# Art & Design

| | **Big Picture**<br>Knowledge and inspiration | **Big Picture**<br>Experiment and refine | **Big Picture**<br>Skill | **Big Picture**<br>Creative outcomes |
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| **BFS (Beyond FS)** | **An independent highly developed ability of Foundation Stage 5** | | | |
| **FS5** | **Research**- I independently research artists and themes and find my own relevant inspiration.<br><br>**Inspiration-** Artist links are always clear, relevant, and explained within my work. I am able to independently take this inspiration and make it my own.<br><br>**Knowledge-** I understand how and why art movements have evolved and can express my informed opinion of art using correct terminology. | **Experiment-** I independently experiment with a range of media and combine media in successful outcomes.<br><br>**Refine-** I always improve my ideas/ techniques and skills and have a range of options. Manipulation of media shows improvement as wok progresses. | **Drawing-** I show high ability in observation, ideas and insights. My drawings show a high level of accurate detail, and the style is relevant to my way of working.<br>**Media manipulation-** I show a highly developed skillful manipulation of a range of media showing high levels of detail. Outcomes are relevant to intentions and alterations are made independently as needed. My presentation is of a high standard and all sketchbook pages are planned and well executed. | **Outcomes-** My final outcomes show a high level of skill are well refined and my development is clear throughout. I create a creative personal response realising my plans. |

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| **FS4** | **Research**- I research artists and themes suggested by my teacher and find my own inspiration.<br>**Inspiration-** Artist links are always clear, relevant and explained within my work.<br>**Knowledge-** I understand how art movements have evolved and can use some correct terminology. | **Experiment-** I experiment with media and make successful decisions.<br><br>**Refine-** I improve my ideas/ techniques and skills on my own using the success criteria as guidance. Manipulation of media is improving as work progresses. | **Drawing-** I am able to record observations, ideas and insights. My drawings show a good level of detail and are observed accurately.<br>**Media manipulation-** I show a skillful manipulation of a range of media showing good levels of detail. Outcomes are relevant to intentions and alterations are made as needed. | **Outcomes-** My outcomes show an improved level of skill but are largely led by my teacher. My creativity is developing as I study more artist. |
| **FS3** | **Research**- I am starting to make decisions about what inspiration I take from artists that have been suggested by my teacher.<br>**Inspiration-** Artist links are clear and relevant.<br>**Knowledge-** I am developing an understanding of how art movements have evolved. | **Experiment-** I experiment with media making successful decisions with help from my teacher.<br><br>**Refine-** I sometimes improve my ideas/ techniques and skills on my own using the success criteria as guidance. | **Drawing-** I am able to record observations, ideas and insights. My pencil control is developing and some details/ proportions are recorded accurately.<br>**Media manipulation-** I experiment with a range of media and am beginning to manipulate materials as desired. | **Outcomes-** My outcomes show a developed level of skill but are led by my teacher. |
| **FS2** | **Research**- I can find relevant information and images of artists work suggested by my teacher.<br>**Inspiration-** I am starting to take inspiration from artists.<br>**Knowledge-** I am beginning to understand how art movements have changed over time. | **Experiment-** I experiment with a range of media selected by my teacher.<br><br>**Refine-** I improve my ideas/ techniques and skills when prompted by my teacher. | **Drawing-** I show some ability to record observations, ideas and insights. My pencil control needs further improvement as some details/ proportions aren't recorded accurately.<br>**Media manipulation-** I experiment with a range of media selected by my teacher. I am attempting to manipulate media as desired. | **Outcomes-** My outcomes show an improvement of skill but are led by my teacher. |
| **FS1** | **Research**- I can find information and images of artists work suggested by my teacher. | **Experiment-** I explore a range of media as instructed by my teacher. | **Drawing-** I show limited ability to record observations, ideas and insights. My basic shapes are | **Outcomes-** My skills are still improving and the response is led by my teacher. |

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| | **Inspiration-** I appreciate artists work but it does not influence my own yet.<br>**Knowledge-** I know that art movements have changed over time but I am not sure how or why. | **Refine-** I sometimes improve my ideas/ techniques and skills when prompted by my teacher. | recognisable but proportions and details are often inaccurate.<br>**Media manipulation-** I explore a range of media as instructed by my teacher. Limited ability to manipulate media as desired. | |

# Beliefs & Values

| Grade | Application and expression ideas related to religions and worldviews | Knowing about and understanding religions and worldviews | Spelling Punctuation and Grammar |
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| **BFS** | • Assemble cross-unit and cross-curricular links and references.<br>• Application of wider concepts from prior learning in a new context.<br>• Form logical chains of reasoning leading to a justified conclusion.<br>• Analyse arguments cogently, justifying perspectives | • Synthesise substantive concepts from previous Beliefs and Values units and other subject disciplines.<br>• Refer to and unpick the context and meaning of scripture | • No spelling or punctuation mistakes<br>• Rules of grammar used with effective control of meaning<br>• A wide range of specialist terms are used from different perspectives/viewpoints. |
| **FS5** | • Appraise the strengths, weaknesses, value and impact of a belief or practice.<br>• Express a well-supported viewpoint within differing opinions | • Offer diverse and differing beliefs/understandings/ practices.<br>• Quote a variety of sources of wisdom (including scripture) with accuracy and flair (for different perspectives)<br>• Interprets sources of wisdom, showing understanding of divergence within religious belief | • Responds to all parts of the question with accurate detail showing a good understanding and use of specialist terms |
| **FS4** | • Evaluate and interpret diverse beliefs, practices and sources of wisdom (including scripture) | • Explain, in detail, different understandings of beliefs & practices<br>• Explain opinion with acknowledgement of why someone might disagree.<br>• Use of accurate sources of wisdom (including scripture). | • A few spelling and grammatical errors<br>• Use a good range of specialist terms correctly |

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| **FS3** | • Articulate the impact of a belief on its followers/community.<br>• Explain varying beliefs and impacts.<br>• Give personal reflections and opinions. | • Demonstrate varying understandings of beliefs/practices of more than one point of view.<br>• Use a range of reasons for personal opinion.<br>• Know sources of wisdom, including using quotes, and use with considerable accuracy. | • Uses key terms<br>• Writes in full paragraphs with correct punctuation |
| **FS2** | • Describe beliefs, ideas or practices with reasons.<br>• Connect beliefs with practices.<br>• Justify by giving reasons and explanations. | • Uses concepts, beliefs and practices and acknowledge their impacts on believers/communities.<br>• Show awareness of sources of wisdom (including scripture). | • Spelling and punctuation are mainly correct<br>• Rules of grammar are used and any can put forward ideas coherently<br>• Only use a limited range of specialist terms as appropriate |
| **FS1** | • Outline and refer to beliefs/practices or ideas<br>• Offer brief opinions on beliefs or practices | • Retell concepts, beliefs or practices.<br>• Recognise and refer to meaning (including sources of wisdom/scripture). | • Uses full sentences |
| **PFS (pre)** | • Identify, match or retrieve information about beliefs or practices | • Notice key beliefs, practices, terms and people | • Writes in list form |

# Computing

| | Algorithms | Communication | Data | Information Technology | Programming | The Computer |
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| **BFS** | • Design a solution to a problem that depends on solutions to smaller instances of the same problem (recursion).<br>• Be able to understand that some problems cannot be solved computationally.<br>• Be able to select, justify and apply appropriate techniques and principles to develop data structures and algorithms for the solution of problems. | • Explain how to setup a LAN and a WAN including hardware, protocols and MAC addresses. | • Convert between binary, denary and hexadecimal numbers. Subtract binary numbers.<br>• Explain the different types of compression (and why we need them).<br>• Explain (and make) a simple relational database | • Understand the ethical issues surrounding the application of information technology, and the existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Act, Copyright etc.<br>• Comment critically on the consequences of current uses of computing, including economic, social, legal and ethical issues explains emerging technologies and their implications for future use of ICT | • Design a program - with pseudocode optimised (least no of lines).<br>• Write a complex program.<br>• Always write procedures. Code is always commented and optimised.<br>• Use a range of loops including while, for and loop counters<br>• Use 2D data structures.<br>• Explain 2D data structures.<br>• Create a detailed test plan and code is bullet proof | • Know what a low level programming language is and can give some examples.<br>• Explain Moore's Law.<br>• Explain how processors multitask. |

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| **FS5** | • Recognise that the design of an algorithm is distinct from its expression in a programming language.<br>• Evaluate the effectiveness of algorithms and models for similar problems.<br>• Recognise where information can be filtered out in generalizing problem solutions.<br>• Use logical reasoning to explain how an algorithm works.<br>• Represents algorithms using structured language | • Explain how web servers process and store data.<br>• Explain how the data protection act relates to online users. | • Explain why some images become pixelated.<br>• Explain why higher resolution means better data quality.<br>• Create different logic gate and truth tables.<br>• Explain the different ways data is stored in programs and explain how to convert data types. | • Create creative projects that collect, analyse, and evaluate data to meet the needs of a known user group (target audience).<br>• Effectively design and create digital artefacts for a wider or remote audience.<br>• Consider the properties of media when importing them into digital artefacts (file types)<br>• Document user feedback, the improvements identified and the refinements made to the solution.<br>• Explain and justify how the use of | • Pass parameters to different functions.<br>• Use variables in different procedures and explain how variables work in/out functions.<br>• Appreciates the effect of the scope of a variable.<br>• Use a wide range of loop structures for the correct purpose.<br>• Explain when to use different loop structures.<br>• Find errors in complex programs and then correct them. | • Explain what virtual memory is.<br>• Explain what a disk defragmenter does |

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| | | | | technology impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues | | |
| **FS4** | • Use a loop inside a loop.<br>• Describe how to improve their algorithm so that is uses fewer lines .<br>• Suggest another problem using the same algorithm design. | • Explain what these devices do; hubs, routers and switches<br>• Explain what these protocols are used for; SMTP, POP, FTP, HTTP/S,TCP/ IP<br>• Know how to use technologies and online services securely.<br>• Explain how packet switching works | • Explain how numbers, images, sounds and character sets are represented on a computer.<br>• Add binary numbers. Explain how resolution effects file sizes.<br>• Explain how colour depth effects file sizes.<br>• Explain what a data structure is and compare it to a variable.<br>• Explain more than two methods of security and give | • Justify the choice of and independently combine and use multiple digital devices, internet services and application software to achieve given goals.<br>• Evaluate the trustworthiness of digital content and considers the usability of visual design features when designing and creating products for a known audience.<br>• Identify and explains how the | • Use IF statements inside other IF statements.<br>• Write their own procedure/function. Pass a parameter to a function. Choose the right procedure and function for the right job.<br>• Use NOT operands (e.g. not equal to)<br>• Make a 1d array.<br>• Make a 2D array. Bug fix syntax and logic errors. Write a routine to save data to a file. | • Explain what the Von Neumann architecture is.<br>• Explain how main memory works.<br>• Explain what an embedded system is and why we need one.<br>• Explain how the CPU uses registers and how memory is located. |

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| | | | advice on how to keep data safe. | use of technology can impact on society.<br>• Design criteria for users to evaluate the quality of solutions. Use the feedback from users to identify improvements. Make appropriate refinements to the solution. | | |
| **FS3** | • Use an iteration and explain what this means.<br>• Write different algorithms for a simple problem. Algorithms are well organised and presented neatly.<br>• Make a search/sort algorithm | • Explain how search engines rank search results.<br>• Make a simple website using HTML. Explain (and use) CSS.<br>• Explain how the internet works. Explain how a network works (LAN). Explain what cloud | • Know what binary is and why computers use it.<br>• Know how images are represented on a computer. Explain what compression is. Give examples of data types; real, integer, Boolean. | • Know what binary is and why computers use it.<br>• Know how images are represented on a computer. Explain what compression is. Give examples of data types; real, integer, Boolean. | • Explain how algorithms match code.<br>• Use a text-based programming language.<br>• Use more than one operand (/ * - +) in a programming language.<br>• Use a Boolean (true/false).<br>• Select and use different data types. | • Explain what the main parts of the computer do. Explain how the CPU works with memory.<br>• Explain the fetch-execute cycle. List more than three operating systems.<br>• Explain what open source means. |

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| | | computing means.<br>• Explain the difference between LAN and WAN | • Use a range of queries to find answers to problems. Use a simple query language to query a data structure.<br>• Explain what DDOS and other attacks are. | • Use a range of queries to find answers to problems. Use a simple query language to query a data structure.<br>• Explain what DDOS and other attacks are. | • Explain why translators are needed.<br>• Explain some facilities of programming languages | • Explain how to maintain an operating system using some utilities. |
| **FS2** | • Be able to explain why algorithms are necessary.<br>• Be able to explain how algorithms relate to computers. Show a different way of writing an algorithm for the same problem. | • Explain what 'web crawler programs' are. Explain lots of golden rules for being a responsible online user.<br>• Give at least two ways to report concerns when online | • Create a complex search using more than one field.<br>• Use Boolean and other operators in my searches (not, and, or,>) | • Decide how to change work to meet different audiences.<br>• Evaluate own work.<br>• Explain how IT can be used for collaboration when computers are networked.<br>• Use criteria to evaluate the quality of solution.<br>• Identify improvements making some refinements to the solution, and future solutions | • Explain when to use and IF ELSE instead of just an IF.<br>• Use a FOR loop.<br>• Write a procedure.<br>• Explain why you use a procedure | • Explain what computers are used for and the benefits to society.<br>• Explain three functions of an operating system.<br>• Explain the hardware needed to setup wired and wireless networks. |

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| **FS1** | • Use selections (IF and ELSE)<br>• Use inputs or outputs | • Tell the difference between the internet and the World Wide Web.<br>• List different ways to communicate online.<br>• Give a list of acceptable and unacceptable behaviour when using technologies and online services. | • Give examples of changing data into information<br>• Use a database to search for information<br>• Use filters<br>• Explain some ways of keeping data safe | • Collect, organise and present data and information that is suitable for the purpose.<br>• Make appropriate improvements to solutions based on feedback received<br>• Comment on the success of the solution they've made | • Collect, organise and present data and information that is suitable for the purpose.<br>• Make appropriate improvements to solutions based on feedback received<br>• Comment on the success of the solution they've made | • Explain examples of input devices.<br>• Give you examples of sensors.<br>• Explain what sensors are used for (data).<br>• Explain how software can be used to collect data.<br>• Explain the difference between software and hardware and give examples.<br>• Explain what the main parts of a computer are |
| **Pre-FS** | • Fix problems with an algorithm<br>• Make a loop in an algorithm | • Use a search engine to find suitable information quickly<br>• Give rules for keeping safe online<br>• Give examples of what would be | • Explain what data is Give examples of different types of data<br>• Explain how data links to information<br>• Tell you the difference | • Make a simple program using LOGO.<br>• Fix problems in a program.<br>• Explain why instructions need to be accurate for computers. | • Make a simple program using LOGO.<br>• Fix problems in a program.<br>• Explain why instructions need to be accurate for computers. | • Explain why computers aren't intelligent.<br>• Explain some basic things you need to start using a computer. |

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| | | inappropriate when online<br>• Explain how to report inappropriate things that might happen online | between text and numbers<br>• Use a database to store data | • Use an IF statement in a program.<br>• Look at some simple code and explain what it does.<br>• Spot some mistakes in code.<br>• Solve a simple logic problem. | • Use an IF statement in a program.<br>• Look at some simple code and explain what it does.<br>• Spot some mistakes in code.<br>• Solve a simple logic problem. | • Know that somebody has to write programs.<br>• Explain what coding is.<br>• List different types of digital devices.<br>• Give an example of hardware and software.<br>• Tell you what a program/app is. |

# Design Technology

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| **BFS** | To achieve **beyond foundation stage**, students' work will show that they have securely met all the statements within the grade FS5 descriptor, with **exceptional** performance in most or all aspects. This could include more detail, greater accuracy, independent work, excellent drawing communication and presentation, extension questions, challenge activities, coaching others, super curriculum work, LORICA points for all areas and any other evidence that you the teacher believes justifies this judgement. |
| **FS5** | **Advanced Mastery**<br><br>At this level, the student showcases an excellent level of expertise in Design and Technology, reflecting mastery in knowledge and skills. Their attitude is one of firm commitment to excellence, safety, and responsibility. They consistently complete tasks to an exceptionally high standard, setting a benchmark for their peers. Their organisational skills are exemplary, and they exhibit critical thinking across all aspects of design and technology. Actively seeking out and completing extension activities is a norm. Their willingness to read, discuss and apply key terms with enthusiasm and precision is a hallmark of their literacy skills. They demonstrate mastery in all areas, setting the highest standard in designing, making, and communicating. |
| **FS4** | **Proficient Achiever**<br><br>The student shines and is enhancing in their understanding of design and technology principles, demonstrating solid knowledge and skills. Their attitude is characterised by a strong work ethic, safety consciousness, and a commitment to responsibility. They consistently complete tasks to a high standard, actively participating in safety practices and displaying excellent organisational skills including completing homework. Critical thinking is evident in their work and application of knowledge. They often exceed expectations by actively engaging in extension activities. Their willingness to read and apply key terms effectively is a notable strength, with substantial improvements in spelling and grammar. |
| **FS3** | **Competent Performer**<br><br>At this stage, the student has achieved a good grasp of design and technology concepts, reflecting a substantial increase in |

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| | knowledge and skills. Their attitude is characterised by a strong work ethic, safety consciousness, and a growing sense of responsibility. They consistently complete tasks satisfactorily and exhibit improving organisational skills. Application of knowledge in designing, making, and communicating is becoming more proficient. Engagement in extension activities is becoming more consistent. Literacy skills are improving, with enhanced reading comprehension of key terms, spelling, and grammar. |
| **FS2** | **Emerging Proficiency**<br><br>The student's knowledge of design principles and techniques, and skills is progressing, showcasing a growing level of task completion. Their attitude is shifting towards more consistent engagement and responsibility. While they are starting to apply their knowledge effectively in designing, making, and communicating, there is still room for growth. Work habits are improving, with more consistent task completion and heightened safety consciousness. They are demonstrating a willingness to read and a gradual enhancement in spelling and grammar. |
| **FS1** | **Entry Level**<br><br>At this stage, the student possesses a foundational but rudimentary understanding of design and technology concepts. Their knowledge is at a basic level, with a limited grasp of key principles. Their attitude towards tasks is marked by a willingness to engage but lacks consistency, leading to some sporadic task completion. Safety awareness is emerging, and they are in the initial stages of developing responsible work habits. Organisational skills are in the early stages of development, and they show a growing willingness to read and understand key terms, although spelling and grammar may need improvement.<br><br>Student is working at the lower end of entry level 1. Evidence will show that they have demonstrated some engagement with some content above. Achieved some credit across elements of the six grade descriptors in the unit of work and achieved credit in some learning outcomes for the project. Work including design tasks and practical tasks will often be largely unfinished or heavily assisted. Spelling and grammar and written work may need improvement. |

# Design & Technology: Food

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| **BFS** | Can demonstrate excellent understanding of the Eatwell Guide including macro and micro nutrients considering the effect of excess and deficiencies.<br><br>Can demonstrate and recall excellent understanding of food hygiene and safety including key bacterial growth temperatures.<br><br>Can demonstrate excellent understanding of food provenance, international cuisine and can adapt diets for several different specific needs.<br><br>An excellent awareness of ethical issues surrounding food and recognises several practical steps that can be taken to reduce the impact on the environment.<br><br>Can demonstrate detailed planning skills which include the whole process of making a dish. The plan shows knowledge of health and safety, quality control and contingencies.<br><br>Can independently and confidently prepare and cook a range of dishes.<br><br>Can use equipment safely and with dexterity.<br><br>Dishes produced show an excellent standard of presentation and quality control. |
| **FS5** | Can demonstrate a very good understanding of the Eatwell Guide including macro and micro nutrients considering the effect of excess and deficiencies.<br><br>Can demonstrate and recall a very good understanding of food hygiene and safety.<br><br>Can demonstrate a very good understanding of food provenance, international cuisine and can adapt diets for specific needs.<br><br>A very good awareness of ethical issues surrounding food and recognises a number of practical steps that can be taken to reduce the impact on the environment.<br><br>Can demonstrate very good planning skills which include the whole process of making a dish. The plan shows knowledge of health and safety and quality control. |

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| | Can independently prepare and cook a range of dishes.<br><br>Can use equipment safely and with confidence.<br><br>Dishes produced show a very good standard of presentation and quality control. |
| **FS4** | Can demonstrate a good understanding of the Eatwell Guide including macro and micro nutrients.<br><br>Can demonstrate and recall a good understanding of food hygiene and safety.<br><br>Can demonstrate good understanding of food provenance, international cuisine and can adapt diets for some specific needs.<br><br>A good awareness of ethical issues surrounding food and recognises practical steps that can be taken to reduce the impact on the environment.<br><br>Can demonstrate a good level of planning skills which include the whole process of making a dish. The plan shows knowledge of health and safety and quality control<br><br>Can independently prepare and cook a range of dishes.<br><br>Can use equipment safely and with some confidence.<br><br>Dishes produced show a good standard of presentation and quality control. |
| **FS3** | Can demonstrate an understanding of the Eatwell Guide including some key nutrients.<br><br>Can demonstrate and recall an understanding of food hygiene and safety, support may be required during a practical.<br><br>Can demonstrate an understanding of food provenance, international cuisine and with some support can adapt diets for specific needs.<br><br>Has awareness of ethical issues surrounding food and recognises some practical steps that can be taken to reduce the impact on the environment.<br><br>Can demonstrate planning skills occasionally with support.<br><br>The plan shows some knowledge of health and safety and quality control. |

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| | Can prepare and cook a range of dishes occasionally with support.<br><br>Can use equipment safely.<br><br>Dishes produced show some consideration of presentation and quality control. |
| **FS2** | Can demonstrate some understanding of the Eatwell Guide including some key nutrients.<br><br>Can demonstrate and recall some understanding of food hygiene and safety, support will be required during a practical.<br><br>Can demonstrate some understanding of food provenance, international cuisine and with support can adapt diets for specific needs.<br><br>Has awareness of some ethical issues surrounding food and recognises basic practical steps that can be taken to reduce the impact on the environment.<br><br>Can demonstrate some planning skills with support.<br><br>The plan shows some knowledge of health and safety.<br><br>Can prepare and cook a range of dishes with support.<br><br>Can use equipment safely.<br><br>Dishes produced show basic consideration of presentation and quality control. |

# Drama

| | Creating and Responding | Performing |
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| BFS | I not only **continuously give creative ideas** but I am also trying to **justify** them, understanding how to use conventions for a purpose and try different approaches, showing **creative originality** | I can use my **vocal, physical & movement skills**, & have the ability to use a **range** of vocal features **confidently & with ease**, demonstrating versatility as a performer |
| | I am **confident in directing** my peers and **leading** a group to create original work, trying new ideas and conventions. **Because of my input, my peers have also made progress** | When performing as a character, I do so with **energy** and **commitment**. I have considered many attributes of my role to create a **developed** and **rounded** character |
| | I **continuously participate** in class/group discussions and often use **drama terminology** within my responses. I am also starting to be able to **analyse and evaluate** my own work/work of my peers | I can communicate **very effectively** to the audience and with other performers through use of clarity and eye contact. My **focus** when performing is **sustained** and creates an **effective impact** on the audience |
| FS5 | I not only **give creative ideas** but I am also trying to **justify** them, understanding how to use theatrical conventions or techniques for a specific purpose | I can use my vocal and movement skills, demonstrating the ability to use a **range** of features **confidently** and **with ease** |
| | I am **confident** in **directing my peers** and **leading a group** to create **original** work, trying new ideas and conventions or techniques | When performing as a character, I do so with **energy and commitment**. I demonstrate a **clear understanding** of the role I am playing through my vocal and physical choices |
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| | continuously participate in class/group discussions and often use **drama terminology** within my responses | I can communicate **effectively** with the audience and with other performers through use of clarity and eye contact. I have **presence** on stage. |
| **FS4** | I am **confident** in offering creative ideas to show my knowledge of drama and do so **continuously** | I can use my vocal and movement skills, demonstrating the ability to use a **range** of features to make my character **interesting** |
| | I **fully engage** in the creative process and work well with others, **often** showcasing leadership skills | When performing as a character, I do so with **energy and commitment**. There is **often** a **clear understanding** of the role I am playing |
| | I **continuously** participate in class/group discussions, showing my knowledge and understanding of drama | I can communicate **clearly** to the audience and with other performers through use of **clarity** and **eye contact demonstrating audience awareness** |
| **FS3** | I can give **creative ideas** and show my knowledge of drama skills and techniques | I can use my **vocal and movement skills**, demonstrating the **ability** to use appropriate tone, pitch, clarity, projection and pace / gesture, facial expression, gait and posture |
| | I **engage** in the **creative process** and work well with others, **sometimes** showcasing leadership skills | When performing as a character, I am **developing my understanding** of the role I am playing |
| | I **often** participate in class/group discussions, showing my knowledge and understanding of drama | I am **starting to** communicate clearly to the audience and with other performers through use of clarity and eye contact. |
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| | I am able to give some **basic ideas** that show my knowledge of drama skills and techniques | I can use **vocal and movement** skills on a **basic** level e.g. **some** projection, clarity and tone / **some** use of facial expression and gesture. |
| | I **engage in the creative process** and I am building my **confidence** to be able to take on leadership roles when working in groups | When performing as a character, I demonstrate **some understanding** of the role I am playing through my vocal and physical choices |
| | I **participate in** class/group discussions, answering questions about performance work with direction from the teacher | I can communicate basic characters to the audience and with other performers through use of clarity and eye contact & demonstrate audience awareness |
| **FS1** | I **can sometimes** give ideas that show my knowledge of drama skills & techniques | I **am working towards** using my voice & facial expression **confidently** when performing |
| | I **sometimes** collaborate well with others during the creative process | When performing as a character, I try to **change my voice** & **movement** to suit the role |
| | I am **developing my confidence** when participating in class/group discussions | I **try to** communicate clearly to the audience and with other performers through use of clarity and eye contact & demonstrate audience awareness |

# Geography

| | Knowledge and understanding | Interactions and relationships | Drawing conclusions | Geographical skills |
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| **BFS** | Demonstrate **relevant and broad knowledge**, **understanding** and **application** of geographical information and issues. | Demonstrate **strong understanding** of some **complex interactions and interrelationships** between people and the environment and between geographical phenomena. | Construct **convincing arguments** with occasional **complexities** to reach reasoned **judgements with some substantiation**. | Use a **range of geographical skills and techniques** effectively with some **evaluation**. |
| **FS5** | Demonstrate **mostly accurate and appropriate knowledge**, **understanding and application** of geographical information and issues. | Demonstrate **clear understanding of interactions and interrelationships** between people and the environment and between geographical phenomena. | Construct **coherent arguments** to draw conclusions **supported by evidence**. | Use a **range of geographical skills and techniques accurately**, showing understanding of their purpose. |
| **FS4** | Demonstrate **some accurate and appropriate knowledge, understanding and application** of geographical information and issues. | Demonstrate **some understanding of interactions and interrelationships** between people and the environment and between geographical phenomena. | Construct **some coherent arguments** to draw conclusions **supported by evidence**. | Use a **basic range of geographical skills and techniques with some accuracy**, showing **some understanding** of their purpose. |

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| **FS3** | Demonstrate **geographical knowledge and understanding with more gaps and inaccuracies; language is generally basic**, but some geographical terms are used. | Offer **some understanding of interactions and relationships** between people and the environmental, and this will vary in depth. | Construct **simple conclusions**, with some **brief evidential support**. | Use a **basic range of geographical skills and techniques with some accuracy and limited understanding** of their purpose. |
| **FS2** | Demonstrate **basic knowledge, understanding and application** of geographical information and issues. | Demonstrate **basic understanding of aspects of interactions and interrelationship**s between people and the environment and between geographical phenomena. | Make **straightforward comments** with **some reference to evidence**. | Use **some basic geographical skills and techniques with limited accuracy**. |
| **FS1** | Demonstrate **limited knowledge, understanding and application** of geographical information and issues. | Demonstrate **limited understanding of aspects of interactions and interrelationships** between people and the environment and between geographical phenomena. | Give **basic comments** with **little or no reference to evidence**. | **Attempts to use some basic geographical skills and techniques with limited accuracy**. |

# History

| | Causation | Change and continuity | Historical evidence | Historical interpretations |
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| **BFS** | **Signpost 4: Unintended consequences**<br><br>HISTORICAL ACTORS cannot always predict the effects of their own actions leading to UNINTENDED CONSEQUENCES. These unintended consequences can also lead to changes | **Signpost 4: Complexity of change**<br><br>Change and continuity are not a single process. There are many FLOWS of change and continuity operating at the same time. Not all FLOWS go in the same direction | **Signpost 5: Sources in context**<br><br>Historical evidence must be understood on its own terms. This means thinking about the CONTEXT in which the source was created and the conditions and views that existed at the time. | **Signpost 4: Interpretations in context**<br><br>Historical interpretations must be understood on their own terms. This means thinking about the CONTEXT in which they were created, the conditions and views that existed at the time, and what impact these factors might have on the final interpretation. |
| **FS5** | **Signpost 3: Personal and contextual factors**<br>Historical changes happen because of two main factors: the actions of HISTORICAL ACTORS and the CONDITIONS (social, economic etc.) which have influenced those actors. | **Signpost 3: Flows of continuity and change**<br>Change is a process which varies over time. Change can be described as a FLOW in terms of its PACE and EXTENT and can be described in terms of TRENDS and TURNING POINTS. | **Signpost 4: Evaluating sources**<br>Working with evidence begins before the source is read by thinking about how the AUTHOR, intended AUDIENCE and PURPOSE of an historical source might affect its WEIGHT as evidence in relation to a particular question. | **Signpost 3: Evaluating interpretations**<br>The APPROACH of an author must always be considered. This means considering their VIEWPOINT, PURPOSE, AUDIENCE and the EVIDENCE chosen to build their interpretation and what impact this might have on the final interpretation. |
| **FS4** | | | **Signpost 3: Source utility**<br>Historical evidence has multiple uses. The UTILITY of a piece of historical evidence varies according | |

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| | | | to the specific enquiry or the questions being asked. | |
| **FS3**<br>**FS2** | **Signpost 2: Influence of factors**<br>Different causes have different LEVELS OF INFLUENCE. Some causes are more important than other causes. | **Signpost 2: Interweaving continuity and change**<br>Change and continuity are INTERWOVEN and both can be present together in history. CHRONOLOGIES can be used to show change and continuity working together over time. | **Signpost 2: Cross-referencing sources**<br>Historical evidence must be CROSS-REFERENCED so that claims are not made based on single pieces of evidence. CROSS-REFERENCING means checking against other primary or secondary sources. | **Signpost 2: Drawing inferences from interpretations**<br>It is possible to draw INFERENCES from interpretations of the past, just as with historical sources. INFERENCES will reveal the MESSAGE of a particular interpretation. |
| **FS1** | **Signpost 1: Causal webs**<br>Change happens because of MULTIPLE CAUSES and leads to many different results or consequences. These create a WEB of related causes and consequences. | **Signpost 1: Identifying change**<br>Past societies are not fixed: there are changes which have occurred spanning centuries. Changes in the past can be identified by looking at DEVELOPMENTS between two periods. | **Signpost 1: Inferences from sources**<br>When we write history we need to create interpretations of the past based on evidence. INFERENCES are drawn from a variety of primary sources to create interpretations of the past. | **Signpost 1: Identifying interpretations**<br>Historical interpretations are everywhere. Every piece of historical writing is an interpretation of some sort. The past is not fixed but CONSTRUCTED through the process of interpretation. |

# Music

**Assessment Objective One: Performing**

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| **BFS** | Perform music with technical challenges, mostly demonstrating fluency and sensitivity |
| **FS5** | Perform music with some technical challenges broadly fluently with some sensitivity |
| **FS4** | Perform music with limited technical challenges, showing some fluency and sensitivity |
| **FS3** | Perform music with limited technical challenges Fluency may be inconsistent |
| **FS2** | Perform simple pieces with limited fluency and sensitivity |

**Assessment Objective Two: Composing**

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| **BFS** | Compose using a range of musical elements with competence, demonstrate, accurate knowledge of a range of musical elements, contexts and language |
| **FS5** | Compose using a range of musical elements creating musical ideas with some success |
| **FS4** | Compose using a narrow range of musical elements, creating some successful musical ideas |
| **FS3** | Composition relies upon a restricted use of musical elements which lack effective development |
| **FS2** | Compose using a range of musical elements, creating musical ideas with some appeal and limited development |

**Assessment Objective Three: Listening (Knowledge)**

**Assessment Objective Four: Appraising (Skill)**

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| **BFS** | Demonstrate, accurate knowledge of a range of musical elements, contexts and language<br>Evaluate music using musical terminology accurately |
| **FS5** | Demonstrate mostly accurate knowledge of a range of musical elements, contexts and language<br>Evaluate music using musical terminology appropriately |
| **FS4** | Demonstrate, through aural identification, mostly accurate knowledge of some musical elements, contexts and language<br>Evaluate music to make some judgements, sometimes using musical terminology |
| **FS3** | Knowledge of some musical elements, contexts and language is mostly accurate with some errors<br>Evaluation uses appropriate terminology with minor errors judgements are not always supported |
| **FS2** | Demonstrate, through aural identification, some knowledge of musical elements, contexts and language<br>Evaluate music to produce simple reflections with inconsistent use of musical terminology |

# Physical Education

Please find below a generic assessment criteria used in KS3 PE lessons. There are individual activity specific assessment criteria which go in to more detail that students will become more familiar with in lessons.

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| **BFS** | • Able to understand and explain all safety requirements for physical activity<br>• Has an extended range of knowledge around the activity they are participating in; using the correct terminology in group and class discussions<br>• Shows a very good level of fitness regardless of the activity • Provides complex feedback using the correct terminology<br>• Understand how antagonistic muscles contraction occurs and can give examples linking movements at the main joints at work during physical activity<br>• Can apply understanding of a range of components of fitness to a wide variety of sports |
| **FS5** | • Able to understand and explain all safety requirements for physical activity<br>• Has a developed a range of knowledge around the activity they are participating in using the correct terminology effectively.<br>• Able to show a good level of fitness regardless of the activity.<br>• Able to provide recommendations to improve performance through adapted exercises.<br>• Able to name the agonist muscles at work during different movements in physical activity<br>• Understand how to improve components of fitness relevant to their sports |
| **FS4** | • Able to understand and explain a variety of safety requirements when performing physical activity<br>• Has a broad range of knowledge around the terminology used in the activity they are participating in<br>• Able to perform competently showing a good level of fitness<br>• Able to provide feedback to improve a peer's performance<br>• Able to name the antagonistic pairs needed when exercising<br>• Able to describe how each component of fitness is important to the sport they are taking part in |
| **FS3** | • Understand a variety of safety requirements for physical activity<br>• Understands the use of basic terminology and when it may be appropriate within a session<br>• Demonstrates a competent level of fitness<br>• Able to identify their own areas of strength and development.<br>• Able to identify types of movement at a joint used when exercising<br>• Able to identify components of fitness needed in the activity they are taking part in |
| **FS2** | • Understand the basic safety requirements for physical activity |

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| | • Can identify basic terminology when working related to the activity they are taking part in<br>• May need support when using the equipment<br>• Able to show a basic level of fitness in performance<br>• Can identify strengths and areas to develop within a peer's performance<br>• Able to recall the muscles and components of fitness important for the activity they are taking part in |
| **FS1** | • Able to recall basic safety rules for physical activity<br>• Can recall basic terminology for the activity they are taking part in<br>• Needs support to use the equipment<br>• Can make basic statements about a peers' performance.<br>• Can recall the names of some of the basic muscles and components of fitness used in the activity they are taking part in |
| **Pre-FS** | • Limited understanding of safety involved in physical exercise.<br>• Cannot recall basic terminology<br>• Does not show ability to use equipment safely<br>• Unable to work without support<br>• Unable to evaluate peer performances.<br>• Unable to remember names of muscles or components of fitness without prompting |

# Science: Biology

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| **BFS** | I demonstrate both breadth and depth of knowledge and understanding of organisms, their behaviour and the environment. I apply this effectively in my descriptions and explanations, for example; explaining the advantage of different forms of chlorophyll for photosynthesis. I can explain why different types of cells contain different organelles. For example, the need for muscle cells to contain many mitochondria. I interpret, evaluate and synthesise data, from a range of sources in a range of contexts, and apply my understanding to a wide range of biological systems. I demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence gathering, for example in the study of global climate change through manipulating data to identify trends and suggest correlation between data. I describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts, such as addressing problems arising from global climate change, explaining in detail the impact on environment, economic and social issues arising. |
| **FS5** | I demonstrate extensive knowledge and understanding related to organisms, their behaviour and the environment. I use and apply this effectively in my descriptions and explanations, identifying links between topics, for example relating cellular structure of organs to their associated life processes and how organ systems work together for the functioning of the human body for example the circulatory and respiratory systems. I interpret, evaluate and synthesise data from a range of sources and in a range of contexts, for example biodiversity. I show I understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. I can explain how scientific ideas have changed, based on experimental evidence. I can describe and explain the importance of a wide range of applications and implications of science, such as relating photosynthesis and respiration to the cycling of carbon. |
| **FS4** | I can describe a wide range of processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology and sequencing a number of points, for example recalling the word equation for respiration and describing the stages of eutrophication. I can make links between different areas of science in their explanations. I can apply and use more abstract knowledge and understanding, in a range of contexts, such as inherited and environmental variation. I can explain the use of enzymes in digestion and give an example of an enzyme in the human body. I can describe how carbon can move between living organisms and the atmosphere. I can explain how evidence supports some accepted |

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| | scientific ideas, such as the structure and function of cells. I can explain, using abstract ideas where appropriate, the importance of some applications and implications of science for example the implication of overuse of pesticides and bioaccumulation. |
| **FS3** | I can describe processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology, for example simple cell structure and function. I can use the word equation for photosynthesis and respiration. I take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena, such as environmental factors affecting the distribution of organisms in habitats. I can describe how a model lung can explain the mechanism of breathing and its importance for providing a reactant needed for respiration. I can apply and use knowledge and understanding in unfamiliar contexts, such as a food web in a habitat. I can identify the different organs within an organism and use them to explain the different organ systems and their importance. I can describe some evidence for some accepted scientific ideas, such as the causes of variation between living things for example; the research done by Watson and Crick. I can explain the importance of some applications and implications of science, such as the use of selective breeding, |
| **FS2** | I can describe the processes and phenomena related to organisms, their behaviour and the environment, drawing on abstract ideas and using appropriate terminology, for example the main functions of plant and animal organs and how these functions are essential and give examples of organ systems which could include; the circulatory, respiratory and digestive system for animals and the main organs of a flowering plant related to reproduction. I can explain processes and phenomena, in more than one step or using a model. I can apply and use knowledge and understanding in familiar contexts, such as different organisms being found in different habitats because of differences in environmental factors, for example give a range of reasons why a camel can live in a hot environment and a polar bear to live in a cold environment. I can describe applications and implications of science, such as solving some of the health problems that arise due to malnutrition. |
| **FS1** | I can describe some processes and phenomena related to organisms, their behaviour and the environment, drawing on scientific knowledge and understanding and using appropriate terminology, for example using food chains to describe feeding relationships in terms of transfer of energy between plants and animals in a habitat and plants requiring sunlight as a producer in order to be the source of chemical energy for other organisms for respiration. I can recognise that evidence can support or refute scientific ideas, such as in the identification and grouping of living things. |
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| **Pre-FS** | I can use my knowledge about living things to describe the basic conditions [for example, a supply of food, water, air, light] that animals and plants need in order to survive. I recognise that living things grow and reproduce through the study of plant, animal reproduction. I can name the main organs involved in plant and animal reproduction. I can sort living things into groups, using simple features. I can describe the basis for my groupings [for example, number of legs, shape of leaf], identifying objects as living or non-living using MRSGREN. I recognise that different living things are found in different places [for example, ponds, woods]. I can use my knowledge and understanding of basic life processes [for example, growth, reproduction] when I describe differences between living and non-living things. |

# Science: Chemistry

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| **BFS** | I demonstrate both breadth and depth of knowledge and understanding of organisms, their behaviour and the environment. I apply this effectively in my descriptions and explanations, for example; explaining the advantage of different forms of chlorophyll for photosynthesis. I can explain why different types of cells contain different organelles. For example, the need for muscle cells to contain many mitochondria. I interpret, evaluate and synthesise data, from a range of sources in a range of contexts, and apply my understanding to a wide range of biological systems. I demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence gathering, for example in the study of global climate change through manipulating data to identify trends and suggest correlation between data. I describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts, such as addressing problems arising from global climate change, explaining in detail the impact on environment, economic and social issues arising. |
| **FS5** | I demonstrate extensive knowledge and understanding related to organisms, their behaviour and the environment. I use and apply this effectively in my descriptions and explanations, identifying links between topics, for example relating cellular structure of organs to their associated life processes and how organ systems work together for the functioning of the human body for example the circulatory and respiratory systems. I interpret, evaluate and synthesise data from a range of sources and in a range of contexts, for example biodiversity. I show I understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. I can explain how scientific ideas have changed, based on experimental evidence. I can describe and explain the importance of a wide range of applications and implications of science, such as relating photosynthesis and respiration to the cycling of carbon. |
| **FS4** | I can describe a wide range of processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology and sequencing a number of points, for example recalling the word equation for respiration and describing the stages of eutrophication. I can make links between different areas of science in their explanations. I can apply and use more abstract knowledge and understanding, in a range of contexts, such as inherited and environmental variation. I can explain the use of enzymes in digestion and give an example of an enzyme in the human body. I can describe how carbon can move between living organisms and the atmosphere. I can explain how evidence supports some accepted |

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| | scientific ideas, such as the structure and function of cells. I can explain, using abstract ideas where appropriate, the importance of some applications and implications of science for example the implication of overuse of pesticides and bioaccumulation. |
| **FS3** | I can describe processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology, for example simple cell structure and function. I can use the word equation for photosynthesis and respiration. I take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena, such as environmental factors affecting the distribution of organisms in habitats. I can describe how a model lung can explain the mechanism of breathing and its importance for providing a reactant needed for respiration. I can apply and use knowledge and understanding in unfamiliar contexts, such as a food web in a habitat. I can identify the different organs within an organism and use them to explain the different organ systems and their importance. I can describe some evidence for some accepted scientific ideas, such as the causes of variation between living things for example; the research done by Watson and Crick. I can explain the importance of some applications and implications of science, such as the use of selective breeding, |
| **FS2** | I can describe the processes and phenomena related to organisms, their behaviour and the environment, drawing on abstract ideas and using appropriate terminology, for example the main functions of plant and animal organs and how these functions are essential and give examples of organ systems which could include; the circulatory, respiratory and digestive system for animals and the main organs of a flowering plant related to reproduction. I can explain processes and phenomena, in more than one step or using a model. I can apply and use knowledge and understanding in familiar contexts, such as different organisms being found in different habitats because of differences in environmental factors, for example give a range of reasons why a camel can live in a hot environment and a polar bear to live in a cold environment. I can describe applications and implications of science, such as solving some of the health problems that arise due to malnutrition. |
| **FS1** | I can describe some processes and phenomena related to organisms, their behaviour and the environment, drawing on scientific knowledge and understanding and using appropriate terminology, for example using food chains to describe feeding relationships in terms of transfer of energy between plants and animals in a habitat and plants requiring sunlight as a producer in order to be the source of chemical energy for other organisms for respiration. I can recognise that evidence can support or refute scientific ideas, such as in the identification and grouping of living things. |
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| **Pre-FS** | I can use my knowledge about living things to describe the basic conditions [for example, a supply of food, water, air, light] that animals and plants need in order to survive. I recognise that living things grow and reproduce through the study of plant, animal reproduction. I can name the main organs involved in plant and animal reproduction. I can sort living things into groups, using simple features. I can describe the basis for my groupings [for example, number of legs, shape of leaf], identifying objects as living or non-living using MRSGREN. I recognise that different living things are found in different places [for example, ponds, woods]. I can use my knowledge and understanding of basic life processes [for example, growth, reproduction] when I describe differences between living and non-living things. |

# Science: Physics

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| **BFS** | I demonstrate both breadth and depth of knowledge and understanding of energy, forces and space. I apply this effectively in my descriptions and explanations, identifying links and patterns within and between topics, for example understanding how models like the particle model are useful in explaining physical phenomena. I can interpret, evaluate and synthesise data from a range of sources in a range of sources in a range of contexts and apply their understanding to a wide range of data on energy efficient physical systems. I can demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence gathering, for example through the role of artificial satellites and probes in communications and space exploration and theories about the start of the universe. I can describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts, such as alternative methods of electricity generation. |
| **FS5** | I can demonstrate extensive knowledge and understanding related to energy, forces and space, for example the passage of light waves through a medium or the flow of current in a parallel circuit. I use and apply this effectively in their descriptions and explanations, identifying links between topics. I can interpret, evaluate and synthesise data from a range of sources and in a range of contexts. I can show I understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. I can describe and explain the importance of a wide range of applications and implications of science, such as relating the dissipation of energy during energy transfer to the need to conserve limited energy resources. I can carry out multi-step calculations e.g. $x$ = s x t |
| **FS4** | I can describe a wide range of processes and phenomena related to energy, forces and space, using abstract ideas and appropriate terminology and sequencing a number of points, for example how energy is transferred by radiation or by conduction. I can apply and use more abstract knowledge and understanding in a range of contexts, such as the appearance of objects in different colours of light. I can explain how evidence supports some accepted scientific ideas, such as the role of gravitational attraction in determining the motion of bodies in the solar system. I can explain, using abstract ideas where appropriate, the importance of some applications and implications of science. |
| **FS3** | |

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| | I can describe the processes and phenomena related to energy, forces and space, using abstract ideas (I give the idea not given in question or shown on graph) and appropriate terminology, for example: electric current as a way of transferring energy. I take account of a number of factors in my explanations of processes and phenomena, for example increased strength electromagnet because of number or turns or current or iron core. I can also use abstract ideas or models, for example sustainable energy sources. I can apply and use knowledge and understanding in unfamiliar contexts. e.g. expansion and contraction in metals. I can describe some evidence for some accepted scientific ideas, e.g. conservation of energy such as the transfer of energy by light, sound or electricity. I can explain the importance of some applications and implications of science, such as the responsible use of unsustainable sources of energy. |
| **FS2** | I can describe processes and phenomena related to energy, forces and space, drawing on abstract ideas (an idea given in the question or reading off a graph) and using appropriate terminology, for example 'balanced forces' or 'unbalanced forces'. I can explain processes and phenomena, using a model, such as the length of a day or a year. I can apply and use knowledge and understanding in familiar contexts e.g. moments on a see saw. I recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as objects being seen when light from them enters the eye. I can describe applications and implications of science, such as the ways sound can be produced and controlled, for example in musical instruments. |
| **FS1** | I can describe some processes and phenomena related to energy, forces and space, drawing on scientific knowledge and understanding and using appropriate terminology, for example: the observed position of the sun in the sky over the course of a day. I recognise some applications and implications of science, such as: the use of electrical components to make electrical devices, how magnetic fields are emitted from a wire carrying a current, linking pressure to force and area, and linking sound topic to how the ear works. |
| **PFS** | I can communicate observations of changes in light, sound or movement that result from actions for example: switching on a simple electrical circuit, and pushing and pulling objects. I recognise that sound and light come from a variety of sources and name some of these for example TV, radio, torches, the sun and people. I know about a range of physical phenomena and recognise and describe similarities and differences associated with them for example sound and light waves. I can compare the way in which devices, for example bulbs, motors and wires, work in different electrical circuits. I can compare the brightness or colour of lights, the loudness or pitch of sounds from looking at a waveform and the current or voltage from looking at ammeters or voltmeters. I can compare the movement of different objects in terms of speed or direction. I use my knowledge and |

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| | understanding of physical phenomena to link cause and effect in simple explanations for example, a bulb failing to light because of a break in an electrical circuit, and the direction or speed of movement of an object changing because of a push or a pull. I am beginning to make simple generalisations about physical phenomena for example, explaining that sounds they hear become fainter the further they are from the source |