



Introduction

This booklet gives grade descriptors for pupils at KS3. These apply to pupils in Year 7 and Year 8 in 2015-16 and all KS3 pupils from 2016-17 onwards.

Each subject has specified the core content, key skills and brief criteria for grades A, C and E in each year. The aim of these descriptors is to support parents in understanding the grading system and what their son is achieving in each subject. These loosely fit with the three assessment bands for each year of Developing (E/D), Secure (C/B) and Extending (A/A*). Further, they should help parents in identifying what their son needs to work on to improve the standard of their work.

Each subject has also specified how assessments will be graded.

More information on our assessment system is available from the [KS3 Assessment Information](#) link on the School Website.

Contents:

1. Art
2. English
3. Geography
4. History
5. ICT & Computing
6. Languages (MFL)
7. Mathematics
8. Music
9. Physical Education (PE)
10. Religion, Philosophy & Ethics (RPE)
11. Science
12. Technology

1. ART

Year 7 Art

Core Content		
Below is a summary of the key topics that will be covered this year. For a full and detailed list of specific points that pupils should learn, the department year plan can be viewed in the Art & Photography section of the school website .		
Colour theory/Basic Drawing skills/Shading exercises	Drawing test (4 weeks), moving on to colour theory application using artistic influence	World Art/Culture Aboriginal/Russian/Indigenous American/Nepalese etc.
Portraiture in the Van Gogh style	'Mini' Project focussing on a 3D architectural project	
Key Skills: Foundation skills in the control of media		
How to correctly shade using pencil. How to correctly shade using paint. How to correctly shade using pastels. Using different media together. Application of different media to compose pictures. Drawing from life.		
GRADE	DESCRIPTOR	
Yr 7 A	At this level, pupils will be able to work in a variety of media and be able to show control and accuracy in their work. They will be able to apply shade, and show tone and form in their drawing without too much assistance or help. Still life drawing will clearly show that objects have been observed and drawn accurately, with a good demonstration of skill when applying shade and colour. Pupils at this level will be consistently spending 30 minutes or more on their homework.	
Yr 7 C	Pupils at this level will be able to demonstrate a good understanding and control of the media they are using, and evidence of tone and shade can be seen in their work, although it may be that they will need to re-visit pieces of work to deepen and vary the tones. There will be inconsistencies with the drawing work, which will show that although they have looked at the objects they are drawing, mistakes have been made that could have been avoided with closer observation and care. Pupils will consistently be spending more than 20 minutes, and up to 30 minutes on their homework.	
Yr 7 E	At this level pupils will have made attempts at colour work and shading, but work will be messy with little or no attempt to show light and shade. Observational work will be basic, with some attempt to observe objects. Pupils will be consistently spending 15 minutes or less on their homework.	

Awarding Grades - Grades will be awarded formally at the end of each unit (termly), a grade is given for the formal test before Christmas, and intermediate grades are recorded for homework.

Year 8 Art

Core Content		
Below is a summary of the key topics that will be covered this year. For a full and detailed list of specific points that pupils should learn, the department year plan can be viewed in the Art & Photography section of the school website .		
Perspective	Illustration project under the theme of perspective	Rousseau – Jungle landscapes
Introduction to advanced artistic techniques - using 3D or cut out paper and card to create raised images	Day of the Dead	Masks and skulls for the Day of the Dead festival
Key Skills: Composition & Perspective		
Understanding how perspective is used in an artistic context. Learning how to use composition and depth in art work. Illustration techniques in Art.		
GRADE	DESCRIPTOR	
Yr 8 A	Building on the work in Year 7, the boys will now be able to demonstrate an awareness of how to show depth and perspective in their work using vanishing points and layering. To decorate their work, they will be able to use the key skills learned in year 7, and advanced work will show an ability to successfully use mixed media on a single piece of work. Pupils will show a sound understanding of composition, and be able to draw from life using proportion and be able to show depth by making objects smaller or larger in relation to each other in terms of distance from the viewer. Pupils at this level will be consistently spending 30 minutes or more on their homework.	
Yr 8 C	Pupils at this level have a sound understanding of the rules of perspective, applying correctly the use of vanishing points in both one and two point perspective. There might be a few mistakes, but pupils will be able to spot them, and rectify them with assistance. They will be able to compose their drawings with skill, showing and understanding of composition, and proportion. Good use of media will be evident, with some use of mixed media techniques. Pupils will consistently be spending more than 20 minutes, and up to 30 minutes on their homework.	
Yr 8 E	At this level, there will be some evidence of understanding of the rules of perspective, but there will be mistakes that could be avoided with the correct use of equipment. Colour work and shading will be incomplete, and not show an understanding of the direction of light and shade. Boys might only have managed to work in one point perspective. Pupils will be consistently spending 15 minutes or less on their homework.	

Awarding Grades - Grades will be awarded formally at the end of each unit (termly), and intermediate grades are recorded for homework.

Year 9 Art

Core Content		
Below is a summary of the key topics that will be covered this year. For a full and detailed list of specific points that pupils should learn, the department year plan can be viewed in the Art & Photography section of the school website .		
Introduction to Surrealism	Pop art	Drawing exam – 5 week test
Graffiti Project	Graphic art/ Bio mechanics	Junk Sculpture
Key Skills: Composition & Perspective		
Developing ideas through inspiration from other artists. Advanced use of media and techniques. Use of 3D and digital imaging in Art.		
GRADE	DESCRIPTOR	
Yr 9 A	Top grades will be awarded for pupils who can clearly demonstrate an individual style based on their own research. Final pieces will be highly imaginative and show inventiveness in terms of technique. Pupils will be allowed to explore their own ideas and if they wish to use more advanced digital or 3D methods, they will be allowed to do this, providing they have planned their idea based on the work of artists they have looked at. Research will show a personal response to the work of others. In the formal test, pupils will show excellent control of media and materials, and clear progression from Year 7 will be evident. Pupils at this level will be consistently spending 30 minutes or more on their homework.	
Yr 9 C	Pupils will have developed imaginative final pieces, but they will have needed some help in formulating ideas. Research will be good, but it will not always show influence in their own work. In the main, research will be good, with well written notes that show a personal reflection of the work of others, but there will also be signs that research has been copied, rather than the pupil's own words. In the formal test, pupils will still be competent in the use of most media, but might need help at times. Pupils will consistently be spending more than 20 minutes, and up to 30 minutes on their homework.	
Yr 9 E	At this level, there will be some evidence pupils have looked at the work by other artists to help influence their ideas, but the research will be copied and pasted, rather than a personal response. Work will lack confidence in terms of ideas development, and the teacher in charge will have had to help a fair amount to push the idea forward. In the formal test, pupils will still be struggling with some of the media. Pupils will be consistently spending 15 minutes or less on their homework.	

Awarding Grades - Grades will be awarded formally at the end of each unit (termly), and intermediate grades are recorded for homework. A formal art test will be held after Christmas of this year.

2. ENGLISH

Year 7 English

Core Content			
Below is a list of the topics covered:			
School Days Families Myths and Legends	Shakespeare Theme Park and Zoo	Islands and Pirates GPS (SP&G)	
Key Skills			
<p>Read: a class novel; some extracts from plays; a section of a book for a test; a chapter of a novel and write a summary of the main events in it; a range of poems; range of non-fiction texts.</p> <p>Speak and listen: to others in pairs, in small groups, as a class; to known adults; learn a poem by heart; read a part from a play; role-play; plan ten questions to use in a survey; watch or listen to the news and note down the three most interesting topics to you; explain your reasons.</p> <p>Write: a formal letter; a leaflet giving advice and information; a diary entry; a report; a speech to persuade; a description of yourself; a book review; create and describe a character; practise using new vocabulary in a piece of writing; design a poster; a script with stage directions; a speech to inform, explain or persuade; a poem; a dialogue using speech marks and paragraphing; an alternative ending to a book you have read;; plan a story using a mind-map</p> <p>GPS Learn spellings for a test; learn, or revise, how to use semi-colons, apostrophes or colons correctly in a piece of writing</p>			
GRADE	DESCRIPTOR READING	DESCRIPTOR SPEAKING & LISTENING	DESCRIPTOR WRITING
Yr 7 A	<p>Comments are supported by relevant textual reference or quotation.</p> <p>Comments made are based on evidence.</p> <p>Comments on structural choices show awareness of writer's craft.</p> <p>Identify writer's language choices with awareness of the effects achieved.</p> <p>Identify main purpose and viewpoint of texts with some explanation.</p> <p>Identify similarities and differences between texts.</p> <p>Explain how contexts contribute to meaning.</p>	<p>Speak and listen confidently in many different situations.</p> <p>Adjust language and style to suit different audiences.</p> <p>Vary your vocabulary and expression to interest the audience.</p> <p>Use questioning to elicit others' ideas.</p> <p>Use standard English in formal situations.</p>	<p>Use a variety of simple and complex sentences.</p> <p>Use accurate syntax and punctuation.</p> <p>Control and sequence writing.</p> <p>Use varied paragraph lengths and openings.</p> <p>Write in a variety of forms and conventions.</p> <p>Adapt writing to suit purpose and audience.</p> <p>Use an ambitious and varied range of vocabulary.</p> <p>Correct spelling of ambitious and uncommon words.</p>

Yr 7 C	<p>Comments are mainly supported with generally relevant textual reference.</p> <p>Make inferences and deductions made based on textual evidence.</p> <p>Comment on basic features of organisation.</p> <p>Identify basic features of language with simple comments on writers' choices.</p> <p>Show awareness of writer's viewpoint and on overall effect on reader.</p> <p>Make simple comments on the importance of reader's or writer's context on the meaning of texts.</p>	<p>Speak and listen in some different situations. Communicate clearly with some exploration of ideas.</p> <p>Understand the main points of a discussion. Respond when listening by making comments or asking relevant questions.</p> <p>Adapt style of speech to suit different audiences. Show understanding of when Standard English should be used.</p>	<p>Use paragraphs to organise ideas simply.</p> <p>Develop ideas and material in some detail.</p> <p>Purpose of writing is clear.</p> <p>Some variety in sentences.</p> <p>Make deliberate vocabulary choices.</p> <p>Use appropriate punctuation including speech marks and commas.</p> <p>Spell common words correctly with likely homophone errors</p>
Yr 7 E	<p>Recall specific, straightforward information.</p> <p>Make simple, plausible inference, based on textual clues.</p> <p>Show awareness of some features of organisation e.g. beginnings and endings/types of punctuation. Show awareness that writers have viewpoints and purposes.</p> <p>Make simple statements about likes and dislikes in reading.</p> <p>Show awareness that books are set in different times and places.</p>	<p>Begin to develop the confidence to speak in situations outside the family.</p> <p>Show understanding of instructions and transactional conversations.</p> <p>Vocabulary will be limited.</p> <p>Summarise key points from a discussion.</p> <p>Speak in generally colloquial English.</p>	<p>Give some variation in sentence openings.</p> <p>Past and present tense generally consistent.</p> <p>Sentences are demarcated with capital letters and full stops.</p> <p>Basic sequencing of ideas in sections, grouped by content.</p> <p>Ideas and content are mainly relevant.</p> <p>Some words choices create interest.</p> <p>Simple, speech-like vocabulary. Usually correct spelling of high frequency simple words.</p>

Awarding Grades - Grades will be awarded by criteria-based assessment of formal, written, end-of-unit tasks, six times a year.

Year 8 English

Core Content :

Below is a list of the topics covered:

Language Detectives	The Pity of War	GPS (SP&G)
Heroes and Villains; Conan Doyle Author Study	Transformation; Here and Now	

Key Skills

Read: a script with stage directions; a section of a book for a test; an extract and answer questions on it; poems written in Middle or Old English; current news in a variety of Media; find and copy down ten headlines to use in class; find out some information about a period of time during which a book, play or poem was written;

Speak and Listen: Watch or listen to the news and note down the three most interesting topics to you; about a hobby or interest; translate some Middle English into Modern English; present a scene from a play; take part in class debates.

Write: a letter to your local newspaper; a formal letter; a speech to persuade; two newspaper reports about the same sports event or film, one biased, the other neutral; a leaflet giving advice and information; a book review; an informal letter; a critical review of something you have watched or listened to; your opinion on a topic and give your reasons; design a poster; a comparison between two texts; a script with stage directions; a narrative from two different perspectives; imagine you are a character from a book and write about an event from their point of view; a diary entry; a dialogue using speech marks and paragraphing;

GPS Learn spellings for a test; learn or revise how to use semi-colons, apostrophes or colons and use them correctly in a piece of writing; invent your own words using Latin roots, prefixes and suffixes

GRADE	DESCRIPTOR READING	DESCRIPTOR SPEAKING & LISTENING	DESCRIPTOR WRITING
Yr 8 A	<p>Make relevant points using textual reference and quotation to support points made.</p> <p>Comments consider layers of meaning.</p> <p>Explore how structural choices support writer's themes and purpose.</p> <p>Explanation in detail how language is used by the writer to create effects.</p> <p>Identify main purpose and viewpoint in a text with evidence.</p> <p>Explore conventions or features of texts from different periods.</p> <p>Discuss how contexts in which texts are written and read affect meaning.</p>	<p>Speak and listen in a wide variety of different situations.</p> <p>Vary vocabulary and use enthusiastic expression.</p> <p>Assume different roles and take an active part in discussions.</p> <p>Respond sensitively to others' ideas.</p> <p>Use Standard English fluently in formal situations.</p>	<p>Use a variety of simple and complex sentences for effect.</p> <p>Write with consistently accurate syntax and punctuation.</p> <p>Use paragraph lengths and openings to provide direction.</p> <p>Vary paragraph structure to support meaning and purpose.</p> <p>Adapt a variety of forms and conventions to suit purpose and audience.</p> <p>Use an ambitious and varied range of vocabulary. Spell ambitious and uncommon words correctly.</p>

Yr 8 C	<p>Support comments with textual reference. Make inferences and deductions based on textual evidence.</p> <p>Identify basic features of writers' use of language with simple comments on writers' choices.</p> <p>Make simple comments that show awareness of writer's viewpoint.</p> <p>Make straightforward comments on overall effect on reader.</p> <p>Understand the effect that the reader's or writer's context has on the meaning of texts.</p>	<p>Speak and listen in a range of different situations. Adapt language and style as appropriate to the audience.</p> <p>Develop ideas clearly.</p> <p>Listen in discussions and ask some questions. Use standard English vocabulary and grammar most of the time.</p>	<p>Paragraphs are used to organise ideas. Ideas and material are developed in some detail. Make the purpose of writing clear.</p> <p>Use some variety in sentences.</p> <p>Make deliberate vocabulary choices.</p> <p>Use appropriate punctuation including speech marks and commas.</p> <p>Spell common words correctly.</p>
Yr 8 E	<p>Identify simple, most obvious points. Some comments include reference or quotation but not always relevant.</p> <p>Responses to text show meaning at a literal level.</p> <p>A few basic features of organisation are identified.</p> <p>Identify a few basic features of writer's language with little or no comment.</p> <p>Identify main purpose of a text and express personal response.</p> <p>Identify simple connections between texts</p> <p>Recognise some of the features that form the context of texts.</p>	<p>Speak and listen on familiar topics. Some consideration given to a listener and speech adjusted accordingly.</p> <p>Some ideas explained clearly.</p> <p>Use some more complex vocabulary</p> <p>Attempt to listen carefully and make some appropriate responses.</p> <p>Some knowledge of situations requiring more formality.</p>	<p>Rely on simple sentence structures. Sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks.</p> <p>Openings and closings usually signalled.</p> <p>Some sequencing with links between sentences and between paragraphs.</p> <p>Purpose established with some attempt at appropriate style.</p> <p>Simple, limited range of vocabulary.</p> <p>Spell common grammatical function words correctly</p>

Awarding Grades - Grades will be awarded by criteria-based assessment of formal, written, end-of-unit tasks, six times a year.

Year 9 English

Core Content:			
Below is a list of the topics covered:			
Journeys and Travel; Gothic Shakespeare	Charles Dickens Author Study Other Worlds	Soap Box GPS (SP&G)	
Key Skills			
<p>Read a range of poems; a class novel; some extracts from plays; a section of a book for a test; find out some information about an author; find out some information about a period of time during which a play or poem was written; a range of non-fiction texts; track a theme in a play or poem; compare two texts; analyse the language in a text and comment on it.</p> <p>Speak and listen to others in pairs, in small groups, as a class; learn a poem by heart; read a part from a play; role-play; plan ten questions to use in a survey; debate a prepared topic.</p> <p>Write a formal letter; a leaflet giving advice and information; a diary entry; your opinion on a topic and give your reasons; a report; a speech to persuade; a description of yourself; an informal letter; a description of a character in a book using evidence in quotation; create and describe a character; imagine you are a character from a book and write about an event from their point of view; describe a setting; practise using new vocabulary in a piece of writing; design a poster; a critical review of something you have watched or listened to; a script with stage directions; a speech to inform, explain or persuade; a poem; a dialogue using speech marks and paragraphing; an alternative ending to a book you have read; plan a story using a mind-map; practise using new vocabulary in a piece of writing; a poem; a script</p> <p>GPS Learn spellings for a test; learn, or revise, how to use semi-colons, apostrophes or colons correctly in a piece of writing</p>			
GRADE	DESCRIPTOR READING	DESCRIPTOR SPEAKING & LISTENING	DESCRIPTOR WRITING
Yr 9 A	Select textual reference precisely. Make connections and interpretations, weighing up evidence. Evaluate writer's structural choices. Analyse writer's use of language and its effect on the reader. Make analytical and evaluative comments on writer's purpose and viewpoint. Analyse the relevance of contexts and their influence on writer's choices	Speak confidently in all situations. Use vocabulary precisely and creatively to interest audiences. Adapt speech clearly for effect. Make significant contributions to discussions. Be able to evaluate others' ideas. Use Standard English confidently in situations that require it.	Carefully use a variety of sentence types to shape and craft sentences. Use a variety of devices to affect the reader. Paragraphs are used to create meaning and purpose. Imaginative and engaging responses. Create a well-judged, distinctive individual voice. Consistent control of formality. Use a varied and ambitious range of vocabulary. Correct spelling throughout.

Yr 9 C	<p>Support comments with relevant textual reference or quotation.</p> <p>Make comments on structural choices to show awareness of writer's craft.</p> <p>Identify writer's language choices with awareness of the effects achieved.</p> <p>Main purpose and viewpoint of texts are identified with some explanation.</p> <p>Show awareness of effect on the reader.</p> <p>Comment on similarities and differences between texts.</p> <p>Explain how contexts contribute to meaning.</p>	<p>Speak and listen confidently many different situations, some formal. Language and style adjusted to suit different audiences. Varied vocabulary and expression, designed to interest the audience. In discussion, uses questioning to elicit others' ideas. Standard English used in formal situations.</p>	<p>Good variety in sentence length and structures.</p> <p>Use a wide range of connectives.</p> <p>Use full range of punctuation, mostly accurately.</p> <p>Writing is developed with paragraphs clearly structured across the text.</p> <p>Ideas developed with imaginative detail.</p> <p>Viewpoint generally consistent with features of text adapted to purpose.</p> <p>Readers' interest maintained.</p> <p>Use a wider range of vocabulary for effect.</p> <p>Accurate spelling with only occasional errors.</p>
Yr 9 E	<p>Identify simple, most obvious points.</p> <p>Some comments include reference or quotation but not always relevant.</p> <p>Identify a few basic features of writer's language with comment.</p> <p>Identify main purpose of a text and express personal response.</p> <p>Some awareness of writer's viewpoint.</p> <p>Make some simple connections between texts identified.</p> <p>Recognise some features that form the context of texts.</p>	<p>Speak and listen in some different situations.</p> <p>Communicate clearly with some exploration of ideas.</p> <p>Understand main points of a discussion.</p> <p>Respond to listening by making comments or asking relevant questions.</p> <p>Change style of speech to suit audience.</p> <p>Some understanding of when Standard English should be used.</p>	<p>Use mainly simple sentence structures.</p> <p>Sentences usually demarcated accurately with full stops, capital letters, question and exclamation marks.</p> <p>Openings and closings usually signalled with some sequencing.</p> <p>Purpose established at a general level with attempt at appropriate style.</p> <p>Use a simple, limited range of vocabulary.</p> <p>Spell common grammatical function words correctly.</p>

Awarding Grades - Grades will be awarded by criteria-based assessment of formal, written, end-of-unit tasks six times a year.

3. GEOGRAPHY

Year 7 Geography

Core Content:	
Below is a summary of the topics covered in Year 7. Please visit the Geography website for further information.	
1. Maps – The Great Treasure Hunt	Different map types, compass points, field sketches, basic Ordnance Survey map skills e.g. 4 and 6 figure grid references, map symbols, interpreting scale, height and contour lines, distance, describing routes and comparing places.
2. Maps - Extended Learning Project	Creating a GIS (Geographical Information Systems) map of the school. Pupils will work in groups over a series of lessons to plan and carry out a piece of fieldwork in and around school. This will involve mapping something that will be useful to the senior leadership team of the school.
3. Our Restless Earth	Basics of plate tectonics, plate boundaries, how volcanoes and earthquakes occur and case studies from contrasting parts of the world.
4. Exploring the UK and beyond	Basic place knowledge of the British Isles e.g. rivers, mountains, towns, cities, landmarks and culture. Basic place knowledge of the Europe and the world e.g. rivers, mountains, towns and cities. Enquiry lesson looking at foreign currency.
5. Energy Issues	Types of energy (fossil fuels, renewables, alternative energy sources such as nuclear and biomass), the UK's energy mix, issues with energy security, peak oil and unconventional energy sources e.g. fracking & tar sands . Solar farm & Hinkley Point B Nuclear Power station field trip in April.
6. River Processes	How processes of weathering, erosion, transportation & deposition shape the land & subsequent landforms created. Complimentary mini fieldtrip to Sandpits park.
7. UK in an Ice Age	How glacial processes have shaped upland Britain, subsequent landforms, the tourism this attracts and how this is managed.
Key Skills:	
Field Work	1. Maps GIS Extended Learning Project: carrying out a simple piece of fieldwork around school to create a GIS map. 2. Sandpits Park extended learning project measuring river processes. This will be done in lesson time & over a lunch/carried on after school. 3. Yr 7 Energy Issues day field trip to a solar farm and Hinkley Point B nuclear power station.
Skills	Map work (above), naming and labelling places, describing, analysing, explaining, evaluating, comparing, justifying, synthesising, interpreting data including photos, graphs, diagrams and maps, annotating, sketching, comparing places, solving mysteries, group work, fieldwork

GRADE	DESCRIPTOR
Yr 7 A	Can recall a range of <i>more complex</i> relevant geographical facts and describe <i>and explain</i> geographical data, processes and issues <i>in detail at a range of scales. Supports points with relevant evidence.</i> Builds upon C grade map skills and <i>attempts 6 figure grid references, is able to give directions and interpret contour lines and scale.</i> Is able to carry out a basic piece of fieldwork, interpret, describe and <i>explain their results competently.</i>
Yr 7 C	Can recall a range of basic relevant geographical facts, <i>describe</i> geographical data, processes and issues <i>in some detail</i> and <i>begin to offer a limited</i> explanation of them. Can <i>identify a few</i> important map symbols and settlements on a map and <i>attempt 4 figure</i> grid references. Is able to carry out a basic piece of fieldwork and <i>interpret and describe their results in a basic manner.</i>
Yr 7 E	Can recall a range of basic relevant geographical facts such as countries of the world, capital cities, major towns, countries rivers and mountains. Has a basic grasp of how to use a map. Attempts a basic piece of fieldwork.

Awarding Grades - Grades will be awarded by numerical grade boundaries on formal assessments a minimum of three times per year.

Year 8 Geography

Core Content:	
Below is a summary of the topics covered in Year 8. Please visit the Geography website for further information.	
1. What is Development?	What is development, how it can be measured, the development continuum, why there is a development gap, how this can be narrowed, place study of Ghana looking at what the country is like, the developmental challenges it faces and how trade and aid can help it move up the development continuum.
2. Extreme Weather	Factors that affect weather and climate, the UK's weather, how rain is formed, rainfall types, hurricanes, tornados, the monsoon, what makes an event extreme.
3. Globalisation and economic change	What is globalisation, changing transport and technologies, changing industrial location, global division of labour, trans-national corporations (TNCs) and case study, the winners and losers of globalisation and TNCs, BRIC nations, the future of Africa.
4. Coastlines and their challenge	The rock cycle, how geology affects coastal process, coastal process of erosion, transportation and deposition, associated landforms, why our coastline needs protecting, contrasting management techniques, shoreline management plans.
5. Conflict and resources	Population and Resources, global resource distribution, how resources can lead to conflict and the resource curse, enquiry based investigations of diamonds in Sierra Leone, coltan in Congo, water and fossil fuel extraction in Alaska.
6. Our Fragile Earth	Pollution at local, national and global scales, waste management, climate change cause, effect and response.
7. Pollution Extended Learning Project	Local investigation into pollution levels around Bath. Boys plan and carry out some fieldwork in groups then analyse and write up findings. These are then presented to the class with an evaluation of the investigation process.
Key Skills:	
Field Work	1. Local extended learning project measuring pollution around BCS and the surrounding area. This will be done in lesson time and over a lunch/after school. 2. Yr 8 Coasts full day trip to the Jurassic Coast of Dorset to explore coastal processes and landforms studied in class. Lulworth Cove, Stair Hole, Durdle Door.
Skills	Map work skills, naming and labelling places, describing, analysing, explaining, evaluating, comparing, justifying, debating, advocating, decision making, synthesising, interpreting data including photos, graphs, diagrams and maps, annotating, sketching, comparing places, solving mysteries, group work, fieldwork

GRADE	DESCRIPTOR
Yr 8 A	Can recall a range of more complex_relevant geographical facts and describe and explain_ geographical data, processes and issues in consistent detail at a range of scales. <u>Supports</u> points with relevant evidence and <u>begins to evaluate</u> issues discussed. Can apply the full range of map skills from Year 7. Is able to carry out a basic piece of fieldwork, interpret, describe and explain their results competently and <u>begin to evaluate its success</u> .
Yr 8 C	Can recall <u>a range of more complex</u> relevant geographical facts and <u>describe and explain</u> geographical data, processes and issues <u>in some detail</u> . Can apply some of map skills. Is able to carry out a basic piece of fieldwork, and interpret and describe their results <u>competently</u> .
Yr 8 E	Can recall a range of basic relevant geographical facts and <u>begin to describe</u> geographical data, processes and issues. Can apply very basic map skills. Is <u>able to carry out a basic</u> piece of fieldwork.

Awarding Grades - Grades will be awarded by numerical grade boundaries on formal assessments a minimum of three times per year.

Year 9 Geography

Core Content:	
Below is a summary of the topics covered in Year 8. Please visit the Geography website for further information. Please note that all Yr 9 pupils will begin the GCSE Geography course after the February half term holiday, regardless of whether they have chosen Geography as an option.	
1. Changing China	A brief history of China, Impact of globalisation on China, Physical and Human Geography of China, China's changing economy and new global influence, BRICs, Energy issues and the Three Gorges Dam, The 1 child policy, the threat of earthquakes, China in Africa.
2. Population 9 Billion	Global population growth, the DTM, Managing population growth, UK population, changes to food supply in the UK and influence of supermarkets, changes to farming, Malthus, Boserup and the balance between population and resources, global food insecurity, solutions including GM crops and the local movement
3. Flood Alert	Human and physical causes and management of flooding. The Boscastle floods. Bath's flood defence scheme and why it should be defended. Links to ELP.
GCSE Topics...	GCSE Geography Content
4. Ecosystems	Small-scale UK ecosystem to illustrate how ecosystems operate and how they are interrelated. Global atmospheric circulation and impact on world biomes.
5. Tropical Rainforests: The Amazon	Characteristics of the Amazon – climate, water, soils, plants, animals and how they have adapted to life there. Changing rates and causes of deforestation: subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement & population growth. Impacts and issues resulting from deforestation – soil erosion, loss of biodiversity, contribution to climate change, economic development. Why the Amazon should be protected and managing it sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.
6. Cold Environments: The Arctic	Characteristics of a cold environment – climate, permafrost, soils, plants and animals. How vegetation adapts to the physical conditions. Development opportunities in the Arctic: mineral extraction, energy, fishing and tourism. Challenges of developing The Arctic: extreme temperature, inaccessibility, provision of buildings and infrastructure. The value of cold environments as wilderness areas and why these fragile environments should be protected. Strategies used to balance the needs of economic development and conservation in cold environments – use of technology, role of governments, international agreements and conservation groups.
Key Skills:	
Field Work	1. Extended Learning Project (ELP): Local field work skills afternoon looking at Bath's land use and flood defences. Involving a boat trip up the river. Links to 'Flood Alert' unit. 2. Morning field trip to Marshfield Farm Ice Cream Factory exploring changes to farming. Links to the Population 9 Billion unit.

Skills	Map work skills, naming and labelling places, describing, analysing, explaining, evaluating, comparing, justifying, debating, advocating, decision making, synthesising, interpreting data including photos, graphs, diagrams and maps, annotating, sketching, comparing places, solving mysteries, group work, fieldwork
GRADE	DESCRIPTOR
Yr 9 A	Can recall a wide range of more complex relevant geographical facts and consistently describe and explain geographical data, processes and issues in detail at a range of scales. Supports points with relevant and <i>creative</i> evidence and <i>evaluates</i> issues discussed <i>from a few simple</i> viewpoints. Can apply a full range of map skills. Is able to carry out a basic piece of fieldwork, interpret, describe and explain their results competently and <i>evaluate its success</i> .
Yr 9 C	Can recall a range of more complex relevant geographical facts and describe and explain geographical data, processes and issues <i>in detail at a range of scales</i> . <i>Begins to</i> support points with relevant evidence. Can apply some map skills. Is able to carry out a basic piece of fieldwork, interpret, describe and <i>explain</i> their results competently.
Yr 9 E	Can recall a range of basic relevant geographical facts, <i>describe</i> geographical data, processes and issues <i>in some basic detail</i> and <i>begin to offer a limited</i> explanation of them. Can apply some basic map skills. Is able to carry out a basic piece of fieldwork and interpret and describe their results in <i>a basic manner</i> .

Awarding Grades - Grades will be awarded by numerical grade boundaries (see below) on formal assessments a minimum of three times per year.

4. HISTORY

Year 7 History

Core Content

Below is a summary of the key content/topics that will be covered this year:

Medieval History 1066 – 1450

Contenders to the throne. 1066 Battles. How did William keep control? Medieval Life including the church, the Peasants' Revolt and the Black Death. The Crusades.

Key Skills:

Recall specific factual details.

Describing causes, events and consequences.

Explaining different events and making comparisons.

Reaching a judgement.

Begins to use sources to comprehend, compare, contrast, infer and question validity of evidence.

GRADE	DESCRIPTOR
Yr 7 A	Historical events are described and explained supported with some relevant specific evidence relating to the question. A conclusion is reached and explained.
Yr 7 C	Can describe historical events and offer a limited explanation of them.
Yr 7 E	Can recall a range of relevant historical facts.

Awarding Grades - Grades will be awarded by numerical grade boundaries on formal assessments a minimum of three times per year.

Year 8 History

Core Content

Below is a summary of the key content/topics that will be covered this year:

Early Modern British History 1450-1750: Tudors. Stuarts. The English Civil War and Restoration. Scientific Revolution. Empire, Slavery and Civil Rights.

The Industrial Revolution 1750-1875.

Key Skills:

Recall specific factual details in some depth.

Describing causes, events and consequences.

Explaining different events and making comparisons and contrasts.

Reaching a judgement and well-reasoned conclusions.

Sustained analysis in extended writing.

Develops the use of sources to comprehend, compare, contrast, infer and question validity of evidence.

GRADE	DESCRIPTOR
Yr 8 A	Historical events are discussed confidently, backed up with specific evidence and developed explanation. A supported conclusion is reached.
Yr 8 C	Can describe historical events and offer some explanation of them in relation to the question. A limited conclusion is reached.
Yr 8 E	Can describe historical events.

Awarding Grades - Grades will be awarded by numerical grade boundaries on formal assessments a minimum of three times per year.

Year 9 History

Core Content Below is a summary of the key content/topics that will be covered this year:	
20 th Century British and World History. Causes and Events of World War I and II. Holocaust. The Cold War. War on Terror and 'Equal Rights'	
Key Skills:	
Recall specific factual details in some depth. Describing causes, events and consequences. Explaining different events and making comparisons and contrasts. Reaching a judgement and well-reasoned conclusions. Sustained analysis in extended writing. Independent research, presentations and project work. Confidently uses sources to comprehend, compare, contrast, infer and question validity of evidence.	
GRADE	DESCRIPTOR
Yr 9 A	Historical events are discussed confidently with sustained analysis and frequent specific evidence. Conclusion is well reasoned and supported.
Yr 9 C	Historical events are described and explained supported with some relevant specific evidence relating to the question. A conclusion is reached and explained.
Yr 9 E	Can describe historical events and offer a limited explanation of them.

Awarding Grades - Grades will be awarded by numerical grade boundaries on formal assessments a minimum of three times per year.

5. ICT & COMPUTING

Year 7 ICT & Computing

Core Content		
Below is a summary of the key content/topics that will be covered this year:		
Handling data: Spreadsheets and Databases	Algorithms and Programming: Scratch 2 and GameMaker	Desktop Publishing and Graphics
Key Skills:		
<p><u>Databases</u>: Introduction to data types and structures, Primary Key, entering, amending and deleting data, queries and reports.</p> <p><u>Spreadsheets</u>: Formatting tools, arithmetic and logic formulae, Lookup, cell references and graphing.</p> <p><u>Scratch</u>: Use algorithms to structure the game/animation, moving and repeating blocks, creating scripts, setting and updating variables, introduction to iteration and broadcast.</p> <p><u>GameMaker</u>: Using algorithms to structure the game, create and edit sprites, adding background and sound to the game, movement and interaction of Objects in the game, set conditions.</p> <p><u>DTP</u>: Use a range of tools in MS Publisher and Serif PagePlus to present information.</p> <p><u>Graphics</u>: Use a range of tools in Macromedia Fireworks.</p>		
GRADE	DESCRIPTOR	
Yr 7 A	Excellent understanding and use of application software for the purpose of handling data, creating computer games and presenting information, including some advanced features of the application software. Project work completed is consistent, and fit for purpose and audience. Generally, the student has worked independently to complete assessed work and open ended tasks. Students at this level have the confidence and ability to support other students.	
Yr 7 C	Sound understanding and use of application software for the purpose of handling data, creating computer games and presenting information through DTP and graphics. Project work completed is largely consistent and fit for purpose and audience. In most cases, the student needs little support to complete assessed work and open ended tasks.	
Yr 7 E	Limited understanding and use of application software for the purpose of handling data, creating computer games and presenting information through DTP and graphics. Project work completed may lack consistency and might not always be fit for purpose and audience. In many cases, the student needs support to complete assessed work and may struggle with open ended tasks.	

Awarding Grades - Grades will be awarded by assessed project work, end of unit tests (if applicable) and summer exams.

Year 8 ICT & Computing

Core Content	
Below is a summary of the key content/topics that will be covered this year:	
Multimedia: HTML, Navigational Presentations and Video Editing	Algorithms & Programming: Scratch 2 and JavaScript
Key Skills:	
<p><u>Navigational presentations:</u> Use of internal hyperlinks, effects and animations to create a multimedia product. Greater focus in fit for purpose and audience aspects when using formatting tools.</p> <p><u>Video editing:</u> Use of Serif MoviePlue tools including Track management, markers, text inserts, effects and adjustments.</p> <p><u>HTML:</u> Basic use of tags, lists, font properties, tables, divs, spans, images, internal and external hyperlinks and other range of script.</p> <p><u>JavaScript:</u> basic syntax, functions, While and For Loops, Arrays and Objects.</p>	
GRADE	DESCRIPTOR
Yr 8 A	Excellent understanding and use of application software for the purpose of handling data, creating computer games and presenting information, including some advanced features of the application software. Project work completed is consistent, and fit for purpose and audience. Generally, the student has worked independently to complete assessed work and open ended tasks. Students at this level have the confidence to explore additional application software features and demonstrate their use to others.
Yr 8 C	Sound understanding and use of application software for the purpose of handling data, creating computer games and presenting information through DTP and graphics. Project work completed is largely consistent and fit for purpose and audience. In most cases, the student needs little support to complete assessed work and open ended tasks.
Yr 8 E	Limited understanding and use of application software for the purpose of handling data, creating computer games and presenting information through DTP and graphics. Project work completed may lack consistency and might not always be fit for purpose and audience. In many cases, the student needs support to complete assessed work and may struggle with open ended tasks.

Awarding Grades - Grades will be awarded by assessed project work, end of unit tests (if applicable) and summer exams.

Year 9 ICT & Computing

Core Content		
Below is a summary of the key content/topics that will be covered this year:		
Website Design and CSS	Graphics and Animation	Algorithms and Python Programming
Key Skills:		
<p><u>Website Design:</u> Use of Macromedia Dreamweaver to develop webpages and CCS sheets. This unit builds on prior HTML skills.</p> <p><u>Animation:</u> Use of Macromedia Flash to develop a simple animation.</p> <p><u>Graphics:</u> Use of Photoshop CS6 to develop vector and bitmap graphics.</p> <p><u>Python:</u> basic syntax and use of algorithms to program, strings, user input, functions, For and While Loops, lists and dictionaries, file input and output.</p>		
GRADE	DESCRIPTOR	
Yr 9 A	Excellent understanding and use of application software for the purpose of handling data, creating computer games and presenting information, including some advanced features of the application software. Project work completed is consistent, and fit for purpose and audience. Generally, the student has worked independently to complete assessed work and open ended tasks. Students at this level have the confidence to explore additional application software features and demonstrate their use to others.	
Yr 9 C	Sound understanding and use of application software for the purpose of handling data, creating computer games and presenting information through DTP and graphics. Project work completed is largely consistent and fit for purpose and audience. In most cases, the student needs little support to complete assessed work and open ended tasks.	
Yr 9 E	Limited understanding and use of application software for the purpose of handling data, creating computer games and presenting information through DTP and graphics. Project work completed may lack consistency and might not always be fit for purpose and audience. In many cases, the student needs support to complete assessed work and may struggle with open ended tasks.	

Awarding Grades - Grades will be awarded by assessed project work, end of unit tests (if applicable) and summer exams.

6. LANGUAGES (MFL)

Year 7 MFL

Core Content	
Below is a summary of the key content that will be covered this year:	
Vocabulary: Personal information / physical appearance / personality / family / school / friends / home / animals / food / local area / clothes / weather.	Grammar: Articles / Gender of nouns / Adjectival agreements / Prepositions / Opinions / comparisons / Key present tense verbs / perfect tense (set phrases) / verbs followed by infinitives / Imperatives.
Culture: Formal/Informal language, French Towns, French food. Seasonal traditions	
Key Skills:	
Recognising and remembering vocabulary. Applying grammar. Analysing and evaluating texts/sound files. Creating stories / accounts. Using a bilingual dictionary.	
GRADE	DESCRIPTOR
Yr 7 A	<p>Pupils at this grade remember all topic specific vocabulary and are able to apply it from memory when writing and speaking in the target language. Pupils at this grade understand how to form the present tense and use key perfect tense phrases and can create work using these tenses with a variety of verbs. Pupils at this grade can evaluate TL that they read and hear to accurately answer questions about details and gist.</p> <p>Pupils at this grade can apply and understand connectives, quantifiers, qualifiers and opinions to create/evaluate extended pieces of work. Pupils at this grade ask questions about topics and work independently on areas of personal interest. They are motivated, enthusiastic and confident.</p>
Yr 7 C	<p>Pupils at this grade remember familiar topic specific vocabulary and are able to apply some from memory when writing and speaking in the target language. Pupils at this grade have begun to understand how to form the present tense and use key perfect tense phrases and they attempt to create work, with some success, using these tenses with a few familiar verbs. Pupils at this level can attempt to evaluate TL that they read and hear to answer questions with some success about details and gist.</p> <p>Pupils at this grade begin to apply and understand some connectives, quantifiers, qualifiers and opinions to create/evaluate extended pieces of work. Pupils at this grade ask questions about topics and can work independently with encouragement on areas of personal interest. Some are motivated, enthusiastic and confident. Most are committed.</p>
Yr 7 E	<p>Pupils at this grade remember some topic specific vocabulary and are able to apply it with support when writing and speaking in the target language. They make a number of errors but communicate some information.</p> <p>Pupils at this grade are aware of the present tense and can create short sentences with familiar verbs with support.</p> <p>Pupils at this grade can evaluate short pieces of TL that they read and hear to answer simple questions about details and gist.</p> <p>Pupils at this grade can recognise some connectives, quantifiers, qualifiers and opinions to apply with support.</p> <p>Pupils at this grade ask simple questions about topics.</p>

Awarding Grades - Grades will be awarded based on listening, speaking, reading and writing assessments throughout the year and summer exams.

Year 8 MFL

Core Content	
Below is a summary of the key content that will be covered this year:	
Vocabulary: Holidays / Sport and leisure / Daily life and issues in Francophone countries / France & other countries / Entertainment and advertising / Technology.	Grammar: Review of Y7 grammar plus; Perfect tense in detail, the near future tense, conditional tense(simple), depuis + present tense, comparatives and superlatives. Reflexive verbs.
Culture: French speaking countries, Europe, Seasonal traditions.	
Key Skills:	
Speaking, writing, reading, listening and thinking strategies. Checking written work, pronunciation, Agreeing & disagreeing, translation.	
GRADE	DESCRIPTOR
Yr 8 A	<p>Pupils at this grade remember all topic specific vocabulary and are able to apply it from memory when writing and speaking in the target language. They can adapt language from Yr 7 topics to use appropriately in new topics.</p> <p>Pupils at this grade understand how to form present, perfect, simple conditional and near future tenses and can create longer pieces of work using these tenses with a variety of verbs.</p> <p>Pupils at this grade can evaluate paragraphs of TL that they read and hear to accurately answer questions about details and gist. They can understand inferred in addition to clear answers. They can successfully translate around 30 words of TL into English and Vice versa.</p> <p>Pupils at this grade regularly apply and understand varied connectives, quantifiers, qualifiers and opinions to create/evaluate extended pieces of work. Pupils at this grade ask interesting questions about topics and work independently on areas of personal interest. They read or listen to TL for pleasure. They are motivated, enthusiastic and confident.</p>
Yr 8 C	<p>Pupils at this grade remember familiar topic specific vocabulary and are able to apply some from memory when writing and speaking in the target language. They can adapt some simple language or cognates learned in Y7 to use in new topics.</p> <p>Pupils at this grade have begun to understand how to form present, perfect, simple conditional and near future tenses and attempt to create work, with some success, using these tenses with familiar verbs. Pupils at this level can attempt to evaluate 80 word pieces of TL that they read or hear to answer questions with some success about details and gist. They have begun to understand inferred in addition to clear answers. They can translate around 30 words of TL into English and Vice versa with more accuracy than inaccuracy.</p> <p>Pupils at this grade increasingly apply simple connectives, quantifiers, qualifiers and opinions to create/evaluate extended pieces of work. Pupils at this grade ask questions about topics and can work independently with encouragement on areas of personal interest. Some read or listen to TL for pleasure. They are motivated, enthusiastic and confident and committed when they feel successful.</p>

Yr 8 E	<p>Pupils at this grade remember some topic specific vocabulary and are able to apply it with support when writing and speaking in the target language. They remember a few simple words from previous topics to use with new topics. They make a number of errors but communicate some information.</p> <p>Pupils at this grade remember familiar common present tense phrases and can create short sentences using familiar verbs with support. They understand some simple given past/future tense phrases. Some can choose the correct tense when given a choice.</p> <p>Pupils at this grade can evaluate simple pieces of TL that they read and hear to answer simple questions about details and gist. They can translate parts of TL texts into English and Vice versa.</p> <p>Pupils at this grade can increasingly recognise and use simple opinions, connectives, quantifiers, qualifiers and opinions to apply with support.</p> <p>Pupils at this grade ask questions about topics. They are interested and enthusiastic about some topic areas.</p>
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Awarding Grades - Grades will be awarded based on listening, speaking, reading and writing assessments throughout the year and summer exams.

Year 9 MFL

Core Content	
Below is a summary of the key content that will be covered this year:	
Vocabulary/Topics: Issues for teenagers / A balanced diet / Parties and festivals / Transport and holidays / Home / Jobs and ambitions.	Grammar: Revision of Y7/8 grammar plus: Modal verbs / The imperative / Imperfect tense / Impersonal structures / Future tense / Tenses with Si and quand / Si plus imperfect and conditional / using different tenses together.
Culture: Traditions and festivals, global homelessness, famine and obesity, Transport in books and films, French novels samples.	
Key Skills:	
Asking and answering questions, expressing opinions with confidence, agreeing and disagreeing, cultural awareness, understanding longer passages, conversation skills, formal and informal language, extended writing with varied tenses.	
GRADE	DESCRIPTOR
Yr 9 A	<p>Pupils at this grade can produce pieces of writing or conversation/speech of differing lengths successfully using varied vocabulary and grammar drawn from all 3 years of learning. They can argue, agree and disagree, giving opinions confidently. Their work and pronunciation/intonation has very few errors which are minor in nature.</p> <p>Pupils at this grade can understand longer passages which they hear/read covering a variety of topics. They can use appropriate strategies to elicit answers given clearly or inferred. They understand gist and detail.</p> <p>Pupils at this grade are able to translate texts of 35-50 words from French into English and vice versa using grammar and vocabulary which they have successfully memorised/learned to apply.</p> <p>Pupils at this grade are culturally aware of differences in traditions in Great Britain, France and the Francophone world. They use formal and informal language appropriately.</p> <p>Pupils at this grade ask interesting questions about topics and work independently on areas of personal interest. They read or listen to TL for pleasure. They are motivated, enthusiastic and confident.</p>
Yr 9 C	<p>Pupils at this grade can produce pieces of writing or conversation/speech of differing lengths using varied vocabulary and grammar drawn from all 3 years of learning. They can argue, agree and disagree, giving opinions quite confidently. Their work and pronunciation/intonation has errors but is more accurate than inaccurate.</p> <p>Pupils at this grade can, in part, understand longer passages which they hear/read covering a variety of topics. They can use appropriate strategies with fair success to elicit answers given clearly or inferred. They understand most gist and detail.</p> <p>Pupils at this grade are able to translate texts of 35-50 words from French into English and vice versa with reasonable success using grammar and vocabulary which they have tried to memorise/learn to apply.</p> <p>Pupils at this grade are culturally aware of many differences in traditions in Great Britain, France and the Francophone world. They use formal and informal language increasingly successfully.</p> <p>Pupils at this grade ask questions about topics and can work independently with encouragement on areas of personal interest. Some read or listen to TL for pleasure. They are motivated, enthusiastic and confident and committed when they feel successful.</p>

Yr 9 E	<p>Pupils at this grade can produce short pieces of writing or conversation/speech with support in the form of given examples with a few details to be changed. They can, with support, agree, disagree and give opinions. Their work and pronunciation/intonation has errors but communicates some information.</p> <p>Pupils at this grade can understand parts of passages which they hear/read covering a variety of familiar topics. They can use simple strategies to elicit answers given clearly. They understand gist and detail in some topics.</p> <p>Pupils at this grade are able to translate, with support, texts of 15-20 words from French into English and vice versa using grammar and vocabulary which is given to them.</p> <p>Pupils at this grade have some cultural awareness of differences in traditions in Great Britain, France and the Francophone world. They understand some formal and informal language.</p> <p>Pupils at this grade ask simple questions about topics. They are interested and enthusiastic about some topic areas.</p>
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Awarding Grades - Grades will be awarded based on listening, speaking, reading and writing assessments throughout the year and summer exams.

7. MATHEMATICS

Year 7 Mathematics

Core Content			
Below is a summary of the key topics that will be covered this year. For a full and detailed list of specific points that pupils should learn, please visit the Maths faculty Year 7 webpage.			
Number	Algebra	Shape	Probability and Data-Handling
FOUR RULES AND ROUNDING FRACTIONS, DECIMALS, PERCENTAGES RATIO CALCULATOR USE	SEQUENCES EXPRESSIONS AND FORMULAE LINEAR EQUATIONS STRAIGHT LINE GRAPHS	PERIMETER, AREA AND VOLUME ANGLE FACTS AND RULES ACCURATE CONSTRUCTION TRANSFORMATIONS AND SYMMETRY CIRCLES AND π	AVERAGES STATISTICAL DIAGRAMS PROBABILITY
General Skills			
To be able to show how I get my answer in series of steps from question to answer (show full working, using words if appropriate)			
To make sure I read the question carefully and highlight any potential problems before I attempt to answer			
To present my work neatly and clearly (e.g. equals signs in line)			
To communicate correctly mathematically (e.g. NOT to write things like $3 + 4 = 7 \times 5 = 35$ when evaluating $(3 + 4) \times 5$)			
To think carefully before starting a question so that I have some idea how my answer will progress			
To have a sensible estimate of the answer I expect to get BEFORE I attempt the question			
To know when I can check if my answer is correct			
To know how to check that my answer is sensible			
To relate new problems to knowledge and techniques I already know			
To know how and when to ask for help when I have identified problems or misconceptions			
GRADE	DESCRIPTOR		
Yr 7 A	Has a very good understanding of every aspect of the year's scheme of work. Knows all key facts, is able to demonstrate full understanding of all methods (with very few mistakes), presents work carefully and neatly, can communicate mathematically, has developed problem skills and patience for tackling unfamiliar problems.		
Yr 7 C	Has a good understanding of much of the year's scheme of work. Knows most key facts, is able to demonstrate good understanding of most methods (with few mistakes), usually presents work carefully and neatly, can communicate mathematically, is developing problem solving skills and patience for tackling unfamiliar problems.		
Yr 7 E	Has a limited understanding of the year's scheme of work. Has little knowledge of the key facts, has little understanding of the key techniques. Work is minimal and/or poorly presented, pupil has little desire or patience for tackling new problems.		

Awarding Grades - Grades will be awarded using numerical grade boundaries on formal assessments three times per year.

Year 8 Mathematics

Core Content			
Below is a summary of the key topics that will be covered this year. For a full and detailed list of specific points that pupils should learn, please visit the Maths faculty Year 8 webpage.			
Number	Algebra	Shape	Probability and Data-Handling
NEGATIVE NUMBERS PRIMES, FACTORS, MULTIPLES FRACTIONS/DECIMALS/PERCENTAGES LARGE AND SMALL NUMBERS	SEQUENCES SIMPLIFYING ALGEBRA STRAIGHT LINES EQUATIONS AND FORMULAE FURTHER TECHNIQUES	ANGLES AND CONSTRUCTION PRISMS CONGRUENCY AND TRANSFORMATIONS FURTHER TECHNIQUES PYTHAGORAS	PROBABILITY DATA COLLECTION AND PRESENTATION AVERAGES AND RANGE
General Skills			
<p>To be able to show how I get my answer in series of steps from question to answer (show full working, using words if appropriate)</p> <p>To make sure I read the question carefully and highlight any potential problems before I attempt to answer</p> <p>To present my work neatly and clearly (e.g. equals signs in line)</p> <p>To communicate correctly mathematically (e.g. NOT to write things like $3 + 4 = 7 \times 5 = 35$ when evaluating $(3 + 4) \times 5$)</p> <p>To think carefully before starting a question so that I have some idea how my answer will progress</p> <p>To have a sensible estimate of the answer I expect to get BEFORE I attempt the question</p> <p>To know when I can check if my answer is correct</p> <p>To know how to check that my answer is sensible</p> <p>To relate new problems to knowledge and techniques I already know</p> <p>To know how and when to ask for help when I have identified problems or misconceptions</p>			
GRADE	DESCRIPTOR		
Yr 8 A	Has a very good understanding of every aspect of the year's scheme of work. Knows all key facts, is able to demonstrate full understanding of all methods (with very few mistakes), presents work carefully and neatly, can communicate mathematically, has developed problem skills and patience for tackling unfamiliar problems.		
Yr 8 C	Has a good understanding of much of the year's scheme of work. Knows most key facts, is able to demonstrate good understanding of most methods (with few mistakes), usually presents work carefully and neatly, can communicate mathematically, is developing problem solving skills and patience for tackling unfamiliar problems.		
Yr 8 E	Has a limited understanding of the year's scheme of work. Has little knowledge of the key facts, has little understanding of the key techniques. Work is minimal and/or poorly presented, pupil has little desire or patience for tackling new problems.		

Awarding Grades - Grades will be awarded using numerical grade boundaries on formal assessments three times per year.

Year 9 Mathematics

Core Content

Below is a summary of the key topics that will be covered this year. For a full and detailed list of specific points that pupils should learn, please visit the Maths faculty Year 9 webpage.

Number	Algebra	Shape	Probability and Data-Handling
RECURRING DECIMALS PRIME FACTORISATION INDICES AND STANDARD FORM RECIPROCAL LONG MULTIPLICATION AND DIVISION PROPORTIONAL REASONING REPEATED PERCENTAGE CHANGE	HARDER SEQUENCES INEQUALITIES SIULTANEOUS EQUATIONS DOUBLE BRACKETS SOLVING QUADRATIC EQUATIONS BY FACTORISING QUADRATIC CURVES CHANGING THE SUBJECT OF A FORMULA COORDINATE GEOMETRY	ANGLES IN POLYGONS CONSTRUCTION AND LOCI CIRCLES AND π PRISMS PYTHAGORAS TRIGONOMETRY TRANSFORMATIONS VECTORS	AVERAGES AND RANGE FROM FREQUENCY TABLES QUARTILES AND BOX PLOTS CUMULATIVE FREQUENCY GRAPHS TREE DIAGRAMS AND HARDER PROBABILITY

General Skills

To be able to show how I get my answer in series of steps from question to answer (show full working, using words if appropriate)

To make sure I read the question carefully and highlight any potential problems before I attempt to answer

To present my work neatly and clearly (e.g. equals signs in line)

To communicate correctly mathematically (e.g. NOT to write things like $3 + 4 = 7 \times 5 = 35$ when evaluating $(3 + 4) \times 5$)

To think carefully before starting a question so that I have some idea how my answer will progress

To have a sensible estimate of the answer I expect to get BEFORE I attempt the question

To know when I can check if my answer is correct

To know how to check that my answer is sensible

To relate new problems to knowledge and techniques I already know

To know how and when to ask for help when I have identified problems or misconceptions

GRADE	DESCRIPTOR
Yr 9 A	Has a very good understanding of every aspect of the year's scheme of work. Knows all key facts, is able to demonstrate full understanding of all methods (with very few mistakes), presents work carefully and neatly, can communicate mathematically, has developed problem skills and patience for tackling unfamiliar problems.
Yr 9 C	Has a good understanding of much of the year's scheme of work. Knows most key facts, is able to demonstrate good understanding of most methods (with few mistakes), usually presents work carefully and neatly, can communicate mathematically, is developing problem solving skills and patience for tackling unfamiliar problems.
Yr 9 E	Has a limited understanding of the year's scheme of work. Has little knowledge of the key facts, has little understanding of the key techniques. Work is minimal and/or poorly presented, pupil has little desire or patience for tackling new problems.

Awarding Grades - Grades will be awarded using numerical grade boundaries on formal assessments three times per year.

8. MUSIC

Year 7 Music

Core Content

Below is a summary of the key topics that will be covered this year. For a full and detailed list of specific points that pupils should learn, please visit the Music department webpage: <http://musicbcs.weebly.com/year-7-units-of-study.html>

Unit 1 - Bridging Unit: understanding the elements of music

Unit 2 - Melody Writing: what is needed for a successful tune

Unit 3 – Structure: the overall construction of a piece of music

Unit 4a – Tonality: music that uses either a major or a minor scale

Unit 4b – Intervals: music using two notes simultaneously and, therefore, also introducing harmony

Unit 5 - Programme Music: music which depicts an image

Unit 6 - World Music: music that highlights traditions and conventions from other countries

Key Skills:

Performing, Composing and Listening.

GRADE	DESCRIPTOR
Yr 7 A	Will be able to perform a piece of music, staying in time and playing with feeling. Will be able to create an effective composition depicting an atmosphere or mood. Will be able to identify elements of music accurately and write about them in detail.
Yr 7 C	Will be able to improvise short melodic phrases in time Will be able to compose a simple piece combining two of the elements of music. Will be able to identify some musical elements through listening work
Yr 7 E	Will be able to perform some simple music. Will be able to compose a piece using different note lengths. Will be able to identify differences within a musical element e.g. high and low, fast and slow.

Awarding Grades - Grades will be awarded by assessing practical work (performing and/or composing) at the end of each topic. Listening tasks will be delivered throughout the year and graded accordingly.

Year 8 Music

Core Content

Below is a summary of the key topics that will be covered this year. For a full and detailed list of specific points that pupils should learn, please visit the Music department webpage: <http://musicbcs.weebly.com/year-8-units-of-study.html>

Unit 1 – Variations: the way in which melodic features can be altered and manipulated

Unit 2 - The Blues: an important and influential style of the 20th Century

Unit 3 – Jazz: a genre of music which emerged in the late 19th and early 20th Centuries

Unit 4 - Space Music: music which has been influenced by the moon and the planets

Unit 5 - Film Music: music to accompany a film

Unit 6 - World Music: music which highlights traditions and conventions from other countries

Key Skills:

Performing, Composing and Listening.

GRADE	DESCRIPTOR
Yr 8 A	Will be able to perform as part of a group performance accurately. Will be able to compose music on several tracks using ICT Will be able to identify rhythmic features and musical devices writing about them accurately.
Yr 8 C	Will be able to perform a solo piece with a melody and drone Will be able to compose music which tells a simple story effectively. Will be able to listen to music and identify general features relating to tempo, structure and instruments.
Yr 8 E	Will be able to perform a short solo piece which is mostly accurate Will be able to compose a short melody with a limited number of notes Will be able to identify a musical style and write about how the music makes them feel.

Awarding Grades - Grades will be awarded by assessing practical work (performing and/or composing) at the end of each topic. Listening tasks will be delivered throughout the year and graded accordingly.

Year 9 Music

Core Content

Below is a summary of the key topics that will be covered this year. For a full and detailed list of specific points that pupils should learn, please visit the Music department webpage: <http://musicbcs.weebly.com/year-9-units-of-study.html>

Unit 1 – Modes: the series of scales which preceded major and minor scales/tonalities

Unit 2 – Arrangements: putting your own identity onto a performance of an existing piece

Unit 3 – Reggae: a style of music which emerged from Jamaica

Unit 4 – Rap: ‘rhythm and poetry’ -a style that emerged from the New York streets in the 1980’s

Unit 5 – Free style Composition: using ICT to sequence an original composition in a popular style.

Unit 6 – Presentation: a music project, presented on Power Point

Key Skills:

Performing, Composing and Listening.

GRADE	DESCRIPTOR
Yr 9 A	Will be able to perform an extended musical solo Will be able to compose a complex melody, develop it and add in appropriate accompaniment Will be able to write in detail about music from a range of styles, comparing and contrasting pieces.
Yr 9 C	Will be able to perform chords which use sharps and flats Will be able to compose extended melodies and add in some basic accompaniment Will be able to Identify some musical features in a piece of music outlining differences between two different pieces.
Yr 9 E	Will be able to perform music using simple chords Will be able to compose music using a drone or ostinato as an accompaniment Will be able to identify different instruments in a piece of music and make one observation about the elements of music.

Awarding Grades - Grades will be awarded by assessing practical work (performing and/or composing) at the end of each topic. Listening tasks will be delivered throughout the year and graded accordingly.

9. PHYSICAL EDUCATION

Year 7 Physical Education

Core Content:	
Below is a summary of the sporting activities covered in Year 7 and descriptions of what is required to achieve each grade. Please visit the Physical Education & Sports Science website for further information.	
Sporting Activities	Links to National Curriculum
Cricket, Cross-Country, Football, Hockey, Rounders, Rugby & Short Tennis.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
Athletics & Gymnastics	Develop their technique and improve their performance in other competitive sports.
Athletics, Cross-Country & Fundamental Movement Skills	Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
Athletics, Cricket, Football, Gymnastics, Hockey, Rugby & Tennis	Take part in competitive sports and activities outside school through community links or sports clubs.
Key Skills:	
Teamwork, communication (verbal/non-verbal), leadership, problem solving, describing, analysing, explaining, evaluating, comparing and justifying.	
GRADE	DESCRIPTOR
Yr 7 A	Able to consistently distinguish and apply advanced skills showing high standards of precision, control, fluency and originality. Can use more advanced tactics in a game situation and can officiate with confidence and control. Able to perform sequences with confidence, fluency and control. Has the ability to evaluate own and others performances showing understanding for the impact of skills, tactics or concepts within the activity. Can consistently apply appropriate knowledge and understanding of health and fitness within your chosen activities.
Yr 7 C	Can select and combine skills consistently and precisely and apply them in ways to suit the activity. Able to use basic tactics in most games to good effect and have a good understanding of rules. Able to compose a gymnastics sequence that satisfies all the criteria set. Can identify strengths and limitations in own and others performances, and make suggestions for improvement. Can explain how to prepare for and recover from activities and how different types of exercise contributes to fitness and health
Yr 7 E	Begin to share equipment and space and to follow safety procedures. Observe and talk about what they and others do. Can recognise the effects of activity on the body and the need for rest after exercise. Can handle and store apparatus safely. Able to run and jump with confidence and with control. Begin to control apparatus by handling, striking, kicking and throwing. Shows increasing body awareness using movement themes such as shape and direction.

Awarding Grades – Grades will be awarded a minimum of three times per year based on in-class practical assessments.

Year 8 Physical Education

Core Content:

Below is a summary of the sporting activities covered in Year 8 and descriptions of what is required to achieve each grade. Please visit the Physical Education & Sports Science website for further information.

Sporting Activities	Links to National Curriculum
Badminton, Basketball, Cricket, Cross-Country, Football, Hockey, Rounders, Rugby & Tennis.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
Athletics & Gymnastics	Develop their technique and improve their performance in other competitive sports.
Athletics & Cross-Country	Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
Athletics, Basketball, Cricket, Football, Gymnastics, Hockey, Rugby & Tennis	Take part in competitive sports and activities outside school through community links or sports clubs.

Key Skills:

Teamwork, communication (verbal/non-verbal), leadership, problem solving, describing, analysing, explaining, evaluating, comparing and justifying.

GRADE	DESCRIPTOR
Yr 8 A	Able to apply advanced skills to significant effect , demonstrating precision, control, fluency and originality. Can successfully apply advanced tactics in all game situations. Has the ability to officiate with a high level of confidence and control. Is able to perform sequences with quality timing, rhythm and control. Can analyse and evaluate your own and others work, offering good quality advice for improvement. Has an in depth knowledge of fitness training appropriate of the chosen activities.
Yr 8 C	Can select and combine skills consistently and precisely and beginning to apply more advanced skills in a game or sequence. Able to use advanced tactics in a game situation and make a positive contribution. Also able to officiate with confidence . Able to use a variety of choreographic devices to create a more advanced sequence. Can analyse and comment on skills and techniques and how these are applied in own and others work. Able to explain the benefits of regular planned activity on health and fitness and have undertaken an exercise programme appropriate to the chosen activities.
Yr 8 E	Can perform basic skills in a practice activity and start to use these techniques effectively in a game or sequence situation. Able to understand and apply basic tactics and rules in all games activities. Able to compose a gymnastics sequence that satisfies the criteria set. Can identify strengths and weaknesses in own and others performances. Can give reasons why warming up before an activity is important and why physical activity is important for a healthy lifestyle.

Awarding Grades – Grades will be awarded a minimum of three times per year based on in-class practical assessments.

Year 9 Physical Education

Core Content:

Below is a summary of the sporting activities covered in Year 9 and descriptions of what is required to achieve each grade. Please visit the Physical Education & Sports Science website for further information.

Sporting Activities	Links to National Curriculum
Badminton, Basketball, Cricket, Cross-Country, Football, Hockey, Rounders, Rugby & Tennis.	Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
Athletics	Develop their technique and improve their performance in other competitive sports.
Outdoor & Adventurous Activities	Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
Athletics & Cross-Country	Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
Athletics, Basketball, Cricket, Football, Gymnastics, Hockey, Rugby & Tennis	Take part in competitive sports and activities outside school through community links or sports clubs.

Key Skills:

Teamwork, communication (verbal/non-verbal), leadership, problem solving, describing, analysing, explaining, evaluating, comparing and justifying.

GRADE	DESCRIPTOR
Yr 9 A	Can apply advanced skills to excellent effect, demonstrating precision, control, fluency and originality. Able to effectively apply advanced and original tactics in all game situations. Can also officiate with a high level of confidence and efficiency. Able to analyse and evaluate own and others work, offering very high quality advice on how to become a more effective performer. Has in depth knowledge of fitness training, and is able to apply it to good effect in the chosen activities.
Yr 9 C	Able to consistently distinguish and apply advanced skills showing high standards of precision, control, fluency and originality. Can use more advanced tactics in a game situation and can officiate with confidence and control. Able to perform sequences with confidence, fluency and control. Has the ability to evaluate own and others performances showing understanding for the impact of skills, tactics or concepts within the activity. Can consistently apply appropriate knowledge and understanding of health and fitness within your chosen activities.
Yr 9 E	Can select and combine skills consistently and precisely and apply them in ways to suit the activity. Able to use basic tactics in most games to good effect and have a good understanding of rules. Able to compose a gymnastics sequence that satisfies all the criteria set. Can identify strengths and limitations in own and others performances, and make suggestions for improvement. Can explain how to prepare for and recover from activities and how different types of exercise contribute to fitness and health.

Awarding Grades – Grades will be awarded a minimum of three times per year based on in-class practical assessments.

10. RELIGION, PHILOSOPHY & ETHICS (RPE)

Year 7 RPE

Core Content:	
Below is a summary of the topics covered in Year 7.	
An Introduction to Philosophy Hinduism Buddhism	
Key Skills:	
Analysing the difference between knowledge and belief Identifying key features of two world religions (Hinduism and Buddhism) Showing similarities and differences in beliefs	
GRADE	DESCRIPTOR
Yr 7 A	Identifying and explaining similarities and differences within and between religions, particularly between Hinduism and Buddhism. Seeking links between topics studied. Shows a very good understanding of every aspect of the year's scheme of work. Possesses all key facts, is able to demonstrate full understanding of all topics (with very few mistakes), presents work carefully and neatly, has developed listening and communication skills.
Yr 7 C	Making links between stories, beliefs and practices and developing descriptions of views, practices and ideas with more detail. Explaining why beliefs and practices are the way they are, and being able to give detailed reasons for personal beliefs and views. Shows a good understanding of much of the year's scheme of work. Possesses most key facts, is able to demonstrate good understanding of most methods (with few mistakes), usually presents work carefully and neatly, is developing listening and communication skills.
Yr 7 E	Retelling religious stories and identifying religious materials with limited description. Observing facts and beliefs without justification or reasons for these. Working based on memory but not demonstrating clear understanding of the beliefs, practices or ideas studied. Shows a limited understanding of the year's scheme of work. Possesses little knowledge of the key facts, has little understanding of the key techniques. Work is minimal and/or poorly presented; the pupil's skills in listening and communication are under-developed.

Awarding Grades - Grades will be awarded on assessed pieces of work and using numerical grade boundaries on exams

Year 8 RPE

Core Content: Below is a summary of the topics covered in Year 8.	
Christianity Islam An Introduction to Ethics	
Key Skills:	
Understanding the development of world religions Explaining challenges faced by religious people today Identifying key features of two world religions (Christianity and Islam) Showing similarities and differences in beliefs	
GRADE	DESCRIPTOR
Yr 8 A	Accounting for similarities and differences by giving informed accounts of diversity and the impact of religion on life. Shows a very good understanding of every aspect of the year's scheme of work. Possesses all key facts, is able to demonstrate full understanding of all topics (with very few mistakes), presents work carefully and neatly, has developed listening and communication skills.
Yr 8 C	Showing understanding of views, practices and ideas by explaining why they occur. Shows a good understanding of much of the year's scheme of work. Possesses most key facts, is able to demonstrate good understanding of most methods (with few mistakes), usually presents work carefully and neatly, is developing listening and communication skills.
Yr 8 E	Describing views, practices and ideas clearly. Shows a limited understanding of the year's scheme of work. Possesses little knowledge of the key facts, has little understanding of the key techniques. Work is minimal and/or poorly presented; the pupil's skills in listening and communication are under-developed.

Awarding Grades - Grades will be awarded on assessed pieces of work and using numerical grade boundaries on exams

Year 9 RPE

Core Content: Below is a summary of the topics covered in Year 8.	
Significant People The Holocaust Religion in Modern Britain	
Key Skills:	
Identifying the place of role models for religious beliefs and ethical behaviour Analysing the problem posed to believers by the existence of evil and suffering (through the Holocaust) Explaining the impact of religious belief on a range of people Using modern media to explain and evaluate the status of religion in Britain today	
GRADE	DESCRIPTOR
Yr 8 A	Beginning to critically evaluate religious questions; using a wide philosophical and religious vocabulary to show coherent understanding and analysis. Shows a very good understanding of every aspect of the year's scheme of work. Possesses all key facts, is able to demonstrate full understanding of all topics (with very few mistakes), presents work carefully and neatly, has developed listening and communication skills.
Yr 8 C	Identifying and explaining similarities and differences within and between religions. Shows a good understanding of much of the year's scheme of work. Possesses most key facts, is able to demonstrate good understanding of most methods (with few mistakes), usually presents work carefully and neatly, is developing listening and communication skills.
Yr 8 E	Making links between stories, beliefs and practices and developing descriptions of views, practices and ideas with more detail. Shows a limited understanding of the year's scheme of work. Possesses little knowledge of the key facts, has little understanding of the key techniques. Work is minimal and/or poorly presented; the pupil's skills in listening and communication are under-developed.

Awarding Grades - Grades will be awarded on assessed pieces of work and using numerical grade boundaries on exams

11. SCIENCE

Year 7 Science

Core Content.		
Below is a summary of the key topics that will be covered this year. For a full and detailed list of specific points that pupils should learn, please visit the Science Faculty Year 7 webpage .		
Biology Cells Structure of the human body Reproduction	Chemistry Particles and their behaviour Atoms, Elements and Compounds Chemical reactions Acids and Alkali's	Physics Forces Sound Light Space
Key Skills: Working scientifically		
Forming hypotheses and making predictions. Identifying Independent, dependent and control variables in investigations. Describing how to correctly and safely use items of scientific equipment. Writing investigation methods. Making measurements and recording observations. Plotting graphs and analysing results. Evaluating data and methods.		
GRADE	DESCRIPTOR - Scientific Concepts	DESCRIPTOR - Working scientifically
Yr 7 A	Pupils at this level have remembered and understood virtually all of the content and concepts explored in the Year 7 curriculum. They can apply their understanding to new situations and make predictions. They can write detailed and comprehensive explanations.	Pupils are consistently able to: Form scientific questions of their own, plan valid and workable scientific investigations, obtain accurate data and record this in a table, plot a line graph and draw a line of best fit and identify patterns in data.
Yr 7 C	Pupils at this level have remembered and understood most of key content in the Year 7 curriculum. They can explain most ideas using key vocabulary and can make simple predictions about what they expect to happen in scientific investigations. Their explanations are not always complete.	Pupils are beginning to ask scientific questions and, with guidance, can plan and carry out investigations safely but do not always understand whether results are valid. They can analyse tables and line graphs and explain what the results of their investigations are showing.
Yr 7 E	Pupils are starting to remember some of the key content explored in the Year 7 curriculum. They can describe some of the scientific ideas such as the structure of cells and the difference between elements and compounds but are not yet able to using their understanding to explain their observations.	Pupils can carry out a scientific investigation safely when given a method but are not yet planning their own investigations. They can collect results carefully in a table and use this to plot bar/line graphs when given some help with the scale. They are beginning to think about asking scientific questions of their own.

Awarding Grades - Grades will be awarded by numerical grade boundaries on formal assessments (3 times per year) and formal assessment of practical skills.

Year 8 Science

Core Content.

Below is a summary of the key topics that will be covered this year. For a full and detailed list of specific points that pupils should learn, please visit the [Science Faculty Year 8 webpage](#).

Biology Health and lifestyle Ecosystem processes Adaptation and Inheritance	Chemistry The Periodic table Separation techniques Metals and Acids The Earth	Physics Electricity and magnetism Energy Motion and Pressure
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Key Skills: Working scientifically

Forming hypotheses and making predictions.
Identifying Independent, dependent and control variables in investigations.
Describing how to correctly and safely use items of scientific equipment is used.
Writing investigation methods.
Making measurements and recording observations.
Plotting graphs and analysing results.
Evaluating data and methods.

GRADE	DESCRIPTOR – Scientific concepts	DESCRIPTOR - Working scientifically skills
Yr 8 A	Pupils at this level have remembered and understood virtually all of the content and concepts explored in the Year 8 curriculum. They can apply their understanding to new situations and make predictions. They can write detailed and comprehensive explanations.	As well as being able to meet the Yr 7 A skills criteria, pupils are consistently able to identify a range of trends shown in data, identify outliers in data and evaluate the strengths and weaknesses of a scientific method and suggest improvements.
Yr 8 C	Pupils at this level have remembered and understood most of key content in the Year 8 curriculum. They can explain most ideas using key vocabulary and can make simple predictions about what they expect to happen in scientific investigations. Their explanations are not always complete.	Pupils are now consistently able to plan and carry out investigations safely. They can obtain accurate results and analyse tables and line graphs and explain what the results of their investigations are showing. They are beginning to identify outliers in data and suggest improvements to methods.
Yr 8 E	Pupils are starting to remember some of the key content explored in the Year 8 curriculum. They can describe some of the scientific ideas such as the structure of cells and the difference between elements and compounds but are not yet able to using their understanding to explain their observations.	Pupils can carry out a scientific investigation safely when given a method but are not yet planning their own investigations. They can collect results carefully in a table and use this to plot bar/line graphs when given some help with the scale. They are beginning to think about asking scientific questions of their own and are starting to think about how a method might be improved.

Awarding Grades - Grades will be awarded by numerical grade boundaries on formal assessments (3 times per year) and formal assessment of practical skills.

Year 9 Science

Core Content.

Below is a summary of the key topics that will be covered this year. For a full list of specific points, please visit the [Science Faculty Year 9 webpage](#).

Biology B1 Cell structure and transport B2 Cell division B3 Organisation and the digestive system B4 Organising animals and plants	Chemistry C1 Atomic structure C2 The Periodic Table C3 Structure and Bonding	Physics P1 Conservation and dissipation of energy P2 Energy transfer by heating P3 Energy resources P6 Molecules and matter
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Key Skills: Working scientifically

We will continue to build upon all of the skills developed in year 7 and 8, plus we will develop:

- Scientific models
- Investigation variables
- Repeatability and reproducibility
- Risk assessment
- Fair testing and control groups
- Accuracy and precision
- Errors
- Presenting data in graphs

GRADE	DESCRIPTOR – Scientific concepts	DESCRIPTOR - Working scientifically skills
Yr 9 A	Pupils at this level have remembered and understood virtually all of the content and concepts explored in the year 9 curriculum. They can apply their understanding to new situations and make predictions. They can write detailed and comprehensive explanations.	As well as consistently demonstrating the mastery of the years 7 and 8 skills, year 9 pupils are confidently and regularly using the correct terminology to design and evaluate scientific investigations which will yield accurate and reproducible data. They can identify sources of error and suggest ways to minimise these.
Yr 9 C	Pupils at this level have remembered and understood most of key content in the year 9 curriculum. They can explain most ideas using key vocabulary and can make simple predictions about what they expect to happen in scientific investigations. Their explanations are not always complete.	Pupils are thinking about variables, controls and risks involved when planning investigations. They are considering sources of error but not confidently and are beginning to identify outliers in data and suggest improvements to methods.
Yr 9 E	Pupils are starting to remember some of the key content explored in the year 9 curriculum. They can describe some of the scientific ideas such as the structure of cells and the difference between elements and compounds but are not yet able to using their understanding to explain their observations.	Pupils are now consistently able to plan and carry out investigations safely. They can obtain accurate results and analyse tables and line graphs and explain what the results of their investigations are showing.

Awarding Grades - Grades will be awarded by numerical grade boundaries on formal assessments (3 times per year) and formal assessment of practical skills.

12. TECHNOLOGY

Year 7 Technology

Core Content Below is a list of the projects that will be completed this year:

1. Jelly Bean Dispenser – Workshop Induction and Health and Safety
2. Casting – Metals and Alloys, industrial processes, workshop batch production, mould making.
3. Clocks – Woodwork and applying finishes to products.
4. Packaging – Packaging products, graphics, materials, communication, identifying symbols.
5. Computer Aided Design – Introduction to using CAD software.
6. F1 Race Cars – Modelling and forming, basic aerodynamics.
7. Food – Healthy Eating

Key Skills:

1. Health & Safety – How to work safely in the workshop/kitchen, being able to identify risks and hazards, being aware of H&S precautions and control measures. How to safely use tools and equipment.
2. Using hand tools – Pupils will learn how to use a range of workshop tools safely and effectively
3. Using workshop machinery - Pupils will learn how to use a range of workshop machinery safely and effectively
4. Materials - Pupils will learn about a range of woods, metals and plastics.
5. Marking, Measuring and Processing – Pupils will learn how to mark, measure and process different materials, in order produce components for a range of products.
6. Basic food nutrition
7. Introduction to food preparation

GRADE	DESCRIPTOR
Yr 7 A	You can demonstrate clear comprehension of Design and Technology terms and facts. At this level you will be able to demonstrate an excellent level of skill in basic workshop/kitchen practice, using a variety of materials, ingredients and processes. You are able to name and explain all of the tools and equipment you have used. You can work safely, and are aware of all potential hazards and precautions. Your design ideas are varied, creative and clearly presented. You are able to evaluate your own work to a good standard, and identify areas for improvement. You can navigate and use basic C.A.D software effectively. Measuring and marking of materials/ ingredients in very accurate.
Yr 7 C	You can demonstrate basic comprehension of Design and Technology terms and facts. At this level you will be able to demonstrate a good level of skill. You require reminders of health and safety issues in the workshop/kitchen. Your design ideas are limited in number, but are of a good standard with some explanations. A basic evaluation of your project/product is completed.
Yr 7 E	You can understand some basic terms and facts. Very basic design ideas are not clear in presentation or explanation. The product is not completed/assembled, and the components are of a low quality. Basic C.A.D software tasks are attempted. You require a high level of teacher input with tasks.

Awarding Grades – Grades will be awarded by numerical grade boundaries on formal assessments.

Year 8 Technology

Core Content

Below is a list of the projects that will be completed this year:

1. Bug House - Woodwork project, including the joining of materials and understanding material properties and origins.
2. Scalextric – Plastics project, including the forming of plastics and types of plastics and their properties.
3. Architecture – Introduction to architecture, including model making techniques
4. Electronics – Introduction to systems and control, learning about basic circuits and components.
5. Design, Engineer, Construct – Optional project that focuses on the research, design and modelling of an ‘Eco-classroom’. This also includes computer aided design and modelling.

Food Technology – Best of British

Key Skills:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Safe and effective use of woodwork tools 2. Developing measuring and marking skills. 3. Selecting and applying finishes to timber 4. Developing knowledge of material properties and origins 5. Design Ideas – Presentation and Communication 6. Forming plastics 7. Design Modelling – modelling skills in card 8. Soldering electronic components 9. Understanding electronic circuits. 10. Applying research to a product design project | <ol style="list-style-type: none"> 10. Understanding seasonal Ingredients 11. Food miles and ingredient origins 12. Food nutrition 13. Developing ingredient knowledge and preparation. |
|---|---|

GRADE	DESCRIPTOR
Yr 8 A	You can demonstrate excellent comprehension of Design and Technology terms and facts. You are able to describe and explain a range of materials and their properties. Design ideas are creative and imaginative. Planning of production includes all quality control measures and equipment list. You are able to name and explain a wide range of construction techniques for materials. You are able to apply a research task to your project, clearly identifying the purpose and function on the product.
Yr 8 C	Design ideas are more limited in number and quality, and are explained briefly. Final product is complete, but lacks quality in some areas. Attempts have been made for the simplest methods of construction. You are able to evaluate your product, and identify some areas for improvement.
Yr 8 E	Basic/incomplete research leads to a lack of context for the project. The final product is not completed, and component parts that have been made are of a low quality.

Awarding Grades – Grades will be awarded by numerical grade boundaries on formal assessments.

Year 9 Technology

Core Content

Below is a summary of the key content/topics that will be covered this year:

1. Amplifier Housing – Pupils design and manufacture a housing for an electronic circuit
2. Amplifier Circuit – Pupils manufacture an electronic circuit
3. Food Technology – Cultural Influences.

Key Skills:

1. Electronics theory – understanding component name and function, circuits symbols.
2. Correct soldering techniques.
3. Ohms law – Resistor colour coding and value.
4. Planning the production of a product – flow charts
5. Developing design ideas – Presentation and drawing techniques of products.
6. Computer Aided Design / Computer Aided Manufacture (CAD/CAM)
7. Designing products for target markets.
8. Designing and preparing dishes from around the world
9. Developing skills in food preparation.

GRADE	DESCRIPTOR
Yr 9 A	You can recall and demonstrate exceptional comprehension of Design and Technology terms and facts. Final product is of an exceptional quality. You are able to select all correct tools/equipment and materials/ingredients independently, including CAD/CAM. Computer Aided Design drawings are completed to a very high standard, without errors. You are able to name and explain a range of electronic components. All Design constraints are clearly considered in the design idea. Design ideas are creative, and show flare or originality. All design ideas are explained in detail. You can analyse, describe and explain in detail existing products, and relate them to your project. You can describe and explain different target markets. Design specifications are understood, explained and justified. Your project/product evaluation is in depth and detailed.
Yr 9 C	You can recall and demonstrate good comprehension of most Design and Technology terms and facts. The final product shows a reasonable level of skill in manufacture. C.A.D drawings have errors, and not all design constraints are considered. Design ideas are explained to a basic level. A basic design specification has been completed.
Yr 9 E	You can understand some basic vocab and facts. Basic design ideas are not clear in presentation or explanation. The product is not completed/assembled, and the components are of low quality. A very limited design specification is completed in note form.

Awarding Grades – Grades will be awarded by numerical grade boundaries on formal assessments.