

Reporting and Assessment



Staff, Student and Family Guide



The greatest achievement is to outperform yourself.

Introduction



At Da Vinci Academy we understand the importance of assessment. This is why we have developed an ongoing programme that will enable our staff to assess students in a variety of ways.

Our assessment system allows us to track a student's ability to perform in a wide variety of assessment types, whilst ensuring that student effort, engagement and commitment are at the forefront of everything we do.

The main aims of our assessment programme:

Students	<ul style="list-style-type: none">✓ Know how they are doing in each subject.✓ Know what areas they need to focus on to improve.✓ Know that their efforts and commitment are recognised.✓ Know what post-16 options their grades give them access to.
 Families	<ul style="list-style-type: none">✓ Know how their child is doing in a variety of subjects.✓ Know in which areas their child needs to improve on.✓ Know how hard their child is working in each subject.✓ Know that they can gain easy access to assessment information.
 School	<ul style="list-style-type: none">✓ Know which students are going above and beyond.✓ Know which students need further intervention and support.✓ Know which students are upholding the school values.✓ Know what post-16 options are open to each student.



Attitude To Learning



ATL rationale



- At Da Vinci Academy, we understand that all our students come to us with different strengths and areas for development. This will naturally mean that some students perform better than others when completing assessments and eventually examinations.
- However, we believe that all students can uphold our school values and maximise their potential by having a positive attitude towards learning.
- Therefore, three times a year our teaching staff are asked to issue each student with an Attitude to Learning (ATL) score, using a best fit approach based on the grid shown below. This information helps us to reward and support our students further.
- Student ATL scores are included on the student report, which can be found on Go4Schools.

ATL	4 Exceeding expectations	3 Meeting expectations	2 Working towards expectations	1 Working below expectations
	✓ Always more than prepared for the school day.	✓ Prepared for the school day.	✓ Mostly prepared for the school day.	X Needs to be better prepared for the school day.
	✓ Always on-time.	✓ On-time.	✓ Mostly on-time.	X Needs to be more punctual.
	✓ Always completes work to the best of ability and goes beyond.	✓ Completes work to the best of ability.	✓ Mostly completes work to the best of ability.	X Needs to complete work to the best of ability.
	✓ Always respectful to staff and students, showing exemplary behaviour.	✓ Respectful to staff and students.	✓ Mostly respectful to staff and students.	X Needs to be more respectful to staff and students.
	✓ Always follows instructions and leads others to do the same.	✓ Follows instructions.	✓ Mostly follows instructions.	X Needs to follow instructions more often.



Key Stage 4 - Attainment



In years 10 and 11 our students will sit a series of ongoing assessment types to establish their levels of understanding and/or skill acquisition.

These assessments can include but are not limited to:

- Summative end of unit test.
- Formative Test.
- Past Exam Paper.
- In class questioning.
- Whole-class feedback.
- Coursework.
- Practical exam.
- Quizzes.
- Homework.

Key Stage 4 Predicted Grade

- After each assessment, our teaching staff are encouraged to review the grade that they feel the student is likely to achieve by the end of year 11. This means the grade may change numerous times during year ten and eleven.
- The predicted grade will be mainly based on where appropriate; practice paper performance (including mocks), coursework marks, end of unit tests and the student's effort and engagement levels.
- Although we work on increasing the accuracy of our predictions through networking and moderation, unfortunately they will never be 100% accurate.



Key Stage 4 - Attainment



In years 10 and 11 our students will sit a series of different Mock examinations under full examination conditions, including access arrangements for those who qualify.

Mock Windows:

Mock Window Dates	Subjects included in full examination conditions.	Year Group
Nov 20 th - Nov 24 th	English, Maths and Science	11
Feb 28 th - March 8 th	All	11
June 17 th - June 27 th	All	10

If you would like further information on any examination course at DVA please use the following exam boards as reference.

Subject	Exam Board
English Language	AQA
English Literature	AQA
Mathematics	PEARSON EDEXCEL
Art	AQA
Computer Science	OCR
History	AQA
Geography	AQA
French	AQA
Science - Biology, Chemistry and Physics	AQA
Music (Performing Arts)	WJEC
Construction	WJEC
Food	AQA
Citizenship	PEARSON EDEXCEL
Child Development	PEARSON BTEC
Sport	PEARSON BTEC
Health and Social	PEARSON BTEC
Travel and Tourism	PEARSON BTEC



Key Stage 3 - Attainment



In years 7,8 and 9 our students will sit a series of ongoing assessment types to establish their levels of understanding and/or skill acquisition.

These assessments can include but are not limited to:

- Summative end of unit test.
- Formative Test.
- In class questioning.
- Whole-class feedback.
- Project work.
- Quizzes.
- Homework.

Expectations:

- All our assessments are linked to each of our subject “expectations”.
- Our staff have carefully selected a series of expectations. We believe this will help our students to achieve well and all these expectations are linked to the curriculum.
- Each set of subject expectations are split into termly blocks and our teachers report on how well each student is meeting such expectations three times a year.
- These subject expectations can be found in this guide.



Key Stage 3 - Expectations



Each half term our teaching staff are asked to award each student in year 7, 8 and 9 an attainment score out of 4 based on all forms of assessment completed by the subject at that point.

Score	Attainment	Descriptor
4	Exceeding Expectations	The student is meeting the vast majority of all the subject expectations.
3	Meeting Expectations	The student is meeting the majority of the subject expectations.
2	Working Towards Expectations.	The student is meeting around half of the subject expectations.
1	Working below Expectations	The student may need further support/intervention in order to meet more of the expectations.

Students, families and staff can all gain access to a student's attainment scores for each subject throughout key stage 3 using the Go4Schools platform.

This information can be found using the “progress” and “reports” options on Go4Schools.

Lionel Messi

Overview

Timetable
The school is closed today

Attendance 100%
Present

Progress

Meeting Expectations	Count
Exceeding	0
On Track	0
Within a Grade	0
Well below	0

Behaviour +46 | 0
Points Count





Subject Aims

We aim to ensure that all pupils:

- ❑ Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- ❑ Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- ❑ Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



YEAR 7

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Know how to use place value in calculations.	✓ Know how to order negative numbers.	✓ Know how to use the $>$, $<$, $+$ symbols correctly.
✓ Know how to order decimals.	✓ Know how to complete a two-way table.	✓ Know how to calculate missing angles within a triangle.
✓ Know how to tally data when the data is to be grouped.	✓ Know how to calculate the areas of rectangles and triangles.	✓ Know how to understand and interpret a Venn diagram.
✓ Know how to complete a sequence of numbers given a rule.	✓ Know how to change mixed number fractions to improper fractions and vice versa.	✓ Know how to calculate multiples of numbers to solve problems.
✓ Know how to calculate with money.	✓ Know how to complete part-whole models.	✓ Know how to calculate the mean with negative numbers.
✓ Know how to round numbers to a power of 10.	✓ Know how to solve one and two step equations.	✓ Understand and use probability as a fraction.
✓ Know how to calculate area and perimeter.	✓ Know how to calculate percentage of numbers.	✓ Know how to use angle facts of a parallelogram to solve problems.
✓ Know and understand equivalent fractions.	✓ Know how to add and subtract fractions.	✓ Understand how to construct a two-way table.
✓ Know how to subtract and divide with decimal numbers.	✓ Know how to use the order of operations for calculations.	✓ Know how to order fractions, decimals, and percentages.
✓ Know how to multiply a 3 -digit number by a 2-digit number.	✓ Know how to calculate the area of a parallelogram.	✓ Understand multiplication facts to solve problems.

KS3 Expectations - Maths



YEAR 8

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Know how to write and simplify ratio.	✓ Know how to round numbers to a given degree of accuracy.	✓ Know how to reflect a shape in a given mirror line.
✓ Know how to multiply fractions.	✓ Know how to multiply a term over a bracket.	✓ Can complete a table of values given an equation of a straight line.
✓ Know how to plot points in all 4 quadrants.	✓ Know the relationship between a given ratio and associated fraction.	✓ Know how to solve an equation that has a single bracket in it.
✓ Use scalars for multiplicative change.	✓ Know how to simplify expressions involving multiplication and division.	✓ Know how to critically analyse a question on a questionnaire.
✓ Know how to generate co-ordinates from the equation of a straight line.	✓ Know how to solve one and two step equations and inequalities.	✓ Know how to calculate the range, median and mean from a set of data.
✓ Can use exchange rates to convert between different currencies.	✓ Know how to calculate a percentage of an amount.	✓ Can apply known angle facts on parallel lines to work out the size of missing angles.
✓ Can calculate fractions of an amount.	✓ Know how to change a fraction to a percentage.	✓ Know how to calculate percentages of amounts.
✓ Know how to use scale to convert distances on maps.	✓ Know how to generate sequences given the nth term rule.	✓ Know how to work out the sum of the interior angles of polygons.
✓ Can solve problems using co-ordinates.	✓ Know how to write big and small numbers in standard index form.	✓ Can solve area problems with circles.
✓ Know how to interpret the data on a scatter diagram.	✓ Know how to expand a single bracket and simplify an expression.	✓ Can solve area problems with trapezia

YEAR 9

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Know how to draw an equation of a straight line on a set of axes.	✓ Know how to solve equations with fractions.	✓ Understand and can use the terms congruent and similar.
✓ Know how to solve equations with unknowns on both sides.	✓ Know how to find the sizes of missing angles on parallel lines.	✓ Can use probability to calculate the number of times an event will occur.
✓ Know how to sketch a plan view and side elevations of a given shape.	✓ Know how to find the Highest common factor of two numbers.	✓ Can interpret the gradient and intercept given the equation of a straight line.
✓ Can use a pair of compasses to accurately construct angle and line bisectors.	✓ Know how to find the lowest common multiple of two numbers.	✓ Can interpret and represent an inequality on a number line.
✓ Know how to expand and simplify an expression involving two brackets multiplied together.	✓ Know how to translate a shape by a given vector.	✓ Know how to use and apply Pythagoras' Theorem.
✓ Can change the subject of a formula by re-arranging.	✓ Know how to use angle facts to solve equations.	✓ Can enlarge a shape from a point given a scale factor.
✓ Know how to interpret a straight line graph to find the gradient and the intercept.	✓ Know how to construct loci that involve more than one rule.	✓ Can use multiplicative reasoning to solve best buy problems.
✓ Know how to calculate the surface area of a cylinder.	✓ Know how to work out the volume of a cylinder.	✓ Can evaluate repeated percentage change.
✓ Know how to solve problems involving volumes of cuboids.	✓ Can use the equation of a straight line to find a missing co-ordinate on the line.	✓ Know how to calculate the original value after a given percentage change.
✓ Can explain and draw the loci given a rule.	✓ Can use percentages to find the original value after a percentage change.	✓ Can use the formula for density to solve problems.



Subject Aims

We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

YEAR 7

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Answers to questions focus explicitly on questions being asked.	✓ Answers to questions focus explicitly on questions being asked.	✓ Answers to questions focus explicitly on questions being asked.
✓ Uses appropriate quotations to support ideas.	✓ Uses appropriate quotations to support ideas.	✓ Uses appropriate quotations to support ideas.
✓ Can make basic inferences about a text.	✓ Can make basic inferences about a text.	✓ Can make basic inferences about a text.
✓ Knows and can identify basic linguistic devices.	✓ Knows and can identify basic linguistic devices.	✓ Knows and can identify basic linguistic devices.
✓ Is beginning to talk about the effects of language in a text.	✓ Is beginning to talk about the effects of language in a text.	✓ Is beginning to talk about the effects of language in a text.
✓ Knows that texts have a context and can talk about this in a basic way.	✓ Knows that texts have a context and can talk about this in a basic way.	✓ Knows that texts have a context and can talk about this in a basic way.
✓ Can read with fluency.	✓ Can read with fluency.	✓ Can read with fluency.

KS3 Expectations - English Reading

YEAR 8

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Answers are focused on the task and the text.	✓ Answers are focused on the task and the text.	✓ Answers are focused on the task and the text.
✓ Can identify language features accurately in a text.	✓ Can identify language features accurately in a text.	✓ Can identify language features accurately in a text.
✓ I can make some comments on the language features I identify.	✓ I can make some comments on the language features I identify.	✓ I can make some comments on the language features I identify.
✓ Can make generalised inferences from the text and I use quotations to support these inferences.	✓ Can make generalised inferences from the text and I use quotations to support these inferences.	✓ Can make generalised inferences from the text and I use quotations to support these inferences.
✓ Can discuss implicit ideas in a text.	✓ Can discuss implicit ideas in a text.	✓ Can discuss implicit ideas in a text.
✓ Can link my understanding of a text's context to the text itself.	✓ Can link my understanding of a text's context to the text itself.	✓ Can link my understanding of a text's context to the text itself.
✓ Can read with fluency and confidence.	✓ Can read with fluency and confidence.	✓ Can read with fluency and confidence.

YEAR 9

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Approach to the text is objective and critical understanding that it is a construction.	✓ Approach to the text is objective and critical understanding that it is a construction.	✓ Approach to the text is objective and critical understanding that it is a construction.
✓ Use of references/quotations are throughout response and embedded clearly into answer.	✓ Use of references/quotations are throughout response and embedded clearly into answer.	✓ Use of references/quotations are throughout response and embedded clearly into answer.
✓ Can comment on writer's methods clearly and relevantly.	✓ Can comment on writer's methods clearly and relevantly.	✓ Can comment on writer's methods clearly and relevantly.
✓ Can make clear and detailed inferences about a text.	✓ Can make clear and detailed inferences about a text.	✓ Can make clear and detailed inferences about a text.
✓ Can identify a range of key organisational choices (flashback, flash-forward, narrative perspective, motifs/patterns, extended metaphors, cyclical structure, zooming in and out, temporary references, order of events).	✓ Can identify a range of key organisational choices (flashback, flash-forward, narrative perspective, motifs/patterns, extended metaphors, cyclical structure, zooming in and out, temporary references, order of events).	✓ Can identify a range of key organisational choices (flashback, flash-forward, narrative perspective, motifs/patterns, extended metaphors, cyclical structure, zooming in and out, temporary references, order of events).
✓ Shows a clear and accurate understanding, not just of the context of the text, but the impact that this context has on the text and/or the reading of the text.	✓ Shows a clear and accurate understanding, not just of the context of the text, but the impact that this context has on the text and/or the reading of the text.	✓ Shows a clear and accurate understanding, not just of the context of the text, but the impact that this context has on the text and/or the reading of the text.



Subject Aims

We aim to ensure that all pupils:

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations,
- demonstrating to others and participating in debate.

YEAR 7

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Attempts to match purpose and audience.	✓ Attempts to match purpose and audience.	✓ Attempts to match purpose and audience.
✓ Can use adjectives and adverbs effectively to enhance description.	✓ Can use adjectives and adverbs effectively to enhance description.	✓ Can use adjectives and adverbs effectively to enhance description.
✓ Is beginning to use a greater range of linguist features (simile, metaphor, repetition, rhetorical question).	✓ Is beginning to use a greater range of linguist features (simile, metaphor, repetition, rhetorical question).	✓ Is beginning to use a greater range of linguist features (simile, metaphor, repetition, rhetorical question).
✓ Always uses basic punctuation (full stops and capital letters) accurately.	✓ Always uses basic punctuation (full stops and capital letters) accurately.	✓ Always uses basic punctuation (full stops and capital letters) accurately.
✓ Uses a variety of sentence starters.	✓ Uses a variety of sentence starters.	✓ Uses a variety of sentence starters.
✓ Uses simple and compound sentences accurately in my writing.	✓ Uses simple and compound sentences accurately in my writing.	✓ Uses simple and compound sentences accurately in my writing.
✓ Writes in a clear structure and is beginning to use paragraphs accurately.	✓ Writes in a clear structure and is beginning to use paragraphs accurately.	✓ Writes in a clear structure and is beginning to use paragraphs accurately.

KS3 Expectations - English Writing

YEAR 8

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Can match writing to purpose and audience with some consistency.	✓ Can match writing to purpose and audience with some consistency.	✓ Can match writing to purpose and audience with some consistency.
✓ Can use a wider range of vocabulary in my writing consistently.	✓ Can use a wider range of vocabulary in my writing consistently.	✓ Can use a wider range of vocabulary in my writing consistently.
✓ Is beginning to use appropriate language features (simile, repetition, rhetorical question).	✓ Is beginning to use appropriate language features (simile, repetition, rhetorical question).	✓ Is beginning to use appropriate language features (simile, repetition, rhetorical question).
✓ Can use basic punctuation accurately.	✓ Can use basic punctuation accurately.	✓ Can use basic punctuation accurately.
✓ Can use simple and compound sentences consistently and complex sentences are being used in my writing.	✓ Can use simple and compound sentences consistently and complex sentences are being used in my writing.	✓ Can use simple and compound sentences consistently and complex sentences are being used in my writing.
✓ Is beginning to use a wider range of conjunctions to link my ideas (therefore, on the other hand, furthermore, additionally).	✓ Is beginning to use a wider range of conjunctions to link my ideas (therefore, on the other hand, furthermore, additionally).	✓ Is beginning to use a wider range of conjunctions to link my ideas (therefore, on the other hand, furthermore, additionally).
✓ Writes in clear and accurate paragraphs.	✓ Writes in clear and accurate paragraphs.	✓ Writes in clear and accurate paragraphs.
✓ Writing is becoming more developed and detailed.	✓ Writing is becoming more developed and detailed.	✓ Writing is becoming more developed and detailed.

YEAR 9

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Clearly, consistently and with increasing confidence, can match writing to purpose and audience.	✓ Clearly, consistently and with increasing confidence, can match writing to purpose and audience.	✓ Clearly, consistently and with increasing confidence, can match writing to purpose and audience.
✓ Can use a wide range of ambitious vocabulary in writing.	✓ Can use a wide range of ambitious vocabulary in writing.	✓ Can use a wide range of ambitious vocabulary in writing.
✓ Appropriately uses language techniques in writing to enhance meaning.	✓ Appropriately uses language techniques in writing to enhance meaning.	✓ Appropriately uses language techniques in writing to enhance meaning.
✓ Always uses basic punctuation accurately and is beginning to include more sophisticated punctuation in writing (accurately).	✓ Always uses basic punctuation accurately and is beginning to include more sophisticated punctuation in writing (accurately).	✓ Always uses basic punctuation accurately and is beginning to include more sophisticated punctuation in writing (accurately).
✓ Uses simple, compound and complex sentences throughout.	✓ Uses simple, compound and complex sentences throughout.	✓ Uses simple, compound and complex sentences throughout.
✓ Links ideas through a using a wide range of varied discourse markers.	✓ Links ideas through a using a wide range of varied discourse markers.	✓ Links ideas through a using a wide range of varied discourse markers.
✓ Paragraphs are used clearly and accurately and are beginning to be used to enhance meaning.	✓ Paragraphs are used clearly and accurately and are beginning to be used to enhance meaning.	✓ Paragraphs are used clearly and accurately and are beginning to be used to enhance meaning.
✓ Writing is detailed and developed but writing is relevant and holds the reader's attention.	✓ Writing is detailed and developed but writing is relevant and holds the reader's attention.	✓ Writing is detailed and developed but writing is relevant and holds the reader's attention.



Subject Aims

We aim to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.



YEAR 7

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Name stores of energy and describe the pathways used during energy transfers.	✓ Some key knowledge from AP1.	✓ Some key knowledge from AP1 and AP2.
✓ Calculate power, efficiency and work done.	✓ Name the subatomic particles, their relative masses and their charges.	✓ Write the word equation for photosynthesis.
✓ Describe the ways thermal energy is transferred and how the transfer can be reduced.	✓ Describe the structure of the atom.	✓ Explain how leaves and roots are well adapted for their functions.
✓ Evaluate renewable and non-renewable energy resources.	✓ Describe the structure of the periodic table and the properties of elements in different groups.	✓ Describe the ways plants reproduce and the different ways seeds are dispersed.
✓ Draw particle diagrams of solids, liquids and gases and describe the movement of particles in each state.	✓ Name the organs and roles of the respiratory, circulatory and digestive systems.	✓ Sort forces into contact and non-contact.
✓ Describe the 4 state changes of matter.	✓ Describe changes to the body during adolescence.	✓ Calculate weight using mass and gravitational field strength.
✓ Identify and define elements, compounds and mixtures.	✓ Explain the difference between aerobic and anaerobic respiration.	✓ Describe how balanced and unbalanced forces can affect the motion of an object.
✓ Name the organelles of plant and animal cells and their functions.	✓ Label the key features of a transverse and longitudinal wave.	✓ Recognise the difference between a chemical change and a physical change.
✓ Prepare a microscope slide and bring it into focus.	✓ Describe how sounds are transmitted, how they can change pitch and volume and how our ears detect them.	✓ Describe what happens during combustion, thermal decomposition and oxidation reactions.
✓ Describe how materials move in and out of cells.	✓ Describe how light is transmitted through different materials and how the eye responds to different light intensities.	✓ Write word and symbol equations for chemical reactions.

KS3 Expectations - Science



YEAR 8

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Some key knowledge from year 7.	✓ Some key knowledge from year 7 and AP1.	✓ Some key knowledge from year 7, AP1 and AP2
✓ Recognise pure and impure substances.	✓ Describe the structure of DNA.	✓ Define the term biodiversity.
✓ Separate mixtures by filtration, distillation and chromatography.	✓ Describe how some characteristics can be inherited.	✓ Construct and interpret food webs for an ecosystem.
✓ Explain the importance of a balanced diet and the impacts of not eating healthily.	✓ Explain how changes in the environment can affect the population of a species.	✓ Give example of interdependence in an ecosystem.
✓ Classify drugs as medicinal or recreational.	✓ Calculate speed, distance and time	✓ Describe the structure of the Earth and how rocks are continually formed.
✓ Compare the short term and long term effects of smoking and drinking alcohol.	✓ Draw graphs showing how distance or speed change with time	✓ Describe the current atmosphere, how it has changed and how it is continuing to change.
✓ Describe how static charges are made and how they interact with other materials.	✓ Calculate pressure and describe how pressure changes with depth in a fluid.	✓ Evaluate the impact of human behaviours on the Earth and atmosphere
✓ Describe the behaviour of potential difference and current in series and parallel circuits.	✓ Recall the pH of acids and alkalis and the colour they will turn universal indicator	✓ Describe the structure of the solar system and the properties of the planets closest and furthest from the sun.
✓ Calculate resistance using potential difference and current.	✓ Compare the reactivity of different metals based on observations in reactions.	✓ Describe the big bang theory for the creation of the universe
✓ Build an electromagnet and adjust its strength.		✓ Explain how the movement of the Earth results in the seasons we experience.

YEAR 9

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Name the organelles of plant and animal cells and their functions.	✓ Some key knowledge from AP1.	✓ Some key knowledge from AP1 and AP2.
✓ Prepare a microscope slide and bring it into focus.	✓ Recall the word and symbol equations for photosynthesis and respiration.	✓ Recognise risk factors for non-communicable diseases.
✓ Explain how the concentration of substances affects how they move in and out of cells.	✓ Explain how and why plants and animals respire anaerobically.	✓ Identify the presence of different food groups by using the correct re-agent and observing a positive test.
✓ Recall and use equations allowing for the calculation of kinetic, elastic, thermal and gravitational potential energy.	✓ Investigate how light and temperature limit the rate of photosynthesis of pond weed.	✓ Describe how oxygen and carbon dioxide are moved around the body by the circulatory system.
✓ Calculate power.	✓ Sort energy resources into renewable or non renewable.	✓ Calculate potential difference, current, resistance and power.
✓ Describe how thermal energy is transferred.	✓ Evaluate the reliability and environmental impacts of energy resources.	✓ Describe how electrical properties may change in series and parallel circuits.
✓ Explain the conservation of energy.	✓ Explain why the demand for energy may change during a day and through the year.	✓ Investigate how factors may affect the resistance of a wire and other components in a circuit.
✓ Name the subatomic particles, their relative masses and their charges.	✓ Describe how ionic bonds are made between metals and non metals.	✓ Investigate the reactivity of metals.
✓ Describe the current and previous models of the atom and explain why these models changed.	✓ Describe how covalent bonds are made between two non metal atoms.	✓ Write word equations for the neutralisation of oxide, hydroxide and carbonate bases using hydrochloric, sulfuric or nitric acid.
✓ Describe the development of the periodic table and explain the trends in group 1 and 7.	✓ Compare properties of ionic compounds, small covalent molecules, large covalent structures and allotropes of carbon.	✓ Describe how molten compounds and aqueous solutions are broken down by electrolysis.



Subject Aims

We aim to ensure that all pupils:

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.



YEAR 7

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ I know what an 'Invasion' game is and understand its principles.	✓ Comment on performance using prompts and key words.	✓ I recognise that there are different components of fitness.
✓ I can pass, control & dribble with the ball in isolated skills practices.	✓ I can identify 2 phases of a warm-up.	✓ I recognise physiological changes to my body during physical activity.
✓ I understand what defending and attacking phases of play are.	✓ I know what a racket sport is and understand its basic principles.	✓ I can comment on performance using prompts and key words.
✓ I can take an active part in a competitive game situation.	✓ I can serve to start a rally.	✓ I know what 'Striking & Fielding' sports are and understand the basic principles behind them.
✓ I understand and can apply the basic rules of Football, Basketball and/or Tag Rugby.	✓ I can return a serve to keep a rally going.	✓ I can perform a basic bowling action in an isolated situation.
✓ I understand what Gymnastics is and how it is judged.	✓ I know what a forehand and backhand stroke is and can perform them in isolation.	✓ I know how to hold a bat and where to stand to when batting.
✓ I can perform a variety of movements as part of a basic Gymnastics routine.	✓ I understand when a shot is in or out of play.	✓ I understand the basic rules of Rounders and can take part in a game situation
✓ I know how to start and finish a gymnastics routines.	✓ I can take part in a basic competitive racket sport.	✓ I know what athletics events are and how to take part in them safely.
✓ I can perform a variety of basic balances as part of a team and/or by myself.	✓ I can set up and take down a court/ table safely.	✓ I can show determination and run for 400m without stopping.
✓ I know what 'vaulting' is and can perform a basic vault safely.	✓ I can take part in a warm-up lead by my peers.	✓ I can perform a 'throwing' and jumping event.

KS3 Expectations - PE



YEAR 8

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ I know what an 'Invasion' game is and understand its principles.	✓ I can comment on performance using prompts and key words.	✓ I recognise that there are different components of fitness.
✓ I can pass, control & dribble with the ball in isolated skills practices and game situations.	✓ I can identify 3 phases of a warm-up.	✓ I recognise physiological changes to my body during physical activity.
✓ I understand what defending and attacking phases of play are.	✓ I know what a racket sport is and understand its basic principles.	✓ I can comment on performance using prompts and key words.
✓ I can take an active part in a competitive game situation and influence the game.	✓ I can serve high and low to start a rally.	✓ I know what 'Striking & Fielding' sports are and understand the basic principles behind them.
✓ I understand and can apply the basic rules of Football, Basketball and/or Tag Rugby.	✓ I can return a serve to keep a rally going.	✓ I can perform a bowling action and begin to apply spin in an isolated situation.
✓ I understand what Gymnastics is and how it is judged.	✓ I know what a forehand and backhand stroke is and can perform them in isolation. Sometimes applying spin.	✓ I know how to hold a bat and where to stand to when batting. I strike the ball more often than not when it is my turn to bat.
✓ I can perform a variety of movements as part of a basic Gymnastics routine.	✓ I understand when a shot is in or out of play.	✓ I understand the basic rules of Rounders and can take part in a game situation.
✓ I know how to start and finish a gymnastics routines.	✓ I can take part in a competitive racket sport.	✓ I know what athletics events are and how to take part in them safely.
✓ I can perform a variety of balances as part of a team and/or by myself.	✓ I can set up and take down a court/ table safely.	✓ I can show determination and run for 600m without stopping.
✓ I know what 'vaulting' is and can perform a variety of vaults safely.	✓ I can take part in a warm-up lead by my peers and lead at least one section by myself.	✓ I can perform a 'throwing' and jumping event.

YEAR 9

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ I know what an 'Invasion' game is and can apply its principles.	✓ Comment on performance using key words.	✓ I can name 5 components of fitness.
✓ I can pass, control & dribble with the ball in in competitive situations.	✓ I can identify and describe 3 phases of a warm-up.	✓ I recognise physiological changes to my body during physical activity.
✓ I understand what defending and attacking phases of play are and play my part in defending and attacking situations to support the team.	✓ I know what a racket sport is and understand its basic principles.	✓ I can comment on performance using key words.
✓ I can take an active part in a competitive game situation and influence the outcome of a game positively.	✓ I can serve with variety to start a rally, putting the receiver under pressure.	✓ I know what 'Striking & Fielding' sports are and understand the principles behind them.
✓ I understand and can apply the rules of Football, Basketball and/or Tag Rugby.	✓ I apply the 'ready position' and can return a serve to be competitive in a point.	✓ I can perform a bowling action in a competitive situation.
✓ I understand what Gymnastics is and how it is judged.	✓ I know what a forehand and backhand stroke is and can perform them in a competitive situation.	✓ I know how to hold a bat and where to stand to when batting both forehands and backhands.
✓ I can perform a variety of movements as part of a linked Gymnastics routine.	✓ I can attack using a smash and defend using a 'lob/ clear'.	✓ I understand the rules of Rounders and can take part in a game situation.
✓ I know how to start and finish a gymnastics routines.	✓ I can take part in a competitive racket sport.	✓ I know what athletics events are and how to take part in them safely.
✓ I can perform a variety of balances as part of a team and/or by myself.	✓ I can look for weaknesses in my opponent's game and play shots to exploit them.	✓ I can show determination and run for 800m without stopping.
✓ I know what 'vaulting' is and can perform a rotational vaults safely.	✓ I can lead a warm-up.	✓ I can perform 2 'throwing' and 2 'jumping' events.



Subject Aims



We aim to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems.
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- are responsible, competent, confident and creative users of information and communication technology.

YEAR 7

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Know acceptable behaviour in the computing lab.	✓ Revisit of key elements from AP1.	✓ Revisit of key elements of AP1 and AP2.
✓ Know what is and the need for a secure password.	✓ Identify the use of computer network hardware.	✓ Know the use of Scratch for block based event driven programming.
✓ Know how to write, send and respond to an email.	✓ Identifying wired and wireless devices, technologies, advantages and disadvantages of both.	✓ Understand the use of variables in code to hold data for further calculations.
✓ Understand bullying and cyberbullying.	✓ Understand the internet and the applications that use it.	✓ Know the use of sequence, selection and iteration.
✓ Know the affects of cyberbullying.	✓ Understand how packets of data move about the internet.	✓ Know the use of lists as an extension of variables for related data.
✓ Know the use and features of PowerPoint and presentation skills.	✓ Identify an Internet of Things device and how connectivity is used.	
✓ Understanding the law around the use of online images and content.	✓ Understand the use of Excel and quick calculations.	
✓ Know the use and features of Microsoft Word word processing.	✓ Use formulas in Excel to interpret data.	
✓ Know the 4 Cs of e-safety.		
✓ Identify credible sources on the www.		

KS3 Expectations - Computing



YEAR 8

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Key features from Year 7.	✓ Key features from AP1.	✓ Key features from AP2.
✓ Understanding the difference between a general purpose computer (personal computer (PC)) and an embedded system.	✓ Understanding the language used to build web pages.	✓ Revisit the need for abstraction and decomposition for app/game development.
✓ Identify the three main components in a PC: processor, memory, storage.	✓ Creating a locally hosted web page using HTML.	✓ Use of web based block based java to create an event driven app, revisiting variables, sequence, selection, iteration, and event-driven item.
✓ Identify the interaction between the three elements.	✓ How web browsers and search engines work.	✓ Introduction to Python programming.
✓ Understand Boolean logic, the three fundamental logic gates and how they apply to PCs.	✓ How a PC stores bitmap pictures and vector graphics.	✓ Understanding of the SPaG elements of python coding, identifying syntax errors, logic errors and run-time errors.
✓ Understand how numbers and ASCII letters are represented by a PC.	✓ How to change a bitmap picture file size.	✓ Python structure for variables, sequence, selection, iteration, and event-driven item.
✓ Interact with the units regarding bits and Bytes.	✓ Picture editing using GIMP – airbrushing away reality.	✓ Python use of import modules for random numbers, time and drawing with turtle.

YEAR 9

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Key features from year 8.	✓ Key features from AP1.	✓ Key features from AP2.
✓ Understand the delight and dangers of 3D animation, especially in an age of deep fake.	✓ Understanding cybersecurity; social engineering, hacking, brute force attacks, phishing, blagging.	✓ Revisit of Python coding.
✓ Know the use of Blender for 3D of snowmen, rockets and palm tree islands.	✓ Understanding how to protect PCs, anti-malware, auto-updates.	✓ Know the use of lists and string manipulation on Python.
✓ Know the use of keyframing for creation of small animation.	✓ Revisit of binary numbers and conversion.	✓ Know the use of lists to program an LED display on a micro:bit.
✓ Know the aspect and render of a scene for short film development.	✓ How to add binary numbers.	✓ Know the use of inputs to change an LED display on a micro:bit.
✓ Revisit of the use of Excel and creation of graphs (aid of BTEC Sports option).	✓ Revisit of how bitmap pictures are stored in a PC.	
	✓ Understand how sounds are digitised and stored.	
	✓ Understand how sound can be manipulated.	

Subject Aims

We aim to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Pupils are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

YEAR 7

Assessment Point 1 Autumn

- ✓ Uses geographical skills to find places in an atlas and use the eight cardinal compass points to describe locations.
- ✓ Knows what type of geography exist and gives examples.
- ✓ Understands how site influences settlement.
- ✓ Can explain the benefits and issues with different settlement site characteristics – e.g. wet/dry points and green/brownfield.
- ✓ Understands the reasons why Derby has grown where it has.
- ✓ Knows and can describe the characteristics of different parts of an urban area.
- ✓ Can use evidence to describe and infer how urban areas have changed.
- ✓ Understands some of the challenges associated with living in an urban area.
- ✓ Can evaluate the effectiveness of changes to urban areas.
- ✓ Applied knowledge and skills to perform competently in AP1 assessment.

Assessment Point 2 Spring

- ✓ Can recall the knowledge and deploy the skills learnt at AP1.
- ✓ Understands 4-figure and 6-figure grid references, contour lines, layer colouring, measuring distance/scale and giving directions.
- ✓ Knows the key features of the water cycle.
- ✓ Understands how changes to the water cycle can lead to flooding.
- ✓ Understands how depressions and anticyclones form and the weather each brings.
- ✓ Understands the causes of drought and the impacts this may have on people.
- ✓ Can use geographical instruments to collect primary data on microclimates.
- ✓ With structured support, can reach justified decisions based on the primary microclimate data collected.
- ✓ With support, writes in an extended way to conclude findings.
- ✓ Applied skills and knowledge to perform competently in AP2 assessment.

Assessment Point 3 Summer

- ✓ Can recall the knowledge and deploy the skills learnt at AP1 and AP2 .
- ✓ Uses a variety of sources of geographical knowledge to describe places and their characteristics, e.g. isoline maps, choropleth maps, climate graphs.
- ✓ Knows the key features of the amazing places studied: The Arabian Desert, Dharavi/Mumbai, Antarctica.
- ✓ Understands the role of geographers in identifying what makes places amazing.
- ✓ Understands and can explain the unique characteristics of the amazing places studied.
- ✓ Knows how geographers can contribute to an awareness of global sustainability.
- ✓ Understands the role of famous geographers/activists in geographical awareness.
- ✓ Evaluates the effectiveness of techniques used to promote sustainability.
- ✓ Uses evidence to plan/promote an awareness of a sustainability issue relevant to geography.
- ✓ Applied skills and knowledge to perform competently in AP3 assessment.

KS3 Expectations - Geography

YEAR 8

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Recalls relevant key knowledge and skills from Year 7.	✓ Can recall the knowledge and deploy the skills learnt at AP1.	✓ Can recall the knowledge and deploy the skills learnt at AP1 and AP2.
✓ Knows and appropriately uses the key terms related to the development unit.	✓ Knows the key features of a variety of large-scale ecosystems.	✓ With support, can competently use a variety of different maps and map skills to describe the key features of places.
✓ Knows how development can be measured.	✓ Understands how and why species adapt to suit the environment in which they live.	✓ Knows the key human and physical geographical features of the United Kingdom.
✓ Understands why some countries are more developed than others.	✓ Can explain how humans can make use of environmental features for their own benefit.	✓ Understands how indicators may be used to describe regional differences – e.g. the north/south divide in the UK.
✓ Competently uses qualitative and quantitative information to describe development.	✓ Can outline the consequences of humans using environmental features for their own benefit.	✓ Knows the features of the structure of the earth and the four main types of plate margin.
✓ Understands how development inequalities might be addressed.	✓ Knows the key geographical features of a newly industrialising country (China).	✓ Understands the hazards associated with living at plate margins and why people continue to live there.
✓ Knows how global atmospheric circulation causes differences in climate.	✓ Understands the consequences of rapid development (in the context of China).	✓ Can explain the features of a tectonic disaster, the impacts on people, and responses.
✓ Competently uses graphs, maps and models to explain the physical features of places – E.g. climate graphs, isoline maps.	✓ Knows the advantages and issues caused by China's rapid development.	✓ Knows the key human and physical features of Japan.
✓ Applied knowledge and skills to perform competently in AP1 assessment.	✓ Understands the environmental consequences of rapid development.	✓ Understands and can explain how physical and human geography are linked (in Japan) to create unique and interesting features.
	✓ Applied knowledge and skills to perform competently in AP2 assessment.	✓ Applied knowledge and skills to perform competently in AP3 assessment.

YEAR 9

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Recalls relevant key knowledge and skills from Year 8.	✓ Can recall the knowledge and deploy the skills learnt at AP1.	✓ Can recall the knowledge and deploy the skills learnt at AP1 and AP2.
✓ Knows and can explain natural and human causes of climate change.	✓ Knows and uses key terms relating to glaciation and post-glacial landscapes.	✓ Knows the key physical features of Africa and compares them with China.
✓ Knows the key features of the enhanced greenhouse effect and global warming.	✓ Understands how processes of erosion and deposition have led to glacial and post-glacial environments.	✓ Understands the challenges of cities in Low Income Countries and compares them to recently more developed cities in China.
✓ Understands the link between industrialisation and global warming.	✓ Knows how sediment is transported in rivers and the sea.	✓ Explains and empathises with how the lives of young people may be different in other parts of the world (Africa and China).
✓ Can outline the consequences of climate change.	✓ Understands how processes deposition and erosion form landform features at coasts and in rivers.	✓ Knows and can give examples of how employment is structured into different sectors.
✓ Evaluates the effectiveness of approaches towards ensuring a lower carbon future.	✓ Identifies and explain glacial, post-glacial, river and coastal features using photographs, OS maps and satellite/aerial imagery.	✓ Understands that the UK's employment structure has changed over time and can compare this with other places (e.g. China).
✓ Applied knowledge and skills to perform competently in AP1 assessment.	✓ Explains the attraction of glacial, post-glacial, river and coastal.	✓ Explains in detail, the benefits of quaternary industry in more developed/higher income countries and their population.
	✓ Understands and justifies how, why and when coastal defences might be used to protect river and coastal environments.	✓ Uses information from a wide variety of geographical sources to research topics and justify findings.
	✓ Applied knowledge and skills to perform competently in AP2 assessment.	✓ Applied knowledge and skills to perform competently in AP3 assessment.



Subject Aims

We aim to ensure that all pupils:

- ❑ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- ❑ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- ❑ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- ❑ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ❑ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

YEAR 7

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Demonstrate good subject knowledge of key terms relating to chronology.	✓ Can recall the knowledge and deploy the skills learnt at AP1.	✓ Can recall the knowledge and deploy the skills learnt at AP2.
✓ Demonstrate good subject knowledge of key terms about sources of evidence.	✓ Knows and appropriately uses the key terms relating to the Battle of Hastings.	✓ Knows and appropriately uses key terms relating to Medieval life.
✓ Demonstrate good subject knowledge of knowledge of how England changed between 410AD-1066.	✓ Knows and appropriately uses the following key terms about sources of evidence.	✓ Knows and appropriately uses key terms about sources of evidence.
✓ Demonstrate good subject knowledge of how England and Baghdad historical experiences, ideas, beliefs and attitudes were similar or different.	✓ Knows and appropriately uses the following Knowledge of how England changed when William came to power.	✓ Key terms about sources of evidence Knowledge of how England changed between 410AD-1066.
✓ Describes characteristic features of past societies and periods to identify change and continuity with and across different periods.	✓ Describes and start to explain characteristic features of past societies and periods to identify and start to explain change and continuity with and across different periods.	✓ Knowledge of how England changed between 410AD-1066 Knowledge of how England and Baghdad historical experiences, ideas, beliefs and attitudes were similar or different.
✓ Identifies some causes and consequences of the main events and changes.	✓ Identify and start to explain more than one causes and consequences of the main events and changes.	✓ Describes and explains characteristic features of past societies and periods to identify and explain change and continuity with and across different periods.
✓ Identifies and describes different ways in which the past has been interpreted.	✓ Identify ,describe and start to explain the different ways in which the past has been interpreted.	✓ Identifies ,describes and explains the different ways in which the past has been interpreted.
✓ When finding answers to historical questions, begins to use information as evidence to test hypotheses.	✓ When finding answers to historical questions, begins to carefully select information as evidence to test hypotheses.	✓ When finding answers to historical questions, carefully selects information as evidence to test hypotheses.
✓ Produces structured work, making appropriate use of dates and times.	✓ Work is more structured making appropriate use of dates and times.	✓ Work is structured making appropriate use of dates and times.
✓ Applied knowledge and skills to perform competently in AP1 assessment.	✓ Applied knowledge and skills to perform competently in AP2 assessment.	✓ More consistent use of historical vocabulary which is used accurately in answers.

KS3 Expectations - History



YEAR 8

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Recalls relevant key knowledge and skills from Year 7 .	✓ Can recall the knowledge and deploy the skills learnt at AP1.	✓ Can recall the knowledge and deploy the skills learnt at AP2.
✓ Demonstrate good subject knowledge of the War of Roses, the Tudor dynasty and interpretations.	✓ Demonstrate good subject knowledge of the Civil war.	✓ Demonstrate good subject knowledge of the industrial revolution and of empire.
✓ Begins to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes.	✓ Begins to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes.	✓ Begins to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes.
✓ Suggests some reasons for different interpretations of the past and begin to recognise why some events, people and changes might be judged more historically significant than others.	✓ Suggests some reasons for different interpretations of the past and mostly recognise why some events, people and changes might be judged more historically significant than others.	✓ Suggests some reasons for different interpretations of the past and recognise why some events, people and changes might be judged more historically significant than others.
✓ Begins to evaluate sources to establish evidence for particular enquiries.	✓ Makes accurate evaluations of sources to establish evidence for particular enquiries.	✓ Accurately evaluates sources to establish evidence for particular enquiries.
✓ Begins to select, and deploy relevant information and make appropriate use of historical terminology to produce structured work.	✓ Selects, begins to organise and deploys mostly relevant information and make appropriate use of historical terminology to produce structured work.	✓ Selects, organises and deploys relevant information and make appropriate use of historical terminology to produce structured work.
✓ Applied knowledge and skills to perform competently in AP1 assessment.	✓ Applied knowledge and skills to perform competently in AP2 assessment.	✓ Applied knowledge and skills to perform competently in AP3 assessment.

YEAR 9

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Recalls relevant key knowledge and skills from Year 8.	✓ Can recall the knowledge and deploy the skills learnt at AP1.	✓ Can recall the knowledge and deploy the skills learnt at AP2.
✓ Demonstrates a good subject knowledge of the topics studied: Women in history and the causes of WW1.	✓ Demonstrates a good subject knowledge of WW1 and the rise of dictators.	✓ Demonstrates a good subject knowledge of WW2 and the Holocaust.
✓ Begins to analyse the nature and extent of diversity, change and continuity within and across different periods.	✓ Can analyse the nature and extent of diversity, change and continuity within and across different periods.	✓ Confidently analyse the nature and extent of diversity, change and continuity within and across different periods.
✓ Begin to explain relationships between causes.	✓ Have a developed explanation of relationships between different causes and can explain the consequences of historical events.	✓ They explore criteria for making judgements about the historical significance of events, people and changes.
✓ Begin to explain how and why different interpretations of the past have been written or constructed.	✓ Explains how and why different interpretations of the past have been constructed.	✓ They can analyse and explain how and why a range of different interpretations of the past have been constructed and why they are useful to historians.
✓ Evaluate sources to establish relevant evidence for particular enquiries.	✓ Evaluates a range of sources and being to reach a conclusion.	✓ They can evaluate critically a range of sources and reach conclusions independently.
✓ Select, organise and deploy relevant information and make appropriate use of some historical terminology to produce structured work.	✓ Select, organise and use relevant information and make appropriate use of historical terminology to produce well-structured work.	✓ Select, organise and use relevant information and accurately use a range of historical terminology to produce well-structured work.
✓ Applied knowledge and skills to perform competently in AP1 assessment.	✓ Applied knowledge and skills to perform competently in AP2 assessment.	✓ Applied knowledge and skills to perform competently in AP3 assessment.



Subject Aims



We aim to ensure that all pupils:

- are prepared for adult life.
- respond well to a local, national and global landscape of religion and belief diversity.
- Can hold balanced and well-informed conversations about religion and belief, i.e. be religiously literate.

YEAR 7

Assessment Point 1 Autumn

Assessment Point 2 Spring

Assessment Point 3 Summer

✓ Knows key terms relating to early Christianity.

✓ Can recall the knowledge and deploy the skills learnt at AP1.

✓ Can recall the knowledge and deploy the skills learnt at AP1 and 2.

✓ Knows key facts regarding the history of Christianity after Jesus' death.

✓ Knows key terms relating to Christianity in the Modern World.

✓ Knows the key terms relating to the religions of Judaism and Islam.

✓ Knows about the foundations of the modern church (Great Schism, The Reformation etc).

✓ Knows how Christians may worship in today's church.

✓ Can recall the key knowledge regarding the foundations of Judaism and Islam.

✓ Understands the messages from stories in religious scripture.

✓ Understands how the persecution of Christians has changed between the early and modern church.

✓ Understands the basic beliefs of Judaism and Islam and how these have arisen.

✓ With structured support, can write in an extended way to respond to stimulus material.

✓ With limited support, can write in an extended way to respond to stimulus material.

✓ Writes in detail in response to stimulus material.

✓ Able to reflect upon the plight of other people in the history of religions (e.g. persecution).

✓ Able to reflect upon how Christians choose to worship in the modern church.

✓ Able to reflect upon how believers of Judaism and Islam practice their faith in the modern world.

✓ Applied knowledge and skills to perform competently in AP1 assessment.

✓ Applied skills and knowledge to perform competently in AP2 assessment.

✓ Applied skills and knowledge to perform competently in the AP3 assessment.

KS3 Expectations - Religious Studies



YEAR 8

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Recalls relevant key knowledge from Year 7.	✓ Can recall the knowledge and deploy the skills learnt at AP1.	✓ Can recall the knowledge and deploy the skills learnt at AP1 and 2.
✓ Knows and appropriately uses key terms relating to our studies of the Old Testament.	✓ Knows the key events of Genesis 1.	✓ Knows the features of religious buildings.
✓ Knows the key events relating to the stories studied from the Old Testament.	✓ Knows that Christians interpret the events of Genesis 1 differently.	✓ Knows why religious buildings take on certain features.
✓ Understands what the key stories of the Old Testament teach Christians.	✓ Knows the key features of the design/cause argument and the big bang theory.	✓ Knows how religious art and architecture can aid worship.
✓ Has a chronological knowledge of the stories studied from the Old Testament and how these show development of the (Christian) faith.	✓ Understands that Christians may believe the teachings of philosophers such as Georges Lamaitre and Charles Darwin without being 'un-Christian'.	✓ Understands, using examples, how religious buildings reflect the faith of the followers.
✓ Able to reflect upon and justify how stories from the Old Testament may be relevant/irrelevant to modern-day Christians.	✓ Understands that different faiths (e.g. Aborigines) and humanists have different beliefs about creation.	✓ Knows and appropriately uses key terms relating to Buddhism.
✓ Applied knowledge and skills to perform competently in AP1 assessment.	✓ Reflects upon own beliefs about creation (in the context of religious and non-religious views).	✓ Understands the key beliefs and teachings of Buddhism.
	✓ Applied skills and knowledge to perform competently in AP2 assessment.	✓ Applied skills and knowledge to perform competently in AP3 assessment.

YEAR 9

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Recalls relevant key knowledge from Year 8.	✓ Can recall the knowledge and deploy the skills learnt at AP1.	✓ Can recall the knowledge and deploy the skills learnt at AP1 and 2.
✓ Knows and uses appropriate key terms relating to the vocation and community cohesion unit.	✓ Knows what a moral issue is and uses appropriate key terms in explaining them.	✓ Knows the key terms relating to the religions of Sikhism and Hinduism.
✓ Understands how people may achieve their vocation (in a religious and non-religious context).	✓ Knows that religion can help people and leaders to make moral decisions – e.g. the Just War Theory.	✓ Can recall key knowledge relating to the foundations of Sikhism and Hinduism.
✓ Reflects upon how vocation helps Christians get closer to God.	✓ Understands that difficult decisions often have to be made in life and can see and explain different sides of an argument.	✓ Understands the key beliefs of Hinduism and Sikhism and how these have arisen.
✓ Reflects upon the diverse society in the United Kingdom.	✓ Understands the role of religion in dissipating/provoking an argument – e.g. religious terrorism etc.	✓ Through the study of religious scripture, understands how religions such as Sikhism promote equality and community involvement.
✓ Is able to explain the role of religion in uniting and dividing society in the UK.	✓ Understands and can explain the contradictory nature of religious advice on moral issues such as capital punishment.	✓ Explains how followers of Sikhism and Hinduism can express their faith in modern-day Britain.
✓ Applied knowledge and skills to perform competently in AP1 assessment.	✓ Applied skills and knowledge to perform competently in AP2 assessment.	✓ Applied skills and knowledge to perform competently in AP3 assessment.



Subject Aims

We aim to ensure that all pupils:

- ❑ understand and respond to spoken and written language from a variety of authentic sources.
- ❑ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- ❑ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- ❑ discover and develop an appreciation of a range of writing in the language studied.



YEAR 7

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Understand and give introduction phrases.	✓ how to give descriptions in French, focused on artworks by famous French and Francophone artists.	✓ Comparing life in French and Francophone schools to life in English schools
✓ Understand and give basic descriptions of others.	✓ Correct adjectival agreement for masculine, feminine and plural nouns	✓ Vocabulary to describe different school subjects
✓ To describe when your birthday is.	✓ Key opinion phrases including j'aime, j'adore, je n'aime pas, je déteste	✓ Be able to express their favourite and least favourite subjects and be able to say why
✓ Can give one past tense when describing activities in the past.	✓ Justifying your opinions using "parce que c'est" and "car c'est"	✓ Using il faut to say you must or you have to
✓ Can recognise and understand a future tense verb.	✓ Describing a painting using il y a	✓ Using il faut que in set subjunctive phrases, for example il faut que je dise
✓ Can use j'ai and tu as in the present tense.	✓ Know the masculine and feminine forms of a range of colours and intensifiers (dark blue, light green etc)	✓ Introducing the third person to express their friends' opinions
✓ Use masculine and feminine forms of adjectives when giving descriptions of others.	✓ Use the words ce and cette to describe "this painting"	✓ Vocabulary to clothes in order to describe their school uniform
✓ To be able to give a future tense activity – je vais au cinéma	Masculine nouns end in –age, –cle, –eau, –er, –eu, –isme, –ment, –oir, –ou and most consonants.	✓ Broadening range of vocabulary to express opinions, for example it's disappointing because, it's pleasing because
✓ Can recognise and understand er, ir and re infinitive verbs with j'aime	✓ Feminine nouns end with –e, –tion, –ence, –ie, –té, –agne.	✓ Adding opinion phrases such as à mon avis
✓ To give a future tense activity with a time phrase.	✓ Introducing third person plural – ils sont intéressants etc	✓ Using comparative phrases to say, for example, French is more interesting than Geography

KS3 Expectations - French



YEAR 8

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Correctly use à, dans, en or au when describing where they live	✓ Describe what sports they do	✓ Describing free time and weekend activities and sports
✓ Use depuis to say how long they have lived somewhere	✓ Can give opinions on the sports they do	✓ Introducing sequencing phrases into our language e.g. then, next, also etc
✓ Be able to use j'y habite to say where they live	✓ Describe how often they do sports and where	✓ Using imperfect and present tense together to say what we used to do and what we do now
✓ Be able to describe the colours and size of their room	✓ Describe what you eat and drink	✓ Introducing l'année prochaine to say what we are going to start to do next year
✓ Be able to use a variety of adjectives using the correct adjectival agreement	✓ Be able to describe what is a healthy lifestyle	✓ Using sain and malsain to describe things that are healthy and unhealthy
✓ Use je peux and on peut, including as a negative, when used to describe what you can or cannot do in your town	✓ Be able to describe what you should and should not eat	✓ Learning words for a variety of foods
✓ Be able to express an opinion about their town and about their bedroom	✓ Describe what activities you did last week	✓ Learning how meal times are different to British mealtimes in France and Francophone countries
✓ Say whether or not they share a bedroom with a sibling and express an opinion about this	✓ Describe what sports you will do in the future	✓ Expanding our vocabulary of adjectives to describe our opinions about a range of sports and activities
✓ Use and recognise north, south, east and west in French		✓ Combining three tenses to describe activities in the past, present and future

YEAR 9

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Know a range of countries, and whether these are masculine or feminine nouns	✓ Know how to describe global issue problems e.g. global warming	✓ To understand and give directions
✓ Correctly use en or au when describing masculine/feminine countries	✓ To say what you will do to protect the environment	✓ To understand and use larger numbers to understand prices and money
✓ Use j'aime aller for I like to go	✓ To use 'on peut', 'on doit' and negative forms with infinitive verbs to describe what you should do to solve problems	✓ To use reflexive verbs to describe your daily routine
✓ Recognise descriptions of the weather in the present and imperfect tenses	✓ Describe changes in your daily routine to say how you will change your behaviour to improve the environment	✓ To understand time phrases
✓ Describe previous holidays using the imperfect tense e.g. j'allais en France	✓ Describe issues around social problems such as homelessness and drug addiction	✓ To describe what you eat and drink and to look at examples of typical French food items and drinks.
✓ Use l'année prochaine and l'année dernière to identify writing as past or future	✓ Describe what you recycle and what you will do in the future	✓ To be able to ask for directions to tourist attractions
✓ Use reflexive verbs confidently in the present tense to express what they do on holiday as part of their routine		✓ To ask a variety of questions about tourist attractions, for example is there a, where is the, what time does, how much is...
✓ Conjugate regular verbs in the imperfect tense for je and il pronouns		✓ Be able to order a coffee or other drink in a French café
✓ Know a variety of methods of transport		✓ Be able to ask for the bill in a French café



Subject Aims

We aim to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



YEAR 7

Assessment Point 1 Autumn - Formal Elements

Assessment Point 2 Spring Cubism

Assessment Point 3 Summer Pet Portraiture

✓ Know, understand and confidently use tone with a full range from light to dark.	✓ Know, understand and confidently use tone, line and texture to create realistic drawings.	✓ To recall colour theory and apply this using a new media.
✓ Know, understand and confidently use colour (harmonious, complementary, colour mixing, layering).	✓ To recall and confidently use the media of pencil crayon, including blending, layering and shading.	✓ To be able to confidently mix secondary and tertiary colours.
✓ Know, understand and confidently use line to create art.	✓ To understand the artistic movement of Cubism and how this developed.	✓ To confidently apply tints, tones and shades.
✓ Know, understand texture and use media to confidently suggest texture in work.	✓ To be able to analyse, draw conclusions from and form opinions on a piece of art work.	✓ Know, understand and confidently use tone, line and texture to create realistic drawings.
✓ Know, understand the importance of shape in a piece of art work.	✓ To know and understand Picasso, his work and The Weeping Woman.	✓ To be able to analyse, draw conclusions from and form opinions on a piece of art work.
✓ Know, understand and confidently use space to add impact and importance to art work.	✓ To experiment with the processes within cubism and apply them to sketchbook work.	✓ To revisit pattern and apply to create visual interest and realise intentions.
✓ Know, understand what form is and use any relevant media to suggest form in art work.	✓ To be able to refine the use of Cubism's themes and ideas and successfully apply them to a final piece.	✓ To know and understand the work of Carolee Clark and translate to an.
✓ To refine and improve the use of media and techniques throughout the project to develop own skillset.	✓ To thoroughly understand and know colour theory and apply it to create contrast and visual interest.	✓ To know how to effectively annotate work to help develop the course of a project moving forward.
✓ To realise artistic intentions and create a final piece that calls upon the use of all the formal elements of art.	✓ To realise artistic intentions and create a final piece that calls upon cubism and influences from The Weeping Woman.	✓ To realise artistic intentions and create a final piece that calls upon relevant influences within the project.

KS3 Expectations - Art



YEAR 8

Assessment Point 1 Autumn Ocean Animals and Plastic	Assessment Point 2 Spring Graffiti Insects	Assessment Point 3 Summer Pop Art and Printing
✓ Know, understand and confidently use tone with pencil to show a full range from light to dark.	✓ Know, understand and confidently use tone with pencil to show a full range from light to dark.	✓ To understand the artistic movement of Pop Art and how this developed.
✓ To confidently work in pen and use mark making to show a range of tone from light to dark.	✓ To use a range of mark making, directional shading and drawing techniques to create a realistic image of an insect.	✓ To be able to analyse, draw conclusions from and form opinions on a piece of art work.
✓ To use a range of mark making to suggest texture and form.	✓ To confidently control a new media of oil pastel through blending and block colours.	✓ To know and understand Lichtenstein, his work and influences.
✓ To be able to analyse, draw conclusions from and form opinions on a piece of art work.	✓ To know and understand Dominic Von Bern and his work on insects.	✓ To call on prior knowledge of the formal elements to develop use of pattern in Pop Art.
✓ To know and understand Alfred Basha and his work.	✓ To use and apply collage materials to create a background that shows links to artist research.	✓ To develop use of a new media (printing) to create a piece of work inspired by Pop Art.
✓ To identify weaknesses in your own work through annotations and refine work accordingly.	✓ To combine media to create a multimedia piece of art.	✓ To be able to refine the use Pop Art's themes and ideas and successfully apply them.
✓ To experiment with media and techniques to create individual work that references the work of Basha.	✓ To be able to identify areas of strength and weakness in your own work and create art based around these findings.	✓ To be able to identify areas of strength and weakness in your own work and create art based around these findings.
✓ To know and understand the concept of environmental art.	✓ To realise artistic intentions and create a final piece that calls upon relevant influences from within the project.	✓ To realise artistic intentions and create a final piece that calls upon relevant influences from within the project.
✓ To realise artistic intentions and create a final piece that calls upon relevant influences from within the project.		

YEAR 9

Assessment Point 1 Autumn Surreal Portraiture	Assessment Point 2 Spring Surreal Portraiture/Natural forms	Assessment Point 3 Summer Natural Forms
✓ Know, understand and confidently use tone with pencil to show a full range from light to dark.	✓ To be able to analyse, draw conclusions from and form opinions on a piece of art work.	✓ To develop use of painting media on a set theme.
✓ Know how to draw different facial features, eyes, nose, mouth etc and suggest tone.	✓ To know and understand the chosen artist and their work.	✓ To develop use of printing media on a set theme.
✓ Uses tone to effectively suggest texture and form across a range of different images.	✓ To realise artistic intentions and create a final piece that calls upon relevant influences within the project.	✓ To identify weaknesses in your own work through annotations and refine work accordingly.
✓ To understand symbolism and how the movements developed.	✓ Know how a mindmap and moodboard can be used to influence and guide a project.	✓ Know how to create annotations that drive the project forward and thoughtfully reflect on work.
✓ To understand the concept of symbolism and how to use this in an Art project.	✓ To know the difference between and use both primary and secondary resources to create art.	✓ To be able to identify personal strengths and use those to develop a personalised project.
✓ To identify weaknesses in your own work through annotations and refine work accordingly.	✓ To experiment in multiple media to create a range of different studies on a set theme.	✓ To be able to create experimental art work that draws on a number of relevant influences.
✓ To understand how the 'grid method' can be used to develop accurate drawings.		✓ To realise artistic intentions and create a final piece that shows a mature and individual response.



Subject Aims

We aim to ensure that all pupils:

- understand and apply the principles of nutrition and health
- cook a repertoire of predominantly savoury dishes so that they can feed themselves and others a healthy and varied diet
- become competent in a range of cooking techniques [
- understand the source, seasonality and characteristics of a broad range of ingredients



YEAR 7

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Know what bacteria and pathogens are	✓ To know and understand the Eatwell Guide and its different sections	✓ To know the senses and how these affect the sensory qualities of food
✓ Know the basic health and safety rules of the kitchen and how to keep food and ourselves safe	✓ To understand the macronutrients, their function, sources, excesses and deficiencies	✓ To understand a range of different taste tests and how to use them to collect data
✓ Know how to use the 4Cs and 'cross-contamination' to keep food safe	✓ To know the sources and function of fibre and water and their importance in a healthy lifestyle	✓ To know and understand different presentation skills and how these can be used in cooking
✓ Know key temperatures and their effective use can keep food safe	✓ To know how to skewer and make seasonal vegetarian dishes	✓ To know how to keep raw foods safe during preparation and cooking
✓ What sensory analysis is and how to conduct an effective analysis	✓ To know how to use the grill safely and effectively	✓ To work with raw meats and avoid cross-contamination
✓ Know the basic chopping methods of bridge and claw and use these skills on a variety of different foods	✓ Know the basic chopping methods of bridge and claw and use these skills on a variety of different foods	✓ To know how to make fibre rich, and healthy snacks
✓ Know how to use the hob and oven safely and correctly	✓ Know how to make sweet seasonal treats and modify to make them healthier	✓ To know how to make a roux sauce – an introduction to gelatinisation
✓ Know how to use a range of different ingredients to make a number of different dishes to suit dietary needs	✓ To use all knowledge of food safety to work safely and hygienically.	Know how to make a crumble topping – an introduction to shortening
✓ Know how to create several healthy savoury dishes	✓ To work independently and confidently in a kitchen	✓ Know how to use raw meat, shape and create burger patties
✓ To use all knowledge of food safety to work in a safe, hygienic and confident manner	✓ To follow a basic recipe with teacher input	✓ Know how to pan-fry fish to create mini fish fingers

KS3 Expectations - Food



YEAR 8

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Know who the EHO is and why they are important - Hygiene	✓ Know and understand the term 'food provenance'	✓ Understand the different types of raising agents
✓ Understand and develop knowledge on the Eatwell Guide	✓ Know and understand the term 'fairtrade'	✓ Know the key term 'gelatinisation' and when it occurs in cooking and baking
✓ Know and understand the three macronutrients and why they are important to us	✓ Know the different types of farming – specifically related to eggs	✓ Know the key term 'caramelisation' and when it occurs in cooking and baking
✓ Know and understand the micronutrients and why they are important to us	✓ Know and understand the term 'seasonality'	✓ Know how to plan a food science experiment
✓ Know the differences in diets and how to make healthy choices	✓ Refresh and remember weighing and measuring skills	✓ Know how to conduct a food science experiment
✓ Understand the issues around junk food and why to avoid eating it	✓ Know how fish is farmed and produced.	✓ Know how to analyse and decipher results in a food science experiment
✓ Know how to use the hob confidently to make a range of different dishes	✓ Know how to make pastry and complete a basic jam tart	✓ Know how to create a range of different dishes and use the food science knowledge in cooking
✓ Know how to make cheesecake and other sweet dishes	✓ Be able to create seasonal dishes i.e. pancakes and crème eff brownies	
✓ Know the basic chopping methods of bridge and claw and use these skills on a variety of different foods	✓ Understand how to combine prior skills of pancake batter to create a savoury toad in the hole	

YEAR 9

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Revisit and understand food poisoning and its causes	✓ Know and recall information from Y8 regarding Food science	✓ Know a range of different multicultural cuisines
✓ Know the difference between high risk and low risk foods	✓ Understand the function of ingredients in recipes	✓ Be able to describe key cooking methods from these cuisines
✓ Understand the factors that can affect our food choices	✓ Know the process of 'caramelisation' to create honeycomb	✓ Be able to describe key cooking methods from these cuisines
✓ Know what 'food security' is	✓ Know the process of 'gelatinisation' and how this is applied in cooking	✓ Be able to describe key dishes from these cuisines
✓ Know and understand some basic diet related health needs	✓ Know the term 'viscosity' and how this applies to food science	✓ Carry out a mini mock coursework
✓ Know and understand personal choice diets	✓ Understand what an 'emulsion' is	✓ Know what a timeplan is and how to construct one
✓ Develop knowledge of bread making to create Focaccia and home-made pizza	✓ Know the process of 'shortening' and how this works when baking	✓ Use cultural knowledge to select and prepare appropriate dishes
✓ Know how to create rough puff pastry	✓ Know what the term 'aeration' means and apply this to cake making	
✓ Work with raw meat in a safe and hygienic way		
✓ Develop pastry knowledge to make sweet fruit custard tarts		



Subject Aims

We aim to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related elements: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

YEAR 7

Assessment Point 1 Autumn Elements of Music	Assessment Point 2 Spring Rhythm and Performance	Assessment Point 3 Summer Music and Media
✓ Identify and describe Pitch, Dynamics, Tempo, Texture and Timbre within a piece of music	✓ Explain the difference between tempo, pulse and rhythm	✓ Analyse and justify why music is chosen to fit a specific product or theme
✓ Notate a basic four-beat rhythm given aurally	✓ Identify and describe quavers, crotchets, minims and semibreves	✓ Analyse film and TV themes using the Elements of Music
✓ Perform in time with a steady pulse	✓ Notate a basic eight-beat rhythm given aurally	✓ Identify and explain leitmotif
✓ Perform a basic rhythm via call and response	✓ Perform a complex rhythm via call and response	✓ Compose a leitmotif for a specific character
✓ Sing a melody in unison with accuracy and musical expression	✓ Create and perform a rhythmic ostinato	✓ Select and arrange sounds to convey a soundscape
✓ Identify lines and spaces correctly on the treble clef	✓ Perform a polyrhythm within a group	✓ Select and arrange sounds to follow a narrative
✓ Use own voice as an instrument, appropriate to the musical context	✓ Identify bass drum, snare and cymbals correctly on the drum kit	✓ Select appropriate loops to fit a genre
✓ Identify a variety of instruments and families from the orchestra	✓ Perform a simple rhythm using bass and snare drums in time with a backing track	✓ Extend, copy and paste loops within the DAW
✓ Respond to a stimulus and creatively realise ideas in sound	✓ Perform a simple rhythm using bass, snare and hi-hat in time with a backing track	✓ Layer sounds effectively within a piece of music
✓ Contribute to a group composition in response to a stimulus	✓ Perform a complex rhythm using bass, snare and hi-hat in time with a backing track	✓ Select and coordinate appropriate SFX to match visuals

KS3 Expectations - Music



YEAR 8

Assessment Point 1 Autumn Instrument Foundations	Assessment Point 2 Spring Solo Instrument Specialism	Assessment Point 3 Summer Blues and Ensemble Skills
✓ Identify and describe Pitch, Dynamics, Tempo, Texture and Timbre within a piece of music	✓ Select material which is appropriate to level of ability	✓ Explain the history and cultural significance of Blues Music
✓ Notate a basic eight-beat rhythm given aurally	✓ Rehearse effectively and independently	✓ Describe the structure of the 12-bar Blues
✓ Perform in time with a steady pulse	✓ Make clear progress in chosen discipline from baseline level	✓ Identify and perform the 12-bar Blues in time with a steady pulse/partner
✓ Perform a complex rhythm via call and response	✓ Keyboard technique: hands together, appropriate fingering patterns and hand positions	✓ Create appropriate lyrics inspired by "Blues" themes
✓ Identify lines and spaces correctly on the treble clef	✓ Guitar technique: guitar held correctly, correct fingering and clear tone achieved	✓ Improvise a melody using the Blues scale
✓ Demonstrate correct piano technique e.g. separate hands, appropriate fingering patterns	✓ Vocal technique: supportive posture, breath control and clear diction	✓ Incorporate swung rhythms into your performance
✓ Perform a simple piece of piano music with accuracy and fluency	✓ Perform in time with a backing track or accompaniment	✓ Perform your chosen part in time with others
✓ Identify strings and frets in reading TAB	✓ Perform with accurate rhythm and note durations	✓ Perform your part with appropriate instrumental technique
✓ Demonstrate correct guitar technique e.g. posture, hand positioning and finger placement	✓ Perform with accurate pitch, tuning and intonation	✓ Perform your chosen part with accurate pitch, tuning and intonation
✓ Perform a simple piece of guitar music with accuracy and fluency	✓ Perform with confidence, fluency and projection	✓ Perform with confidence, fluency and projection

YEAR 9

Assessment Point 1 Autumn Hip Hop and Solo Performance	Assessment Point 2 Spring Minimalism and Film Music 1	Assessment Point 3 Summer Film Music 2 and Band Skills
✓ Explain the cultural significance and evolution of rap	✓ Aurally identify key features of Minimalism	✓ Understand the role of underscore in films
✓ Identify key features of rap and hip hop music	✓ Explain techniques such as repetition, ostinato, layering and phasing	✓ Explain the difference between diegetic and non-diegetic music
✓ Create and use rhyming patterns effectively	✓ Perform cells from a Minimalist piece as an ostinato or canon	✓ Explain how Foley is created and utilised in film music
✓ Utilise slang authentically and appropriately	✓ Develop a composition or arrangement utilising Minimalist techniques	✓ Select, layer and arrange sound/SFX effectively to fit a narrative
✓ Create lyrics which follow a beat pattern effectively	✓ Perform as part of a group including a variety of textures	✓ Extend, copy and paste loops within the DAW
✓ Create lyrics that follow a theme or tell a narrative effectively	✓ Give reasons why music is chosen to fit a specific product or theme	✓ Include techniques such as panning, automation and quantize
✓ Create an effective chorus hook	✓ Analyse film and TV themes using the Elements of Music	✓ Perform chords/lyrics/bass line fluently as part of an ensemble with accurate pitch and intonation
✓ Perform in a group with a variety of textures e.g. solo, unison, call and response	✓ Perform a variety of film themes on a chosen instrument	✓ Perform chords/lyrics/bass line in time with the rest of the ensemble
✓ Perform with technical accuracy (pitch, intonation, rhythm, dynamics)	✓ Identify and explain leitmotif	✓ Communicate clearly with the ensemble members to rehearse and perform effectively
✓ Perform with confidence, fluency, projection and expression	✓ Compose a leitmotif for a specific character	✓ Create your own interpretation of the original song with expression and artistic flair



Subject Aims

We aim to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- critique, evaluate and test their ideas and products and the work of others.

YEAR 7

Assessment Point 1 Autumn

Assessment Point 2 Spring

Assessment Point 3 Summer

✓ Know what CAD is and why we use it in the wider world

✓ Revisit a design brief and use this to inform design decisions

✓ Know the different styles of drawing and the professionals that use these in the industry

✓ Know the computer program 2D design and its tools

✓ Know what a specification is and how this can be used when creating a product

✓ Know and understand a specification for a new end product - linked to knowledge of drawing styles i.e. orthographic

✓ Understand what an 'End user' is and how to conduct effective market research

✓ Know who the 'designers' are in industry and their job roles

✓ Know what the term 'tolerances' means and how this is used in designing and making

✓ Know and use a design brief to design an end product

✓ Know the properties of specific metals and their uses in life and construction

✓ Know how to accurately measure and cut using specific woodworking tools

✓ Use the internet to carry out appropriate research and find appropriate imagery

✓ Understand what sustainability is and how design can impact the environment.

✓ Know how to safely and correctly use the belt sander

✓ Use 2D Desing and competently use the 'line' function

✓ Know what acrylic is, where it comes from and its uses

✓ Know the different types of adhesives and their properties

✓ Know the different wood types, their properties and classifications

✓ Know how to use a range of basic tools create a product that meets the design specification and brief

✓ Know how to correctly sand and finish a product to industry standard

✓ Know what manufacturing is and understand the processes within that

✓ Know how to work in the workshop in a safe way, with particular focus on the pillar drill

✓ Know different industry professionals, their jobs roles and output i.e. painters and decorators

✓ Know how to finish a product to industry standards

✓ Know how to evaluate work that links to success criteria identified at the beginning of the project

✓ Know how to decorate and paint a final product to fit to the specification of a product

✓ Know how to work in the workshop in a safe way, with particular focus on the pillar drill

✓ Know how to calculate specific materials for a required project

KS3 Expectations - Technology



YEAR 8

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Know what success criteria are and how to set and measure them	✓ Develop knowledge of design drawings and create more complex, accurate and intricate drawings	✓ Know the materials and joints used in the production of houses
✓ Know how to carry out a H&S Risk Assessment in the workshop	✓ Know what a GANTT chart is and how it is used in production	✓ Know what sustainable construction practices are, their benefits and drawbacks
✓ Know how the development of new products is closely linked to relevant research	✓ Know what the different kinds of production are and how these affect industry	✓ Know what sustainable technologies are and how they impact the construction industry
✓ Know the influences on design i.e. social and cultural issues	✓ Understand the 'circular design process' and apply this to your current product	✓ Know how the environment can be affected by construction and concerns surrounding this
✓ Understand and know how to mark out accurately and use the correct tools	✓ Know how to evaluate work that links to success criteria identified at the beginning of the project	✓ Know and understand the 6Rs
✓ Know what biomimicry and user-centred design are	✓ Revisit the concept of sustainability and apply this to an environmental product design	✓ Use all prior practical skills to safely work with a range of machinery and hand tools to create a final product
✓ Know how laws and standards affect design	✓ Use the concept of biomimicry to develop a personalised product design	✓ Use both new and repurposed materials to realise a final product
✓ Use all prior practical skills to safely work on a range of machinery i.e. pillar drill, belt sander etc	✓ Use a range of machinery and hand tools to develop a final accurate product	✓ Know how to evaluate work that links to success criteria identified at the beginning of the project
✓ Know how to mark out, cut and shape wood to fit the design specification and success criteria		

YEAR 9

Assessment Point 1 Autumn	Assessment Point 2 Spring	Assessment Point 3 Summer
✓ Revisit the health and safety requirements of the workshop	✓ Know the different types of joints used in the construction industry and their uses	✓ Know what a prototype is and what it is used for
✓ Know the industry professionals, 'carpenter' and 'joiner', their job roles and outputs	✓ Know the different materials and methods involved in wall construction	✓ Create a prototype to test design ideas
✓ Know the industry professionals, 'stonemason' and 'bricklayer', their job roles and outputs	✓ Know and understand the process of tiling, its tools and the equipment required	✓ Recall knowledge of the industry professional the 'electrician' and create a working electrical circuit
✓ Know the industry professionals, 'painter' and 'tiler', their job roles and outputs	✓ Develop tiling skills by creating a mosaic design	✓ Revisit CAD/CAM technologies
✓ Know the industry professionals, 'electrician' and 'plumber', their job roles and outputs	✓ Know how to use a design brief and specification to set personalised success criteria	✓ Create a design on 2D design using CAD
✓ Use all prior practical skills to safely work with a range of machinery and hand tools	✓ Work with greater independence with machinery and tools in the workshop	✓ Know and understand renewable technologies and how these affect industry
✓ Work with greater independence and accuracy to follow specifications and drawings when making	✓ Use the iterative design process to design a lamp that takes prior designs into consideration	✓ Know the benefits of sustainable construction
✓ Know how to safely work with a range of woods and materials to	✓ Know and set your own accurate and sensible tolerances when designing	✓ Understand how construction can avoid the pollution of the environment and can contribute to its preservation



Da Vinci Academy
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