



PONTELAND HIGH SCHOOL



Aiming for our students to be happy, feel safe and secure, and achieve exceptionally well

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Dear parent/carer

An introduction to our new Key Stage 3 Assessment Steps

We are delighted to have welcomed our new Year 7, 8 and 9 cohorts into school from September 2019. We are also excited by having full responsibility for the teaching and learning of Key Stage 3 and have worked hard to create an imaginative and engaging curriculum, which builds on the knowledge, understanding and skills developed in Key Stage 2 and develops this further to provide a platform for achieving success in Key Stage 4.

At Ponteland High School, we believe that the purpose of the curriculum is to gradually build up students' level of knowledge and understanding across all subject disciplines and then be able to apply this in a thoughtful and considered manner to suit the demands of any given task. The curriculum should excite, enthuse and develop within our students a love of learning that encourages them to pursue their studies away from school.

We have ensured that the curriculum is designed with student learning at the core. Subject leaders have thought carefully about what a young geographer, musician or scientist should know, understand and be able to do at various stages of their school life and used this to plan a curriculum that is progressive and challenging. We are committed to meaningful learning rather than superficial coverage of curriculum content, recognising that retention of new material requires regular practice, reinforcement and review.

We believe strongly that our curriculum should drive and determine our assessment processes, not the other way around. We are sharing with you our Key Stage 3 Assessment system where curriculum areas provide a series of carefully planned, bespoke assessment steps to allow students and parents to develop a more detailed understanding of their current progress levels. Students should be able to identify their achievements in each subject, and signpost the next stages for improvement.

We hope our assessment steps help you map your child's journey through each curriculum area over the next three years and they provide you with a useful insight and understanding of the range of knowledge, understanding and skills required across all subjects in Key Stage 3.

Yours faithfully

Stefan McElwee
Deputy Headteacher



Key Stage 3 Assessment Steps - Reporting to Parents

The Assessment Steps framework aims to:

- Provide a clear language of assessment which students and parents can understand and revisit at key assessment points
- Build on the language of assessment developed in the English Writing and Science frameworks at Key Stage 2
- Enable departments to develop their own language of assessment, tailored to their specific skill sets, within a consistent framework across the school
- Allow for progression throughout the Key Stage 3 curriculum
- Enable students to understand where they are in their learning and what they need to achieve in order to make further progress
- Enable us to map and predict age expected progress so that teachers can implement appropriate support for students as and when necessary
- Build on the key concepts of our Great Teaching Model at Ponteland High School through a focus on developing knowledge, understanding and skills.

The Assessment Steps Framework will be used by curriculum areas to inform parents of a student's progress at three key reporting points throughout the academic year (usually at the end of the autumn, spring and summer terms). School has identified Age Expected Standards for each of the year groups within the Key Stage and they are described here.

Year 7

Students will be working at the expected standard if they are securely meeting the criteria described by curriculum areas at **Step 2** by the end of year 7.

Year 8

Students will be working at the expected standard if they are securely meeting the criteria described by curriculum areas at **Step 4** by the end of year 8.

Year 9

Students will be working at the expected standard if they are securely meeting the criteria described by curriculum areas at **Step 6** by the end of year 9.

Reporting to parents

In reporting a student's performance, we will adopt the language familiar to students from the Key Stage 2 assessment framework.

For example, if a student in Year 7 is not yet meeting the expected standards outlined in Step 2 we would report progress as: "Working towards the expected standard"

If a student in Year 7 is exceeding the expected standards outlined in Step 2 we would report progress as: "Working at greater depth"

We will also report using a grade card showing the steps in each subject. We will share this data with parents once a term. **Please note that the number values of the steps are not related to GCSE grades.**

The core subjects of English, Maths, Science and RE will be studied at GCSE level during Year 9 and will be assessed using the new 9-1 GCSE grades.

Grade Card Layout

The grade card for Key Stage 3 will incorporate a simple Grid system where Curriculum areas will report:

- 3 numbers in relation to their Knowledge, Understanding and Skills progress grids
- A progress descriptor which takes an average position of a student's progress at any relevant data capture point

For example, if we use the Year 7 example outlined below, we would:

- i. Assess the student to be working at the expected progress in both Maths and English as the student is securely working at Step 2.
- ii. In Science, the student would be assessed as working towards expected progress, due to the two, step 1's illustrated
- iii. In Humanities, the student would be working at greater depth due to the two, step 3 awards in both Geography and History

Please note that we recognise that some of the skill areas may have a greater weighting than others in certain subjects therefore we rely on the professional judgement of teachers to decide the progress levels being made in each subject.

To provide a simple grid to be produced, the column headings shown on the grade card, and in the corresponding parent booklet, will be headed A, B and C. Parents can then reference what A, B and C refer to in each individual subject using this booklet of information.

Example Grade card for a Year 7 student

Subject	A	B	C	Progress Descriptor
Maths	2	2	2	WAE
English	2	2	2	WAE
Science	1	1	2	WTE
Computing	1	1	2	WTE
Design & Technology	1	2	2	WAE
Geography	3	3	2	WGD
History	2	3	3	WGD
French	1	1	2	WTE
Music	2	2	2	WAE
PE	2	2	2	WAE
RE	2	2	2	WAE

Key:

WAE: Working at expected age level progress

WTE: Working towards expected age level progress

WGD: Working at greater depth

Current effort and behaviour grades will also be shown.

Key Stage 3 Assessment Steps - Table of Contents

Subject – Click on subject name for subject specific information
Art
Computing
Design & Technology / Food Studies
English
Geography
History
Mathematics
Modern Foreign Languages
Music
Physical Education
Religious Education
Science

Purpose of the Art curriculum

Our purpose is to provide a nurturing, supportive and inspiring space for students to thrive and express themselves. At the core of our teaching is a desire to share our passion for the subject area through our continued love of learning.

Our Department has three clear intentions to ensure all students can follow their own creative story.

- i. Deliver inspiring and challenging lessons developing active and engaged learners
- ii. Develop recording skills with a clear understanding of the formal elements of Art, Craft & Design, so that students can communicate ideas with confidence
- iii. Demonstrate a purposefully and exciting approach to experimentation to develop ideas with confidence so that students become independent & creative thinkers

Finally, an ability to make connections in their work to a range of artists, in order to gain a wider understanding of the role of Creative subjects in our society and develop a lifelong appreciation love of Art and Design.

		Key Stage 3 Art		
		A	B	C
Steps for Assessment		Recording through drawing	Experimenting with media and materials	Making connections to Artists in a visual and written form. Applying the use of specialist vocabulary
This is the expected standard to be met by the end of year 7	Step 1	Students can draw simply using the formal elements - line, tone & shape to explore mark making . Students can use a simple range of media to record with in a 2D form and are beginning to draw natural objects from observation .	Following teacher demonstrations students can create simple experimentation using given media and materials begin to blend and show texture . Techniques used include monoprinting, painting and wire work .	Students can make simple written and visual connections to Artists work using keyword. Students can label sketchbook page.
	Step 2	Students can demonstrate some ability to draw using the formal elements line, tone & shape. Mark making is becoming expressive and meaningful . Students are beginning to improve observational drawing demonstrating some accuracy & detail using given media to record natural objects in a 2D/3D form.	Students can show some ability to use basic media and materials to experiment with colour and textures . Students are demonstrating some imagination and creativity in their responses . Techniques used include monoprinting, painting and wire work .	Students can make some written and visual connections to Artists work. Students can apply Art vocabulary and description to extend their labelling .
	Step 3	Students can competently draw using the formal elements - line, tone & shape. Mark making is now	Students can mostly experiment using use a variety of colour, textures with creativity & imagination . Students can now select	Students can competently make visual and written connections to Artists work. Students can select key

		<p>mostly meaningful and controlled. Students can generally with increased accuracy & detail use a range of media to record natural and man-made objects in a 2D/ 3D form.</p>	<p>from a range of media to creatively experiment with greater purpose. Techniques include monoprinting, painting, I pastel and wire work.</p>	<p>vocabulary and use descriptive words to write clear sentences.</p>
This is the expected standard to be met by the <u>end of</u> year 8	Step 4	<p>Students can competently and regularly draw using the formal elements, exploring line, tone and shape. Mark making is now consistently meaningful and controlled. Students are now developing skills in pattern work, typography and illustration. Students can use a range of media to record natural and man-made objects with in a 2D/ 3D form with increased accuracy & detail.</p>	<p>Students can often experiment using a greater variety of tonal colour, textures with increased creativity & imagination Students can explore a range of media to experiment with greater purpose and some independence Techniques include monoprinting, painting, pastel and wire work.</p>	<p>Student can show a competent ability to make personal and meaningful visual and written connections to Artists work. Students will demonstrate an increased understanding of key vocabulary and Sentences are now well structured and explain opinions.</p>
	Step 5	<p>Students can consistently draw using the formal elements - line, tone & shape, applying creative response to font and composition development. Students now have improved skills in pattern work, typography and illustration. Students can with mostly use a range of media to record natural, man-made objects in a 2D/ 3D form with increased accuracy & detail.</p>	<p>Students can show a competent ability to experiment using wider selection colour, textures with increased creativity & imagination. Students can purposefully & thoughtfully use a wide range of media to experiment with Techniques include mixed media, painting, pen and ink.</p>	<p>Students can show a confident ability to make personal and meaningful visual and written connections to artists work, showing a high level of understanding of key vocabulary and writing fluently. Students can now justify and explain their ideas, referring to processes and materials in some detail.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">This is the expected standard to be met by the <u>end</u> of year 9</p>	<p>Step 6</p>	<p>Students can demonstrate a developed and independent ability to draw using the formal elements - line, tone & shape. Font and letter development show a clear understanding of creativity. Students now have increased confidence in pattern work, typography and illustration. Students can use a range of media to record natural, man-made objects in a 2D/ 3D form with increased accuracy & detail.</p>	<p>Students can show a highly developed and independent ability to regularly experiment using colour & texture with creativity & imagination. Students can purposefully & thoughtfully use any chosen media to experiment with. Techniques include mixed media, painting, pen and ink. Students are beginning to take creative risks in their work.</p>	<p>Students can now show a confident and highly developed ability to make personal and meaningful connections to Artists work in a visual and written form. Students showing a high level of understanding of key vocabulary and writing fluently. Students are also beginning to research artists who inspire them and using their research to enrich their creative responses.</p>
	<p>Step 7</p>	<p>Students can demonstrate a confident and independent ability to draw using the formal elements - line, tone & shape. Creativity and flair is evident throughout all drawing. Students now have confident skills in pattern work, typography and illustration. Detailed and accurate drawing is integral to all sketchbook responses and final outcomes.</p>	<p>Students can show a fluent and independent ability to experiment using colour & texture with exceptional creativity & imagination. Students can purposefully & skilfully use any chosen media to experiment with. Techniques include mixed media, painting, pen and ink. Students are confident in taking creative risks in their work.</p>	<p>Students can show a consistent, confident and highly developed ability to make personal and meaningful visual and written connections to artists work. Students can now demonstrate a high level of visual understanding, use key vocabulary and can write fluently. Students are independently researching artists who inspire them and using this research to inspire their own artwork.</p>

Purpose of the Computing curriculum

Computing is a varied, interesting and challenging subject that affects all aspects of our lives from the way we socialise and interact with one another to the apps and programmes we use daily in our homes and places of work. We want our students to thrive in this rapidly changing world. To do so they need to have the necessary skills to be able to gain a competitive advantage and to succeed in one of the fastest growing and most important industries in the world.

We have designed an engaging, well rounded Key Stage 3 programme which exceeds the demands of the National Curriculum and one which we hope will enthuse students towards a pathway of learning into employment in this vibrant, modern computing world. Key stage 3 computing contains three key learning aims:

- i. Online safety
 - a. We aim to ensure all students can use computers and digital devices safely
- ii. ICT (Digital literacy)
 - a. We aim for students to be highly effective and productive users of ICT
- iii. Computing/programming
 - a. We aim for students to have the skills to be able to fully engage in the modern digital economy.

The information in the table below in standard type refers to digital skills, in **Bold** type it refers to computing and in *Italics* e-safety.

Steps for Assessment		Key Stage 3 Computing		
		A	B	C
		Knowledge	Understanding	Skills
	Step 1	Can describe uses of the technology around us. Knows how to create a logical sequence of steps to do something. <i>Basic knowledge of how the internet functions, the risks of being online and knows some methods that can be used to protect yourself.</i>	Understands how to use IT to solve design problems. Understands that a basic program is a sequence of steps the computer follows. <i>Emerging understanding of how to use technology safely, respectfully, responsibly and securely.</i>	Can create a mock-up of a Heads-up Display (HUD) using digital tools. Can create a future home design. Can produce a basic set of instructions to solve a problem. <i>Is able to make simple judgements about internet function, ownership, reliability of online materials, searching, online risks and methods to stay safe and secure.</i>

This is the expected standard to be met by the <u>end</u> of year 7	Step 2	<p>Demonstrates knowledge of how technology can help combat climate change. Demonstrates knowledge of Smart Technology Systems. Knows how to create a logical sequence of steps that reacts to inputs and produces outputs. Knows how digital content can be represented in many forms.</p> <p><i>Developed knowledge of how the internet functions, appreciates ownership of online material and can identify several specific risks and methods to stay safe online.</i></p>	<p>Understands how technology can affect society. Understands how to represent a basic program in a flowchart. Understands and recognises basic conditional programming (IF/ELSE) and loops.</p> <p><i>Basic understanding of how to use technology safely, respectfully, responsibly and securely.</i></p>	<p>Can create a future home technology budget using effective spreadsheet skills. Can write a visual program (Scratch) that uses sequence and selection (IF/ELSE).</p> <p><i>Can make judgments and recommendations about internet function, ownership, reliability of online materials, searching, online risks and methods to stay safe and secure.</i></p>
	Step 3	<p>Good knowledge of HTML tags and how they are structured to create a basic web page. Demonstrates a strong grasp of Smart Technology Systems and the connection between technology and climate change. Knows how logic can be used to control a program. Knows how to represent a program in pseudocode.</p> <p><i>Is aware of what personal information is, how it is used when using digital devices online and is able to describe the importance to ourselves and others of using technology securely and responsibly.</i></p>	<p>Understands the need for a suitable folder structure and file names to support easy web design. Understand there are a range of ways to produce a functional website. Understands the impact that technology can have on society. Understands what is meant by a computational problem.</p> <p><i>Developing understanding of how to use technology safely, respectfully, responsibly and securely.</i></p>	<p>Can create a simple website, with links, using HTML code, supported by an appropriate file name and folder structure convention. Can create a high quality future home technology budget using effective spreadsheet skills and some advanced skills. Can develop basic algorithms that use conditional techniques (IF/ELSE, LOOPS).</p> <p>Can develop and test algorithms to a plan.</p> <p><i>Is able to reflect on own digital use, how to stay safe and minimise the associated risks.</i></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">This is the expected standard to be met by the <u>end of</u> year 8</p>	<p>Step 4</p>	<p>Has a developing knowledge of WYSIWYG software tools.</p> <p>Knows how problems can be solved in a variety of ways (approaches), and recognise which are more efficient for a certain task.</p> <p><i>Is fully aware of the implications of personal information being stored and of the importance of using technology securely and responsibly when using common online services.</i></p>	<p>Can identify the design choices for a given website and explain the reasons for those choices.</p> <p>Can understand the website requirements for a given brief, showing awareness of standard design templates and structure.</p> <p>Understands that programs are coded to specific digital devices (machine code).</p> <p>Understands basic BOOLEAN logic (AND, NOT, OR).</p> <p><i>Reasoned understanding of how to use technology safely, respectfully, responsibly and securely.</i></p>	<p>Can evaluate given webpages, effectively grading a website for a set of criteria.</p> <p>Can use WYSIWYG tools to create a professional looking website.</p> <p>Can debug errors in a program during design and testing.</p> <p>Can develop programs to accomplish simple tasks.</p> <p><i>Can thoughtfully analyse own digital use, can think critically and has some skills to manage their online image and personal information safely and securely.</i></p>
	<p>Step 5</p>	<p>Has a developing knowledge of a variety of software that can be used to create graphics for a given brief.</p> <p>Has a good knowledge of WYSIWYG web design tools for more complex web design projects.</p> <p>Knows how to analyse the end user needs to design an effective user interface.</p> <p><i>Good knowledge of own digital footprint and of the main online risks and safety precautions.</i></p>	<p>Understands the requirements of a given graphics brief and can match this with the capabilities of a variety of software.</p> <p>Good understanding of the design choices of web developers, explaining choices for interface, layout in relation to audience and purpose.</p> <p>Understands how algorithms may be combined to form complete solutions to a problem.</p> <p>Use basic data structures (strings and integers) via simple maths and concatenation.</p> <p><i>Good understanding of how to use technology safely, respectfully, responsibly and securely.</i></p>	<p>Can use IT skills to create basic graphics in 2D.</p> <p>Can undertake a complex, creative project in web design, using WYSIWYG software.</p> <p>Can model a real-world system and describe each stage of the program.</p> <p><i>Can evaluate own digital footprint, personal online risks and recommend key methods of staying safe online.</i></p>

This is the expected standard to be met by the <u>end</u> of year 9	Step 6	<p>Has a developed knowledge of layouts, layering and selections in photo manipulation software.</p> <p>Knows how to produce programs that use multiple functions/procedures to accomplish a task and store data appropriately.</p> <p><i>Strong knowledge of own digital footprint and of a wide range of online risks and precautions necessary to keep you and your devices safe.</i></p>	<p>Understands how 2D models can form 3D models and be able to create these digitally.</p> <p>Recognises several key algorithms (search, sort).</p> <p><i>Strong understanding of how to use technology safely, respectfully, responsibly and securely.</i></p>	<p>Can use photo manipulation software to create 2D and 3D graphics for a variety of needs.</p> <p>Can use a range of advanced features to make a product easy to use, help reduce errors and improve efficiency.</p> <p><i>Can evaluate own digital footprint and confidently critique numerous ways that safety and security risks present themselves before recommending appropriate solutions.</i></p>
	Step 7	<p>Has a developed knowledge of a range of photo manipulation tools and is able to choose the most appropriate for the task.</p> <p>Knows that different algorithms can be used to accomplish the same task and can justify a particular choice.</p> <p><i>Full appreciation of the necessity to manage your own digital footprint and how to keep yourself and your devices safe.</i></p>	<p>Understands how to bring several graphical products together to form a composition.</p> <p>Understands computational abstraction.</p> <p><i>Comprehensive understanding of how to use technology safely, respectfully, responsibly and securely.</i></p>	<p>Can use photo manipulation software to create effective graphics that work well with each other.</p> <p>Can construct, test, debug and combine complex algorithms to form complete solutions to a problem.</p> <p><i>Can judge the risks of own digital footprint and recommend a package of safety and security precautions to mitigate against a wide range of online threats.</i></p>

Purpose of the Design Technology/Food Studies curriculum

As a faculty we wish to nurture our students to become employable, creative and innovative citizens of the modern age that are equipped with the best skill sets to function in current and potential markets of the future.

Our subject's aims are to develop problem solving and reasoning skills by engaging in active learning and critical thinking, which is provided in a rich curriculum where students can manufacture by hand and by using the latest software and computer aided manufacturing tools. Exciting contexts and challenges offer opportunities to develop well-made products individually and in teams fostering collaborative, user-centred and iterative design methods used in the design industry.

Design and Technology is an inspiring and rigorous subject which draws on the other disciplines including mathematics, engineering, design history, computing and art; we aim to encourage links between other subjects wherever possible.

Design and Technologists are also powerful ambassadors for social, environmental and moral action. Projects are designed to work towards how we can be sustainable, conscientious and encourage students to build a better global future. Our subject is not only essential but practical and fun. All students are able to flourish and develop well in our care.

		Key Stage 3 Design & Technology/Food Technology		
		A	B	C
Steps for Assessment		Demonstrate and apply knowledge and understanding of: <ul style="list-style-type: none"> • technical principles • designing and making principles. 	Design and make prototypes that are fit for purpose.	Analyse and evaluate: <ul style="list-style-type: none"> • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology.
This is the expected standard to be met by the end of year 7	Step 1	Students can recall simple facts from Key Stage 1&2 Technology.	Students can understand and complete simple practical tasks following a teacher demonstration, and written instructions. Students are aware of safety measures.	Students can correctly identify key elements of a product or design and label the individual sections.
	Step 2	Students can recall new knowledge from within a lesson .	Students can understand, organise and complete a more complex practical task, by following a more developed set of instructions/recipe.	Students can describe and extend key points, identifying suitability for the intended purpose by using adjectives to denote appearance, texture, aroma, sound and taste where applicable.
	Step 3	Students can recall new knowledge from within a topic over time and apply this knowledge to questions or tasks.	Students can compare and select different materials/ingredients for the selected task based on further research and practical experience.	Students can select and describe the function and purpose of each key element selected; such as mechanical/physical properties and nutritional data

				correctly.
This is the expected standard to be met by the end of year 8	Step 4	Students can recall knowledge using correct terminology from current and previous topics and apply the knowledge in different contexts.	Students can independently identify and select different materials/Ingredients for the selected task and justify the use of components based on further research and practical experience.	Students can summarise and reason what the purpose and function of selected materials and nutrients are, from an extended resource or further reading.
	Step 5	Students can use detailed subject knowledge from different topics to provide explanations to open questions.	Students can also discuss strengths and weaknesses in manufacturing/production and make recommendations for improvement.	Students can justify and explain how and why the details within the Technical data are necessary to the success or failure of a product or user.
This is the expected standard to be met by the end of year 9	Step 6	Students can use detailed knowledge to make predictions .	In addition to the above skills students can determine alternatives to solutions, ingredients and materials and manufacturing methods.	Students can formally test, evaluate, justify and refine their current and future ideas against a specification throughout the design and manufacturing process, taking into account the views of intended users and other interested groups.
	Step 7	Students can recall and apply detailed knowledge to answer written and numerical GCSE level questions .	Students can design/plan their own practical tasks whilst reducing waste and considering social moral and environmental implications. Students can organise equipment lists, risk assessments and next steps.	Students can apply their detailed knowledge and understanding from different topics to explain conclusions based on data presented on a range of products and applications. Students are also aware of social moral and environmental implications of design.

Purpose of the English curriculum

Our aim is for our students to relish the challenge within their English lessons and to experience a wide range of ideas and texts that help them to develop their knowledge, understanding and skills. We want our students to become articulate speakers; empathetic listeners; perceptive readers and skilled writers. Ultimately, we aim to empower our young people to be able to experience success, not only in their exams, but as they take their literacy skills forward into the world.

Steps for Assessment		Key Stage 3 English		
		A	B	C
		Speaking and Listening	Reading	Writing
This is the expected standard to be met by the end of year 7	Step 1	Learners are audible and often use Standard English. Learners can express basic ideas, information and feelings.	With occasional misunderstanding, learners can identify the majority of key points in a text and link them. They demonstrate an increasingly focused critical response to texts with a developing awareness of the writer's choices and their effect.	Learners gather some relevant ideas before writing and are able to proof-read to correct some errors after writing. Their paragraph choices are accurate but not used consistently and sentences make use of a broader range of subordinating conjunctions. Learners have a growing vocabulary and chose words with greater awareness of effect.
	Step 2	Learners can express straightforward ideas, information and feelings and make an attempt to meet the needs of their audience.	Learners are developing a growing range of reading strategies to tackle unfamiliar words. They can draw inferences from specific evidence. Their critical responses are more analytical and formal, supported with straightforward comments on the writer's choices and their impact on the reader.	Learners gather a number of ideas before writing with occasional revision to vocabulary after writing. Their paragraph choices are appropriate, sentences are increasingly varied and vocabulary is wider with some consideration of impact.
	Step 3	Learners attempt to structure and organise spoken contributions. They express straightforward ideas, information and feelings and consider the needs of their audience.	Learners are able to summarise and synthesise key points from a text. They can draw inferences from close reading. They are becoming increasingly competent in responding critically, considering the writer's choices and making detailed comments on their impact.	Learners gather and sequence ideas with some sense of logical progression before writing. They pay more attention to revision of vocabulary choices after writing. They use paragraphs to organise content and their sentence choices show growing awareness of structure. Their vocabulary is developing and is often used with some precision.

This is the expected standard to be met by the end of year 8	Step 4	Learners clearly and appropriately structure and organise spoken contributions. They are able to express more challenging ideas and information.	Learners' reading comprehension is increasingly consistent and they can summarise and synthesise a range of key points from a text with some skill. Their critical responses are more confident, beginning to focus on how the writer's choices have shaped a text and the reader's response.	Learners sequence and appropriately shape before writing and review vocabulary consistently. Their paragraphing is secure, sentences suggest some deliberate crafting of length and clause structure, and vocabulary is increasingly chosen with care and sometimes to achieve specific effect.
	Step 5	Learners effectively structure and organise spoken contributions. They are able to express more challenging ideas using a range of vocabulary.	Learners confidently use a widening range of reading strategies to counter misunderstanding and can summarise and synthesise a range of key points from a text with some precision. Their confident critical responses are supported with some analysis of the writer's whole text and language choices.	Learners' ideas are sequenced coherently before writing with occasional revision of sentence structure for clarity after writing. Their paragraphs and a broader repertoire of sentence structures are increasingly crafted for effect, and their vocabulary is deliberately chosen to achieve specific impact.
This is the expected standard to be met by the end of year 9	Step 6	Learners successfully structure and organise spoken contributions using a range of strategies to engage the listener.	Miscomprehension in reading is unlikely: learners can summarise, synthesise and make perceptive connections between key points from a text. They demonstrate clear analysis in their critical responses to text and explore common strands and patterns in the writer's choices.	Learners gather, reject and select ideas, sequencing coherently before writing. They begin to review for clarity during writing as well as afterwards. Their paragraphs and sentences are deliberately crafted for effect or emphasis, and their vocabulary is selected for clarity, concision and precision.
	Step 7	Learners achieve the purpose of the talk and express more sophisticated ideas using a more complex repertoire of vocabulary.	Learners can summarise, synthesise and make a range of perceptive connections between a text's key points. They frequently consider patterns of inference. Their increasingly analytical critical responses explore the implications and intention of the writer's whole text and language choices.	Learners' ideas are selected and structured with some consideration of purpose and intention before writing. They consider of vocabulary choices and sentence structures during and after writing. They manipulate paragraphs and sentence choices for effect and a select a broad vocabulary for clarity, concision, precision and originality.

Purpose of the Geography curriculum

Our intent is to promote Geography so that our students see the subject as important in that it prepares them for life as global citizens in the modern world they will live in. We aim to instil within students a love of learning and a passion for Geography. We teach students to think carefully about the Earth and our relationship with it, creating confident, competent geographers.

The department will strive to deliver high quality lessons and will be committed to staff development and continual improvement of the curriculum. We have designed a curriculum where concepts are balanced between both physical and human geography and looking at how both aspects combine to create the world that we live in and our impact upon the planet – helping every pupil to become a good geographer.

We plan to equip students with a range of geographical skills such as map skills, investigative skills, evaluative and reasoning skills.

The curriculum is designed to challenge, inspire and be accessible to all groups of students.

		Key Stage 3 Geography		
		A	B	C
Steps for Assessment		Geographical Skills	Location and Place	Human and Physical Geography
This is the expected standard to be met by the end of year 7	Step 1	Select and construct appropriate graphs and charts. Use and understand coordinates, scale and distance. Use common sources (maps, atlases and globes). Provide basic responses to geographical questions. Read data from graphs/charts and extract data. Make basic observations and ask basic questions (WWWWH).	Simple locational knowledge about the local area, eg: location of school, house, etc. Knowledge of the location of different counties and continents. Describe physical and human features in basic terms. Identify patterns of distribution.	Identify a number of different landforms. Describe processes using examples and key terms, eg: 'erosion' and 'population'.
	Step 2	Use and understand gradient, contour and spot height on OS maps and other isoline maps. Follow simple instructions to complete a fieldwork investigation.	Describe connections between areas at the local, national and global level, eg: infrastructure, trade. Describe patterns of distribution.	Describe how physical and human processes can lead to environments differing around the world. Explain processes using key terms and how they lead to the formation of different landforms.
	Step 3	Use fieldwork data collection sheets and collect data Use a wide range of sources, including aerial photos and	Describe connections between areas at the local, national and global level, eg: infrastructure, trade. Make comparisons between different places	Describe how physical and human processes can lead to environments changing and effect the people living there. Identify a

		<p>images.</p> <p>Use appropriate geographical language to respond to questions.</p> <p>Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.</p>	Describe and explain patterns of distribution.	range of different landforms and can explain processes involved using key terms.
This is the expected standard to be met by the end of year 8	Step 4	<p>Interpret and extract information from different types of graphs and charts.</p> <p>Respond to geographical questions in detail using data.</p>	<p>Explain the links between areas at the local, national and global level.</p> <p>Explain physical and human features in detail and with named examples.</p> <p>Explain comparisons between different places.</p>	<p>Link knowledge of processes to local, national and global exemplars to make comparisons and draw conclusions.</p> <p>Comparing outcomes of processes between developing, emerging and developed countries.</p>
	Step 5	<p>Draw informed conclusions from numerical data</p> <p>Draw evidenced conclusions and summaries from fieldwork data.</p> <p>Able to use a range of geographical presentation techniques.</p>	Explain the significance of connections between physical and human locations at a range of different scales.	Make predictions, linking knowledge of processes to detailed place-based exemplars at a variety of scales using a range of key terms.
This is the expected standard to be met by the end of year 9	Step 6	<p>Reflecting critically on fieldwork data, methods used and conclusions drawn.</p> <p>Able to use a wide range of geographical presentation techniques.</p>	Uses detailed locational knowledge to analyse the impact that global events have at a local, national and global level.	<p>Explain how physical and human processes work together and create patterns.</p> <p>Explain how these processes between people and environments can result in changes to places and environments using a wide range of geographical terminology.</p>
	Step 7	<p>Carry out personalised geographical investigations independently at different scales (local, national, global).</p> <p>Evaluate sources of evidence critically and present coherent arguments and</p>	Uses an extensive variety of locational knowledge to anticipate the potential causes, consequences and significance of events, making links between the local, national and global level.	Evaluate and explain complex interactions within and between physical and human processes and show how these interactions help change places and environments using an extensive range of geographical

		effective, accurate and well-substantiated conclusions. Uses an extensive range of geographical presentation techniques.		terminology.
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Purpose of the History curriculum

The objective of the History curriculum is to help every student understand how the past has shaped the present, as well as instilling in them how studying History as a subject remains as relevant as ever in today's modern world. Our plan is to ensure that all our students:

- Gain a full understanding of the role historical events have played in shaping our modern society
- Acquire a sophisticated understanding of historical content across the breadth of the subject, enabling them to make connections and links between different events and periods of time
- Develop excellent historical skills, such as the ability to critically evaluate historical interpretations and sources of evidence
- Can communicate their understanding of key events and concepts accurately in both written work and orally
- Are fully prepared for the demands of their GCSE exams through ongoing departmental assessment and monitoring

		Key Stage 3 History		
		A	B	C
Steps for Assessment		Historical Knowledge & Understanding	Historical Interpretations	Source Analysis Skills
	Step 1	Show basic knowledge and understanding by describing events, people and features of past societies and periods, such as the Norman Conquest and Medieval Britain.	Describe some interpretations of the past on a basic level, with the ability to recognise that some events are more significant than others and that the past has been represented in different ways.	Use the content of sources in a basic manner to find answers to questions about the past and describe it.
This is the expected standard to be met by the end of year 7	Step 2	Show simple knowledge and understanding by beginning to explain the events, people and features of further past societies and periods, such as the Italian Renaissance. Show understanding of where these events fit within the context of a chronological framework.	Identify and describe different ways in which the past has been interpreted on a simple level, with some explanation why some people and changes might be judged as more historically significant than others.	Begin to evaluate sources in a simple manner to establish why they are useful in relation to the question.
	Step 3	Show developed knowledge and understanding by explaining events, people and features of past societies and periods, to do this with increasing confidence and accuracy within the context of an increasingly broad chronological framework.	Suggest developed reasons for different interpretations of the past and explain with increasing confidence why some people and changes might be judged as more historically significant than others.	Evaluate sources in a developed manner to establish evidence for particular enquiries.

This is the expected standard to be met by the end of year 8	Step 4	Show increasingly developed knowledge and understanding by providing clear explanations of a range of events, people and features of past societies and periods, including Twentieth Century Britain. Beginning to analyse key historical skills, such as historical change, continuity and causation and understand an increasing range of historical themes such as Migration and Movement.	Explain in an increasingly developed manner how and why different interpretations of the past have arisen or been constructed and beginning to analyse why some people and changes might be judged as more historically significant than others.	Evaluate sources in an increasingly developed manner to establish relevant evidence for particular enquiries, whilst beginning to analyse and consider the issues surrounding the nature, origin and purpose of sources.
	Step 5	Show good knowledge and understanding by providing detailed explanations of a range of events, people and features of past societies and periods, such as World War One & the Treaty Of Versailles. Analysing historical change, continuity and causation, based around a secure understanding of a range of key historical themes such as Conflict & Resolution.	Explain with clarity and detail how and why different interpretations of the past have arisen or been constructed, analysing why an increasing range of people and changes might be judged as more historically significant than others.	Evaluate critically an increasing range of sources, whilst analysing issues surrounding the nature, origin and purpose of sources.
This is the expected standard to be met by the end of year 9	Step 6	Demonstrate very good knowledge and understanding in relation to an increasing range of topics, such as the Causes of World War Two & Democracy & Dictatorship. Construct substantiated analysis about historical change, continuity and causation, based around a developed understanding of a range of key historical themes such as Power.	Analyse a range of historical interpretations based on an understanding of the historical context , addressing why a range of people and changes might be judged as more historically significant than others.	Analyse and evaluate critically a range of sources, reaching conclusions about the value of sources independently . Historical terminology is used confidently .
	Step 7	Demonstrate confident and extensive knowledge and understanding of history in relation to a diverse range of topics, such as the America in the 1920s/30s.	Construct convincing and substantiated arguments and evaluations about historical interpretations based on an understanding of the historical context,	Analyse and evaluate critically a wide range of sources, reaching substantiated conclusions about the value of sources independently . Historical terminology is

	<p>Independently pursue enquiries about change, continuity & causation and construct, evaluating them in order to produce <u>well-</u>substantiated analytical arguments, based around a sophisticated understanding of a range of key historical themes such as Ordinary Life & Culture and Science.</p>	<p>reaching judgements about historical significance.</p>	<p>used confidently, reflectively and critically.</p>
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Purpose of the Maths curriculum

Our aim is that our students will enjoy studying a challenging Maths curriculum. Students will develop their knowledge, understanding and skills in Number, Algebra, Geometry, Measure, Data Handling and Probability.

In Key Stage 3, students will:

- Follow a curriculum developed around the principles of ‘Maths Mastery’
 - All students will largely follow the same curriculum
- Develop their knowledge, understanding and skills learned in Key Stage 2 and extend it to prepare them for the demands of Key Stage 4
- Develop mathematical fluency
- Develop their ability to use different mathematical representations
- Develop their use of sophisticated mathematical language in order to communicate maths effectively
- Learn to think mathematically in order to solve problems

Steps for Assessment		Key Stage 3 Maths		
		A	B	C
		Mathematical Fluency	Reason Mathematically	Problem Solving
This is the expected standard to be met by the end of year 7	Step 1	Can define key mathematical terms, recall times tables and perform basic calculations.	Can repeat basic mathematical procedures with support and guidance.	Can solve basic mathematical problems in familiar contexts with support.
	Step 2	Can define key mathematical terms, demonstrate fluency in the fundamentals of mathematics and can use it to solve problems with support.	Can follow mathematical procedures and make some deductions based on their understanding of mathematics.	Can solve mathematical problems in familiar contexts.
	Step 3	Can use their developed fluency in the fundamentals of mathematics and can apply them when solving problems.	Can formulate some mathematical relationships algebraically and can develop a mathematical argument with some support.	Can use mathematical knowledge and understanding to solve problems independently.
This is the expected standard to be met by the end of year 8	Step 4	Can use their knowledge and fluency in the fundamentals of mathematics and can apply them when solving multi step problems.	Can reason mathematically by following a line of enquiry and make basic generalisations. Can develop an argument or justification using mathematical language with minimal guidance and support.	Can apply mathematical knowledge and understanding to solve problems in unfamiliar contexts
	Step 5	Can independently use and apply their high	Can reason mathematically by	Can identify and choose from a variety of

		levels of fluency in the fundamentals of mathematics to solve multi step problems.	conjecturing relationships and by making generalisations. Can develop a proof using mathematical language with minimal guidance.	methods to model and solve problems in unfamiliar contexts.
This is the expected standard to be met by the end of year 9	Step 6	Can independently use and apply their high levels of fluency in the fundamentals of mathematics to rapidly and accurately solve varied multi step problems.	Can reason mathematically by following a line of enquiry, conjecturing relationships and generalisations. Can develop an argument, justification or proof using mathematical language.	Can write their own complex multi-step problems that use a range of mathematical concepts with minimal support.
	Step 7	Can independently use and apply their high levels of fluency in the fundamentals of mathematics to rapidly and accurately solve varied, complex problems in unfamiliar contexts	Can independently reason mathematically by following a line of enquiry, conjecturing relationships and generalisations. Can independently develop an argument, justification or proof using mathematical language.	Can independently write their own complex multi-step problems that use a range of mathematical concepts and require evaluation of their results.

Purpose of the Modern Foreign Languages curriculum

Our aim is that students will enjoy studying a challenging, engaging and progressive MFL curriculum, which will allow them to develop their knowledge, understanding and skills in a variety of topic areas relevant to their everyday lives. They will develop the concept of being a global citizen by increasing their understanding of the cultures where the languages are spoken. This will culminate in students gaining a GCSE/ A level in line with or better than their starting point.

In Key Stage 3 the aim is for our students to develop their independence in producing language, and use language creatively in both spoken and written forms. We want students to enjoy learning French/German/Spanish, using a wide range of authentic resources, such as music, poetry and film. Students will be able to read and understand spoken texts about a range of topics with some complex language. By the end of this key stage our aim is for our students to be able to produce language in 3 time frames and manipulate regular verbs. They will be able to give opinions and justify them, and they will have developed skills to enable them to complete GCSE style tasks.

		Key Stage 3 Modern Foreign Languages		
		A	B	C
Steps for Assessment		Knowledge	Understanding	Skills
	Step 1	Students know vocabulary about personal information and family. They know vocabulary about opinions and why people like or dislike things. Students can recall some pronunciation and spelling rules.	Students understand information about people and their families including descriptions. They understand what people like and dislike and explain why. Students understand basic classroom instructions in the target language.	Students can say and write information about themselves and their family with support including describing people. They can accurately apply basic pronunciation and spelling rules, and can produce some high frequency language accurately without support. Students can respond in the target language for classroom routines.
This is the expected standard to be met by the end of year 7	Step 2	Students know common verbs to talk about themselves including, students have, I am, I would like and I can. Students know a range of connectives, intensifiers, opinions phrases and adjectives, and other high frequency structures.	Students can understand common verbs and different subjects of verbs, including the verbs 'to be' and 'to have'. Students can translate sentences with familiar language accurately.	Students can produce language to express opinions and give reasons, and they can use the verbs 'to have' and 'to be' to talk about themselves and some other people, including using the negative sometimes. Students can ask and answer some questions in the target language, and write a paragraph without support.
	Step 3	Students know a wider range of topic vocabulary, question words, opinion phrases, and some language for comparing.	Students understand language about topics studied, including comparisons, and they can pick out the correct information to answer questions. Students can	Students can speak and write about a variety of topics, including asking and answering questions and comparison. Spelling and pronunciation of

			translate familiar language accurately, and work out some unfamiliar structures.	common words are generally accurate and students can produce a wider range of high frequency structures and verbs accurately without support.
This is the expected standard to be met by the end of year 8	Step 4	Students can recall the meaning of at least 50 regular verbs, including some common irregular verbs like 'to do' and students know how to form a past and future tense with 'I'.	Students can understand texts or someone speaking about what they did last weekend, and about the future. They can identify some negative phrases and a range of time phrases.	Students can accurately talk and write about what they did in the past and in the future (regular verbs) and sometimes produce language about other people's past and future actions. Students can have a conversation and write more than one paragraph with little/no support, on a broader range of topics.
	Step 5	Students can identify a range of vocabulary about topics studied so far. Students can recognise some language to express justified opinions, disagreement, comparisons, questions and sequence.	Students can understand some language about all topics studied so far, and they can pick out correct information even though there may be distractors. Students can translate common past and future tenses, including some time phrases.	Students can say or write about all topics studied so far. They can write more than one paragraph or have a simple unprepared conversation without support, including using basic past and future. Students can produce a wider range of language accurately, and independently.
This is the expected standard to be met by the end of year 9	Step 6	Students can recognise verbs in different tenses, including conditional, and imperfect tenses, and some common irregular verbs.	Students can understand texts and spoken language with a wider range of verbs and tense, including conditional, future, past and possibly the imperfect. Students can understand verbs about other people in a variety of tenses.	Students can produce a wider range of language accurately, and independently, sometimes spontaneously, or creatively. Students can include accurate verb forms in at least 3 time frames, extended sentences and pronounce language more consistently.
	Step 7	There is very little vocabulary studied, which students cannot recall, and students have broadened their vocabulary independently.	Students can make sense of most texts and listening activities about the topics studied, including cross-context. Students understand the gist of complex or unfamiliar language. Translation of familiar language is almost	The language students produce in spoken and written form is highly accurate, and they can manipulate verb forms they have studied without support, across subject pronouns, including using negatives.

		faultless.	
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Purpose of the Music curriculum

Music is the universal language all around us. It engages and motivates, enables personal expression, builds confidence, encourages reflection, boosts emotional development, develops critical engagement, stimulates and inspires us every day. As students' progress, they should develop a critical engagement with Music, enabling them to perform, compose and listen with discrimination to wide range of musical cultures, genres and traditions from a large variety of great composers. By learning to perform individually and in groups it helps to increase their self-confidence, creativity and a sense of achievement, as well as increasing their cooperation, concentration and communication skills.

The planned curriculum is essentially a threefold conception: it is topic, theoretically and practically based, fostering both academic rigour and creativity through listening, appraising, composition and practical music making. Curriculum music lessons not only give a thorough grounding for those wishing to take music further, but also provide enjoyable experiences and opportunities in many types of music for all pupils, not just those with a specific musical interest.

Steps for Assessment		Key Stage 3 Music		
		A	B	C
		Performing	Composing	Active Listening
This is the expected standard to be met by the end of year 7	Step 1	Repeat short rhythmic and melodic patterns.	Create and choose sounds in response to a given brief.	With support can state a strength and weakness in their own work.
	Step 2	Perform simple patterns and accompaniments keeping to a steady pulse.	Carefully choose and order sounds within simple structures such as beginning, middle, end and in response to given starting points.	Able to identify improvements to their own work. With support can state a strength and weakness in their own and others work. Use of some musical language.
This is the expected standard to be met by the end of year 8	Step 3	Perform rhythmically simple parts with limited fluency and sensitivity.	Combine several layers of sound. Can compose to a simple brief.	Make improvements to their own work commenting on the intended effect. Able to describe the work of others to two musical elements.
	Step 4	Perform maintaining own instrumental part. Beginning to show ability to listen to and recall phrases.	Compose by developing musical ideas with relevance within a given musical structure. Handling of instrumental / vocal forces is functional. Creative response to the brief.	Suggest improvements to their own and others work, commenting on how intentions have been achieved. Use of basic musical language.
	Step 5	Ability to maintain	Compose music using	Can evaluate own and

		Independent parts from notation and memory and to recall phrases including singing or playing a solo part.	appropriate musical elements such as pitch, rhythm, chords and structures. Ability to produce compositions with some development of ideas to a given brief.	others work. Independently using musical vocabulary.
This is the expected standard to be met by the end of year 9	Step 6	The use of tempo is usually appropriate and consistent. Some use of, dynamics phrasing and articulation. In ensemble performance there is good awareness of balance throughout.	Use harmonic and non-harmonic devices where relevant. The instrumental / vocal writing is idiomatic. The piece has some sense of balance and wholeness. Sustain and develop musical ideas.	Make improvements to their own and others work in the light of a chosen style. Good use of musical vocabulary.
	Step 7	Evaluate how venue, occasion and purpose affects the way music is created, performed and heard. Perform different instrumental lines/parts within an ensemble.	Create coherent compositions. Adapt develop, extend and discard musical ideas within given and chosen musical structures, genres, style and traditions. Excellent ability to produce compositions with some development of ideas.	Evaluate and make critical judgements about the use of musical conventions and other characteristics which are reflected in own and others' work. Using subject vocabulary, make confident and consistent improvements to their own work and others in the light of a chosen style for authenticity.

Purpose of the Physical Education curriculum

Our curriculum has been designed to promote enjoyment but also develop and stimulate our students physically, socially, emotionally and cognitively. It aims to provide an equal opportunity of learning experiences through a wide range of activities to develop mastery and excellence in at least one activity.

Students will be encouraged to take on different roles and engage in physical activity as performers, leaders/coaches and referees/umpires/officials. Students will experience competition, and will be encouraged to cooperate with and be tolerant of each other. We will promote an understanding of how fitness and participation in sports can contribute to physical, social and emotional well-being.

		Key Stage 3 Physical Education		
Steps for Assessment		A	B	C
		Skills, techniques and performance	Knowledge and understanding	Health and wellbeing
This is the expected standard to be met by the end of year 7	Step 1	The student demonstrates very basic skills, from some sports in isolated practices. Can play some sports in a conditioned practice.	The student shows a limited understanding of the rules and regulations of sports. Can apply basic tactics in games.	With support can safely prepare for safe play or physical activity. Has an understanding of the impact of physical activity on a person's health, wellbeing and fitness.
	Step 2	The student can apply appropriate skills in some activities showing some level of accuracy and control. The student can play games in conditioned practices effectively.	Understand the basic rules and regulations from the sports taught. Demonstrates some knowledge and understanding of tactics in team and individual games.	With support can safely prepare for, and recover from, physical activity. Has a limited understanding of the impact of physical activity on a person's health, wellbeing and fitness
This is the expected standard to be met by the end of year 8	Step 3	The student can apply skills in a number of sports with increasing accuracy. In a game, the student can perform with increasing levels of accuracy and control.	Can apply the basic rules from some sports. Can apply leadership and coaching skills in a practice situation.	Can safely prepare for, and recover from, physical activity. Has a limited understanding of the impact of physical activity on a person's health, wellbeing and fitness.
	Step 4	The student can apply a range of skills from a variety of sports. The student is able to adapt skills in some situations to suit the needs of the game.	Understand and effectively apply the rules and regulations from some sports. Demonstrate accurate knowledge and understanding of skills, techniques and tactics and their use within some sports. Be able to provide some feedback on how to improve a performance.	Can independently and safely carry out a warm up and cool down for the sporting activity. Knows and understands the health risks associated with inactivity.
	Step 5	Students apply a wider	Demonstrate accurate	Understand the theory

		range of skills with accuracy. They can apply these skills in high pressure, competitive situations. The student is adaptive and they produce the intended results/outcomes.	knowledge and understanding of skills, techniques and tactics and their use within a wide range of sports. Be able to coach basic skills and provide detailed feedback on their own and others performances.	underpinning physical preparation. The student understands why it is important to safely prepare for, and recover from, physical activity. Understands the impact of physical activity on a person's health, wellbeing and fitness.
This is the expected standard to be met by the end of year 9	Step 6	Students can participate in most sports with accuracy in most situations / practice elements. When faced with opposition, decision making is usually effective. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations.	Understand and effectively apply the rules and regulations. Demonstrate accurate knowledge and understanding of skills, techniques and tactics and their use. Be able to coach skills and some tactics to a small group and suggest ways of improving.	Can explain the importance of a warm up and cool down and their effect on performances. Knows and understands the positive impact of physical activity on a person's health, wellbeing and fitness.
	Step 7	The quality of technique is maintained for all skills and throughout all practices. There are very few errors and the student is adaptive when faced with progressively challenging situations and when playing in a competitive game. Is effective and able to respond imaginatively during competitive sport.	Effectively applies the rules and regulations from a wide range of sports. Demonstrates detailed, accurate knowledge and understanding of skills, techniques and tactics and their use within a wide range of sports. Be able to coach and lead a team/activity effectively.	Can lead the safe preparation for, and recovery from, physical activity in group situations. Has an in-depth understanding of the impact of physical activity on a person's health, wellbeing and fitness

Purpose of the Religious Education curriculum

Our plan is to promote Religious Education (RE) so that our students view it as an esteemed subject acknowledged for its global relevance in a multicultural age. We aim to instil within our students a love of learning and a passion for questioning. We teach students to think carefully about their beliefs and the beliefs of others to help them reach justified conclusions and to have respect and tolerance for the alternative views they may be exposed to.

We have designed a curriculum where concepts are systematically revisited in order to build on prior learning but also developing new knowledge thereby creating expert learners in our subject. We plan to equip students with a range of skills by incorporating a balance of formative and summative assessments which will prepare them for their GCSE exams.

We will deliver engaging, passionate and challenge rich lessons with concepts students find tangible and meaningful.

		Key Stage 3 Religious Education		
		A	B	C
Steps for Assessment		Beliefs & teachings	Practices	Skills
	Step 1	Some knowledge of key concepts within religious traditions. Some understanding of the key foundations on which particular religions are built upon. Becoming familiar with religious terminology.	Can explain some key religious beliefs, teachings and practices. Can occasionally identify key religious concepts in the actions of inspirational religious figures. Able to apply some key religious concepts and principles to daily life.	Can make some statements about religious beliefs, teachings and practices Some understanding of key religious terminology. Can occasionally identify the meaning behind some religious concepts.
This is the expected standard to be met by the end of year 7	Step 2	Developed knowledge of multiple religious traditions and their key beliefs and teachings. Can apply mostly accurate terminology to questions testing knowledge. Able to compare a range of different religious and non-religious beliefs under a key concept.	Can compare and contrast different religious and non-religious beliefs and practices. Developed understanding of different religious traditions and their significance. Understanding of the ways different religious and non-religious people may choose to live their lives based on their beliefs and teachings.	Can compare and contrast multiple religious and non-religious views and use terminology mostly accurately. Can apply religious and non-religious views to ethical issues. Can identify key teachings already learned through key religious traditions and the actions of key religious people.
	Step 3	Able to argue from and explain coherently the beliefs of multiple religions and non-religious positions such as Humanism. Can successfully elaborate on how different religious beliefs and teachings influence religious people. Developed understanding of how different religious beliefs and teachings can be	Can make links between various religious viewpoints and non-religious positions such as Humanism. Detailed understanding of key religious and inspirational figures and how their religious beliefs have led to their actions. Detailed understanding of the different ways religions express themselves through key events within their tradition.	Can provide explanations of multiple religious beliefs and practices and the significance behind them. Can apply religious and non-religious views to ethical issues and give some justified reasons. Can explain reasoning behind beliefs through reference to sacred texts.

		identified in the real world.		
This is the expected standard to be met by the end of year 8	Step 4	<p>Good knowledge of differing religious and non-religious viewpoints and the links between them.</p> <p>Can address moral issues and questions concerning human life from a range of perspectives and give justified reasons.</p> <p>Developed a comprehensive understanding of how different religious beliefs and teachings can be identified in the real world.</p>	<p>Good understanding of multiple faiths and can easily identify which key concepts and traditions belong to which world religion.</p> <p>Comprehensive understanding of the differences and similarities between the many religious and non-religious viewpoints.</p> <p>Can predict and identify how these viewpoints may manifest in terms of actions and practices.</p>	<p>Good ability to respond from more than one religious and non-religious perspective and can explain reasons for certain beliefs in some detail.</p> <p>Can compare and contrast multiple religious beliefs, teachings and practices with reference to sacred texts.</p> <p>Terminology is used on the whole accurately and is increasingly becoming more varied.</p>
	Step 5	<p>Very good knowledge of religious and non-religious viewpoints with the ability to make clear and coherent links between them.</p> <p>Able to use some evaluation points when making comparisons between two perspectives.</p> <p>Successfully able to add relevant examples and religious scripture into written work to support statements made.</p>	<p>Can confidently and accurately compare non-religious theories and ways of thinking with a variety of religious beliefs and teachings.</p> <p>Can successfully apply religious and non-religious terminology to areas of discussion and can expand on points made.</p> <p>Can confidently tackle a variety of moral issues from a range of perspectives and come to a justified conclusion.</p>	<p>Very good ability to respond from more than one religious and non-religious perspective and give justified reasons as well as embed religious scripture to justify points.</p> <p>Very good knowledge of a wide range of key terminology which is used accurately and effectively.</p> <p>Can reach a justified conclusion.</p>
This is the expected standard to be met by the end of year 9	Step 6	<p>Can skilfully discuss key religious concepts in a variety of ways and adapt explanations in order to be able to usefully apply them to moral or ethical issues.</p> <p>Can successfully evaluate key religious beliefs and teachings with the use of philosophical and ethical thinking.</p> <p>Excellent ability to embed and discuss relevant examples and religious scripture to support statements made.</p>	<p>Can explain in detail key concepts from religious and non-religious viewpoints and make clear evaluative comparisons.</p> <p>Excellent understanding of religious teachings and practices which are used effectively to identify traditions and actions of individuals and groups.</p> <p>Can successfully translate religious and non-religious teachings into potential responses to difficult questions to aid in problem solving.</p>	<p>Excellent ability to compare and evaluate different religious traditions and non-religious viewpoints.</p> <p>Can quickly and effectively identify what knowledge is required from a key question or piece of work.</p> <p>Can structure a strong argument and reached justified conclusions.</p>
	Step 7	<p>Outstanding knowledge and understanding of key religious and non-religious concepts</p>	<p>Outstanding ability to argue from differing viewpoints and able to successfully justify any points made with</p>	<p>Outstanding ability to critically assess and compare different religious traditions and</p>

		<p>which are used accurately and confidently. Can analyse in depth different religious teachings and make links between them. Outstanding ability to reference key religious teachings and scripture to support statements made, along with expert use of examples to demonstrate knowledge.</p>	<p>examples and religious teachings. Outstanding evaluation skills and philosophical thinking which add to the depth of argument in longer responses. Can successfully and expertly use key concepts to answer a range of questions and to identify religious and non-religious responses to particular moral and ethical issues.</p>	<p>non-religious viewpoints Can successfully embed religious teachings and materials from sacred texts within written work. Can successfully write long answers which include clear logical chains of reasoning and lead to justified conclusions.</p>
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Purpose of the Science curriculum

The aim is for all of our students to enjoy and be inspired by the challenging content they will study in science. They will develop deep knowledge and understanding of concepts in biology, chemistry and physics as well as skills to enable them to work scientifically through enquiry and investigation, both independently and collaboratively.

In Key Stage 3 students will:

- Gain a full understanding of the role that science plays in our society
- Acquire a sophisticated understanding of the content across the breadth of the subject to enable them to make connections and ultimately become 'expert' problem solvers
- Have misconceptions challenged and remedied
- Develop excellent practical, ICT and problem solving skills
- Communicate their understanding of key concepts accurately in both written work and during discussion
- Apply mathematical skills to solve scientific problems
- Be fully prepared for the demands of their final exams
- Have an awareness of the careers that science can lead to and that opportunities are available regardless of gender.

Steps for Assessment		Key Stage 3 Science		
		A	B	C
		Scientific Knowledge	Scientific Understanding	Working Scientifically
This is the expected standard to be met by the end of year 7	Step 1	Students can recall simple facts from Key Stage 1&2 science.	Students can correctly explain familiar observations using common sense reasoning.	Students can complete simple practical tasks following a teacher demonstration . Students are aware of safety measures.
	Step 2	Students can recall new knowledge from within a lesson .	Students can explain familiar observations using correct scientific ideas covered in current topic.	Students can complete a practical task by following a simple set of instructions.
	Step 3	Students can recall new knowledge from within a topic .	Students can explain familiar observations using correct scientific ideas and terminology covered in the current topic.	Students can identify the factor that is varied in an investigation and the factors that are controlled .
This is the expected standard to be met by the end of year 8	Step 4	Students can recall scientific knowledge using correct terminology from current and previous topics .	Students can explain familiar observations using correct scientific terminology and concepts covered in the current and past topics.	Students can collect and display results in tables, charts and graphs. Students can carry out simple processing such as averaging .
	Step 5	Students can use	Students can explain	Students can analyse

		detailed scientific knowledge from different topics to provide explanations to open questions.	unfamiliar observations that require scientific terminology and concepts from more than one topic.	their data to make simple conclusions .
This is the expected standard to be met by the end of year 9	Step 6	Students can use detailed knowledge to make predictions .	Students can apply their detailed knowledge and understanding from different topics to explain conclusions based on data presented.	Students can identify strengths and weaknesses in an experimental method and make suggestions for improvement .
	Step 7	Students can recall and apply detailed knowledge to answer written and numerical GCSE level questions .	Students can identify relationships in data and provide explanations based on detailed correct terminology, knowledge and understanding	Students can design their own experiments to investigate relationships, including equipment lists, risk assessments and tables.