

SWGS Standard	Towards II	II	III	IV
KS3 Assessment Objectives	Working towards Standard for end of Year 8	Working at Standard for end of Year 8	Working beyond SWGS Standard for end of Year 8	Working well beyond SWGS Standard for end of Year 8
Lang A02 (R) Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	Shows some understanding of language - Attempts to comment on the effect of language - Selects some relevant quotations - Uses some subject terminology, not always appropriate. TII – one or two bullets secure II – All bullets secure		Shows clear understanding of language - Clearly explains the effects of the writer's choices of language - Selects a range of relevant quotations - Uses subject terminology accurately III – one or two bullets secure IV – All bullets secure	
Lang A03 (R) Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	- Identifies some differences between the ideas and perspectives - Attempts to compare ideas and perspectives - Some comment on how methods are used to convey ideas and perspectives - Selects some quotations/references, not always supporting (from one or both texts) TII – one or two bullets secure II – All bullets secure		- Shows a clear understanding of differences between the ideas and perspectives - Compares ideas and perspectives in a clear and relevant way - Explains clearly how methods are used to convey ideas and perspectives - Selects relevant quotations to support from both texts III – one or two bullets secure IV – All bullets secure	
Lang A05 (W) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	Content - Communication is mostly successful - Sustained attempt to match purpose, form and audience; some control of register - Conscious use of vocabulary with some use of linguistic devices Organisation - Increasing variety of linked and relevant ideas - Some use of paragraphs and some use of discourse markers - Some use of structural features	Content - Communication is clear - Tone, style and register generally matched to purpose, form and audience - Vocabulary clearly chosen for effect and successful use of linguistic devices Organisation - Writing is engaging with a range of connected ideas - Usually coherent paragraphs with range of discourse markers - Usually effective use of structural features	Content - Communication is consistently clear and effective - Tone, style and register matched to purpose, form and audience - Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate linguistic devices Organisation - Writing is engaging with a range of detailed connected ideas - Coherent paragraphs with integrated discourse markers - Effective use of structural features	Content - Communication is convincing - Tone, style and register consistently match purpose, form and audience; - Extensive vocabulary with evidence of conscious crafting of linguistic devices Organisation - Structured and developed writing with a range of engaging complex ideas - Consistently coherent use of paragraphs with integrated discourse markers - Varied and effective structural features
Lang A06 (W) Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	- Sentence demarcation is mostly secure and sometimes accurate - Some control of a range of punctuation - Attempts a variety of sentence forms - Some use of Standard English with some control of agreement - Some accurate spelling of more complex words - Varied use of vocabulary	- Sentence demarcation is mostly secure and mostly accurate - Range of punctuation is used, mostly with success - Uses a variety of sentence forms for effect - Mostly uses Standard English appropriately with mostly controlled grammatical structures - Generally accurate spelling, including complex and irregular words - Increasingly sophisticated use of vocabulary	- Sentence demarcation is consistently secure and consistently accurate - Wide range of punctuation is used with a high level of accuracy - Uses a full range of appropriate sentence forms for effect - Uses Standard English consistently and appropriately with secure control of complex grammatical structures - High level of accuracy in spelling, including ambitious vocabulary - Extensive and ambitious use of vocabulary	- Sentence demarcation is consistently secure and consistently accurate - Wide range of punctuation is used with a high level of accuracy - Uses a full range of appropriate sentence forms for effect - Uses Standard English consistently and appropriately with secure control of complex grammatical structures - High level of accuracy in spelling, including ambitious vocabulary - Extensive and ambitious use of vocabulary
Lit A01 Read, understand and respond to	- Supported response to task and text - Comments on references	Some explained response to task and text	- Clear, explained response to task and text - Effective use of references to support	Thoughtful, developed response to task and text

texts. Maintain a critical style and develop an informed personal response. Use textual references, including quotations, to support and illustrate interpretations.		References used to support a range of relevant comments	explanation	Apt references integrated into interpretation(s)
Lit A02 Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	- Identification of writers' methods - Some reference to subject terminology	- Explained/relevant comments on writer's methods with some relevant use of subject terminology - Identification of effects of writer's methods on reader	- Clear explanation of writer's methods with appropriate use of relevant subject terminology - Understanding of effects of writer's methods on reader	- Examination of writer's methods with subject terminology used effectively to support consideration of methods - Examination of effects of writer's methods on reader
Lit A03	Some awareness of implicit ideas/contextual factors	Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task	Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/text/task	Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task
Old KS3 level approx equivalent	4	5	6	7
New GCSE				

Year 8	Towards II	II	III	IV
Fluency	Recall and apply knowledge within the topic	Recall and apply knowledge across topics	Recall and apply knowledge rapidly and accurately	Select and use appropriate strategies to solve increasingly complex problems
Reasoning	- Verbalise methods - Follow a line of enquiry	- Verbalise and explain methods and strategies - Use some mathematical language - Make predictions	- Develop an argument or proof using mathematical language - Make and test predictions	- Make and test conjectures about patterns & relationships - Look for proof & counter examples
Problem solving	Starting to apply their mathematics to routine/non-routine problems	Breaking down problems into simpler steps	Apply to a variety of problems, persevere in seeking solutions	Apply to a variety of problems with increasing sophistication, persevere in seeking solutions
Number	- Understand & use place value for decimals, measures and integers - Order numbers (+ - dec & frac) - Use the 4 operations - Percentage of a quantity - Convert between %, dec, frac - Use approximation & rounding	- Calculation with all forms of rational numbers, including negatives - Recognise Standard Form - Priority of operations - Factors, multiples, primes, indices. - Rounding % increase & decrease, % change - Powers & roots	- Use of indices and standard form (large no's) - Solving problems using prime factorisation - Expressing errors caused by rounding - Percentages including repeated (compound) change	- Terminating & recurring decimals - Reverse percentages - Use of indices and standard form (small no's) - Reciprocals - Simple & compound interest
Algebra	- Correctly use & interpret algebraic notation - Simplify algebraic expressions - Substitute into formulae - Draw and use linear graphs - Recognise linear sequences and starting to find the nth term - Solve simple linear equations - Work with coordinates in all four quadrants	- Simplify and manipulate algebraic expressions including single brackets - Use formulae to draw linear graphs - Recognise $y = mx + c$ - Setting up & solving eqns (with brackets) - Confidently find the nth term of a linear sequence - Recognise an inequality - Re-arrange simple formulae - Interpret distance-time graphs	- Model situations with algebraic expressions - Recognise quadratic sequences - Solve more complex equations (inc fraction) - Change the subject of formulae - Express an inequality - Draw quadratic graphs - Create a distance-time graph - Recognise geometric sequences & other sequences that arise	- Recognise & interpret a quadratic graph - Simultaneous equations - Double brackets - Exponential graphs - Step graphs - Solving inequalities
Year 8	Towards II	II	III	IV
Ratio, Proportion and	- Express and interpret proportional relationships in a variety of forms - Divide a given quantity into parts	- Solve problems involving direct proportion - Direct proportion graphs	- Use map scales - Use compound units (eg speed)	- Area & volume ratios and scale factors - Work confidently with direct

Rates of Change		• Recognise inverse proportion • Use scale factors	• Solve problems involving inverse proportion	& inverse proportion problems
Geometry and Measures	• Derive and apply formulae for area and volume • Nets & surface area (cuboid) • Angle properties (Inc parallel lines) • Simple proofs • Properties of shapes • Reflection & rotation	• Notation for their simple proof • Standard constructions • Exterior and interior angle properties • Volume in triangular prism • Enlargement & translation • Area of a circle • Circumference calculations • Surface area of other prisms • Recognise congruent triangles • Standard units of measure	• Exterior and interior angle properties • Pythagoras' Theorem • Trigonometry in right angled triangles • Volume and SA in cylinder • Enlargement with fractional SF • Know the criteria for congruence of triangles • Converting metric units of area & volume	• Enlargement with negative SF • Calculate and apply interior & exterior angle sums in polygons • Tessellations • Use & apply criteria for congruence of triangles
Probability	• Record & analyse frequency of outcomes • Use appropriate language and notation • Use a sample space diagram	• Recognise sets/unions/intersections using tables, grids & Venn diagrams • Mutually exclusive outcomes • Confidently generate & use a sample space diagram • Consider Theoretical probability v's relative frequency	• Work with sets/unions/intersections using tables, grids & Venn diagrams • Apply understanding of relative frequency	• Confidently work with sets/unions/intersections using tables grids & Venn diagrams
Statistics	• Describe, interpret and compare distributions • Work with discrete, continuous and grouped data; and appropriate measures of central tendency and spread • Construct & interpret tables, charts & diagrams	• Describe simple mathematical relationships (bivariate data) using scatter graphs • Mean from frequency table • Compare data	• Mean from grouped frequencies • Correlation • Two way tables	• Cumulative frequency • Interquartile range
	Use a calculator and other technologies to calculate results accurately and then interpret them appropriately Financial skills			

Subject: **SCIENCE**

Assessment Area	Towards ii	ii	iii	iv	v
Investigative Skills	• Identify the independent and dependent variables	• Confidently identify the key variables in an	• Choose suitable ranges, equipment and method	• Create a testable idea • Choose suitable	

	- Decide on and follow a valid procedure when provided with suitable equipment - Identify risks involved and carry out investigation safely	- investigation - Pick suitable equipment and identify a valid method - Identify risks, precautions and remedial actions - Include correct quantities and units in table headings	- Write a full and detailed risk assessment - Highlight sources of error	ranges, equipment and method taking into consideration the possible error	
Mathematical and Data Handling Skills	- Rearrange a three-part equation involving addition, subtraction, multiplication or division - Calculate arithmetic means - Plot two variables from experimental data to produce a scatter graph	- Confidently change the subject of an equation involving addition, subtraction, multiplication or division - Regularly use appropriate significant figures in calculations - Draw straight or curved trend lines on a scatter graph - Identify some trends from curved graphs	- Confidently change the subject of an equation involving squares and square roots - Consistently make use of appropriate significant figures in calculations - Make appropriate use of prefixes to include kilo and milli - Fully interpret trends from curved graphs	- Recognise and use expressions in standard form - Make appropriate use of prefixes to include mega and micro - Confidently calculate the gradient of a straight line	
Scientific Knowledge	- Consistently recall scientific facts - Regularly use subject specific terminology in the correct context - Use models to communicate a scientific process	- Consistently recall scientific facts - Apply scientific facts to familiar contexts - Confidently use subject specific terminology in the correct context - Use models to communicate a scientific process	- Consistently recall scientific facts - Apply scientific facts to unfamiliar contexts - Consistently use subject specific terminology in the correct context - Identify strengths and weaknesses in models	- Consistently recall scientific facts - Clearly explain scientific processes in a range of familiar and unfamiliar contexts making use of correct terminology	

Subject: **ART**

	Towards II	II	III	IV
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Drawing	Objects are selected & drawn accurately from observation. Shapes and proportion are confidently & correctly drawn from observation. The start of effective shading adding detail and realism to the drawing. Develop shading technique further and add more observation of detail to improve	Subject matter is selected & drawn with great accuracy from a range of primary sources. Observations are confidently & correctly drawn with effective shading technique Tone and contrast are used confidently to create realism and depth. Texture is starting to be depicted. Increasingly complex compositions are planned and drawn accurately	Subject matter is independently selected & drawn from multiple primary sources showing creative planning and good use of composition. Observations are confidently & correctly drawn with effective shading technique and with attention to detail. Confident and varying line, mark-making and effective use of tone. Mark making is used to show texture. Light is depicted to give depth and contrast. Complex and creative compositions are planned to create meaning	A consistent ability to skilfully record ideas, observations and insights relevant to intentions Observational drawings are accurately drawn with high attention to detail and look highly realistic. Mark making is used confidently and descriptively to aid meaning. Composition is used as a tool to aid meaning
Experimentation	A wide variety of media & techniques are used. Thoughtful ideas & compositions are explored. A range of practical skills & processes are used well. Technical knowledge is developed to make & achieve designs. Work is sustained with guidance. Teacher instructions are followed well.	A range of materials & techniques are used precisely to develop ideas. Imaginative ideas & designs are created independently from a range of resources. Technical knowledge & skills to investigate the quality of materials & techniques are applied. Thoughtful decisions are made to achieve designs. Rules & instructions are followed with increasing independence.	A range of materials & techniques are confidently manipulated to develop ideas. Imaginative & original ideas & designs are created independently from a range of resources. Technical Knowledge and skills are applied to select the most appropriate and relevant techniques to suit designs. Thoughtful and creative decisions are made to achieve increasingly complex designs. Work, materials & processes are carried out independently.	A consistent ability to thoughtfully refine ideas through purposeful experimentation and selection of appropriate resources, media, materials, techniques and processes as work progresses. Knowledge of processes is applied to communicate imaginative, creative and ambitious designs. Work is completely independently with purposeful planning and organisation to aid time management
Writing	Working methods of artists are understood	Working methods of artists are understood and can be linked to the meaning of an artwork.	Working methods of artists are understood, their use is related to the meaning of the artwork and influences decision making in final outcomes.	A consistent ability to demonstrate analytical and cultural understanding

	Art from various cultures & periods can be recognised & compared with some guidance. This knowledge & research is used in the development of your own work. Judgements & reviews about own work & that of other artists are made. The basics of formal elements in art are understood.	Art from various cultures & periods are understood & compared. The influence of Artists on your work is explained. Intelligent and thoughtful judgements about own work and that of other artists are made. Formal elements are discussed & are starting to be analysed to inform your work	The influences from various cultures & periods upon your work are explained in depth & meaningfully; including how these have affected your ideas & practice. Your work & that of others is confidently analysed using specialist vocabulary. Intelligent and thoughtful judgments about own work and that of other artists are made which relate to wider social or global issues. Formal elements are discussed & are starting to be analysed to inform your work & communicate meaning.	A consistent ability to effectively develop and explore ideas through investigations purposefully informed by contextual and other sources.
Outcome	An imaginative outcome is created with strong connection to drawing, research & experimentation work. Clear understanding of formal elements & composition is shown. Presentation of work is neat and consistent. A Project is completed within the time scale with guidance.	Ideas & designs are realised with independence, using materials & techniques effectively. Thoughtful and creative use of formal elements can be seen in the creation of a resolving outcome. Presentation of work is very good & creative A project is sustained for a long period and completed with guidance.	Original & personal outcomes are realised independently, building on ideas and all other areas of work. A clear and confident use of formal elements is employed appropriately to communicate meaning in a resolving outcome. Presentation of work is clever & skilful. A project is sustained for a long period with independence.	A consistent ability to competently present a personal, informed and meaningful response when realising intentions. A consistent ability to demonstrate critical understanding and where appropriate, make perceptive connections between visual, written, oral or other elements. Presentation of work is clear, organised and develops coherently. Outcomes are completed within a given time frame to a high standard independently.

	Towards II Working towards SWGS Standard for end of Year 8	II Working at SWGS Standard for end of Year 8	III Working beyond SWGS Standard for end of Year 8	IV Working well beyond SWGS Standard for end of Year 8
Computer Science (to include areas such as theory and concepts, programming using a range of languages and computer systems)	• Create algorithms • Use these algorithms to create programs • Use iteration and selection in programs • Work with variables • Use logical reasoning to debug programs Make use of Boolean logic in programs	• Detect errors and inefficiencies in algorithms • Identify and create variables needed for a program. • Understand how decimal numbers are represented by binary digits. • Understand how pixels are used to create bitmap representations of images.	• Create modular programs that use procedures and/or functions • Understand data types • Make use of appropriate data structures • Understand the reasons why digital systems use binary. • Understand how pictures can be represented digitally in the form of bits. • Understand the hardware and software components that make up computer systems and how these communicate	• Explores programming issues and challenges independently • Application of skills to create and provide bespoke and original solutions, showing creativity and initiative that go beyond the original brief
Digital Literacy (to include areas such as use of application software, being a safe and responsible digital citizen)	• Understand a range of ways to use digital technology respectfully • Analyse and present data in digital formats. • Develop strategies to check the validity of information found online.	• Edit and re-purpose digital artefacts such as images for a different purpose • Evaluate data • Understand a range of ways to use digital technology safely. • Understand the design process to identify and solve a problem for a specific audience • Can independently create and carry out an effective survey	• Know the importance of testing digital products and develop testing strategies • Collect and collate digital artefacts and resources that are presented in a web-based e-portfolio	• Evaluates the quality of their work effectively and identifies areas for development and improvement, which they build into further versions of their work.

Categories of assessment	TOWARDS II	II	III	IV
<u>Making</u>	<u>Use of Drama Techniques</u> Can recognise and use a wider variety of Drama techniques with growing confidence and creativity. Can project the voice and shows an awareness of audience. <u>Group Skills</u> Will make a positive contribution to a group, sharing some ideas.	<u>Use of Drama Techniques</u> Can recognise and use all Drama techniques taught with definite confidence. <u>Group Skills</u> Contributes ideas very well to their group and is capable of showing leadership skills.	<u>Use of Drama Techniques</u> Can use all Drama techniques taught creatively and with very effective results, showing some originality. <u>Group Skills</u> Is a strong team player who is very committed to the drama and able to keep the working atmosphere positive and productive.	<u>Use of Drama Techniques</u> Can harness all Drama techniques taught to tell their story. Will add in their own ideas too. <u>Group Skills</u> A leader with the ability to compromise and encourage others. Not always taking the lead in pieces, but is capable to do so.
<u>Performing</u>	<u>Performing Characters</u> Can perform characters that are different from themselves, in terms of voice and movement. Shows a basic understanding of other playwright's characters. <u>Staying in Role</u> Can stay in role for most of the performance with few distractions. Any lines set to learn are delivered with only occasional prompting, if any.	<u>Performing Characters</u> Can perform a variety of convincing characters with confidence and originality. Has a clear understanding of character and understands the purpose and meaning behind their lines. <u>Staying in Role</u> Can consistently stay in role for the whole of a performance. Any lines set to learn are delivered with very few mistakes, if any. Any mistakes are improvised through.	<u>Performing Characters</u> Can construct and perform a wide variety of characters with depth and sensitivity. Both comic and serious roles performed. <u>Staying in Role</u> Can stay in role all the time, showing commitment to the performances they do. Any lines set to learn are delivered correctly, confidently and with a good sense of character.	<u>Performing Characters</u> Will perform a role with flair and creativity. Will move the audience to laughter or tears when in role. Has a deep understanding of character, sub text and can show empathy. <u>Staying in Role</u> Is able to create a sustained role very different to themselves, for example playing a male or someone older.
<u>Responding</u>	<u>Responding to ideas and performances</u> Can respond to questions and feedback in class with comments that are thought through and generally positive. <u>Evaluation</u> Evaluation begins to show a reasonable level of detail, with clear awareness of strengths.	<u>Responding to ideas and performances</u> Can respond to questions and feedback in class intelligently and without prompting, using correct Drama terms. <u>Evaluation</u> Evaluation shows a good level of detail. Will critique as well as praise.	<u>Responding to ideas and performances</u> Can respond to questions and feedback showing that they have a developed understanding of Drama. <u>Evaluation</u> Evaluation shows a very good level of detail and reflection, with perceptive comments on strengths and weaknesses and creative suggestions.	<u>Responding to ideas and performances</u> Will explore technical and design options and understand the importance of these. <u>Evaluation</u> Evaluation shows excellent detail and reflection, with perceptive comments on strengths and weaknesses and creative suggestions that are original.

	II (Towards) Working towards SWGS Standard	II Working at SWGS Standard for the	III Working beyond SWGS Standard	IV Working well beyond SWGS
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	for the end of Year 8	end of Year 8	for the end of Year 8	Standard for the end of Year 8
Description	- To describe the location of a local place, region or country. - To describe the physical features of a local place, region or country. - To define geographical terminology across units.	- To describe the impacts and processes caused by an identified geographical issue. - To describe trends or patterns in data or geographical issues that impact upon a local place, region or country.		
Explanation	- To explain how a geographical issue creates social, economic and environmental impacts. - To explain why human and physical process create different geographical issues within a context.	- To explain how physical and human processes can cause varying impacts in a local place, region or country. - To explain how possible management strategies can reduce the impacts caused by a geographical issue.	- To explain the links between impacts in a social, economic or environmental context. - To explain how management strategies have been successful or unsuccessful in reducing the impacts of a geographical issue.	
Analysis		- To be able to draw and label graphs and maps that can then be analysed. - To suggest reasons for the trends and patterns seen in maps, graphs or data. - To explain how these reasons have created the trends and patterns identified in maps, graphs or data.	- To examine the causes of trends and patterns seen in maps, graphs or data. - To suggest/predict the potential future trends or patterns in maps, graphs or data. - To analyse future projections shown in some maps, graphs or data.	
Assessment		- To offer personal opinions on the significance of human	- To assess these personal opinions in relation to other	- To justify opinions on the most/least important impact using

		and physical impacts and processes in a local place, region or country. - To offer personal opinions on the success of implemented management strategies within a context.	identified points of view with focus on the most/least important factors. - To assess other possible management strategies in relation to a geographical issue.	evidence from a geographical example. - To justify opinions on the most/least important management strategies that would reduce the impacts from an issue or process.
Evaluation			- Discuss the different approaches or viewpoints that surround a geographical issue. - Evaluate which of these approaches or viewpoints is likely to be the most or least effectively in the context of a real geographical issue.	- To justify possible improvements to management strategies in relation to current and real examples. - To evaluate the significance of a strategy in changing the future approaches and viewpoints to a geographical issue.

Subject: **HISTORY**

Assessment	Y7 students working	By the end of Y7 students	By the end of Y8 students	By the end of Y9 students
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focus	towards...	should...	should...	should...
Evidence	Be able to identify surface features of evidence (not yet an inference). Be able to use facts (may be generalised or lack accuracy in places). Be able to select historical evidence (may lack relevance in places). Generally does not yet provide examples to back their points.	Be able to make a suggestion from evidence (inference). Be able to use specific and accurate facts. Be able to select relevant historical evidence. Be able to provide examples to back points.	Be able to draw confident inferences and back them up with evidence Start to be able to evaluate the weight of evidence or sources Be able to identify the purpose of a source.	Be able to draw a range of supported inferences. Be able to identify and explain the purpose of a source. Be able to evaluate and explain the weight of a source. Provide detailed, relevant and well selected evidence to back points.
Analysis	Be able to identify a line of argument (lacks development). Can identify change but struggles to identify degree of importance. Weights factors the same – struggles to see that they may be of differing importance (significance)	Be able to develop a line of argument. Start to be able to identify how important changes are. Be able to identify that factors may be of differing importance (significance).	Be able to confidently use the PEE sections of PEEL – explaining in depth. Start to be able to evaluate their interpretations and those of others.	Be able to evaluate the differing views of historians (interpretation). Be able to explain and justify the extent to which factors are of differing importance (significance). Be able to analyse the differing causes of events.
Historical Writing	Be able to structure work around points (these may lack relevance or work may not be structured around clear points and has strong elements of narrative). Be able to write a paragraph	Be able to structure work around relevant points. Be able to write a paragraph that focuses on and answers a question. Be able to use the basic PEEL structure (probably not	Be able to identify their own structure for work. Be able to come to a clear judgement reflecting their line of argument. Be able to confidently identify and develop specific	Confidently structure their work in a coherent fashion. Be able to explain and justify a clear line of argument and conclusion. Be able to reliably make, support and explain a point

	that focuses on a question (may not relate clearly to an answer). Be able to use the basic PE structure (probably not developed very far), cannot yet use the EL section.	developed very far).	and well selected evidence and examples to support their work. Be able to focus the content of their work on the specific question.	and start to show clear links back to the question. Confidently prioritise material and identify links. Avoid a narrative and ensure work is focused on the specific question.
Conceptual Awareness	Be able to identify that change or continuity occurs but may struggle to identify what it is. Be able to identify an historical viewpoint of events (interpretation) but struggle to recognise variations in views. Be able to identify that causation involves a range of causes may struggle to identify a range of causes relating to specific enquiries	Be able to identify what change or continuity occurs. Be able to identify that there are different historical viewpoints of events (interpretation). Be able to identify that causation involves a range of causes and identify a range of causes relating to specific enquiries.	Be able to identify the nature and extent of change. Be able to explain why historians hold different views (interpretation). Start to be able to develop their own interpretations of events with reference to evidence. Be able to identify the extent to which factors are of differing importance (significance). Start to be able to evaluate the differing causes of events.	Be able to develop their own interpretations of events with reference to the work of other historians and the evidence. Start to be able to make use of sophisticated language to provide a framework for discussions of causation, change and significance. Be able to explain the nature, extent and importance of change or continuity.

	Towards II	II	III	IV
KS3	Working towards Standard for end of Year 8	Working at Standard for end of Year 8	Working beyond SWGS Standard for end of Year 8	Working well beyond SWGS Standard for end of Year 8
Performing	Students can recognise how music is structured. Students can consider how music reflects different times and eras and different places and cultures. Students perform substantial parts from memory and from notation. Students demonstrate appropriate awareness of ensemble skills. Students improvise melodies and rhythms well.	Students recognise and explore different musical styles. Students make expressive use of tempo, dynamics, phrasing and timbre. Students make subtle adjustments to fit their part within an ensemble performance. Students improvise in different styles. Students sustain and develop musical ideas.	Students discriminate and explore how music is structured in different styles and cultural traditions. Students perform in a variety of styles. Students make important adjustments to ensemble work and use relevant notations. Students adapt, improvise, develop, discard and extend musical ideas in different styles and traditions.	Students discriminate and perform demonstrating a solid understanding of the musical resources available. Students perform and improvise, leading groups with initiative and with skill, using suitable notations. Students discriminate between musical styles and fuse cleverly between musical styles.

Composing	Students can recognise and explore ways in which music is structured		Students can recognise and explore different musical styles		Students develop their compositions through improvisation, adapting and developing their work through discarding and extending musical ideas in different styles and traditions .		Students compose extended compositions with a sense of direction and shape , both in melodic and rhythmic phrases and overall form .	
	Students can use different notations and compose music for different occasions , using melody, rhythm, chords and musical form		Students use tempo, dynamics, phrasing and timbre to affect composition		Students begin to compose their pieces using only their own ideas .		Students explore styles of notation by following and challenging rules and conventions .	
	Students improve their own work		Students compose in different styles, sustain and develop musical ideas					
			Students use notation to plan, revise and refine their compositions					
			Students improve their own and others' work					
Listening and Appraising	Students refine and improve their own work analysing musical features , commenting on how place, occasion and purpose affects the way music is created, performed and heard .		Students recognise different musical styles through various listening tasks.		Students evaluate and make critical judgements about the use of musical conventions and other features of music , and how these can be heard in their own and others' music.		Students discriminate between musical styles, genres and traditions and relationships between music and its cultural context , making and justifying judgements	
			Students improve their own and others' work					
			Students evaluate how music reflects the time and place in which it is created, performed and heard .					
Old KS3 level approx equivalent	4	5	6	7				
New GCSE								

	Towards II Working Towards SWGS Standards for the end of Year 8	II Working at SWGS Standard for end of Year 8	III Working beyond SWGS Standard for end of Year 8	IV Working well beyond SWGS Standard for the end of Year 8
Learning about religion and belief	Can: Use an increasingly wide religious vocabulary Describe why people belong to religions. Explain how religious sources are used to provide answers to ultimate questions and ethical issues. Recognise diversity in forms of religious, spiritual and moral expressions, within and between religions.	Can: Use religious and philosophical vocabulary to give informed accounts of religions and beliefs. Explain why the impact of Religions and Beliefs upon individuals, communities and societies varies. Interpret sources and arguments, explaining the reasons for the diversity of answers to ultimate questions and ethical issues. Interpret the significance of different forms of religious, spiritual and moral expression.	Can: Use religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. Show a coherent understanding of issues, values and questions of meaning and truth. Account for differences between people within the same religion or tradition.	Can: Use religious and philosophical vocabulary to show a coherent, informed and detailed arguments about beliefs, ethics, values and issues drawing well substantiated conclusions. Analyse religious material with reference to historical, cultural and social contexts. Critically evaluate the impact of religions and beliefs on differing communities and societies. Analyse varied forms of religious, spiritual and moral expression.
Learning from religion and belief	Can: Suggest answers to questions raised by religion and belief, relating them to their own and others' lives. Explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion	Can: Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. Express insights into their own and others' views on questions and issues raised by religion and belief Consider and express the challenges of belonging to a religion in the contemporary world.	Can: Express insights creatively and critically on a range of viewpoints about questions and issues raised by religion and belief. Evaluate, using evidence and example, the significance of religious and other views in relation to questions and issues raised by religion and belief.	Can: Express personal responses arising from critical thinking about questions and issues raised by religion and belief. Analyse reflectively their own perspectives and those of others to draw balanced conclusions about religious, spiritual and ethical questions from evidence, arguments, reflections and examples.

	Towards II Working Towards SWGS Standards for the end of Year 8	II Working at SWGS Standard for end of Year 8	III Working beyond SWGS Standard for end of Year 8	IV Working well beyond SWGS Standard for the end of Year 8
	Can understand the term 'Eatwell Plate' and can name the food groups. Can explain what the main nutrients are and some of the foods that provide them. Be aware that we all need a balanced and varied diet to grow, be active and maintain health, and that we need to eat more of some foods than others, e.g. as depicted in <i>the eatwell guide</i> Be aware that it is important to choose an appropriate portion size for their needs. Be able to use all parts of the cooker competently Able to produce a range of mainly savoury foods which show a range of skills Recognise the importance of preparing and cooking food safely and hygienically, e.g. hand washing, cleaning up regularly, keep work surfaces clean. Be able to evaluate the dishes cooked using sensory analysis	• Can understand the basic principles of the Eatwell Plate and their part in healthy eating advice. • Can explain what the main nutrients are, the foods that provide them and their basic functions. • Can explain the main nutrition and energy needs of two types of people e.g. children • Know that people choose different types of food, based on who they are with, preferences, season, and time of day, allergy/intolerance, religion and occasion (including celebrations). • Demonstrate an increasing range of food preparation skills, e.g. accurate weighing and measuring, kneading. • Know how to store, prepare and cook a variety of predominantly savoury dishes safely and hygienically. • Know that food safety means preventing contamination, spoilage and decay when handling and storing food, so that it is safe to eat. • Demonstrate good food safety practices when getting ready to store, prepare and cook food, e.g. keep raw meat away from other food, thorough hand washing.	Make food choices based on the current healthy eating advice and understand that a healthy diet is made up from a variety and balance of different food and drinks, as depicted in <i>the eatwell plate</i>. Know that food and drinks provide energy and in different amounts Know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade. Explore the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peer-pressure. Be aware that some foods have labels which provide information to help when making a choice. Be aware that advertising can influence what they choose to eat. Be aware that it is important to choose an appropriate portion size for their needs Understanding the functions and sources of nutrients Use a broad range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, and blending. Understand the use of date-marks and storage instructions on food and drink labels.	Can describe a wider range of nutrients (macro and micro), can identify their functions and understand that these are required in different amounts during life e.g. pregnancy Can explain the nutrition and energy needs of several groups of people and can describe the effect of excess or deficiency on health e.g. obesity, malnutrition Be aware that food needs change and that some people eat or avoid certain foods, e.g. allergy; intolerance or religious belief. Know about the different stages in food production and processing. Understand how geography, weather and climate influence the availability of food and drink. Read and make use of the main information on food and drink labels. Consider the concept of sustainability and the impact of different choices on the environment. Understanding the science of food preparation such as aeration, shortening, enzymic browning Understand the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot. Understand that some foods have a higher risk of food poisoning than others, e.g. raw chicken.

	Towards II Working Towards SWGS Standards for the end of Year 8	II Working at SWGS Standard for end of Year 8	III Working beyond SWGS Standard for end of Year 8	IV Working well beyond SWGS Standard for the end of Year 8
	• Use various sources of information and consider familiar products. • Show consideration of the purpose of the design and the views of the user and draw on characteristics from familiar products. • Develop your own ideas whilst understanding characteristics of familiar products. • Clarify ideas through discussion, drawing and modelling • Work from own detailed plans, modifying them where appropriate • Use a range of tools, materials, equipment, components, ingredients and processes with some precision. You check progress and can modify your approach. Test and evaluate the end product to the design specification and constraints	• Use a range of information from different sources and consider the form and function of the products. Your conclusions help you identify design specifications. • Develop your own ideas whilst understanding characteristics of other products and you make drawings and models to explore and test design thinking and consideration of the design specification and end users. • Use drawing and modelling to explore and test ideas. Produce and use plans that outline alternative methods of progressing. • Are able to modify plans by showing alternative ways to proceed (Show how the criteria effect the work). • Demonstrate the ability to use a range of tools, ingredients and processes taking account of their characteristics. You check and modify your work as it progresses Evaluate the effectiveness using information sources and test the product considering the design specification you show possible ways to improve your product	• Use a wide range of appropriate sources of information; investigate form, function, and production processes. Plus you consider the needs of a range of users. • Show consideration of the purpose of the design and the views of the user plus draw on characteristics from familiar products and your detailed criteria include form and function (appearance, safety, reliability and purpose, etc.). These are related to the varying needs of different users and include working characteristics of materials and components. • Show an understanding of form, function and Manufacturing requirements as your ideas develop plus the different needs of users. Your final developed designs are realistic. • Communicate ideas through a variety of media to explore form, function and production. • Predict the time needed for the main stages of making and consider constraints, choice of materials, components and equipment. • Demonstrate the ability to use a range of tools, ingredients and processes taking full account of their characteristics. You adapt methods of manufacture to changing circumstances and justify and record any change from the design proposal. Select appropriate testing techniques to evaluate the product performance. You show resulting modifications that would improve the success of your product.	• Use a range of strategies to identify and respond to problem solving information. You show how user needs and preferences are reflected in existing products. Plus, you understand physical working characteristics of materials and techniques. • Identify and draw on characteristics from a broad range of criteria and clearly relate findings to the purpose of the product and the views of the user. Your detailed criteria include form and function (appearance, safety, reliability and purpose, etc.). These are related to the varying needs of different users and include working characteristics of materials and components. • Develop ideas that respond to the information identified in the research and design specifications. You make decisions on materials and techniques based on an understanding of their physical properties and working characteristics. You identify and address conflicting demands on the design. • Address and analyse conflicting demands using results to produce a final proposal • Make decisions on materials and techniques based on properties and characteristics and organise the work to allow for alternative methods of manufacture, accuracy and consistency. • Demonstrate an ability to work to your own plans, carry out processes accurately and consistently and use tools, equipment, materials, ingredients and components with precision • Identify a broad range of criteria including the design specifications to evaluate the product, clearly relating

				the findings to the purpose for which it was designed and the appropriate use of manufacturing resources.
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