Content / Key message / Spontaneity)  | | Quality (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures)  |
|---|---|---|---|
| <p>It's a small world</p> <p>To be able to describe my region, what my house is, was, is going to be like and my routine.</p> <p>Assessed pieces: Listening and Reading</p>  | <p>(G) WORKING AT GREATER DEPTH</p> | <p>I can write a complex sentence what you can and can't do in my region according to what there is and isn't in my region</p> <p>I can write a complex sentence about what I do and don't do at home to help out</p> <p>I can write a complex sentence comparing my previous house and my new house</p> <p>I can write a complex sentence talking about what I do and don't do in my daily routine</p> <p>I can use numerous verbs in the past and the present</p> | <p>I can use verbs of opinion in the first and third person singular (I, He, She). I am beginning to use verbs in the first and third person plural (We, they)</p> <p>I can use my sentence builder to help me write longer sentences describing where I and others live / do not live.</p> <p>I can use a range of verbs in the past tense to describe where I used to live in the past and where someone else used to live in the past.</p> <p>I can recognise vocabulary relating to where I live in the past and present tenses in detailed listening or reading texts.</p> |
| | <p>(A) WORKING AT THE EXPECTED STANDARD</p> | <p>I can write a longer sentence about in my region</p> <p>I can write a longer sentence about what I do at home to help out</p> <p>I can write a longer sentence about moving house in the past</p> <p>I can write a longer sentence to describe my daily routine</p> <p>I can recognise several verbs in the past and present tense</p> | <p>I can use my sentence builder to help me write longer sentences describing where I and other live.</p> <p>I can give a longer description of where I live with at least one opinion.</p> <p>I can use some key verbs in the past tense to describe what I used to lived.</p> <p>I can recognise vocabulary relating to my world in the past and present tenses in a longer listening or reading text</p> |
| | <p>(T) WORKING TOWARDS THE EXPECTED STANDARD</p> | <p>I can write a simple sentence about my region</p> <p>I can write a simple sentence about what I do at home to help out</p> <p>I can write a simple sentence about moving house in the past</p> <p>I can write a simple sentence describing my daily routine.</p> <p>I can recognise verbs in the past and present tenses.</p> | <p>I can use my sentence builder to help me write short sentences describing where I live.</p> <p>I can recognise simple vocabulary relating to where I live in a short listening or reading text.</p> <p>I can recognise some verbs in the past and present tenses.</p> |

Geography

SPRING 1 - ASSESSMENT CRITERIA - GLOBAL DEVELOPMENT INEQUALITIES



KNOWLEDGE AND UNDERSTANDING

GEOGRAPHICAL SKILLS (LITERACY AND NUMERACY)

Working at Greater Depth

- You have a detailed understanding of what is meant by development in geography
- You have detailed understanding of how levels of development can be measured (development indicators)
- You have a detailed understanding of how levels of development can vary between places, both globally, regionally and locally.
- You have a detailed understanding of the reasons why levels of development vary including, but not limited to: colonisation, physical geography, migration, geo-politics and economic trends
- You can accurately and effectively cite examples of varying levels of development globally, regionally and locally.
- You can effectively evaluate the reasons for varying levels of development
- You can effectively assess the positive and negative impacts of development disparity
- You can effectively assess the proposed solutions to reduce the development gaps in society globally, regionally and locally.

- Evidence of the use of appropriate secondary sources gained from independent learning.
- Use of a wide range of specialised terms to enhance explanations.
- Clear understanding shown through the application of chosen sustainable options.
- Ideas expressed clearly, logically and fluently with accurate use of SPaG.
- Location skills and terminology are precise.
- Use of an atlas is accurate
- Ability to interpret and create graphical content

Working at the Expected standard

- You have some understanding of what is meant by development in geography
- You have some understanding of how levels of development can be measured (development indicators)
- You have some understanding of how levels of development can vary between places, both globally, regionally and locally.
- You have some understanding of the reasons why levels of development vary including, but not limited to: colonisation, physical geography, migration, geo-politics and economic trends
- You can somewhat accurately and effectively cite examples of varying levels of development globally, regionally and locally.
- You can somewhat effectively evaluate the reasons for varying levels of development
- You can somewhat effectively assess the positive and negative impacts of development disparity
- You can somewhat effectively assess the proposed solutions to reduce the development gaps in society globally, regionally and locally.

- Evidence of independent learning to research and discuss a location.
- Appropriate specialised terms have been used correctly.
- Ideas expressed clearly, logically and fluently with a good use of SPaG .
- Location skills and descriptions are useful.
- Use of an atlas is good

**Working
towards
the expected
standard**

- You have a basic understanding of what is meant by development in geography
- You have a basic understanding of how levels of development can be measured (development indicators)
- You have a basic understanding of how levels of development can vary between places, both globally, regionally and locally.
- You have a basic understanding of the reasons why levels of development vary including, but not limited to: colonisation, physical geography, migration, geo-politics and economic trends
- You can cite limited examples of varying levels of development globally, regionally and locally.
- You can propose reasons for varying levels of development
- You can identify some positive and negative impacts of development disparity
- You can propose some solutions to reduce the development gaps in society globally, regionally and locally.

- Some researching of the task to find information about a location using independent learning.
- Application of Information is correct about the place.
- Simplistic geographical terminology is used to describe a place .
- Some accuracy in the use of spelling, punctuation and grammar but there are many errors.
- Use of an atlas is basic

SPRING 2 - ASSESSMENT CRITERIA - COASTS



KNOWLEDGE AND UNDERSTANDING

GEOGRAPHICAL SKILLS (LITERACY AND NUMERACY)

Working at Greater Depth

- You have a detailed knowledge and understanding of the importance of coasts to people and the environment
- You have a detailed understanding the the processes of erosion, transportation and deposition and its impact on people and the environment at coasts
- You have a detailed understanding of the various landforms that are created at coasts
- You have detailed understanding of how erosion and deposition change coastal landforms over time
- You have a detailed understanding flood risks at coasts and the measures employed to reduce the impacts
- You can effectively evaluate the positives and negatives of flood defence technology.
- You accurately and effectively apply your knowledge and understanding in the context of a case study.
- You often go above and beyond with classwork or homework

- Evidence of the use of appropriate secondary sources gained from independent learning.
- Use of a wide range of specialised terms to enhance explanations.
- Clear understanding shown through the application of chosen sustainable options.
- Ideas expressed clearly, logically and fluently with accurate use of SPaG.
- Location skills and terminology are precise.
- Use of an atlas is accurate
- Ability to interpret and create diagrams to illustrate coastal processes and landforms.

Working at the Expected standard

- You have some knowledge and understanding of the importance of coasts to people and the environment
- You have some understanding the the processes of erosion, transportation and deposition and its impact on people and the environment at coasts
- You have some understanding of the various landforms that are created at coasts
- You have some understanding of how erosion and deposition change coastal landforms over time
- You have some understanding flood risks at coasts and the measures employed to reduce the impacts
- You can evaluate relatively well the positives and negatives of flood defence technology.
- You accurately and effectively apply your knowledge and understanding in the context of a case study.
- You often go above and beyond with classwork or homework

- Evidence of independent learning to research and discuss a location.
- Appropriate specialised terms have been used correctly.
- Ideas expressed clearly, logically and fluently with a good use of SPaG .
- Location skills and descriptions are useful.
- Use of an atlas is good

**Working
towards
the
expected
standard**

- You have basic knowledge and understanding of the importance of coasts to people and the environment
- You have basic understanding the the processes of erosion, transportation and deposition and its impact on people and the environment at coasts
- You have basic understanding of the various landforms that are created at coasts
- You have basic understanding of how river processes and landforms change at coasts
- You have basic understanding of flood events and the measures employed to reduce the impacts
- You can identify the positives and negatives of flood defence technology.
- You apply your knowledge and understanding in the context of a case study in a basic way.
- You rarely go above and beyond with classwork or homework
- Your classwork is often incomplete

- Some researching of the task to find information about a location using independent learning.
- Application of Information is correct about the place.
- Simplistic geographical terminology is used to describe a place .
- Some accuracy in the use of spelling, punctuation and grammar but there are many errors.
- Use of an atlas is basic

History

Spring Term 1: Oliver Cromwell Source Analysis

KEY ADVICE AND GUIDANCE

| What to revise | Where to find resources/extra research | How you will be assessed |
|--|--|--|
| <p><u>Oliver Cromwell</u></p> <ul style="list-style-type: none">-Oliver's Cromwell's rule over England-changes he made while in power-his religion/Puritanism-his role in Ireland-achievements of Cromwell | <p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <ul style="list-style-type: none">-worksheet with background on Cromwell's rule and key events.-BBC bitesize page with background on many aspects of Cromwell's rule and rise to power.-TV Timelines clip with a really clear overview on key events of Cromwell and the debate on him.-History File documentary: Cromwell Hero or Villain (20 mins). An old but really useful short doc with overview of the debate on Cromwell. | <p>You will be assessed on your ability to analyse, evaluate and make judgements about primary sources and how useful they are in relation to an enquiry. You will be asked 4 questions:</p> <p>Q1: making and supporting an inference from a source</p> <p>Q2/3: explaining how useful sources are for an enquiry</p> <p>Q4: giving and supporting a judgement on which sources are most useful</p> <p>-Use the advice from the preparation lesson you did with your history teacher – you can look at the PowerPoint again at home which has all the key guidance and examples. This explains the source analysis skills that you will need for the assessment.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none">-<i>Working towards expected standard</i>-<i>working at expected standard</i>-<i>greater depth.</i> |

Spring term 1 GAT (Oliver Cromwell primary source analysis)

| | |
|--|---|
| Topic: Making of the United Kingdom | Learning Objective: analysis and evaluation of primary sources |
|--|---|

| | Key skills and assessment criteria | Suggested content/examples <i>(other relevant content will be credited)</i> |
|--|---|---|
| Greater depth | <ul style="list-style-type: none"> -valid and well supported inferences are given -Gives well supported comments on the usefulness of B and C based on both content and origin of the sources with developed explanations. Will use own knowledge of the topic effectively to support comments. -explains the difference between D and E by making well supported comments about the provenance. | <ul style="list-style-type: none"> -e.g. Source A suggests that he wanted to be seen as a military man as he was wearing armour. ‘Although Source B is a cartoon and it's therefore going to exaggerate what Cromwell did to make fun and amuse the reader, it is from the time, and it must contain some truth or the audience would not find it amusing. I know that Cromwell did ban Xmas celebrations so this is accurate.’ ‘Although Maidstone is writing after Cromwell’s death and is therefore free to criticise him, he still praises him which makes his comments more likely to be genuine. However as his close friend and servant he is more likely to have positive views and not have a more balanced view. D has a more balanced view as this is Cromwell’s rival. He has fought against him in the war and therefore is likely to have very different views and ideas, and be able to see the mistakes Cromwell made. |
| Working at expected standard | <ul style="list-style-type: none"> -Is able to select relevant details from the source which are used to back up valid inferences. -makes valid comments about usefulness based on provenance and content with some development and explanation but this may be limited or partial. Possible simple own knowledge. -will explain the difference between D and E by making more developed comments on provenance/origin. | <ul style="list-style-type: none"> e.g. Source suggests he was modest because he wanted the painter to show his warts e.g. Source B is not that useful because its a cartoon/Source C is a report by Cromwell himself - he might want to make himself look good e.g. Maidstone was his servant and therefore would have known Cromwell well/he would have wanted to see the positive side of him, whereas D was someone who fought against him and therefore would have more negative ideas about Cromwell. |
| Working towards expected standard | <ul style="list-style-type: none"> -describes what sources are in simple terms e.g. paraphrasing/describing sections and may make simple inferences which are not supported -may say they are useful/not useful based on simple comment about content of source -will understand/show that source D and E have different views and will explain this difference with simple comments on the content of each source. May make simple comments on origin of source to explain the difference | <ul style="list-style-type: none"> e.g. Source A is a portrait of Cromwell/Source says that he turned bad -might comment that C is useful because it shows what he did in Ireland or B shows what happened to Christmas. e.g ‘D is by his enemy and E is by his friend’/A is an eye witness view. |

Spring Term 2: The Impact of the British Empire

KEY ADVICE AND GUIDANCE

| What to revise | Where to find resources/extra research | How you will be assessed |
|--|---|--|
| <p><u>The British Empire</u></p> <ul style="list-style-type: none"> ● The view that the British Empire was positive and beneficial ● the view that British Empire was damaging and harmful ● examples of the British Empire in India, Ireland, America ● evidence of the achievements and failures of the Empire | <p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <ul style="list-style-type: none"> -clip on the impact of Empire in Africa and whether it was a force for good -powerpoint with an overview of evidence on the positives and negatives of the Empire -BBC Teach playlist with short clips on different aspects of the British Empire -BBC Bitesize learner guide on different aspects of the Empire | <p>You will answer 2 questions to evaluate the views of 2 historians (interpretations) on the impact of the British Empire. You will be assessed on how well you:</p> <ul style="list-style-type: none"> -explain how there are different views about the Impact of Empire -Give a judgement on which historian you most agree with. <p>Use the advice from the preparation you did with your history teacher – you can look at the PowerPoint again at home which has all the key guidance and examples.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none"> -<i>Working towards expected standard</i> -<i>working at expected standard</i> -<i>greater depth.</i> |

Spring Term 2: The Impact of the British Empire

| | |
|------------------------------|--|
| Topic: British Empire | Learning Objective: analyse and evaluate historical interpretations; give and support a judgement |
|------------------------------|--|

Question 1: What is the main difference between the views of historian 1 and 2 on the impact of the British Empire

Question 2: How far do you agree with Historian 2 about the impact of the British Empire

| | Key skills and assessment criteria | Suggested content/examples <i>(other relevant content will be credited)</i> |
|--|--|---|
| Greater depth | <ul style="list-style-type: none"> -Explained evaluation reviewing the alternative views in coming to a substantiated judgement. -Precise analysis of the interpretations shown, indicating how the differences of view are conveyed -Relevant contextual knowledge is precisely selected to support the evaluation. -Overall judgement is justified and the line of reasoning is coherent, sustained and logically structured | <ul style="list-style-type: none"> -you give a valid view on how far you agree with historian 2 with a well-supported explanation which reviews the views of both historians -you make developed inferences which are clearly supported and you are able to summarise the key differences between the 2 historians -your knowledge is wide-ranging on several aspects of the Empire, accurate and specific in its details, and you use it effectively to support your comments on the historians. -your judgement on historian 2 is well supported with developed reasoning and your answer to question 2 is well organised with a sustained focus on the question. -you give a valid view on how far you agree with historian 2 but with little explanation |
| Working at expected standard | <ul style="list-style-type: none"> -Explained evaluation, agreeing or disagreeing with the interpretation. -Good analysis of the interpretations to show difference of view -Relevant contextual knowledge used directly to support the evaluation. -Overall judgement given with some justification. | <ul style="list-style-type: none"> -you give a valid view on how far you agree with historian 2 with some explanation -you make valid inferences about each historian which are supported with details from each historian. -you provide knowledge that is more wide-ranging over a few different points and which is more detailed -more developed judgement on historian 2 with some reasons given. |
| Working towards expected standard | <ul style="list-style-type: none"> -Valid evaluation comment to agree with/counter the interpretation. -Some analysis and selection of details from both interpretations -Some relevant contextual knowledge included and linked to the evaluation. -An overall judgement given but this is insecure/undeveloped | <ul style="list-style-type: none"> -you select a couple of details from each historians/make a simple inference -you give some limited knowledge about Versailles beyond the historians -simple final judgement which on historian 2 with limited back up |

Maths

Spring Term

| | Working at greater depth | Working at the expected standard | Working towards the expected standard |
|---|---|---|---|
| Brackets, equations and inequalities | can: <ul style="list-style-type: none">· Expand double brackets· Solve equations with unknowns on both sides | can: <ul style="list-style-type: none">· Factorise into a dingle bracket· Expand and simplify expressions· Form and solve equations· Understand and solve inequalities· Form and solve inequalities | can: <ul style="list-style-type: none">· Form algebraic expressions· Expand single brackets· Solve equations |
| Sequences | can: <ul style="list-style-type: none">· Find the nth term of a linear sequence | can: <ul style="list-style-type: none">· Generate sequences given an algebraic rule | can: <ul style="list-style-type: none">· Generate sequences given a rule in words· Continue linear sequences |
| Indices | can: <ul style="list-style-type: none">· Solve index problems involving brackets | can: <ul style="list-style-type: none">· Use the multiplication index law· Use the division index law | can: <ul style="list-style-type: none">· Add and subtract expressions with indices· Multiply and divide expressions with indices |

| | | | |
|----------------------------------|--|---|---|
| Fractions and percentages | can: <ul style="list-style-type: none"> · Find the original amount when given a percentage · Solve complex percentage problems | can: <ul style="list-style-type: none"> · Find percentage increase and decrease | can: <ul style="list-style-type: none"> · Convert between fractions, decimals and percentages · Find the percentage of an amount |
| Standard form | can: <ul style="list-style-type: none"> · Understand and use negative indices · Understand and use fractional indices | can: <ul style="list-style-type: none"> · Add and subtract standard form · Multiply and divide standard form · Use a calculator to work with standard form | can: <ul style="list-style-type: none"> · Convert between standard form and ordinary numbers · Compare and order numbers in standard form |
| Number sense | can: <ul style="list-style-type: none"> · Understand and use error intervals · Convert metric units of area and volume | can: <ul style="list-style-type: none"> · Estimate the answer to a calculation · Calculate with money · Convert metric units of length, weight and capacity · Solve problems involving time and calendars | can: <ul style="list-style-type: none"> · Round numbers to powers of 10 · Round numbers to significant figures · Round numbers to decimal places · Use the order of operations · |

Music

Spring 1



TOPIC: CARIBBEAN MUSIC & REGGAE

This unit explores reggae music and the culture it comes from.

After exploring the origins of **reggae** music as one of a number of different styles of **Caribbean** music, you will learn about the importance of **bass lines** and **offbeat chords** in **reggae** music.

You will learn to perform short melodic parts and explore the different **textural** layers which make up reggae music.

Your assessment will be at the end of the topic and you and your partner (or in a larger group) will perform 'Three Little Birds' by Bob Marley.

Key vocabulary for this topic is in **bold** above.

Standard of work

Working towards the expected standard

- I understand that there are different styles of music from the Caribbean
- I understand how to perform off-beat chords
- I understand how to play the main 'hook' from 'Three Little Birds' by Bob Marley
- I can perform a section of 'Three Little Birds' to the rest of the class

Working at the expected standard

- I understand that there are different styles of music from the Caribbean and perform features from them
- I can perform three off-beat chords in time with a rhythm track
- I can perform main 'hook' from 'Three Little Birds' by Bob Marley with a good sense of timing
- I can perform the three basslines from 'Three Little Birds'
- I can perform different textural layers from 'Three Little Birds' to the rest of the class with a good awareness of other players in my group

Working at greater depth

- I understand that there are different styles of music from the Caribbean and perform features from them
- I can perform the off-beat chords fluently from 'Three Little Birds'
- I can perform main 'hook' from 'Three Little Birds' by Bob Marley with a good sense of timing and sense of syncopation
- I can switch between textural layers with ease and potentially perform with two hands or on another instrument
- I can perform and direct my group in a polished performance of 'Three Little Birds'

Spring 2



TOPIC: WEST AFRICAN MUSIC & DRUMMING

This unit explores West African drumming and you will get to use our new set of Djemes to perform as part of a drumming ensemble.

This unit explores the main rhythmic musical features and devices used in West African music, particularly the West African drumming tradition. You will learn to perform different drum strokes on a djembe before composing, performing and improvising simple rhythms, turning these into **cyclic rhythms**. These are then combined to form a **polyrhythmic texture**, characteristic of much African music. You will explore the effect of **syncopation** on **rhythms** and explore how **call and response** is used in African music, **improvising**, composing and performing your own call and response rhythms.

You will then compose an African-inspired piece fusion piece using Bandlab.

Your assessment will be at the end of the topic and you and your partner will perform your finished fusion piece to the class.

Key vocabulary for this topic is in **bold** above.

Standard of work

Working towards the expected standard

- I understand how to perform different sounds on a djembe (slap, tone and bass)
- I understand how to perform as part of a West African drumming ensemble using cyclic patterns
- I understand how to play a syncopated rhythm
- I can use Bandlab software to create a fusion piece

Working at the expected standard

- I understand how to perform different sounds on a djembe (slap, tone and bass) and can copy different rhythms performed to me as well as creating some of my own
- I can perform confidently as part of a West African drumming ensemble using different cyclic patterns with a good sense of rhythm and pulse
- I play a syncopated rhythm and use this as part of my ensemble drumming
- I can perform a 'signal' and take on the role of Master Drummer
- I can use Bandlab software to create an effective fusion piece that uses the structure and sounds recommended

Working at greater depth

- I can confidently perform different sounds on a djembe (slap, tone and bass) and can copy different rhythms performed to me as well as creating some of my own
- I have internalised the different cyclic patterns (including syncopated patterns) and can perform them with ease showing leadership in the ensemble
- I can use Bandlab software to create an effective fusion piece that uses the structure and sounds recommended as well as using my imagination to develop my piece, perhaps adding original ideas of my own/playing in my own parts

Physical Education

| | Athletics | Gymnastics | Dance | Team / Invasion Games | Net / Striking | Health & Fitness | Outdoor & Adventurous Activities |
|---------|---|---|--|---|---|---|--|
| Grade 6 | <p>Their techniques are refined and remain accurately replicated on each attempt. Scores are maximised through correct application and high levels of physical fitness. Their skills are imaginatively applied across a range of activities. They evaluate their own work and that of others consistently and accurately and refine skills based on their own analysis of performance. They support others and will take a lead in group and team performances.</p> | <p>Each discipline is executed with high levels of precision and with perfect techniques on each attempt. Skills are appropriately and accurately applied to maximise their performance. Movements flow together and are at the right pace demonstrating control and precision in all activities. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make informed suggestions on how to develop further and provide feedback.</p> | <p>Multiple styles can be replicated and produced with high levels of precision and with perfect technique. Can perform to a faultlessly in all performances standard in group and individuals elements of the dance routine with accuracy, style and emotion .Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p> | <p>All techniques for a variety of roles and positions are produced to a perfect standard with high levels of precision. Influence within the game situation is high consistently and can respond to adaptations. Will outwit opponents with ease and regularity Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness.</p> | <p>All strokes and techniques are highly accurate and performed with perfect technique and application of fitness. High level game play showing precise control and accuracy throughout winning games with ease. Has the ability to be an influence within a game and can respond to change effectively. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness..</p> | <p>Full range of components of fitness are displayed with maximum efficiency throughout tasks and tests. Scores are "EXCELLENT in comparison to the National Average for Ks3 scores. Faultless knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can work within and explain the 'target HR zone' when aerobic training and can describe the differences between aerobic and anaerobic activities. Understand and explain what is needed within a fitness programme to improve their performance and that of others.</p> | <p>Can complete all tasks with ease using high levels of skill, communication and teamwork regardless of challenge or time pressure. Mastered techniques in all events whilst demonstrating a secure understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand and know ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p> |
| Grade 7 | <p>They perform with confidence and style. Their techniques are refined and remain consistent under pressure. Their skills are imaginatively applied across a range of activities. Decision-making is constantly changing situations. They evaluate their own work and that of others consistently and accurately and refine skills based on their own analysis of performance. They support others and will take a lead in group and team performances.</p> | <p>Able to select and combine a range of techniques, skills and apply them appropriately and accurately. Movements flow together and are at the right pace demonstrating control and precision in all activities. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make informed suggestions on how to develop further and provide feedback.</p> | <p>Mastered a range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a very high standard in group and individuals elements of the dance routine with accuracy, style and emotion .Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p> | <p>Can perform and replicate skills to a high level showing flair and originality. Has the ability to be an influence within the game situation and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.</p> | <p>Can perform and replicate strokes to a high level showing control and accuracy throughout. Has the ability to be an influence within a game and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.</p> | <p>Can work and maintain maximum level for of duration of ALL fitness activities Very high levels of knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can work within and explain the 'target HR zone' when aerobic training and can describe the differences between aerobic and anaerobic activities. Understand and explain what is needed within a fitness programme to improve their performance and that of others. Can analyse the relationship between their own fitness and performance levels in other sports</p> | <p>Mastered techniques in all events whilst demonstrating a secure understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand and know ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p> |
| Grade 8 | <p>Able to replicate techniques to a high level and confidently compete in a wide range of events Show a sound knowledge of the relationship between fitness, technique and strategy. Can work independently on own training programme and monitor own performance. Can adapt and modify technique through analysis of their own and others performance.</p> | <p>Able to select and combine a range of techniques, skills and apply them appropriately with a good degree of accuracy. Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.</p> | <p>Able to perform an outstanding range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a high standard in group and individuals elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p> | <p>An advanced level of skill and technique is evident most of the time even under pressure. Can select an excellent range of skills to outwit an opponent. Is able to demonstrate a very good level of tactical awareness and can apply these to suit both defensive and attacking situations. .Can analyse their opponent's play using sound technical knowledge, and plan ways to improve team/ individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it ot.</p> | <p>Can use and replicate an excellent range of shots to outwit an opponent. An advanced level of skills/shot selection and consistent technique even under pressure. Is able to demonstrate a very good level of tactical awareness and can adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out</p> | <p>Can work at maximum level for the most of the duration of ALL fitness activities High levels of knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can apply the principles of training to an action plan. Can perform in activities showing high levels of fitness and determination. Plan and carry out warm up and cool down activities with support. Can explain in detail the relationship between their own fitness and performance levels in other sports</p> | <p>Confidently replicate techniques in a wide range of events whilst demonstrating a solid understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p> |

| | | | | | | | |
|---|--|---|--|--|---|---|---|
| E X P E C T E D P R O G R E S S + | <p>Replicate techniques in a wide range of events They demonstrate a good understanding of the principles of effective athletic performance. Can focus on aspects of their technique to improve and understand ways to perform in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p> | <p>Able to select and combine a range of techniques, skills and apply them appropriately. Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.</p> | <p>Able to perform a wide range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a good standard in group and individuals elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p> | <p>Good skill level and shows accurate replication within game situations. Becoming more influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Will understand how different types of exercise help with health and fitness and can suggest ways of warming up and cooling down.</p> | <p>Good shot selection and shows very accurate replication within game situations. Is influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Will understand how different types of exercise helps with health and fitness and can suggest ways of warming up and cooling down.</p> | <p>Can work at maximum level for the duration of MOST fitness activities .Good levels of knowledge when planning an action plan, using key concepts and some key words consistently and correctly. Can analyse fitness test results and create an action plan for improvement. Can perform in activities showing above average levels of fitness. Plan a relevant warm up and cool down programme including exercises for specific muscle groups used in that activity. Can make good links between their fitness levels and other sports</p> | <p>Replicate techniques in a wide range of events whilst demonstrating a good understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance.</p> |
| E X P E C T E D P R O G R E S S | <p>Demonstrates clear replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve including tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Can suggest and undertake an appropriate training programme for specific events.</p> | <p>Able to perform all of the basic techniques, agility's and balances with little help. Style and control are present but sometimes variable, however sequences do show fluency. Able to experiment and plan own sequences and help others with their work. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p> | <p>Able to perform an excellent range of choreographed movements smoothly and accurately with a good knowledge of rhythm and timing with little or no help. Able to experiment and plan group sequences and help others with their work. Can perform in a group or in individual elements of the dance routine with some levels of accuracy, style or emotion. Can identify good performances and suggest ways to improve dance routines. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p> | <p>Control is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p> | <p>Can select and accurately replicate a good range of skills to outwit an opponent. Control of the shots are consistent and performed fairly quickly in response to opposition pressure. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their stroke selection. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p> | <p>Can work at maximum level for the duration of SOME fitness activities Basic levels of knowledge when planning an action plan, using key concepts and some key words correctly. Undertake fitness tests and explain which component is being assessed. Can make basic links between components of fitness, their fitness levels and other sports.Can show responsibility for personal warm up programme</p> | <p>Demonstrates clear replication of all techniques and can explain the different demands of various skills. Can identify, adapt and refine team tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p> |
| E X P E C T E D P R O G R E S S | <p>Good replication of skills across throws, jumps and runs and applies a reasonable knowledge of the principles related to athletics. Can describe parts of their performances which are effective and explain what they can improve with practice. Can describe the effects of athletic exercise on their body. Applies basic safety principles. Can explain how athletics improves overall fitness levels.</p> | <p>Able to perform most of the basic agility movements and developed some advanced routines. Sometimes requires support, showing increased precision and control and fluency. Able to link movements together with reasonable precision. Demonstrates creativity with partner sequences and balances. Can see the difference between their performances and others and use this knowledge to improve. Applies basic safety principles. Can explain how gymnastics improves overall fitness level.</p> | <p>Able to perform dance movements with good timing and has choreographed some movements to the set music. Sometimes requires support, showing increased fluency of movement and rhythm and able to link 6 to 7 various movements together with reasonable precision. Demonstrates creativity within their group often leading others. Can see the difference between their performances and others and use this knowledge to improve. Can explain how dance improves overall fitness levels.</p> | <p>Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Maintain skills and techniques in conditioned/ modified games. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise.</p> | <p>Can use skills and techniques together with accuracy to outwit an opponent and maintains a controlled rally. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance to badminton</p> | <p>Can work at maximum level for part of the duration of SOME fitness activities .Can explain key terms linked to components of fitness consistently and accurately .Can explain why it is important to lead a balanced activity healthy lifestyle. Able to link different components of fitness to a variety of sports/athletes. Demonstrate activities for specific aspects of warm up – stretching, joint mobility, raising heart and breathing rates.</p> | <p>Good replication of skills and applies a reasonable knowledge of the underpinning principles related to outdoor education. Display improving teamwork and leadership skills. Can describe the effects of exercise on their body. Applies basic safety principles. Can explain how OAA can improve individual interpersonal skills.</p> |

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| T O W a r d s p r O g r e s s + | Can accurately replicate techniques for running, jumping and throwing activities but some mistakes as challenge increases Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance. | Can accurately replicate techniques for running, jumping and throwing activities but some mistakes as challenge increases. Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance. | Able to perform a number of movements with reasonable control and timing within a group sequence. Requires support, showing some fluency of movement and rhythm and able to link a 4 to 5 various movements together with some precision. Tries to improve own performance after seeing others and can suggest ways they may improve. Often follows others lead offering little creativity. Can suggest why it is important to warm up before dance and understands the importance of making health lifestyle options. | Can use basic techniques in a small sided game and can replicate skills with good accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health. | Can use basic techniques in a small sided game and can replicate shots with reasonable accuracy and can maintain a rally with few mistakes. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health. | Can work at moderate level the duration of SOME fitness activities. Can describe key terms linked to components of fitness with some support needed. Can briefly explain why taking part in exercise is good for you .Able to make a basic link to different components of fitness to a variety of sports/athletes. Demonstrate all round safe practice, including handling of equipment, safety of self and others. Can describe changes in body temperature, HR and breathing. | Can accurately replicate map reading techniques. Can identify some of the basic principles of techniques showing some teamwork skills. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance. |
| T O W a r d s p r O g r e s s | Can replicate basic techniques of for running, jumping and throwing with occasional success Demonstrate some relevant knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language. Interpret a range of information about performance to draw simple conclusions. Safely apply basic techniques, strategies and/or compositional ideas demonstrating some control in their performance. | Able to perform a number of agility rolls and balances with reasonable control and can use these to make up a simple sequence. Can hold basic balances and some low level partner balances. Tries to improve own performance after seeing others and can suggest ways they may improve. Can suggest why it is important to warm up before gymnastics. Understands need to warm up and the importance of making health lifestyle options. | Able to perform a number of movements with some control and timing within a sequence. Requires frequent support, showing moderate fluency of movement and rhythm and able to link 2 or 3 movements together with moderate precision. Tries to improve own performance after seeing others and needs help to recognise good technique. Can suggest why it is important to warm up before dance and understands the importance of making health lifestyle options. | Can use basic techniques in a small sided game and can pass and shoot with some accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Can verbally explain rules and concepts of the game. Can see the differences between their performances and others. Understands need to warm up and the importance of making health lifestyle options. | Can use basic techniques in a small sided games and can replicate shots with some accuracy but makes mistakes with more complicated shots. Can demonstrate techniques usually applied with some co-ordination and control to gain an advance over an opponent. Can verbally explain basic tactics and rules Uses basic game strategy occasionally. Understand why activity is good for health. | Can work at moderate level the duration of a FEW fitness activities. Can describe basic key terms linked to components of fitness with support needed. Can briefly describe why taking part in exercise is good for you. Can link a component of fitness to a single example of an athlete/ sport/ performer. Demonstrate safe practice, including handling of equipment, safety of self and others Recognise changes in body temperature, HR and breathing. | Can map read with some degree of accuracy. Can identify some of the basic principles of techniques showing some teamwork skills. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance. |
| T O W a r d s p r O g r e s s - | Can occasionally replicate basic techniques of for running, jumping and throwing with limited success. Demonstrate some knowledge and understanding of some factors affecting performance using everyday language. Interpret a simple range of information about performance to draw some conclusions on event Safely apply basic techniques, strategies and/or compositional ideas demonstrating limited control in their performance. | Able to perform a few basic number of agilities rolls and balances with limited control and requiring support, and can use these to make up a simple sequence. Balances need support to complete them Tries to improve own performance after feedback and can suggest basic ways others may improve. Can suggest how to warm up before gymnastics. Understands the basic need to warm up and the importance of making health lifestyle options. | Able to perform a number of movements with some control and timing within a sequence. Requires frequent support, showing limited fluency of movement and rhythm and able to link 1 or 2 movements together with limited precision. Limited attempt to improve own performance after seeing others and needs lots of help to recognise good technique .Can suggest how to warm up before dance and understands the importance of making health lifestyle options. | Can use basic techniques in a small sided game and can pass and shoot with little accuracy. Can demonstrate a few techniques usually applied with limited co-ordination and control to use against an opponent. Can verbally explain basic rules and concepts of the game. Can see the differences between their performances and correct technique. Understands the basic need to warm up and the importance of making health lifestyle options. | Can use some basic techniques in a small sided games and can replicate shots with limited accuracy and makes mistakes with some basic shots. Can demonstrate limited techniques usually applied with moderate co-ordination and control to hit the shuttle. Can verbally state basic tactics and rules Uses basic game strategy rarely. Can state in basic terms why activity is good for health. | Can work at low level for the duration of a FEW fitness activities. Can state basic key terms linked to components of fitness with support needed. Can state why taking part in exercise is good for you.. Can link a component of fitness to a single example of an athlete/ sport/ performer with support Demonstrate safe practice, including handling of equipment, safety of self and others | Can map read with limited degree of accuracy. Can identify some of the basic principles of techniques showing some teamwork skills with support and guidance. Can warm up safely with guidance. Can comment on some of the basic factors which make an effective performance. |

Philosophy, Religion, Ethics

Spring Term: Buddhism

KEY ADVICE AND GUIDANCE

| What to revise | Where to find resources/extra research | How you will be assessed |
|---|--|---|
| <p><u>Buddhism</u></p> <ul style="list-style-type: none">• Keywords used in lessons• Different ideas and examples (see the lessons on Google Classroom for what has been covered), in as much detail as possible• Strengths and weaknesses of each argument | <p><u>The best place to start your revision is with your exercise book. You might also find the following of use:</u></p> <ul style="list-style-type: none">• Your Google Classroom website (your lessons along with any resources will be uploaded here before assessments).• BBC Bitesize has resources on Buddhism, using this link: https://www.bbc.co.uk/bitesize/topics/znkxpv4 | <p>You will complete multiple choice questions, as well as explaining in detail some of the ideas within Buddhism, as well as an evaluative question on a Buddhist belief.</p> <p>Use the advice from the revision lesson you have with your PRE teacher – you can look at the PowerPoint again at home which has all the key guidance and examples, as well as the lessons we have covered.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none">-<i>Working towards expected standard</i>-<i>working at expected standard</i>-<i>greater depth.</i> |

Philosophy, Religion, Ethics Spring Term GAT (Buddhism Assessment)

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|------------------------|---|
| Topic: Buddhism | Learning Objective: to explain Buddhist thought on ideas such as suffering;; to compare beliefs and practices on their merits; to identify and evaluate strengths and weaknesses; to accurately explain philosophical and religious ideas; to precisely use keywords |
|------------------------|---|

Questions 1-2 Assessing student knowledge and understanding of key ideas and abstract concepts

Question 3 Assessing student understanding and ability to explain religious and philosophical beliefs/practices

Question 4 Assessing student understanding and ability to compare arguments and evaluate their merits to reach a justified conclusion

| | Key skills and assessment criteria | Suggested content/examples (other relevant content is credited) |
|--|---|---|
| Greater depth | <ul style="list-style-type: none"> -Makes a sound judgement on whether an argument is successful with justified reasoning -Evaluates the strengths and weaknesses of arguments -Makes comparisons between other arguments for the nature of truth and knowledge confidently and accurately -Confidently and accurately explains the argument in question and how it reaches its conclusion -Uses keywords where possible and accurately | <p>Developed reasoning leading to justified conclusions <i>What this idea suggests is that...</i></p> <p>Accurate and detailed explanations of arguments <i>The Buddha was trying to show that... They use the idea of... to show... The argument they make says... For example...</i></p> <p>Considered evaluation of strengths and weaknesses and comparisons <i>Argument X has a strong point because... However the criticism of Y challenges this because...</i></p> <p>Relevant interpretations and inferences <i>I think that X is convincing because...</i></p> |
| Working at expected standard | <ul style="list-style-type: none"> -Attempts a conclusive judgement on whether an argument is successful with some reasoning, although not always justified -Identifies some strengths and/or weaknesses, but doesn't critically evaluate these themselves -May reference another idea or argument, but does not fully integrate or compare. -May describe a general idea of the argument without making specific arguments, premises or conclusions -Attempts to use keywords with some precision | <p>Some justified reasoning leading to a conclusion <i>The idea is...</i></p> <p>Descriptions of strengths and weaknesses <i>This argument isn't the best because of X... which is...</i></p> <p>Attempted descriptions of arguments <i>Some people think that...</i></p> <p>Some use of interpretation <i>This is a good/bad argument because...</i></p> |
| Working towards expected standard | <ul style="list-style-type: none"> -May give their opinion on the essay question, but does not utilise sound judgement, evaluation or relevant arguments from lessons -May list some strengths or weakness but provides no further detail or reasoning -Describes some general ideas behind the argument without explaining the reasoning -Attempts to use keywords, although not always accurate | <p>May make simple descriptions of arguments <i>They said...</i></p> <p>Simple and unjustified conclusions and inferences <i>I think...</i></p> |

Science





| Science - Physics | | |
|--|---------------------------------------|--|
| Spring Term Electromagnets 2 Magnetism and Electro-magnets | Working at greater depth | I can explain how a compass works. I can explain how an electromagnet works. I can predict the effect of changes on the strength of different electromagnets. I can apply existing knowledge about electromagnets to design a circuit. I can compare and contrast electric bells, circuit breakers, and loudspeakers. I can suggest how two wires both carrying currents placed next to each other might behave. |
| | Working at the expected standard | I can describe how magnets interact. I can draw field lines around a magnet in detail. I can describe the Earth's magnetic field. I can describe how to change the strength of an electromagnet. I can predict and test the effect of changes made to an electromagnet. I can describe some uses of electromagnets. |
| | Working towards the expected standard | I can draw the magnetic field lines around a bar magnet. I can state that the Earth has a magnetic field. I can state the main features of an electromagnet. I can state one difference between permanent magnets and electromagnets. I can state where the magnetic field due to a wire or solenoid is strongest. I can state some uses of electromagnets. I can state the main parts of an electric bell, circuit breaker, or loudspeaker. |

| Science - Physics | | |
|---|---|--|
| Spring Term Energy 2 Work and Heating and cooling | Working at greater depth | <p>I can compare the work done in different scenarios and by different machines.</p> <p>I can explain how conservation of energy applies in one example.</p> <p>I can evaluate results (including random and systematic errors) and suggest how the experiment can be improved.</p> <p>I can give an example to show that energy and temperature are different.</p> <p>I can explain, in terms of particles, how energy is transferred.</p> <p>I can give examples of equilibrium.</p> <p>I can describe sources of error as systematic or random, and suggest ways to minimise these.</p> <p>I can explain in detail the processes involved during heat transfers.</p> <p>I can explain why certain materials are good thermal insulators.</p> <p>I can explain the pattern in conduction shown by experimental results.</p> <p>I can explain how thermal equilibrium can be established.</p> <p>I can compare the different ways that energy is transferred.</p> <p>I can explain in detail how to reduce risks.</p> |
| | Working at the expected standard | <p>I can calculate work done.</p> <p>I can apply the conservation of energy to simple machines.</p> <p>I can evaluate results from the practical.</p> <p>I can state the difference between energy and temperature.</p> <p>I can describe what happens when you heat up solids, liquids, and gases.</p> <p>I can explain what is meant by equilibrium.</p> <p>I can describe how to reduce error in experimental apparatus.</p> <p>I can describe how energy is transferred by particles in conduction and convection.</p> <p>I can describe how a thermal insulator can reduce energy transfer.</p> <p>I can describe the pattern in conduction shown by results, using numerical data to inform a conclusion.</p> <p>I can describe some sources of infrared radiation, and how energy is transferred.</p> <p>I can describe different ways to insulate in terms of conduction, convection and radiation.</p> <p>I can identify risks and explain why it is important to reduce them.</p> |





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| | Working towards the expected standard | <p>I can state how work is calculated.</p> <p>I can state that machines change the size of forces or distances.</p> <p>I can state one way the experiment can be improved.</p> <p>I can state how energy and temperature are measured.</p> <p>I can describe how energy is transferred through solids, liquids, and in air.</p> <p>I can state what is meant by the term equilibrium.</p> <p>I can identify a source of error.</p> <p>I can describe simply what happens in conduction and convection.</p> <p>I can state that thermal insulators reduce energy loss compared to thermal conductors.</p> <p>I can state the pattern in conduction shown in results.</p> <p>I can state some sources of infrared radiation.</p> <p>I can state some properties of infrared radiation.</p> <p>I can identify some risks in an experiment.</p> |
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Spanish

Spring 1

|  | Communication (Content / Key message / Spontaneity)  | | Quality (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures)  |
|---|--|---|--|
| <p>Food & Drink</p> <p>To be able describe what I eat and drink at different mealtimes. To be able to order food in a restaurant. To be able to plan a menu for a party in the future.</p> <p>Assessed pieces: Listening & reading assessed in end of module test</p>  | <p>(G) WORKING AT GREATER DEPTH</p> | <p>I can respond to a range of questions about what I eat and drink. I can write a longer sentence to say what I eat and drink for breakfast, lunch and dinner including an opinion. I can take part in a longer conversation to order food and drink in a restaurant. I can write a longer sentence describing what I am going to make for a party and why using the near future tense. I can write a sentence to say what someone else is going to make for a party/bring to a party.</p> | <p>I can use my sentence builder to help me write longer sentences describing food and drink including a variety of opinions. I can answer a wide range of questions about food and drink including questions. I can write a longer sentence about food and drink using 1st person singular verbs (I) and first person plural verbs (We) and what someone else eats and drinks using 3rd person singular (he/se) verbs or 3rd person plural (they) including at least 2 opinions. I can use ‘usted’ in a conversation to order food in a restaurant. I can write a longer sentence to say what I am going to take to a party and what someone else is going to take to a party and why using the near future tense. I can recognise a range of vocabulary relating to food and drink and ordering in a restaurant in a detailed listening or reading text</p> |
| | <p>(A) WORKING AT THE EXPECTED STANDARD</p> | <p>I can respond to a range of questions about what I eat and drink. I can write a longer sentence to say what I eat and drink for breakfast, lunch and dinner including an opinion. I can take part in a longer conversation to order food and drink in a restaurant. I can write a longer sentence describing what I am going to make for a party and why using the near future tense.</p> | <p>I can use my sentence builder to help me write longer sentences describing food and drink. I can answer a range of questions about food and drink. I can write a longer sentence about what I eat and drink using 1st person singular verbs (I) and what someone else eats and drinks using 3rd person singular (he/se) verbs and at least 1 opinion. I can use ‘usted’ in a conversation to order food in a restaurant. I can write a longer sentence to say what I am going to take to a party and why using the near future tense. I can recognise a range of vocabulary relating to food and drink and ordering in a restaurant in a longer listening or reading text</p> |
| | <p>(T) WORKING TOWARDS THE EXPECTED STANDARD</p> | <p>I can respond to some questions about what I eat and drink. I can write a simple sentence to say what I eat and drink for breakfast, lunch and dinner. I can take part in a short conversation to order food and drink in a restaurant. I can write a short sentence describing what I am going to make for a party using the near future tense.</p> | <p>I can use my sentence builder to help me write short sentences describing food and drink. I can answer simple questions about food and drink. I can write a simple sentence about what I eat and drink using 1st person singular verbs (I) I can use ‘usted’ in a conversation to order food in a restaurant. I can write a simple sentence to say what I am going to take to a party in using the near future tense. I can recognise simple vocabulary relating to food and drink and ordering in a restaurant in a short listening or reading text.</p> |

Spring 2

|  | Communication (Content / Key message / Spontaneity)  | | Quality (Range / Accuracy / Pronunciation / Intonation / Grammatical know and structures)  |
|--|--|---|---|
| <p>Going out with friends</p> <p>To be able to make arrangements to go out and describe how I get ready and what I wear when I go out.</p> <p>Assessed pieces: Speaking in class – short conversation making arrangements to go out.</p>  | <p>(G) WORKING AT GREATER DEPTH</p> | <p>I can take part in a longer conversation making arrangements to go out including making excuses and suggesting alternatives.</p> <p>I can write longer sentence to say how I get ready to go out and how others get ready to go out.</p> <p>I can write longer sentences describing what I wear to go out and what others wear to go out including additional information such as colours.</p> | <p>I can use my sentence builder to help me write longer sentences describing how I and others get ready to go out</p> <p>I can ask and answer a range of questions to make arrangements to go out including making excuses and suggesting alternatives.</p> <p>I can write longer sentence using reflexive verbs to say how I and/or others get ready to go out.</p> <p>I can write longer sentences to say what I and/or others wear to go out including additional information such as colour and materials for clothing.</p> <p>I can recognise vocabulary relating to free time activities and opinions and arrangements to go out in detailed listening or reading texts.</p> |
| | <p>(A) WORKING AT THE EXPECTED STANDARD</p> | <p>I can respond to a range of questions making arrangements to go out.</p> <p>I can write a longer sentence to say how I get ready to go out.</p> <p>I can write a longer sentence describing what I wear to go out including additional information such as colours.</p> | <p>I can use my sentence builder to help me write longer sentences describing how I and others get ready to go out</p> <p>I can ask and answer a range of questions to make arrangements to go out.</p> <p>I can write a longer sentence using reflexive verbs to say how I get ready to go out.</p> <p>I can write a longer sentence to say what I wear to go out including additional information such as colour and materials for clothing.</p> <p>I can recognise vocabulary relating to free time activities and arrangements to go out in a longer listening or reading text</p> |
| | <p>(T) WORKING TOWARDS THE EXPECTED STANDARD</p> | <p>I can respond to some questions making arrangements to go out.</p> <p>I can write a simple sentence to say how I get ready to go out.</p> <p>I can write a short sentence describing what I wear to go out.</p> | <p>I can use my sentence builder to help me write short sentences describing how I get ready to go out.</p> <p>I can answer simple questions to make arrangements to go out.</p> <p>I can write a simple sentence using reflexive verbs to say how I get ready to go out.</p> <p>I can write a simple sentence to say what I wear to go out including at least 1 colour.</p> <p>I can recognise simple vocabulary relating to free time activities and arrangements to go out in a short listening or reading text.</p> |