

A close-up photograph of a young girl with dark hair, focused on playing a violin. She is holding the instrument and bow, with her eyes looking down at the strings. The background is blurred.

*Individual
Learning Record*

Year 7



THE BRITISH SCHOOL
OF GUANGZHOU

A NORD ANGLIA EDUCATION SCHOOL



Introduction

Dear Parents,

As of August 2016, The British School of Guangzhou made changes to its methods of assessing and reporting linked to student achievement and progress.

This booklet is designed to provide students and parents with information regarding the assessment criteria for each subject studied at Key Stage 3 (Years 7, 8 and 9). In each subject-specific section you will find the individual learning record (ILR) criteria that a student will need to demonstrate in order to achieve a particular band on the new BSG 4-Point Scale.

Other than the initial orientation meetings at the start of the academic year, or the information documented on the next couple of pages, please do not hesitate to contact me, or your child's individual subject teachers, should you require any further clarification.

Kindest regards,



Aidan Edmanson

Deputy Head of Secondary
aidan.edmanson@bsg.org.cn



KS3 Assessment Change

The change has occurred for a number of reasons, which are listed below.

To benefit our students and their parents

All teachers have seen this as an exciting opportunity to re-evaluate our assessment practice, in order to meet the needs of our students in the best possible way and better prepare them for their IGCSE courses. Reporting against age-related expectations will also ensure parents are heavily informed regarding their child's progress.

To align ourselves with the British education system

In September 2014, the DfE (Department for Education) in the UK moved away from the compulsory use of National Curriculum Levels to report on student attainment. We have updated our assessment methods to reflect this and to ensure that our students continue to receive the very best and up-to-date British education. This allows for:

- Schools to develop a relevant curriculum for their students.
- Specific age-related expectations for each year group.
- Time to embed a deeper understanding of learning.

To follow Nord Anglia Education's 'Be Ambitious' philosophy

Nord Anglia Education has been in the process of aligning their family of schools with UK assessment changes. The main outcomes are:

- To better embed NAE's 'Be Ambitious' philosophy.
- The use of a 4-Point Scale (a preferred UK model) and age-related expectations.

To allow for continuity between Primary and Secondary

Our Primary school introduced the above changes to assessment from August 2015. Secondary adopting a similar model will allow for greater continuity for our students.

The BSG 4-Point Scale

The secondary school will be adopting the below 4-Point Scale to assess, and report on, student attainment. This has been based on both the Primary and NAE models.

- *Exceeding*: The student is currently exceeding, and working above, end of year age-related expectations in the subject.
- *At*: The student is currently working at, and is meeting, end of year age-related expectations in the subject.
- *Developing*: The student is currently working towards meeting age-related expectations.
- *Introduction*: The student is working at an introductory level in relation to age-related expectations.

Where our age-related expectations come from:

In terms of creating this 4-Point Scale, Nord Anglia Education's assessment principles (December 2015) set guidelines that stated:

- If a student were achieving what was the previous Level 7 criteria by the end of KS3 (Year 9), then the student would be 'EXCEEDING' age-related expectations;
- If a student were achieving what was the previous Level 6 criteria by the end of KS3 (Year 9), then the student would be 'AT' age-related expectations.

It is for this reason that we have used the previous level criteria as the main starting point for creating the subject-specific ILR grids that you will find in this booklet.

To assist parents with understanding our KS3 reports we use a Flightpath. This is meant to provide a projection of which band of the 4-Point Scale students would be performing in, and what grade they would be working towards at IGCSE, based on a starting level. This starting level is based on end of Year 6 performance as well as a predictive assessment completed upon entry to KS3 (either in Year 7, 8 or 9). However, this is a guide only; many students will progress above their initial projection.

KS3 Flightpath:

End of Y6 Start of Y7		End of Year Projection: Y7, 8 and 9		IGCSE Projection
6C/5A 5B 5C	➔	'EXCEEDING' BAND	➔	A*-A
4A 4B 4C	➔	'AT' BAND	➔	A*-B/C
3A 3B 3C	➔	'DEVELOPING' BAND	➔	B-C
3C Below 3	➔	'INTRODUCTION' BAND	➔	D and Below
Equivalent levels (using previous system)		The British School of Guangzhou's 4-Point Scale		IGCSE Grades

The 4-Point Scale will be reported on over the course of the academic year, through our formal school reporting process, although more information will follow, to explain this, along with the first set of Reports. However, as well as attainment (via the 4-Point Scale), school reports will continue to identify and celebrate commitment and progress, which we value extremely highly as a school.

Overall, we are very proud of our changes to assessment and we firmly believe that these will yield a number of evident benefits for our students.

The Benefits

- Courses and criteria that more rigorously prepare students for their IGCSEs.
- Criteria that is specifically tailored for our students, to promote challenge.
- The exclusion of sub-levels removes a large sense of judgement, as each band on the scale is broader, allowing for consolidation.
- More time to focus on consistently applying necessary skills and embedding a deeper understanding of learning. Thus, students are encouraged to foster a growth mindset.



4-Point Scale	Investigate Artistic, Cultural and/or other Connections	Record ideas, observations, planning, drawing and making	Experiment with materials & Refine ideas	Analyse Reflect and evaluate	Personal response/vision
Exceeding	Considers and discusses the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose at an excellent level.	Develops and uses excellent technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately.	Takes some excellent creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work.	Evaluates their own work and that of others, reflecting on their own view of its purpose and meaning. Adapts and refines ideas, processes and intentions.	Shows emerging individual qualities and intentions are realised. Personal responses demonstrate excellent links between sources and contexts.
At (meeting)	Compares and comments on differing ideas, methods and approaches used by artists, craftspeople and designers, competently relating these to the contexts in which the work was made to a good level.	Investigates and develops good practical skills and uses the qualities of materials and processes to suit their intentions when designing and making.	Uses a good range of approaches to explore and experiment with ideas, information and resources in order to develop intentions.	Discusses their own work and that of others and considers how they might adapt and refine their ideas, skills and processes.	Methodically responds leading to a good realisation of intentions, showing some connection with ideas and sources.
Developing	Describes the direct differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made to a satisfactory level.	Identifies the formal elements when designing and making. Straightforward ideas are considered.	Explores different materials and processes to communicate intentions appropriate to ideas. Literal experimental development.	Makes a connection between their own and others' work from a few starting points. Adapts and improves aspects of work.	Partially realises intentions through a satisfactory response with some connection between sources.
Intro	Little recognition is made regarding the ideas or intentions of artists, craftspeople and designers.	Shows some limited knowledge of the formal elements.	Some materials are used materials used to develop or refine intentions.	Limited connections are made between their own work and others'. Difficulties in evaluating work as it progresses.	Connections between sources are straightforward and restricted.



Chinese Additional Language (CAL)

Year 7	Listening	Reading	Speaking	Writing
Exceeding	I can understand passages of moderate length including opinions and complex phrases. I can discern audio with references to the present tense and/or what will happen in the future. Two tenses are understood accurately.	I can understand people's opinions and events in the future tense. I can find out information on my own and can recognise through time frames which events are referred to. I can recognize the type of notional words used (noun, verb, adjective, etc.) and some basic functional words. My understanding of gist is not always accurate.	I can use 2 tenses to refer to what I do normally or what I am going to do in the future. I can maintain a simple conversation and give simple opinions although I may need some prompting. Pronunciation can be approximate but I can use time expressions, connectives, negatives and qualifiers.	I can write short passages using the present and future tenses. I can write about my opinions and feelings although the accuracy of my work can be improved. I am comfortable with the use of time expressions, place expressions, connectives, negatives and qualifiers.
At (meeting)	I can understand the main points and some details in longer audio. I can use context to locate the answer to a question and can recognise a variety of opinions. I can understand audio referring to personal details.	I can understand the main points and some details in longer texts and conversations. I can work out the meaning of new words through context and by recognizing the type of notional words (noun, verb, adjective, etc).	I can take part in longer conversations and I am using adjectives to add detail and complexity to my phrases and opinions. I have started to use verbs to refer to other people and I am increasingly comfortable with opinions, negatives, connectives and qualifiers. I can ask questions.	I can write paragraphs of increasing length with 4-5 sentences. This writing contains opinions and often complex sentences, although the use of time expressions and place expressions can be improved. I am comfortable with the use of connectives and qualifiers and I can write about other people.
Developing	I can understand the main points in short conversations on familiar topics. I have started to recognize single opinions.	I can understand the main points and some details in short texts. I recognise simple vocabulary and feel confident recognizing the meanings of short sentences.	I am starting to give answers using simple phrases rather than one-word answer. I can take part in short conversations and am able to give simple opinions. I can ask some simple questions.	I can write several short sentences following a model, and fill in the words on a simple form. Adjectives are increasingly used in written work/ sentences.
Intro to 'ARE'	I can understand 2 or 3 details from one audio clip and decide whether a statement is positive or negative. I am able to decide whether an audio clip is a statement or a question. I am recognising a wider variety of vocabulary.	I can recognise and translate single words and some simple phrases in texts. With very simple sentence structure, I can pick out some details.	I am can give one-word answers. I can take part in conversations of 1-2 exchanges. Simple questions are understood.	I can write single words from memory and I am starting to write longer sentences. Spelling is accurate and basic grammar rules and word order are understood.

Chinese Foreign Language (CFL): Reading

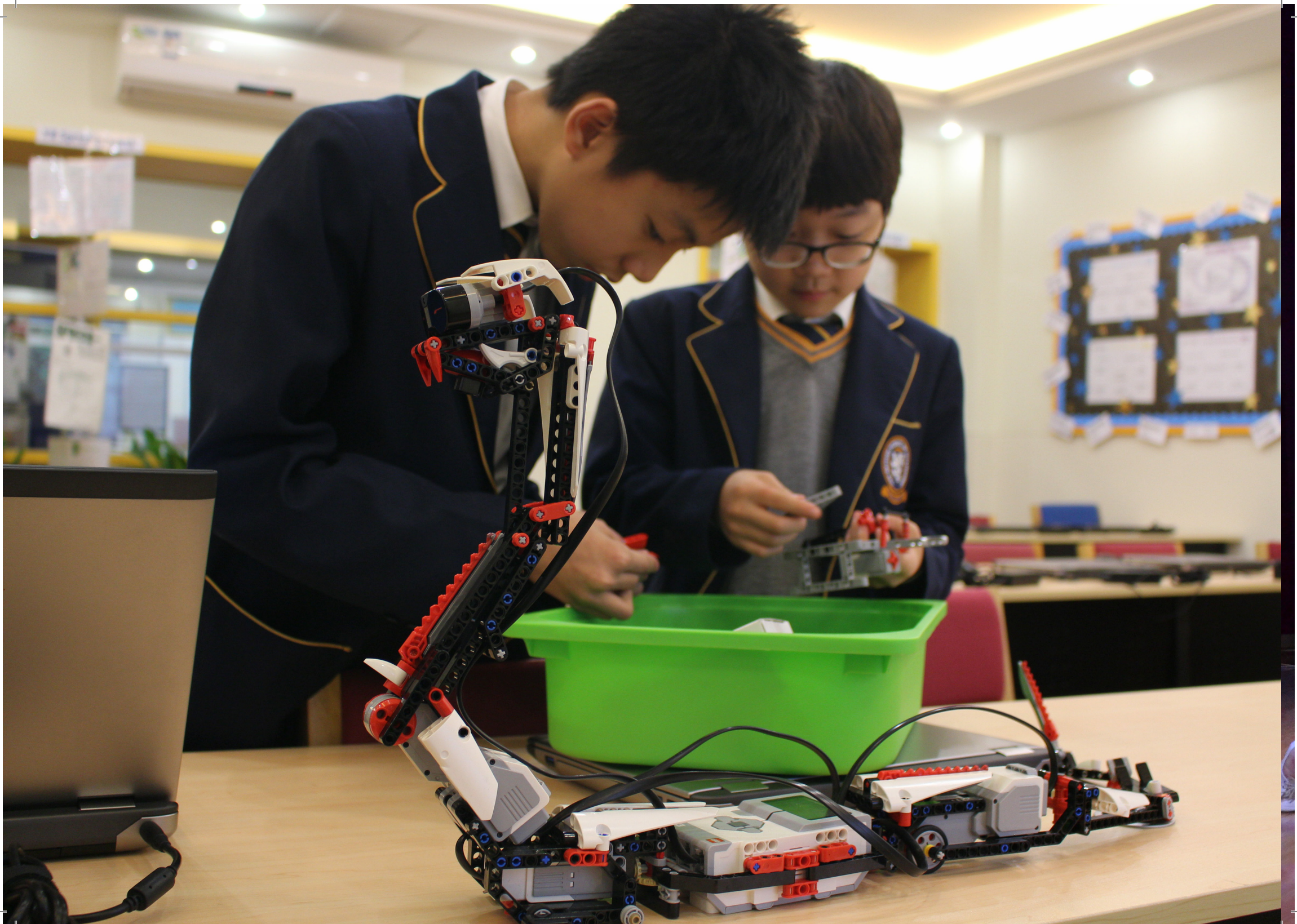
4-Point Scale NAE Expectation	RS1- Characters/ vocabulary/ sentence patterns	RS2- Information retrieval/ Inference and interpretation	RS3- Writer purpose/ effect on readers/Social, cultural, historical context	R4- Fluency of articulation
Exceeding	Decodes age-appropriate texts and understand most of the content, although the need for characters and vocabulary development continues.	Clearly incorporates apt textual evidence, synthesizing where appropriate. Clearly identifies and includes relevant points summarising effectively. Interpretations are consistently clear, detailed and varied, commenting on different layers of meaning.	Consistently engages with writers' intent showing a clear understanding of purpose. Consistently demonstrates a clear understanding of how different readers could respond to a text. Can understand the language of modern literary texts, although some cultural interpretation may be needed. Clear comments on how context shapes a writer's choices.	Can perform a short text aloud, demonstrating meaning through tone. Clarity. Few errors and lapses in expression.
At (Meeting)	Extracts meaning from age-appropriate texts, although characters and vocabulary gaps can lead to miscomprehension.	Clearly identifies relevant textual points/ evidence, and sometimes incorporates this successfully in response. Clear understanding and summary of main ideas. Some clear inferences and deductions based on textual evidence.	Clear and detailed explanation of writer's purpose. Can demonstrate a clear understanding of varied reader interpretations. Sometimes relates writer's choices to the time the text was written. Gives some clear explanations of how context contributes to the text.	Can perform a short text aloud, without great fluency, with lapses in tone. Expresses ideas with some clarity yet still includes errors.
Developing	Can read texts if most of the language used has already been introduced, i.e. about known content expressed in practiced/ known vocabulary.	Identifies and includes some relevant points and supporting quotations. Comments demonstrate a straightforward understanding/ summary. Includes straightforward inferences based on evidence, which are mostly relevant.	Straightforward understanding shown of the main purpose of texts. A straightforward comment is given on how a reader can respond. A little understanding of how a writer can be influenced by the time. Straightforward comment on context contributing to meaning.	Frequent errors/lapses in expression.
Intro to ARE	Reads specially written texts or differentiated texts with understanding. Can guess from context what unknown words might mean.	Identifies most obvious points though there may be some misunderstanding. Some comments include quotations or references to text, but not always relevant. Straightforward inference made, based on single points in the text. Meaning is established at a literal level.	Comments identify main purpose and a personal response shows awareness. Little awareness of writer's viewpoint or effect on the reader. Recognition of some features of the context.	Can read aloud with correct tone for statements and questions. Response may list basic ideas and at times be confused.

Chinese Foreign Language (CFL): Writing

4-Point Scale	RS1- Language Accuracy	RS2- communication and content	RS3- Organisation and development of material	RS4- Rhetoric, variety of complex language
Exceeding	Fairly accurate in straightforward language, but some lapses with more complex language. The work is clearly more accurate than inaccurate. Language errors do not significantly hinder communication. Inaccuracy increases if more complex structures are attempted.	Provides evidence of description, opinion and expansion, as appropriate to the task. Generally communicates clearly, with some lapses. Reasonable attempt to link the piece into a whole. Generally coherent. Pedestrian or, alternatively, somewhat over ambitious.	Satisfactory organisation and development of material with some effective sequencing of ideas. Development sometimes patchy but generally well constructed. Lacking in coherence in places.	Imaginative approach to a wide range of forms and conventions to suit variety of complex language although not always successful. Convincing, individual voice or point of view established and mostly sustained throughout. Level of formality generally appropriate and a range of stylistic devices used to achieve effect (not always successfully).
At (Meeting)	Many basic errors which often impede communication. Some correct phrases but evidence of mother-tongue influences. Excessive use of pinyin if handwritten.	Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. Provides evidence of an ability to go beyond a minimal response. Comprehensible overall with some lapses, sometimes leading to ambiguity, especially if more ambitious language is attempted. Some attempt at linking piece into a whole.	Some organisation and development. May be rambling and/or repetitive. Evidence of argument but development of ideas impeded at times by lack of ability to organise material logically.	A reasonably wide vocabulary chosen for effect, though not always appropriately. Relevant ideas and material developed with some imaginative detail.
Developing	Frequent basic errors and inaccuracies prevent communication. Isolated examples of correct language.	Content is relevant but lacking in scope or variety. Opportunities to provide development and detail are frequently missed. Overall structure, though readily discernible, lacks form and dimension. The reliance on identifying events, objects and/or people sometimes leads to a sequence of sentences without progression.	Very limited organisation and development. Material lacking in coherence. Limited ability to draw conclusions/respond convincingly.	Relevant ideas and content chosen, some of which is developed in detail. Straightforward viewpoint generally established and maintained and there is a clear purpose of writing (even if not always maintained) Main features of selected form are clear and generally appropriate to purpose and audience. Some evidence of deliberate vocabulary choices
Intro to ARE	No language worthy of credit.	Some relevant facts are identified, but the overall picture is unclear and lacks development. There are examples of sequenced sentences, but there is also repetition and muddled ordering.	Poorly organised and lacking in coherence.	An attempt to adopt viewpoint, though often not maintained or inconsistent. Some appropriate ideas included with an attempt to elaborate on basic information and events. Simple, generally appropriate vocabulary used, limited in range Some words selected for effect.

Computer Science

4 point scale	S1- Systems	S2- Development	S3- Programming	S4- Modeling	S5- Analysis
Exceeding	Understand how instructions are run inside a computer.	Develop solutions for problems that are described to you by someone else.	Correctly use procedures and functions with parameters in your programs.	Be able to take solutions to one problem and adapt them for similar problems.	Be able to take a problem and divide it into all its sub-problems and show this as a diagram.
Meeting	Understand how data, such as numbers, sounds and images are physically stored on a computer system.	Be able to plan, create, test and reflect on a solution to a problem that a computer could solve.	Correctly use variables, lists and simple procedures in your programs.	Be able to recognize similarities between simple problems and the ways in which they can be solved.	Be able to take a problem and divide it into its main sub-problems.
Developing	Be able to explain why we must be accurate when working with computers.	Write sequences of instructions and data in a way that a computer will understand.	Use selection and repetition correctly in your programs.	Be able to trace instructions using variables, selection and repetition and predict what the result will be.	Understand what is meant by a computational problem.
Intro to ARE	Understand that computer systems work step-by-step and can only do what we tell them.	Be able to create a sequence of instructions and improve it if necessary.	Be able to plan a sequence of instructions for something that you want to happen.	Be able to read a sequence of instructions and predict what the result will be.	Be able to describe the goals of a given problem.





Drama

4- Point Scale	CREATING: (Devising AO2)	CREATING: (Understanding Repertoire AO1)	PERFORMING (Acting Skills AO3)	RESPONDING
Exceeding	<p>Crafts the Drama with some well-developed ideas. Contributes fully and positively to group work. Is able to reflect and can adapt and shape the material with care. Can imaginatively apply well-selected drama techniques.</p> <p>Demonstrates positivity and motivation throughout rehearsals. Offers constructive suggestions. Works cooperatively, attempting to involve others with sensitivity.</p> <p>Responds well to direction and can confidently take the lead.</p>	<p>Demonstrates understanding of the style/genre of the play.</p> <p>Can identify if something is not working and will offer alternative suggestions.</p> <p>Has a sound understanding of the role they are playing and its function in the play.</p>	<p>Demonstrates mostly competent levels of vocal articulation and projection.</p> <p>Alters physicality successfully to create a character.</p> <p>Uses the performance space mostly effectively. Clearly demonstrates understanding of the importance of effective use of the space.</p> <p>Usually engaging performances – rapport with the audience is mostly evident. Clearly demonstrates understanding of the importance of communicating with the audience.</p> <p>Clear evidence of NVC and vocal expression to effectively communicate both character and feelings.</p>	<p>Confidently identifies multiple strengths and targets in relation to the success criteria and evaluates the effect.</p> <p>Offers feedback that is mostly specific and detailed.</p> <p>There is evidence of quickly responding to feedback through altering the drama in response to suggestions.</p>
At (Meeting)	<p>Offers suggestions with shape and balance. Makes a good contribution to group work with motivation.</p> <p>Is involved in shaping the material throughout rehearsals. Can creatively apply drama techniques to the material.</p> <p>Mostly demonstrates positivity throughout rehearsals. Works mostly cooperatively.</p> <p>At times tends to let others take the lead; responding well to direction.</p>	<p>Mostly demonstrates understanding of the style/genre of the play.</p> <p>Occasionally identifies if something is not working and is sometimes able to come up with solutions.</p> <p>Has a mostly sound understanding of the role they are playing and its function in the play.</p>	<p>Demonstrates variable levels of vocal articulation and projection. Is able to sometimes alter physicality successfully to create a character.</p> <p>Some good use of the performance space if at times restricted.</p> <p>Uses the performance space mostly effectively. Shows awareness of the importance of effective use of the space.</p> <p>Limited expression of emotion.</p> <p>Some evidence of NVC and vocal expression to sometimes effectively communicate character and/or feelings.</p> <p>Usually engaging performances – rapport with the audience is mostly evident. Shows awareness of the importance of communicating with the audience.</p>	<p>Identifies some strengths and targets in relation to the success criteria and analyses the effect.</p> <p>Can offer feedback; it is always useful and mostly detailed.</p> <p>There is evidence of mostly responding to feedback.</p>
Developing	<p>Makes a functional contribution to group work. Demonstrates a limited understanding of intention and style. Can sometimes apply drama techniques to the material.</p> <p>Offers a patchy contribution to the working process. Is sometimes positive within rehearsals. Some evidence of working cooperatively.</p> <p>Lets others take the lead; responding to direction.</p>	<p>Demonstrates a partial understanding of the style/genre of the play.</p> <p>Is able to identify when something is wrong and can suggest an alternative with some guidance.</p> <p>Has a partial understanding of the role they are playing and its function in the play.</p>	<p>Evidence of some vocal skills.</p> <p>Physicality can be awkward.</p> <p>Some awareness of the importance of effective use of the space, however use of the performance space can at times impede the performance.</p> <p>Some rapport with the audience. Some awareness of the importance of communicating with the audience.</p> <p>Limited evidence of NVC and vocal expression to communicate character and/or feelings.</p>	<p>Sometimes identifies a strength and/or target in relation to the success criteria</p> <p>Sometimes offers feedback that is mostly simplistic.</p> <p>Some evidence of responding to feedback.</p>
Intro to ARE	<p>Mostly offers a peripheral contribution to group work. Basic understanding of intention and style. Can apply drama techniques to the material with support.</p> <p>Can be reluctant to be involved in the working process.</p>	<p>Demonstrates a basic understanding of the style/genre of the play.</p> <p>Mostly relies on others to give guidance when things are not working.</p> <p>Has a basic awareness of the role they are playing and its function in the play.</p>	<p>There is evidence of some basic vocal skills.</p> <p>Physicality is mostly awkward.</p> <p>Low level of energy</p> <p>Use of the performance space mostly impedes the performance.</p> <p>Hardly any rapport with the audience. Limited awareness of the importance of communicating with the audience.</p>	<p>Can identify a strength and/or target with some guidance.</p> <p>Can occasionally offer feedback with prompting.</p> <p>May respond to feedback.</p>

English as an Additional Language (EAL): Speaking

4-point scale	S1- spoken range and support	S2-spoken comprehensibility	S3-speaking about subject content	S4-appropriacy of speech	S5-spoken fluency and accuracy
Exceeding	Can join in a social or academic (studied topic) discussion without support or scaffolding.	Speech is easy to understand. Errors and gaps persist, but do not greatly affect meaning unless content is very complex or subtle.	Can give clear and detailed factual descriptions relating to lesson content and point of view.	Can adapt own speech in response to what others say, and use academic or formal language with some inappropriacies.	Can communicate with a degree of fluency and spontaneity and relative accuracy
At (Meeting)	Can converse socially without support and can discuss more academic topics with some support and/or rehearsal.	Speech is mostly easy to understand. Errors and gaps may be obvious, but do not greatly affect meaning.	Can discuss lesson content and ideas with limited support	Can use some academic or formal language appropriately	Can communicate, but fluency and accuracy difficulties are obvious on occasion. These do not prevent active engagement in class.
Developing	Can deal with most day-to-day routines and common situations, and is able to converse socially on familiar matters and on task where there is contextual support.	Can engage in class but with frequent errors and gaps which affect meaning.	Can produce simple, connected speech on known, familiar content, or on topics related to personal opinions and experiences. May need rehearsal.	Can express meaning and ideas, but primarily in everyday (non-academic) language. May be inappropriate in tone or style.	Fluency and accuracy difficulties are obvious but do not often prevent active engagement in class.
Intro to ARE	Is beginning to use extended speech in a range of situations but scaffolding and rehearsal are required for topics beyond the immediate and concrete.	Speech is often fragmented, but carries meaning.	Can communicate with scaffolding and rehearsal, but independent communication about lesson content is restricted.	Has the confidence and skill to speak in a range of situations, but not up to a B1 level.	Can construct own spoken sentences using A2 level language, but fluency and accuracy issues can prevent engagement in class.

‘Great works are performed, not by strength, but by perseverance.’
- Samuel Johnson

English as an Additional Language (EAL): Writing

4-point scale	W1- written range (sentence level)	W2- written range (text level)	W3-presenting views and ideas	W4-writing about subject content	W5-organising writing	W6-written coherence and accuracy
Exceeding	Can use a range of academic vocabulary and a variety of tenses at the B2 level in response to teaching and modelling over time.	Can write appropriately in a range of genres in response to teaching and modelling over time.	Can present and explain advantages and disadvantages, and own point of view and defend it.	Can write clear, understandable text with details, based on lesson content.	Can appropriately organize and connect text to create suitable finished work with limited support.	Can mostly write cohesively and accurately, but may have continuing errors of cohesion, collocation and grammar, or a reduced vocabulary. This will not detract from communicating meaning, but it may prevent the learner from expressing complexity or subtlety, and it may detract from style
At (Meeting)	Can use a limited range of academic vocabulary and a range of tenses and aspects that have been taught and modelled at the B1+ level.	Can write in a range of genres in response to teaching and modelling over time, although inappropriacies or the need for scaffolding may be obvious.	Can present and support ideas, mostly coherently. Can use modals and adjectivals to provide some nuance.	Can write comprehensible text based on lesson content, with support.	Can organize and connect text, with limited success	Can write comprehensible, extended text, but errors of cohesion, collocation, grammar, or vocabulary are noticeable and may reduce communicative effect.
Developing	Can use a range of common vocabulary and taught tenses (at the B1 level) mostly appropriately, if not always accurately.	Can write in taught genres with support and scaffolding.	Can describe and write known content, with some personal reactions, reasons and opinions, in simple connected sentences, although with some errors. Can use modal verbs to express degrees of certainty.	Can write simple, cohesive, mostly correct text on familiar topics after some rehearsal.	Is learning to use conjunctions and adverbials to link ideas within and between paragraphs.	Can write comprehensible, extended text, but communicative effect is restricted due to errors or limits in grammar and syntax.
Intro to ARE	Can use some common vocabulary and taught tenses but not with appropriacy or accuracy.	Can construct some regular text, using models and scaffolds.	Is beginning to describe and write known content, with some personal reactions, reasons and opinions, in simple sentences, although with frequent errors.	Is starting to produce text, based on familiar topics, with support and rehearsal.	Shows an awareness of taught layout features and attempts to use them.	Can write sentences about familiar content independently, and can make meaning, although with errors of vocabulary, spelling, punctuation and grammar.

English as an Additional Language (EAL): Reading

4-point scale	R1-Vocabulary and reading comprehension	R2-Reading for information retrieval	R3-Depth of reading comprehension	R4-Reading aloud
Exceeding	Can decode age-appropriate texts and understand most of the content, although the need for vocabulary development continues.	Can independently use reading as a tool for finding information.	Can understand and identify the difference between statements of fact and a writer's point of view.	Can perform a short text aloud, demonstrating meaning through intonation, tone and volume.
At (Meeting)	Can extract meaning from age-appropriate texts, although vocabulary gaps can lead to miscomprehension.	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.	Can identify main arguments and supporting ideas in a text and can infer emotions/feelings.	Can perform a short text aloud, although without great fluency, and/or with lapses in intonation, tone, etc.
Developing	Can read texts if most of the language used has already been introduced, i.e. about known content expressed in practised/known vocabulary.	Can find and understand relevant information in everyday material. Will look up unfamiliar words and can explore or discuss meaning of new words.	Is starting to understand/discuss emotional content in stories in English, and can identify main conclusions and ideas.	Language difficulties do not prevent the pupil from joining in with speaking/reading activities.
Intro to ARE	Can read specially written texts or differentiated texts with understanding. Can guess from context what unknown words might mean.	Can find specific, predictable information in simple everyday material. Can use features of texts in print and online to locate information.	Will attempt to use class texts, picking out some known items, finding pages or chapters, reading tables and captions. Shows some interest in texts and some enjoyment of texts.	Can read aloud with correct intonation for statements and questions.

‘No problem can withstand the assault of sustained thinking.’
- Voltaire

English as an Additional Language (EAL): Listening

4-point scale	L1-In-class comprehension	L2-Depth of comprehension	L3-Functional listening	L4-audio & audiovisual comprehension	L5- engagement in communication
Exceeding	Can understand most of the lesson delivered in an age-appropriate manner with no adjustments or support for EAL	Can follow reasoning, discussion or argument in English, providing speakers are clear and unambiguous.	Can meet the language demands of school and class activities without support for EAL.	Can follow most audio / audiovisual materials as presented to the group.	Appears to be confident, engaged and independent in tasks requiring speaking and listening.
At (Meeting)	Can understand most of the lesson, but may require repetition or clarification, and some support for more complex areas.	Can understand and respond to detailed questions and instructions and is beginning to follow reasoning, discussion and argument	Can meet the language demands of school and class activities with EAL support.	Can generally follow most age-appropriate audio/audiovisual materials with some scaffolding and support. Can access B1+ level material	Can engage in most communicative tasks with some scaffolding and support. May require rehearsal.
Developing	Can understand most of the content when teachers speak clearly at a normal pace, if it is not very complex. More complex content requires scaffolding and support.	Can understand and respond to longer questions and instructions with more than two steps.	Can deal with the language demands of all routine or common situations in school.	Requires scaffolding and support to access class audio/audiovisual materials. Can access B1 level material.	Can engage fully with 'why' and 'how' questions and can ask for support and clarification where necessary
Intro to ARE	Responses show that the pupil is listening for longer, and understanding new words and phrases when content is delivered with enough contextual support.	Can understand and respond to some basic questions and instructions.	Needs support to understand and respond appropriately to common daily situations.	Requires extensive scaffolding and support to access class audio/ audiovisual materials even at a B1 level.	In a supportive situation, can ask the speaker to repeat or explain words in order to understand more of the message and interacts with the message content as expected.



English: Reading

4-Point Scale	RS1- Understanding, and selection, of evidence	RS2- Deduction, inference and interpretation	RS3- Language, form and structural devices (L/F/S)	RS4- Writer purpose/intent/message and effect on readers	RS5- Social, cultural, historical context	Fluency of articulation
Exceeding	Clearly incorporates apt textual evidence, synthesising where appropriate. Clearly identifies and includes relevant points summarising effectively.	Interpretations are consistently clear, detailed and varied, commenting on different layers of meaning. Consistent and clear synthesis/ comparison between texts.	Clear and consistent explanation of how L/F/S features contribute to meaning. Consistently, clearly and correctly identifies L/F/S features and effects created.	Consistently engages with writers' intent showing a clear understanding of purpose and message. Consistently demonstrates a clear understanding of how different readers could respond to a text.	Clear comments on how context shapes a writer's choices. Relates textual content to the context in which it was written, with clarity.	Clarity. Controlled structure. Few errors and lapses in expression.
At (Meeting)	Clearly identifies relevant textual points/ evidence, and sometimes incorporates this successfully in response. Clear understanding and summary of main ideas.	Some clear inferences and deductions based on textual evidence. Some clear communication of similarities and differences between texts.	Mostly clear explanations of how L/F/S choices add to meaning. Clearly and correctly identifies some L/F/S features and their effects.	Clear and detailed explanation of writer purpose and understanding of message. Can demonstrate a clear understanding of varied reader interpretations.	Sometimes relates writer's choices to the time it was written. Gives some clear explanation of how context contributes to meaning/ the text.	Expresses ideas with some clarity yet still includes errors.
Developing	Identifies and includes some relevant points and supporting quotations. Comments demonstrate a straightforward understanding/ summary.	Includes straightforward inferences based on evidence, which are mostly relevant. Comparison between texts is limited.	Some explanation of how L/F/S choices add to meaning. Identifies basic L/F/S features and some of their effects.	Straightforward understanding shown of the main purpose of texts. A straightforward comment is given on how a reader can respond.	A little understanding of how a writer can be influenced by the time. Straightforward comment on context contributing to meaning.	Frequent errors/ lapses in expression. Response lacks clarity.
Intro to ARE	Identifies most obvious points though there may be some misunderstanding. Some comments include quotations or references to text, but not always relevant.	Straightforward inference made based on single points in the text. Meaning is established at a literal level.	A few basic features of L/F/S identified with little or no linked comment.	Comments identify main purpose and a personal response shows awareness. Little awareness of writer's viewpoint or effect on the reader shown.	Some simple connections made between texts identified. Recognition of some features of the context.	Response may list basic ideas and at times be confused.

English: Speaking, Listening & Presentation

4-Point Scale		Use of Presentational Devices and Tools
Exceeding	<p>Pupils adapt their talk to the demands of different contexts with increasing confidence. Their talk engages the interest of the listener through the variety of its vocabulary and expression.</p> <p>Pupils take an active part in discussion, showing understanding of ideas and sensitivity to others. They are usually fluent in their use of standard English in formal situations.</p> <p>In Drama, they demonstrate empathy and understanding through flexible choice of speech, gesture and movement, to explore ideas and issues</p>	<p>A range of presentational devices and tools are used in order to engage the audience. These are not distracting and the student will only occasionally rely on them for guidance.</p>
At (Meeting)	<p>Pupils talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary.</p> <p>In discussion, they pay close attention to what others say, ask questions to develop ideas, and make contributions that take account of others' views. They begin to use standard English in formal situations.</p> <p>In Drama, they show insight into texts and issues through deliberate choice of speech, gesture and movement, to sustain and adapt to different roles and scenarios.</p>	<p>Several presentational devices and tools are used. Often these help guide the talk and aid the audience in following the subject of the talk.</p> <p>The student may be quite reliant on these in order to present.</p>
Developing	<p>Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly.</p> <p>In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.</p> <p>In Drama, they convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture and movement.</p>	<p>Some presentational devices and tools are used. They are generally used in order to support the talk. Much of what is said may be reiterated through the use of these tools.</p>
Intro to ARE	<p>Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully.</p> <p>They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.</p> <p>In Drama, they can show understanding of characters and situations by adapting speech, gesture and movement.</p>	<p>Student tends to rely entirely on any presentational devices and tools used. Most of what is said is repeated through the media used and/or is read from a script.</p>

English: Writing

4-Point Scale	RS1- Write with technical accuracy using a range of punctuation and sentence structures for effect.	RS2- Organise and present whole texts effectively, through sequencing and structuring paragraphs and layout.	RS3- Write imaginative, interesting and thoughtful texts, which are appropriate to task, reader and purpose	RS4- Select appropriate and effective vocabulary, using correct spelling	Presentation of work both handwritten and produced electronically
Exceeding	<p>Controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect depending on PAF.</p> <p>Syntax and full range of punctuation are consistently accurate in a variety of sentence structures, with occasional errors in ambitious structures, e.g. only occasional comma splices, some use of semi-colons, not always accurate</p>	<p>Facts, ideas and opinions are often well ordered so that the writing is clear to the intended reader.</p> <p>Construction of paragraphs clearly supports meaning and purpose and cohesive devices contribute to emphasis and effect.</p> <p>Sentences within paragraphs are mostly well sequenced, although some paragraphs may finish less effectively than they begin.</p>	<p>Imaginative approach to a wide range of forms and conventions to suit variety of PAFs although not always successful.</p> <p>Convincing, individual voice or point of view established and mostly sustained throughout.</p> <p>Level of formality generally appropriate and a range of stylistic devices used to achieve effect (not always successfully).</p>	<p>The range of vocabulary used is generally varied and often ambitious. It is mostly appropriate to the PAF, although choices not always apt.</p> <p>Generally correct spelling throughout, including some ambitious, uncommon words.</p> <p>Some errors may be made in more complex words.</p>	<p>Work is well presented, stylistically fitting the PAF.</p> <p>When working on a computer, there are no spelling/ grammatical errors.</p>
At (Meeting)	<p>A variety of sentence lengths, structures and subjects provides clarity and emphasis as well as to build up detail and meaning.</p> <p>Wider range of connectives used to clarify relationship between ideas.</p> <p>Full range of punctuation used is generally accurate, though some errors occur where ambitious structures are attempted.</p>	<p>Material is structured clearly, with sentences organised into appropriate paragraphs. The text develops effectively.</p> <p>The overall direction of the text supported by clear links between paragraphs and a range of devices are used to support cohesion.</p>	<p>Relevant ideas and material developed with some imaginative detail to fit the PAF.</p> <p>Main viewpoint and purpose of writing is clear and consistently maintained with some adaptation to fit PAF.</p>	<p>A reasonably wide vocabulary chosen for effect, though not always appropriately.</p> <p>Generally correct spelling, mistakes only occasional and when attempted are phonetically plausible.</p>	<p>The presentation of work has been taken into consideration and some attempt has been made to fit the PAF in order to enhance it.</p> <p>When working on a computer there are no spelling errors.</p>

<p>Developing</p>	<p>Some variety in length, structure or subject of sentences.</p> <p>Some use of some subordinating connectives and generally accurate tense and verb forms.</p> <p>Punctuation used accurately throughout the text, including question marks, speech marks and commas.</p>	<p>Ideas organised by clustering related points or by time sequence, with a fitting opening and closing, sometimes linked.</p> <p>Ideas generally in logical sequence but overall direction of writing not always clearly signaled.</p> <p>Paragraphs / sections help to organise content, and within paragraphs / sections, limited range of connections.</p>	<p>Relevant ideas and content chosen, some of which is developed in detail.</p> <p>Straightforward viewpoint generally established and maintained and there is a clear purpose of writing (even if not always maintained).</p> <p>Main features of selected form are clear and generally appropriate to purpose and audience.</p>	<p>Some evidence of deliberate vocabulary choices.</p> <p>Some expansion of general vocabulary to match topic.</p> <p>Correct spelling of most common words but with likely errors.</p>	<p>Work is presented in a clear and neat manner.</p> <p>When working on a computer there are no spelling errors.</p>
<p>Intro to ARE</p>	<p>Reliance mainly on simply structured sentences using common connectives. Occasional attempt at using subordinate clauses in complex sentences.</p> <p>Usually uses correct basic punctuation, including a limited use of speech punctuation.</p> <p>Some limited variation in use of tense and verb forms, not always secure.</p>	<p>Some attempt to organise ideas with related points placed next to each other in a logical sequence.</p> <p>Openings and closings usually signalled.</p> <p>Some internal structure and links between sentences.</p> <p>Movement between paragraphs / sections sometimes abrupt or disjointed.</p>	<p>Some appropriate ideas and content included with an attempt to elaborate on basic information and events.</p> <p>An attempt to adopt viewpoint, though often not maintained or inconsistent.</p> <p>An attempt to establish a focus on PAF but may not be consistent.</p>	<p>Simple, generally appropriate vocabulary used, limited in range.</p> <p>Some words selected for effect or occasion.</p> <p>Correct spelling of common simple words. Mistakes likely with compound words.</p>	<p>legible style, shows accurate and consistent letter formation, sometimes joined.</p> <p>When working on a computer there are no spelling errors.</p>

Geography

4- Point Scale	Skills	Knowledge + Understanding
Exceeding	<p>Geographical enquiry:</p> <ol style="list-style-type: none"> 1. Reach a conclusion, with increasing independence, through drawing on a range of evidence. Communicate ideas, information and findings using a variety of techniques. 2. Organise and sequence enquiries and investigations to provide answers to geographical questions and issues. 3. Strengths and weaknesses associated with geographical techniques are identified with confidence, and some sensible improvements to the work are considered. <p>Geographical Skills:</p> <ol style="list-style-type: none"> 1. Identify key patterns and trends in geographical data. 2. Can confidently locate major physical and human features using 4-figure grid references. Beginning to develop understanding of scale and use of map evidence. 3. Can extract significant geographical information from common presentation techniques, including photographs and bar graphs. 4. Increasing accuracy and confidence in presentation of data, although some key features such as a title and an appropriate scale might be missing. 	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Recall distinctive physical and human characteristics of different places. 2. Ability to support ideas with relevant examples. 3. Geographical terms are frequently used, but not always in the right context. <p>Understanding:</p> <ol style="list-style-type: none"> 1. Can compare different approaches to managing environments. 2. Describe and explain physical & human processes and recognise they interact to produce the distinctive characteristics of places. 3. Demonstrate an awareness of sustainable development and appreciate that people hold different views on the environment. 4. Explain how human actions, including their own, may have conflicting consequences for people, places and the environment.
At (Meeting)	<p>Geographical enquiry:</p> <ol style="list-style-type: none"> 1. Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view. 2. Describe a range of views and suggest plausible conclusions showing an awareness of bias. 3. Ask relevant questions and select sources of evidence when investigating places and environments. <p>Geographical Skills:</p> <ol style="list-style-type: none"> 1. Beginning to give reasons for patterns and processes using evidence from a map. 2. Map skills are used with increasing accuracy and confidence, including 4-figure grid references and direction. 3. Instructions are followed with increasing accuracy, resulting in the geographical data being presented using simple graphs and pie charts. 	<p>Knowledge:</p> <ol style="list-style-type: none"> 1. Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. 2. Geographical vocabulary is being used with increasing accuracy. <p>Understanding:</p> <ol style="list-style-type: none"> 1. Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. 2. Know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. 3. Show some understanding of the links between places, people and environments.

Developing

Geographical enquiry:

1. Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos.
2. Can express their opinions and recognise that others may think differently.
3. Use geographical language and simple presentation techniques to communicate ideas, information and findings.
4. Can begin to produce structured work.

Geographical Skills:

1. Can describe simple patterns and simple processes using evidence from a map.
2. Use of a range of simple skills with fewer errors present in their working.
3. Can read information off simple bar graphs and line graphs, but errors are common when they create their own graph.

Knowledge:

1. Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.
2. A range of age appropriate geographical vocabulary is starting to be used in their work.

Understanding:

1. Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments.
2. More adept at comparing places, and understand some reasons for similarities and differences.
3. Describe ways in which the lives of people are affected and changed by physical processes.
4. Understand people can both improve & damage the environment.

Intro to ARE

Geographical enquiry:

1. Be able to investigate places and environments by asking and answering simple questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.

Geographical Skills:

1. Can identify different features and places on a map, giving simple reasons why things are where they are.
2. Use of a small range of simple skills, although errors are common e.g. lack of annotations, inappropriate scale etc.

Knowledge:

1. Have simple locational knowledge about individual places and environments, especially in the local area.
2. Beginning to describe places, features and processes but not in detail.

Understanding:

1. Show understanding by describing the places and features they study using simple geographical vocabulary.
2. Make some accurate observations and identify similarities and differences between places.
3. Make simple connections between processes and their impact on places.
4. Identify some actions people take to improve and sustain environments.



German Home Language

YEAR 7	Speaking and Listening	Writing	Reading and Media Literacy	Language Awareness
EXCEEDING	<p>Students can present topics appropriate to content and audience. Students can react to and continue conversations in a manner that respects the opinions of others.</p> <p>Students can recount details from structured presentations and other media texts. Students can take relevant notes during the first listen.</p>	<p>Students can write fluent and legible texts using various tenses appropriate to the situation. Students can produce texts according to a given genre, form and style.</p> <p>Students can identify their own individual areas for improvement in spelling. Students can apply punctuation rules in simple compound sentences and direct speech.</p>	<p>Students can use various reading techniques. Students can divide a text into meaningful paragraphs. Students can use other forms of representation (e.g. pictures, graphics, tables) to show their comprehension of a text.</p> <p>Students know the basic features of narrative, lyric and dramatic texts. Students can describe the roles of literary characters and their relationships as well as the symbolic meaning of places in a text. Students can describe the external features of a text using correct terminology.</p> <p>Students can describe and evaluate their own reading and media experiences.</p>	<p>Students can break down words into their fragments and form new variants. Students can infer nominalisations on the basis of “noun signals”. Students can connect main and subordinate clauses, using correct conjunctions. Students can distinguish between the different parts of a sentence. Students can identify all tenses of finite verbs in the active voice.</p>
AT (meeting)	<p>Students can present topics appropriate to content and audience. Students can react to and continue conversations in a manner that respects the opinions of others.</p> <p>Students are mostly able to recount details from structured presentations and other media texts. Students can take relevant notes but may need to listen to a text more than once.</p>	<p>Students can write mostly fluently and legibly but may make errors in the use of tenses. They are mostly able to produce texts according to a given genre, form and style.</p> <p>Students can often identify their own individual areas for improvement in spelling. They are mostly able to apply punctuation rules in simple compound sentences and speech.</p>	<p>Students can use various reading techniques and are often able to divide a text into meaningful paragraphs.</p> <p>Students are mostly able to describe the roles of literary characters and their relationships. Students are mostly able to describe the external features of a text.</p> <p>Students are mostly able to describe and evaluate their own reading and media experiences.</p>	<p>Students are mostly able to break down words into their fragments and form other variants. Students are mostly able to infer nominalisations. Students are mostly able to connect main and subordinate clauses. Students are mostly able to distinguish between the different parts of a sentence. Students are mostly able to identify tenses of finite verbs in the active voice.</p>
DEVELOPING	<p>Students can present topics but their presentations are not always appropriate to the task given or the intended audience.</p> <p>Students are sometimes able to recount details from structured presentations and other media texts. Students can take notes after having listened to a text more than once. Their notes are not always relevant to the task.</p>	<p>Students write sometimes fluently, but make errors especially in their use of past tenses. Their texts are not always appropriate to genre, form and style.</p> <p>Students need help to identify their own individual areas for improvement in spelling. They can apply basic punctuation rules.</p>	<p>Students are sometimes able to divide a text into meaningful paragraphs.</p> <p>Students are sometimes able to describe the roles of literary characters and their relationships. Students are sometimes able to describe the external features of a text.</p>	<p>Students are sometimes able to recognize word fragments and form other variants. Students are sometimes able to distinguish between the different parts of a sentence. Students are sometimes able to identify tenses of finite verbs.</p>
INTRO TO ‘ARE’	<p>Students are beginning to present simple topics in front of an audience. Students can take a notes but will have to listen to a text more than once. Their notes may not be relevant or complete.</p>	<p>Students are beginning to write fluently. Their texts may be inconsistent regarding genre, form and style.</p>	<p>Students are beginning to recognize meaningful paragraphs in a text. They are able to describe some literary characters but may fail to see the relationships between them.</p>	<p>Students are beginning to recognize word fragments and form other variants. They are beginning to be able to identify different parts of a sentence. They are beginning to recognize some tenses.</p>





History

4- Point Scale	Skills	Knowledge (Please note: this is the minimum you will cover in lesson and does not include homework projects or your own research)
Exceeding	<ul style="list-style-type: none"> - Explanation – Explanations use specific contextual knowledge to support points. - Evaluation – Explanations are made for one or two viewpoints, with a judgement that is not yet supported. - Using sources – One or more inferences are identified and supported with information from the source and contextual knowledge. - Interpretation – Contextual knowledge is used to identify and explain multiple interpretations of the same person/event. 	<p>Topic One- The Tudors (UK History)</p> <ul style="list-style-type: none"> Describe the role of the Church in people’s lives. Explain why the Church was so powerful. Describe Henry VIII’s 6 problems. Describe the Reformation. Explain the problems caused by the Reformation. Describe the rule of Lady Jane Grey and Edward VI. Describe the rule of Mary 1. Explain differing interpretations of Mary 1. Describe Elizabeth 1’s problems. Explain Elizabeth 1’s solution to these problems. Explain differing interpretations of Elizabeth 1. Compare the Tudors to each other and make a supported judgement on who was the ‘best’ Monarch.
At (Meeting)	<ul style="list-style-type: none"> - Explanation – A full explanation is made with basic contextual knowledge to support. - Evaluation – Explanations are made for one or two viewpoints. - Using sources – Inference is identified and supported with information from the source or contextual knowledge. - Interpretation – An interpretation is identified and a reason is given for it, with contextual knowledge to support. 	<p>Topic Two- The Stuarts and the English Civil War.</p> <ul style="list-style-type: none"> Describe the personality and rule of James 1. Explain how James’ personality might have caused problems. Describe the events of the Gunpowder Plot. Explain the long term causes of the English Civil War. Explain the short term causes of the English Civil War. State the events of the English Civil War (at least 2 specific examples). Describe the consequences of the English Civil War. Explain differing interpretations of Oliver Cromwell. State how the English monarchy was reinstated. Describe the rule of Charles II. Compare Oliver Cromwell to Charles II. Describe the events of the Plague of 1665. Describe the Great Fire of London. Explain the consequences of the Plague and the Fire.

4- Point Scale	Skills	Knowledge (Please note: this is the minimum you will cover in lesson and does not include homework projects or your own research)
Developing	<ul style="list-style-type: none"> - Explanation – One or more assertions made. - Evaluation – Assertions made for one or two viewpoints. - Using sources – An accurate assertion made and linked to the source. - Interpretation – An interpretation is identified and a reason is given for it. 	<p>Topic Three- China in the 1600 and 1700s</p> <p>Explain how the Ming Dynasty came to power. Describe the rule of the Ming Dynasty. Describe the rule of the Wanli Emperor. Assess change during the rule of the Wanli Emperor. Explain how the Ming Dynasty fell. Compare the Ming Dynasty to the Tudor/Stuart Monarchs. Explain how the Qing dynasty took control of China. Explain how the Qing dynasty grew in power. Describe the massacres committed by the Manchu.</p>
Intro to ARE	<ul style="list-style-type: none"> - Explanation – Description made, without explanation. - Evaluation – Description made, without explanation. - Using sources – Description made that does not mention the source. - Interpretation – At least one interpretation can be identified. 	<p>Compare the Manchu massacres to Drogheda. Describe how women were treated in China in the 17th Century. Compare the treatment of women in China & England. Describe the events of the High Qing period. Compare the High Qing period to the Tudors and Stuarts. Describe the role of European missionaries in China. Evaluate the power of Christianity in China. Explain how European imperialism impacted on China.</p>

Mathematics

	Algebra	Number
Exceeding	<ul style="list-style-type: none"> - Use systematic trial and improvement methods to find approximate solutions to equations. - Construct and solve linear equations with integer coefficients. - Find the nth term of a linear sequence. - Plot the graphs of linear functions, where y is given explicitly in terms of x; recognise that equations of the form $y = mx + c$ correspond to straight-line graphs. 	<ul style="list-style-type: none"> - Divide a quantity in a given ratio and solve problems involving ratio and direct proportion. - Add and subtract fractions by writing them with a common denominator. - Calculate fractions of quantities. - Multiply and divide an integer by a fraction. - Understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. - Use BIDMAS effectively to complete calculations. - Use equivalence between fractions and order fractions and decimals.
Meeting	<ul style="list-style-type: none"> - Find the next term of a linear sequence. - Construct expressions in symbolic form, and use simple formulae involving one or two operations. - Use and interpret coordinates in all four quadrants. - Recognise and use number patterns and relationships. - Begin to use simple formulae expressed in words. 	<ul style="list-style-type: none"> - Reduce a fraction to its simplest form by cancelling common factors - Multiplying and dividing any three-digit number by any two-digit number - Solve simple problems involving ordering, adding, subtracting negative numbers in context. - Solve simple problems involving ratio. - Recognise and describe number relationships including multiples, factors and square numbers. - Use place value to multiply and divide whole numbers by 10 or 100. - Use simple fractions and percentages.
Developing	<ul style="list-style-type: none"> - Recognise a wider range of sequences. - Use and interpret coordinates in the first quadrant. 	<ul style="list-style-type: none"> - Recall multiplication facts up to 10×10 and quickly derive corresponding division facts. - Use efficient written methods of addition and subtraction and of short multiplication and division. - Multiply a simple decimal by a single digit. - Use place value to make approximations. - Recognise negative numbers in contexts such as temperature.
Intro to ARE	<ul style="list-style-type: none"> - Begin to understand the role of the $=$ sign. 	<ul style="list-style-type: none"> - Understand place values up to 1000. - Use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent. - Begin to use decimal notation in contexts such as money.

	Geometry and Measures	Probability and statistics
Exceeding	<ul style="list-style-type: none"> - Classify quadrilaterals by their geometric properties. - Solve geometrical problems using properties of angles, of parallel and intersecting lines, and of triangles and other polygons. - Visualise and use 2-D representations of 3-D objects. - Enlarge 2-D shapes, given a centre of enlargement and a positive whole-number scale factor. - Draw and describe translations, rotations and reflections of 2D shapes. - Use straight edge and compasses to do standard constructions. - Deduce and use formulae for the area of a triangle and parallelogram, and the volume of a cuboid; calculate volumes and surface areas of cuboids. - Know and use the formulae for the circumference and area of a circle. 	<ul style="list-style-type: none"> - Draw and interpret pie charts. - Draw and interpret bar charts. - Know that the sum of probabilities of all mutually exclusive outcomes is 1 and use this when solving problems. - In probability, select methods based on equally likely outcomes. - Understand and use the mean of discrete data and compare two simple distributions, using the range and one of mode, median or mean.
Meeting	<ul style="list-style-type: none"> - Know and use the angle sum of a triangle and angles at a point. - Measure and draw lines and angles to the nearest degree. - Understand and use the formula for the area of a rectangle and distinguish area from perimeter. - Use the properties of 2-D and 3-D shapes. 	<ul style="list-style-type: none"> - Complete tally charts for discrete and continuous data. - Construct and interpret frequency diagrams and simple line graphs.
Developing	<ul style="list-style-type: none"> - Make 3-D models by linking given faces or edges and draw common 2-D shapes in different orientations on grids. - Reflect simple shapes in a mirror line, translate shapes horizontally or vertically and begin to rotate a simple shape or object about its centre or a vertex. - Find perimeters of simple shapes and find areas by counting squares. - Classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. 	<ul style="list-style-type: none"> - Construct bar charts and pictograms, where the symbol represents a group of units. - Use Venn and Carroll diagrams to record their sorting and classifying of information. - Understand and use the mode and range to describe sets of data. - Understand and use the probability scale from 0 to 1.
Intro to ARE	<ul style="list-style-type: none"> - Begin to recognise nets of familiar 3-D shapes, e.g. cube, cuboid, triangular prism, square based pyramid. - Recognise shapes in different orientations and reflect shapes, presented on a grid, in a vertical or horizontal mirror line. 	<ul style="list-style-type: none"> - Extract and interpret information presented in simple tables, lists, bar charts and pictograms.

Modern Foreign Languages

YEAR 7	LISTENING	READING	SPEAKING	WRITING
EXCEEDING	I can understand passages of moderate length including opinions and complex phrases. I can discern audio with references to the present tense and what will happen in the future. Two tenses are understood accurately.	I can understand people's opinions and about events in in the future tense. I can find out information on my own and can recognise through time frames which events are referred to. My understanding of gist is not always accurate.	I can use 2 tenses to refer to what I do normally or what I am going to do in the future. I can maintain a simple conversation and offer simple opinions although I may need some prompting. Pronunciation can be approximate but I can use time expressions, connectives, negatives and qualifiers.	I can write short passages using the present and future tenses. I can write about my opinions and feelings although the accuracy of my work can be improved. I am comfortable with the use of time expressions connectives, negatives and qualifiers.
AT (meeting)	I can understand the main points and some details in longer audio. I can use context to locate the answer to a question and can recognise a variety of opinions. I can understand audio referring to personal details.	I can understand the main points and some details in longer texts and conversations. I can work out the meaning of new words through context and by recognising the type of word (noun, verb, adjective, etc).	I can take part in longer conversations and am using adjectives to add detail and complexity to my phrases and opinions. I have started to use verbs to refer to other people and am increasingly comfortable with opinions, negatives, connectives and qualifiers. I can ask questions.	I can write paragraphs of increasing length with 4-5 sentences. This writing contains opinions and often complex sentences. I may be inconsistent with agreements through number and gender. I am comfortable with the use of connectives and qualifiers and my writing references different people.
DEVELOPING	I can understand the main points in short conversations on familiar topics. I have started to recognise single opinions	I can understand the main points and some details in short texts. I recognise simple vocabulary and feel confident recognising the meanings of short sentences.	I can speak in full sentences and am starting to substitute words and phrases. I can take part in short conversations and am able to give simple opinions. I can ask some simple questions.	I can write sentences and often short paragraphs from memory. The sentences contain opinions and feelings. Adjectives are increasingly used in written sentences.
INTRO TO 'ARE'	I can understand 2 or 3 details from one audio clip and can decide whether a statement is positive or negative. I am able to decide whether an audio clip is a statement or a question. I am recognising a wider variety of vocabulary.	I can recognise and translate single words and some simple phrases in texts. With very simple sentence structure, I can pick out some details.	I am starting to give answers using simple phrases rather than one-word answers. I am beginning to show more ease in conversations of 2-3 exchanges. Simple questions are understood.	I can write single words from memory and am starting to write longer sentences. Spelling is accurate and basic grammar rules and word order are understood.

Music

4- Point Scale	Performing	Composing	Listening and Appraising	Notation	Responding
Exceeding	Performs a range of pieces from notation, with some stylistic and musical communication. Responds to the directions of a conductor and leads smaller sections. Plays fluently in a range of time signatures, accurately conveying rhythmic character. Successfully and accurately performs notated examples from the music we are studying that use different structures, textures and tempi, and a range of Italian performance directions. Shows a secure understanding of how to create different techniques on an instrument, as well as an excellent awareness of how different timbres can be produced.	Successfully compose a melody and accompaniment showing a clear awareness of dynamics and tempo. Composes using some stylistic traits where appropriate. Improvises and responds musically to others using a range of pitches, rhythms and tempi. Shows an understanding of a range of structural, timbral and textural devices and experiments with them in compositions. Composes using melody and accompaniment and create contrast.	Listens to and discusses multiple features of a piece including melody, structure, texture, harmony and tempo, using musical vocabulary correctly. Compares and contrasts music within the same genre, describing what is heard, relating it to other pieces of music. Identifies a range of instruments, and describes how some of the instruments interact within an extract, using a score and musical vocabulary. Identifies a range of electronic instruments and effects.	Plays and notates major and minor scales. Constructs a major triad using the root, third and fifth and has a good understanding of simple extended chord vocabulary. Notates simple melody dictations. Identifies some augmented and diminished intervals. Accurately identifies most key signatures and their related keys.	Shows a secure understanding of popular culture and how it is different across various cultural/historical contexts. Shows a good ability to write about what is heard, using appropriate and relevant terminology in context.
At (Meeting)	Performs successfully a range of pieces from notation, with tonal awareness, using a wide range of dynamics and musical shaping. Performs a range of pieces as part of an ensemble, with sensitivity and awareness of other parts. Performs fluently and accurately in a range of time signatures. Plays music with more than one time signature, and can clap syncopated rhythms. Performs successfully and accurately music with different structures, textures and tempi following a range of Italian performance directions. Shows a good understanding of how to create different techniques on an instrument, as well as a good awareness of how different timbres can be produced.	Successfully composes a melody and accompaniment showing some awareness of dynamics and tempo. Composes a chord progression using triads and shows a clear understanding of how to use cadences to complete a phrase. Improvises with confidence using an extended range of pitches, rhythms and tempi with musicality. Shows the ability to use a range of simple structures when composing music and understands complex structural devices. Shows the ability to use a range of textures confidently in compositions and explains why and how to use them.	Listens to and discusses key features of melody, structure, texture, harmony and tempo using an extended range of musical vocabulary. Compares and contrasts music and describes differences using a wide range of key musical terminology. Successfully identifies instruments in orchestral music, and discusses how the instruments interact within an extract, using a simplified score. Successfully identifies less common instruments within the orchestra and a range of world instruments.	Shows secure understanding of different types of tonality and can construct scales using tones and semitones. Constructs a major triad using the root, third and fifth and has an understanding of simple extended chord vocabulary. Shows a good ability to use notation to effectively communicate melody and accompaniment. Accurately identifies intervals and fluently reads notes on the bass staff. Accurately identifies most key signatures.	Shows a good understanding of popular culture and how it is different across various cultural/historical contexts. Writes about what is heard, using mainly appropriate and relevant terminology in context.

4- Point Scale	Performing	Composing	Listening and Appraising	Notation	Responding
Developing	<p>Performs a range of pieces from notation using simple dynamics and mainly good musical shaping.</p> <p>Performs as part of an ensemble, showing a good awareness of other parts. Performs mainly fluently and accurately in a range of time signatures. Plays music with more than one time signature, and can clap simple rhythms. Successfully performs music with different structures, textures and tempi following common Italian performance directions. Shows an understanding of how to create different techniques on an instrument, as well as an awareness of how different timbres can be produced.</p>	<p>Successfully composes a melody and can use simple tempo and dynamics.</p> <p>Composes a chord progression using triads and shows a good understanding of how to use cadences to complete a phrase.</p> <p>Improvises using a range of pitches, rhythms and tempi with musicality.</p> <p>Shows the ability to use simple structures when composing music and understands basic structural devices.</p> <p>Shows the ability to use a range of textures to good effect.</p>	<p>Listens to and discusses key features of melody, structure, texture, harmony and tempo using a good range of musical vocabulary. Compares and contrasts music and describes differences using a good range of key musical terminology.</p> <p>Identifies instruments in orchestral music, and discusses how the instruments interact within an extract, using a simplified score.</p> <p>Identifies less common instruments within the orchestra and a range of world instruments.</p>	<p>Shows an understanding of different types of tonality and constructs scales using tones and semitones with limited help.</p> <p>Constructs a major triad using the root, third and fifth and a basic understanding of simple extended chord vocabulary.</p> <p>Shows the ability to use notation to effectively communicate melody and accompaniment.</p> <p>Identifies intervals and reads notes on the bass staff with limited support. Identifies some key signatures.</p>	<p>Shows an awareness of popular culture and how it is different across various cultural/historical contexts.</p> <p>Writes about what is heard, using some appropriate and basic terminology in context.</p>
Intro to ARE	<p>Performs a range of pieces from notation using simple dynamics. Performs as part of an ensemble, showing some awareness of other parts. Performs pieces using a range of time signatures with support and can clap simple rhythms. Performs music with different structures, textures and tempi following some simple Italian performance directions. Shows a basic understanding of how to create different techniques on an instrument, and some awareness of how different timbres can be produced.</p>	<p>Composes a simple melody.</p> <p>Composes a chord progression using triads and shows some understanding of how to use cadences to complete a phrase.</p> <p>Improvises using a selection of simple pitches and rhythms.</p> <p>Shows the ability to use basic structures when composing music and understand straightforward structural devices.</p> <p>Shows a basic awareness of texture in compositions.</p>	<p>Listens to and discusses key features of melody, structure, texture, harmony and tempo using a basic range of musical vocabulary.</p> <p>Compares and contrasts music and describes differences using musical terminology.</p> <p>Recognises instruments in orchestral music, and identifies basic characteristics of the music.</p> <p>Recognises less common instruments within the orchestra.</p>	<p>Has an awareness of different types of tonality and can perform scales from notation with help.</p> <p>Constructs a major triad using the root, third and fifth with support. Shows the ability to use simple notation to communicate melody. Identifies basic intervals and reads notes on the bass staff with support. Recognises basic key signatures.</p>	<p>Shows a basic awareness of popular culture and how it is different across various cultural/historical contexts.</p> <p>Writes about what is heard, using a limited range of terminology in context.</p>



Physical Education

4-Point Scale	S1- Developing Skills in Physical Activity
Exceeding	<p>Games – Good control in passing and dribbling the ball. Sound technique and timing. Feint action is developing.</p> <p>Net/Wall – A range of shots show power, control and accuracy. Spin is applied to influence play. Footwork, timing and balance are evident.</p> <p>Gym/Dance – Is able to perform rolls, balances and rotational movements with control and fluency. Good body tension, timing and linking of movements.</p> <p>Striking/Fielding – Consistency in throwing and catching. Hits the ball over half of the time, direction is developing.</p> <p>Athletics – Good starts in sprint; pacing evident in long distance. Throws show a good transfer of weight and correct release. Jumps show fast approach and an effective take off.</p> <p>Swimming – Good body position in the water and sound technique. Breathing is efficient at the start. Starts and turns show efficiency.</p>
At (Meeting)	<p>Games – Is accurate in passing the ball, but it can lack power. Is able to demonstrate more than one pass. Is able to dribble at an opponent on their chosen side.</p> <p>Net/Wall – Basic strokes show accuracy and control with good balance and footwork. Is able to vary the speed and direction of the serve.</p> <p>Gym/Dance – Rolls, balances and rotational movements are performed with control. Sequence has some timing and style.</p> <p>Striking/Fielding – Hits the ball 50% of the time. Direction is not intentional. Consistent bowling and throwing action over a short distance.</p> <p>Athletics – In the sprinting technique, leg drive is apparent. Technique deteriorates in long distance races. Correct grip and leg bend are shown for throwing. Speed of release is lacking. Speed is evident in run up to the long jump and high jump with some lift.</p> <p>Swimming – Moderate level of technique shown for 2 strokes. Technique deteriorates over a longer distance. Pattern of breathing not fully efficient. Able to offer a basic start, turn and finish.</p>
Developing	<p>Games – Is able to pass with control in a practice situation, but it can lack power and technique. Dribbling suffers under pressure.</p> <p>Net/Wall – Basic strokes show developing technique. Serve lacks power or control. Movement to the ball is a little clumsy and slow.</p> <p>Gym/Dance – Agilities show coordination but can lack control and balance. Short sequences show basic linkage of movements.</p> <p>Striking/Fielding – Contact made in hitting the ball on some occasions. Is able to throw over a short distance. Is starting to move in line with the ball.</p> <p>Athletics – There is a lack of drive in the sprint start and technique is not sustained in long distance. Lift evident in jumping, but the run up lacks speed. Angle of release in throwing is wrong.</p> <p>Swimming – Shows a basic level of technique that deteriorates over a longer distance. Poor efficiency of stroke and breathing action. May be able to offer a start, turn or finish which is slow and lacks efficiency.</p>
Intro to ARE	<p>Games – Skills can be performed in isolation. Dribbling and receiving lack control and technique is poor especially in more competitive situations.</p> <p>Net/Wall – Ball goes over the net, with limited control or technique demonstrated. Body position and timing is unbalanced and slow.</p> <p>Gym/Dance – Basic shapes and jumps are shown. Is able to create a short sequence of movements with some timing and linking of movements.</p> <p>Striking/Fielding – Batting stance is shown, but contact not made. Basic throwing and catching action demonstrated over a short distance.</p> <p>Athletics – Too much head movement in running and lack of understanding of tactics. Little lift in jumps, with unbalanced landing. Technique not known for throws.</p> <p>Swimming – Poor technique that lacks efficiency. Head above water with no breathing technique evident. Not able to show racing start.</p>

4-Point Scale	S2- Making and Applying Decisions	S3- Evaluating and Performing	S4- Making informed choices about a healthy and active lifestyle
Exceeding	<p>Can identify strengths and weaknesses in the opposition and use these to make decisions.</p> <p>Can use imaginative ways to solve problems, overcome challenges and entertain audiences.</p>	<p>Can analyse own and others skills and can discuss how they are used.</p> <p>Can modify and refine skills to make their performance better</p>	<p>Can explain the different components of fitness and how they affect performance.</p> <p>Can describe how being involved in physical activity can benefit us.</p> <p>Can lead practices and activities and apply basic rules consistently.</p>
At (Meeting)	<p>Can adapt strategies and tactics to produce an effective outcome.</p> <p>Can change the skill and technique in order to adapt to a changing circumstance.</p>	<p>Can analyse my own and others performances and say how they might improve.</p> <p>Can adapt a skill to improve performance.</p>	<p>Can explain how the body reacts during different types of activity.</p> <p>Can understand the importance of an active and healthy lifestyle.</p> <p>Can organise and lead a practice safely.</p>
Developing	<p>Can understand and implement some tactics required in performances and compositional ideas.</p>	<p>Can comment on skills and techniques in their own performance.</p> <p>Can describe strengths and weaknesses of a performance.</p>	<p>Can describe how exercise affects the body and why exercise is good for the health.</p> <p>Can lead an effective warm up.</p>
Intro to ARE	<p>Can understand why tactics are required in performances.</p> <p>Can apply some basic tactics to game situations.</p>	<p>Can see how their work is similar to or different to others.</p> <p>Can identify some areas of strength and weakness in a performance.</p>	<p>Can understand why warming up is important before exercise.</p> <p>Can give reasons why they exercise.</p>

Science: Biology

4-Point Scale	ORGAN SYSTEMS (7A)	REPRODUCTION (7B)	ECOSYSTEMS (7C)	CLASSIFICATION (7D)
Exceeding	Explain why some people may not want to have an organ transplant.	Describe the role of chromosomes. Recognise some of the benefits and drawbacks of cloning. Explain how reproduction was thought to happen before sex cells were discovered.	Use food webs to predict both short and long term effects of changes in a habitat.	Recall what a normal distribution is.
At (Meeting)	Recall all seven life processes. Describe the differences between animal and plant cells. Explain the functions of the parts of cells. Describe what happens in and the purpose of cell division. Explain how some cells are specialised to carry out certain functions. Describe how evidence from microscopes has changed theories about what organisms are made from. Explain how scientists tell others about their work.	Explain why a pregnant woman must avoid some substances. Describe what happens during birth. Recognise how knowledge of the results of having sex is important in making lifestyle choices. Explain the adaptations of sperm and egg cells. Explain how sex cells contain the information required for new life. Recognise the reasons behind using fertility treatment.	Draw & Interpret food webs Explain what the arrows in food chain show. Identify ways in which organisms compete with one another. Explain the contributions of different organisms to a community. Recall examples of scavengers and parasites. Describe why different organisms in a community need slightly different environmental conditions.	Recognise the need for a large sample size in investigations. Describe the causes of variation between organisms. Classify invertebrates into their major groups. Define what a species is. Explain that inherited and environmental causes of variation cannot be separated completely. Explain the difference between continuous and discontinuous variation. Recognise that modern classification is based on work from many scientists and continues to be developed.
Developing	Describe how living things are made of cells, tissues and organs. Recall the functions of the main organs in plants and humans. Identify the parts of a cell using a microscope. Prepare a slide safely.	Explain what happens in fertilisation. Recognise that animals have different lengths of pregnancy and look after their young to different degrees. Recognise the changes that occur during puberty. Explain the role of the placenta in pregnancy. Explain the functions of the main reproductive organs in humans. Describe what happens in the menstrual cycle. Describe what happens during birth. Explain the basics of the scientific method.	Recall what a distribution is. Recall examples of adaptations to daily and seasonal changes. Describe some adaptations of animals for feeding. Select suitable equipment to take samples from a habitat. Measure an environmental factor in a habitat.	Identify relationships in data. Explain why classifying things is important.
Intro to ARE	Recall the names and positions of the main organs in plants and humans. Use a microscope to see cells clearly.	State that living things reproduce. Describe the main stages of the human life cycle. Name and identify the main reproductive organs in humans.	Describe the environmental factors in a habitat. Explain how familiar organisms are adapted to their habitats. Draw a food chain. State some good and bad effects humans can have on a habitat.	Use a branching key. Present data as tables and bar charts. Sort living things into groups. Describe the differences between vertebrates and invertebrates. Describe differences and similarities between organisms of the same species. Identify two major groups of living things.

Science: Chemistry

4-Point Scale	7A – Acids and Bases	7B - Simple Chemical Reactions	7C - Particles
Exceeding	<p>Recognise hazard warning symbols and act accordingly. Link the pH of an acid or alkali to its hazards. Describe how to lessen the risks of working with acids and alkalis. Explain how conclusions match evidence. Suggest how a method can be improved. Explain what happens to pH during neutralisation. List some common uses of neutralisation.</p>	<p>Explain how the products of burning a hydrocarbon are formed. Explain how well your conclusions match your evidence.</p>	<p>Use the particle theory to explain the basic properties of solids, liquids and gases. Explain how to classify difficult materials like foam and sand. Describe the arrangement and movement of particles in solids, liquids and gases. Identify some effects of gas pressure. Use the particle theory to explain dilution and diffusion. Use the particle theory to explain gas pressure, evaporation and expansion. Explain the variables that affect the speed of diffusion of particles.</p>
At (Meeting)	<p>Work safely with dilute acids and alkalis. Use an indicator to work out if something is acidic, alkaline or neutral. Use a knowledge of acids and alkalis to identify questions that can be investigated and suggest appropriate data to collect. Identify relationships in data. Be able to classify solutions as acidic, alkaline or neutral using indicator colours and pH values.</p>	<p>Use word equations to represent burning reactions. Describe the tests for hydrogen, oxygen and carbon dioxide. List the gases formed when acids react with metals and limestone. List some benefits and drawbacks of using fossil fuels. Say whether a change is reversible or irreversible, chemical or physical.</p>	<p>Explain what a theory is. Identify images of solids, liquids and gases drawn according to the particle theory. Make predictions that are explained using scientific knowledge. Recall that materials are made out of particles and these cause the properties. Try to give explanations for observations using the particle theory.</p>
Developing	<p>Recognise that people who deal with acids or alkalis have strict safety rules. Carry out a fair test. Present results in tables and bar charts. Describe differences between acids and alkalis. List some common uses of acids and alkalis.</p>	<p>Recall that some changes can be reversed and others cannot. Carry out a fair test. Work safely with acids and when burning materials. Recall what a fuel is.</p>	<p>Measure volumes accurately. Make predictions. Classify materials as solid, liquid or gas.</p>
Intro to ARE	<p>Name something that is an acid. Recall acids taste sour. Recall alkalis feel soapy. Name something that is an acid.</p>	<p>State that oxygen or air is needed for burning Use observations to tell if a chemical reaction has taken place.</p>	<p>Record observations neatly. Recall some properties of some materials and sort materials into groups.</p>

Science: Physics

4-Point Scale	A - Mechanics	B - Energy and Electricity
Exceeding	<p>Make and check predictions on whether objects will sink or float based on patterns in data they have described.</p> <p>Compare different methods of measuring the volume of a cup.</p> <p>Use ideas about balanced forces to explain why falling objects fall at terminal velocity and vehicles have a top speed.</p> <p>Draw conclusions that are supported by evidence how upthrust is related to weight of liquid displaced.</p> <p>Use ideas of weight to draw conclusions about how much a spring will stretch on the moon.</p> <p>Plan an investigation on friction, identifying the independent, dependent and control variables.</p> <p>Interpret distance/time graphs and use it to calculate speed.</p> <p>Make reasoned suggestions on how to improve the accuracy of an investigation.</p> <p>Identify what is meant by a fiducial marker, and explain why it is used in measurements.</p>	<p>Explain how using more efficient appliances could cut the amount of CO₂ emitted and why this should be done. Consider other methods to reduce CO₂ emissions.</p> <p>Plan a method, to investigate energy stored in fuels, identifying the independent, dependent and control variables.</p> <p>Critically analyse data, comparing the uncertainty between analogue and digital ammeters.</p> <p>Identify what is meant by voltage, current, power and resistance.</p> <p>Describe how electricity is produced in a power station.</p> <p>Explain the ways in which global warming is thought to be being caused and some of its consequences.</p> <p>Explain what efficiency means and how this is important for cutting CO₂ emissions.</p> <p>Explain how to use a variable resistor to change the brightness of a bulb.</p> <p>Identify why we use fuses in circuits and explain how it works.</p> <p>Calculate the resistance of a wire using current and potential difference measurements.</p> <p>Draw a line graph to display how potential difference affects current and use it to calculate resistance.</p>
At (Meeting)	<p>Explain changes in speed using ideas about balanced and unbalanced forces.</p> <p>Explain that an object on Earth has weight due to gravity and it is dependent on mass.</p> <p>Correctly use rulers and measuring cylinders to accurately measure the volume of irregular and regular objects.</p> <p>Use volume and mass measurements to calculate density of liquids and solids.</p> <p>Identify that frictional forces oppose motion and give examples of them. How can they be reduced?</p> <p>Investigate how the extension of a spring varies with weight.</p> <p>Decide on the best way of presenting data when investigating the extension of a spring.</p>	<p>Use models to help explain the idea of voltage.</p> <p>Construct both series and parallel circuits.</p> <p>Decide on the best way of presenting data when investigating the amount of energy stored in different types of fuels.</p> <p>Recognise how current in a circuit is affected by the potential difference.</p> <p>Collect voltage and current data from correctly connected voltmeters and ammeters.</p> <p>State the law of the conservation of energy.</p> <p>Recall some ways in which energy can be transferred and stored, and recognize that not all energy transfers are useful.</p> <p>Explain how different renewable and non-renewable energy resources are used and explain some of the advantages and disadvantages of each one.</p> <p>Suggest ways to remain safe during an electrical circuit investigation by identifying hazards.</p>
Developing	<p>Identify the instrument used to measure forces and the units of force.</p> <p>Collect, use and store distance and time data in a clear way.</p> <p>Identify examples of balanced and unbalanced forces using force arrows.</p> <p>Describe how to measure a distance accurately.</p> <p>Describe how to measure a mass accurately.</p> <p>Identify the forces acting on a falling object.</p> <p>Follow instruction to investigate the variables that affect speed of an object.</p>	<p>Identify that fuels store energy and it is released when they are burnt.</p> <p>Identify the different forms of energy.</p> <p>Identify whether a circuit is series or parallel from a circuit diagram.</p> <p>Identify the difference between renewable and non renewable energy and give examples of both.</p> <p>Identify from experimental data that different types of food contain different amounts of energy.</p> <p>Identify that if the current is too high the wires can melt.</p> <p>Recognize the difference between conductors and insulators and give examples of both.</p>
Intro to ARE	<p>Identify examples of forces.</p> <p>Recognise that speed is how far an object moves during a period of time and the units of speed.</p> <p>Identify the instrument used to measure distances and the units of distance.</p> <p>Identify the instrument used to measure mass and the units of mass.</p>	<p>Recognize that some appliances need more energy than others.</p> <p>Recognize that there are different forms of energy.</p> <p>Identify at least one way to reduce energy use.</p> <p>Recognize that our bodies get energy from food.</p> <p>Identify the hazards of electricity.</p> <p>Identify that a complete circuit is needed for current to flow.</p>







Contact us

The British School of Guangzhou
983-3 Tonghe Road, Baiyun District,
Guangzhou, 510515

Email

admissions@bsg.org.cn

School Website

www.bsg.org.cn

General Enquiries

+86 (0)20 8709 4788