



**Lealands**  
High School  
A Specialist Sports College

## GCSE Grade Criteria Parent Guide 2019-2020

Mr K Mason

Lealands High School

### Art and Design

9	<p><b>Exceptional</b> ability to demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly.</p> <p><b>Exceptional</b> ability to effectively apply a wide range of creative and technical skills, experimentation and innovation to convincingly develop and refine work</p> <p><b>Exceptional</b> ability to record and use perceptive insights and observations with well-considered influences on ideas</p> <p><b>Exceptional</b> ability to demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas</p>
8	<p><b>Convincingly</b> demonstrate independent critical investigation and in-depth understanding of sources to develop ideas</p> <p><b>Convincingly</b> apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work</p> <p><b>Convincingly</b> record and use perceptive insights and observations with well-considered influences on ideas</p> <p>demonstrate advanced use of visual language, technique, media and contexts to <b>Convincingly</b> realise personal ideas</p>
7	<p><b>Highly developed</b> independent critical investigation and in-depth understanding of sources to develop ideas</p> <p><b>Highly developed</b> ability to apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work</p> <p><b>Highly developed</b> ability to record and use perceptive insights and observations with well-considered influences on ideas</p> <p>Demonstrate advanced use of visual language, technique, media and contexts to realise <b>highly developed</b> personal ideas</p>
6	<p><b>Consistent ability</b> to demonstrate critical investigation and understanding of sources to develop ideas coherently</p> <p><b>Consistent ability</b> to apply a range of creative and technical skills and some experimentation and innovation to develop and refine work</p> <p><b>Consistent ability</b> to record and use clear observations to influence ideas</p> <p>Demonstrate a <b>consistent ability</b> to use visual language, technique, media and contexts to realise personal ideas</p>
5	<p>Demonstrate <b>competent</b> critical investigation and understanding of sources to develop ideas coherently</p> <p>apply a range of creative and technical skills and some experimentation and innovation to <b>competently</b> develop and refine work</p> <p><b>Competent ability</b> to record and use clear observations to influence ideas</p> <p>Demonstrate <b>competent</b> use of visual language, technique, media and contexts to realise personal ideas</p>
4	<p>demonstrate a <b>moderate ability</b> to critically investigate and understand sources to develop ideas coherently</p> <p><b>moderate ability</b> to apply a range of creative and technical skills and some experimentation and innovation to develop and refine work</p> <p><b>moderate ability</b> to record and use clear observations to influence ideas</p> <p>demonstrate a <b>moderate</b> use of visual language, technique, media and contexts to realise personal idea</p>
3	<p>Demonstrate <b>some ability</b> to critically investigate and understand sources to develop ideas simply</p> <p><b>Some ability</b> to apply basic creative and technical skills to limited experimentation and innovation</p> <p><b>Some ability</b> to record and use simple observations to inform ideas</p> <p>Demonstrate <b>some ability</b> to use visual language, techniques, media or contexts to realise ideas</p>
2	<p>Demonstrate <b>limited</b> critical investigation and understanding of sources to develop ideas simply</p> <p>Apply basic creative and technical skills to <b>limited</b> experimentation and innovation</p> <p><b>Limited ability</b> to record and use simple observations to inform ideas</p> <p>Demonstrate a basic <b>limited</b> use of visual language, technique, media or contexts to realise ideas</p>
1	<p><b>Minimal ability</b> to demonstrate critical investigation and understanding of sources to develop ideas simply</p> <p><b>Minimal ability</b> to apply creative and technical skills to basic experimentation and innovation</p> <p><b>Minimal ability</b> to record and use simple observations to inform ideas</p> <p>demonstrate a basic <b>minimal</b> use of visual language, technique, media or contexts to realise ideas</p>

### Computer Science Programming

9	<p>I can analyse and decompose a range of complex problems and create an algorithm without any help</p> <p>I can use a range of programming techniques in two text based languages confidently</p> <p>I can write efficient code using a wide range of techniques, data structures and recursion</p> <p>I systematically resolve errors and build robust programs</p>
8	<p>I can analyse and decompose a more complex problem and create an algorithm without any help.</p> <p>I can write an algorithm using a flow chart and pseudo code</p> <p>The algorithm will be accurate</p> <p>I can use a range of programming techniques in two text based languages</p> <p>I can write efficient code using a range of techniques</p> <p>I can apply MOD/DIV and exponential to solve problems</p> <p>I systematically resolve errors and build robust programs</p>
7	<p>I can analyse and decompose a complex problem, create an algorithm without any help</p> <p>The algorithm will be accurate</p> <p>I can use more than one text based programming language</p> <p>I can use a range of casting and file handling skills</p> <p>I always write my programs using procedure/ suitable functions</p> <p>I can write nested statements</p> <p>I can explain what exponential means</p> <p>I can access/ modify 1d and 2d arrays</p> <p>I can use a query language/search for data</p> <p>Tests are through</p>
6	<p>I can analyse and decompose a more complex problem, create an algorithm with some help</p> <p>The algorithm will be mostly accurate</p> <p>I am confident in using at least one text based language</p> <p>I can use a procedure in my code</p> <p>I can research and find new ways to program problems (functions)</p> <p>I can create a 2 dimensional array</p> <p>I can solve Boolean logic problems of more than 2 levels</p> <p>I solve a MOD/DIV problem</p> <p>I can use records to store data</p> <p>I use a range of tests for my program systematically</p>
5	<p>I can analyse and decompose a simple problem, create an algorithm with some help</p> <p>The algorithm is nearly perfect, includes variables, decisions and a loop</p> <p>I can use the algorithm to create a program in a text based language</p> <p>I can explain what variables/ data types I would need</p> <p>I can write a program using casting/ file handling</p> <p>I can explain what functions/procedures are</p> <p>I can solve Boolean logic problems (2 levels)</p> <p>I explain MOD/DIV</p> <p>I can create and store data in a 1d array</p> <p>I always test my program</p>
4	<p>I have practised writing sequences and don't need much help to make my own</p> <p>I can work out the outcome of an algorithm using different data</p> <p>I have made an algorithm with a loop (iteration)</p> <p>I can write a program with a loop (iteration)</p> <p>I can explain where I need variables</p> <p>I can give an example of a data type</p>
3	<p>I can write a set of instructions with some processing and a decision (selection)</p> <p>I have made an algorithm with a decision</p> <p>I can write a program (using a block/object orientated programming language) with a decision (selection)</p> <p>I can use a variable</p> <p>I can add, subtract, divide and multiply 2 digit numbers</p>
2	<p>I need help to break problems down</p> <p>I have made an algorithm with an input and output</p> <p>I have written a program with an input</p> <p>I can state what a variable is</p> <p>I can add, subtract, divide and multiply simple numbers</p>
1	<p>I need help to understand a problem</p> <p>I have created a flowchart to demonstrate a basic algorithm</p> <p>I have used block programming to create a basic game</p>

**Computer Science Theory**

9	<p>I can explain the Von Neumann Architecture in detail</p> <p>I can explain the features of the operating system and utility programs and discuss how they are used in detail</p> <p>I can describe the OSI network layer model using examples</p> <p>I can give in depth advise on how to keep computer systems and networks secure</p>
8	<p>I can explain how the CPU uses registers and memory addresses</p> <p>I can discuss the performance issues of a computer system</p> <p>I can explain the features of the operating system and utility programs and discuss how they are used</p> <p>I can explain how to build a wired/wireless LAN or WAN</p> <p>I can list some network layers</p> <p>I can discuss vulnerabilities of computer networks and ways to prevent attacks</p> <p>I can discuss a range of impacts of technology on society</p>
7	<p>I can discuss how the CPU uses registers and memory addresses</p> <p>I can describe what affects the performance of a computer</p> <p>I can explain the features of the operating system/ utility programs</p> <p>I can discuss how different topologies affect network performance and reliability</p> <p>I can explain the use of most network protocols</p> <p>I know what network layer, virtual network, packet switching are</p> <p>I can discuss some impact of technology on society including security risks</p>
6	<p>I can explain what CPU registers are and different types of memory (explain most elements of the Von Neumann architecture)</p> <p>I can describe some features of an operating system</p> <p>I can list features of utility programs (explain some)</p> <p>I can compare different topologies</p> <p>I can list network protocols and explain what they are used for</p> <p>I can explain how domain names are resolved (DNS)</p> <p>I can identify the hardware in a wired/wireless network</p> <p>I can discuss a range of ways system security maybe breached</p> <p>I can discuss ethical/environmental/privacy concerns of technology</p> <p>I can explain a range of laws and how they can be broken</p>
5	<p>I can explain how a computer system works; IPOS</p> <p>I can compare different memory and storage types</p> <p>I can label Von Neumann architecture diagram</p> <p>I can list some features of the operating system</p> <p>I can explain the different hardware needed to setup a network for a topology</p> <p>I can explain the advantages and disadvantages of LAN/WAN</p> <p>I know the difference between wired and wireless networks</p> <p>I can discuss ways to keep a network secure</p> <p>I can list some ethical/environmental/privacy concerns of technology</p> <p>I can list a wide range of laws</p>
4	<p>I can describe the main parts of a computer including software needed</p> <p>I can describe what a network is</p> <p>I can list the hardware you need to connect to a network</p> <p>I can identify ways of designing a network (topology) and the hardware needed</p> <p>I can identify ways to keep a network secure</p> <p>I know some laws related to using computers</p>
3	<p>I can describe some parts of a computer</p> <p>I can give examples of hardware and software</p> <p>I know some facts about how computers communicate</p> <p>I can use IT applications to produce solutions for a target audience</p>
2	<p>I know some facts about how a computer works</p> <p>I can answer some state, label and identify questions</p> <p>I can use office tools to produce documents to meet some needs of the target audience</p>
1	<p>I can research and identify basic facts about how a computer works</p> <p>I can use office tools to produce documents</p>

**Drama**

9	<p><b>A01: Create and develop ideas to communicate meaning for theatrical performance.</b></p> <ol style="list-style-type: none"> <li>1. I can give outstanding direction in a way which inspires, motivates and challenges others.</li> <li>2. I work with sensational commitment and sensitivity both on my own and in a group to devise practical work to a highly professional standard.</li> <li>3. I experiment creatively with drama conventions and techniques, using my own initiative to develop work with an outstanding degree of originality.</li> <li>4. I can communicate my concepts on the meaning of theatre with complete clarity.</li> </ol>
	<p><b>A02: Apply theatrical skills to realise artistic intentions in live performance.</b></p> <ol style="list-style-type: none"> <li>1. I can perform with a very high degree of professionalism.</li> <li>2. I can use a highly extensive and impressive range of vocal and physical skills to portray a highly believable character(s), deeply illustrating depth and motivation.</li> <li>3. I can show an outstanding variety of emotional range in performance and my personal interpretation is entirely sensitive to context.</li> <li>4. I can perform a highly stylised piece of theatre which contains an extensive range of techniques, creating an exceptional performance.</li> </ol>
	<p><b>A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</b></p> <ol style="list-style-type: none"> <li>1. I show an outstanding understanding of drama genres, styles, conventions and techniques.</li> <li>2. I have an outstanding awareness of the importance of the historical, social and political context of a performance and implement this seamlessly in my work.</li> <li>3. I have an outstanding and professional understanding of how design and technical elements can enhance a performance.</li> </ol>
	<p><b>A04: Analyse and evaluate their own work and the work of others</b></p> <ol style="list-style-type: none"> <li>1. I can critically analyse and evaluate my work and that of others supporting my comments with very strong arguments</li> <li>2. I use a highly extensive range of Drama terminology, and show excellent knowledge of techniques, skills and practitioners in my writing.</li> <li>3. My writing is fluid and inspiring, and is of a professional standard.</li> <li>4. I display outstanding literacy skills orally and in my writing.</li> </ol>
8	<p><b>A01: Create and develop ideas to communicate meaning for theatrical performance.</b></p> <ol style="list-style-type: none"> <li>1. I can give outstanding direction in a way which inspires others.</li> <li>2. I work with sensational commitment and sensitivity in a group to devise practical work to a highly professional standard.</li> <li>3. I experiment creatively with drama conventions and techniques, using my own initiative to develop work with an outstanding degree of originality.</li> <li>4. I can communicate my concepts on the meaning of theatre with complete clarity.</li> </ol>
	<p><b>A02: Apply theatrical skills to realise artistic intentions in live performance.</b></p> <ol style="list-style-type: none"> <li>1. I can perform with a high degree of professionalism.</li> <li>2. I can use an extensive range of vocal and physical skills to portray a highly believable character(s), considering depth and motivation.</li> <li>3. I can show an excellent variety of emotional range in performance and my personal interpretation is entirely sensitive to context.</li> <li>4. I can perform a stylised piece of theatre which contains a very good range of advanced techniques, creating an excellent performance.</li> </ol>
	<p><b>A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</b></p> <ol style="list-style-type: none"> <li>1. I show an outstanding understanding of drama genres, styles, conventions and techniques.</li> <li>2. I have an outstanding awareness of the importance of the historical, social and political context of a performance.</li> <li>3. I have an outstanding understanding of how design and technical elements can enhance a performance</li> </ol>
	<p><b>A04: Analyse and evaluate their own work and the work of others</b></p> <ol style="list-style-type: none"> <li>1. I can critically analyse and evaluate my work and that of others and support my comments with strong arguments.</li> <li>2. I use an extensive range of Drama terminology and show excellent knowledge of techniques, skills and practitioners in my writing.</li> <li>3. My writing is fluid and inspiring and is of a professional standard.</li> <li>4. I display outstanding literacy skills orally and in my writing.</li> </ol>
7	<p><b>A01: Create and develop ideas to communicate meaning for theatrical performance.</b></p> <ol style="list-style-type: none"> <li>1. I show an outstanding understanding of drama genres, styles, conventions and techniques.</li> <li>2. I have an outstanding awareness of the importance of the historical, social and political context of a performance.</li> <li>3. I have an outstanding understanding of how design and technical elements can enhance a performance.</li> <li>4. I can communicate my concepts of the meaning of theatre with some clarity.</li> </ol>
	<p><b>A02: Apply theatrical skills to realise artistic intentions in live performance.</b></p> <ol style="list-style-type: none"> <li>1. I'm able to perform and respond in role, spontaneously improvising if something goes wrong and I maintain a high level of audience awareness</li> </ol>

	<p>2. I can use a plethora of vocal and physical skills to portray a highly believable character(s)</p> <p>3. I can show a very strong variety of emotional range in performance and my personal interpretation is entirely sensitive to context</p> <p>4. I can use a plethora of techniques, illustrating style and form to create a very meaningful and informative piece of Drama</p>
	<p><b>A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</b></p> <p>1. I can analyse and evaluate play scripts, styles and genres perceptively.</p> <p>2. I have an outstanding awareness of the importance of the historical, social and political context of a performance.</p> <p>3. I have an outstanding understanding of how design and technical elements can enhance a performance.</p>
	<p><b>A04: Analyse and evaluate their own work and the work of others</b></p> <p>1. I can critically analyse and evaluate my work and that of others supporting my comments with good arguments.</p> <p>2. I use a range of Drama terminology, and show very good knowledge of techniques, skills and practitioners in my writing.</p> <p>3. My extended writing is fluid, consistent and inspiring.</p> <p>4. I display a very strong level of literacy orally and in my writing.</p>
6	<p><b>A01: Create and develop ideas to communicate meaning for theatrical performance.</b></p> <p>1. I'm able to move the Drama forward with excellent effort, remaining highly focussed at all times.</p> <p>2. I can keep a positive working atmosphere and make contributions which significantly improve the effectiveness of the work.</p> <p>3. I can develop a wide variety of characters and create and explore drama for a range of purposes.</p> <p>4. I can communicate my ideas on the meaning of theatre.</p>
	<p><b>A02: Apply theatrical skills to realise artistic intentions in live performance.</b></p> <p>1. I can perform in theatrical experiences which demonstrate insight, originality and inspiration</p> <p>2. I can use a range of vocal and physical skills to portray a highly believable character(s)</p> <p>3. I can show a strong variety of emotional range in performance and my personal interpretation is entirely sensitive to context</p> <p>4. I can use an array of techniques in a performance, considering style and form, to create a very good piece of Drama</p>
	<p><b>A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</b></p> <p>1. I can compare drama interpretations, approaches and styles.</p> <p>2. I have an excellent awareness of the importance of the historical, social and political context of a performance.</p> <p>3. I have an excellent understanding of how design and technical elements can enhance a performance.</p>
	<p><b>A04: Analyse and evaluate their own work and the work of others</b></p> <p>1. I can analyse and evaluate my work and that of others supporting my comments with reasoned arguments.</p> <p>2. I use a good use of Drama terminology, and show good knowledge of techniques, skills and practitioners in my writing.</p> <p>3. My extended writing is fluid and consistent</p> <p>4. I display a strong level of literacy orally and in my writing.</p>
5	<p><b>A01: Create and develop ideas to communicate meaning for theatrical performance.</b></p> <p>1. I can confidently support and direct my group through Drama rehearsals, and I stay completely focussed throughout</p> <p>2. I can create drama in a variety of styles and devise a range of well-developed characters with extended roles</p> <p>3. I can use exploratory drama techniques to develop my work and explore scripted work.</p>
	<p><b>A02: Apply theatrical skills to realise artistic intentions in live performance.</b></p> <p>1. I can convey well-sustained and convincing characters with confidence and some originality and support others well on stage.</p> <p>2. I can use an array of vocal and physical skills to portray a believable character(s)</p> <p>3. I can show a very good variety of emotional range in performance and my personal interpretation is at times, sensitive to context</p> <p>4. I can use an array of techniques in a performance, considering style and form, to create a good piece of Drama.</p>
	<p><b>A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</b></p> <p>1. I can compare drama interpretations, approaches and styles.</p> <p>2. I have a good awareness of the importance of the historical, social and political context of a performance.</p> <p>3. I have a good understanding of how design and technical elements can enhance a performance.</p>
	<p><b>A04: Analyse and evaluate their own work and the work of others</b></p> <p>1. Analyse and evaluate your work and that of others supporting your comments with arguments.</p> <p>2. I use a range of Drama terminology, and showing some knowledge of techniques, skills and practitioners</p> <p>3. My extended writing is fluid and consistent</p> <p>4. I display a good level of literacy orally and in my writing.</p>
4	<p><b>A01: Create and develop ideas to communicate meaning for theatrical performance.</b></p> <p>1. I can confidently lead my group through Drama rehearsals and stay completely focussed</p> <p>2. I can create Drama in a few styles</p>

	<p>3. I can create a well-developed character with a viewpoint different from my own and shape work into a good dramatic structure.</p> <p><b>A02: Apply theatrical skills to realise artistic intentions in live performance.</b></p> <ol style="list-style-type: none"> <li>1. I can convey sustained and convincing characters with confidence and support others on stage</li> <li>2. I'm able to use at least 2 physical and vocal skills in a performance</li> <li>3. I can show a good variety of emotional range in performance and my personal interpretation is at times, sensitive to context</li> <li>4. I'm able to sustain the use of a range of effective techniques in a performance to create an effective piece of Drama</li> </ol> <p><b>A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</b></p> <ol style="list-style-type: none"> <li>1. I can write thoughtfully about the skills and processes of drama.</li> <li>2. I have an adequate awareness of the importance of the historical, social and political context of a performance.</li> <li>3. I have an adequate understanding of how design and technical elements can enhance a performance.</li> </ol> <p><b>A04: Analyse and evaluate their own work and the work of others</b></p> <ol style="list-style-type: none"> <li>1. I can use some Drama terminology to analyse and evaluate a performance</li> <li>2. I can identify strengths and weaknesses in both my work and that of others.</li> <li>3. I display a reasonable level of literacy orally and in my writing.</li> </ol>
3	<p><b>A01: Create and develop ideas to communicate meaning for theatrical performance.</b></p> <ol style="list-style-type: none"> <li>1. I can stay focussed throughout rehearsals and suggest some ideas to develop the work and my role</li> <li>2. I can create a well-developed character with a viewpoint different from my own and shape work into a satisfactory dramatic structure.</li> </ol> <p><b>A02: Apply theatrical skills to realise artistic intentions in live performance.</b></p> <ol style="list-style-type: none"> <li>1. I can sustain fairly convincing characters with some confidence</li> <li>2. I'm able to use more than 1 physical and vocal skill in a performance</li> <li>3. I can confidently perform on my own</li> <li>4. I'm able to use 2 effective techniques in a performance.</li> </ol> <p><b>A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</b></p> <ol style="list-style-type: none"> <li>1. I can write thoughtfully about the skills and processes of drama.</li> <li>2. I have a limited awareness of the importance of the historical, social and political context of a performance.</li> <li>3. I have a limited understanding of how design and technical elements can enhance a performance.</li> </ol> <p><b>A04: Analyse and evaluate their own work and the work of others</b></p> <ol style="list-style-type: none"> <li>1. I can use limited Drama terminology to analyse and evaluate a performance</li> <li>2. I can identify strengths and weaknesses in both my work and that of others.</li> <li>3. I display a satisfactory level of literacy orally and in my writing.</li> </ol>
2	<p><b>A01: Create and develop ideas to communicate meaning for theatrical performance.</b></p> <ol style="list-style-type: none"> <li>1. I can stay focussed for most of the time during rehearsals</li> <li>2. I listen to and cooperate with others, sometimes suggesting ideas to develop my own role</li> <li>3. I can create a character different from myself</li> </ol> <p><b>A02: Apply theatrical skills to realise artistic intentions in live performance.</b></p> <ol style="list-style-type: none"> <li>1. I remember most lines and cooperate with others on stage</li> <li>2. I'm able to use more than 1 physical or vocal skill in a performance</li> <li>3. I can perform on my own</li> <li>4. I can use more than one technique in a group performance.</li> </ol> <p><b>A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</b></p> <ol style="list-style-type: none"> <li>1. I can identify features of good performance work.</li> <li>2. I have a basic awareness of the importance of the historical, social and political context of a performance.</li> <li>3. I have a basic understanding of how design and technical elements can enhance a performance.</li> </ol> <p><b>A04: Analyse and evaluate their own work and the work of others</b></p> <ol style="list-style-type: none"> <li>1. Use basic Drama terminology to evaluate a performance.</li> <li>2. I can write in full sentences about my strengths and weaknesses.</li> <li>3. I can identify targets for improvement.</li> <li>4. I display a limited level of literacy orally and in my writing.</li> </ol>
1	<p><b>A01: Create and develop ideas to communicate meaning for theatrical performance.</b></p> <ol style="list-style-type: none"> <li>1. I can listen to others. I can share ideas, but I am sometimes not confident enough too</li> <li>2. I can keep a role going and I avoid corpsing-laughing</li> <li>3. I can present ideas in front of an audience with little confidence</li> </ol> <p><b>A02: Apply theatrical skills to realise artistic intentions in live performance.</b></p> <ol style="list-style-type: none"> <li>1. I can take part in small group Drama</li> <li>2. I can create a basic character</li> <li>3. I'm conscious of my positioning on stage</li> <li>4. Use a prop or costume to develop your character work</li> </ol> <p><b>A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</b></p> <ol style="list-style-type: none"> <li>1. I can follow instructions</li> </ol>

	<p>2. I have a very basic awareness of the importance of the historical, social and political context of a performance</p> <p>3. I have a very basic understanding of how design and technical elements can enhance a performance.</p> <p>4. I can read and understand very basic texts</p> <p><b>A04: Analyse and evaluate their own work and the work of others</b></p> <p>1. Use very basic Drama terms to discuss the effectiveness of a performance</p> <p>2. Be able to explain in simple detail why you liked somebody else's performance</p> <p>3. Discuss what improvements you or others could make to a performance</p> <p>4. Accept the feedback of others and use them to improve your performance</p>
WT	<p><b>A01: Create and develop ideas to communicate meaning for theatrical performance.</b></p> <p>1. I can listen to the ideas of others</p> <p>2. I can rehearse safely and sensibly</p> <p>3. I can present ideas in a small group and in front of others</p> <p>4. I can present ideas in front of an audience with very little confidence</p>
	<p><b>A02: Apply theatrical skills to realise artistic intentions in live performance.</b></p> <p>1. I can take part in small group Drama</p> <p>2. I can create a basic character</p> <p>3. I'm conscious of my positioning on stage</p> <p>4. Use a prop or costume to develop your character work</p>
	<p><b>A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</b></p> <p>1. I can follow instructions</p> <p>2. I have a very basic awareness of the importance of the historical, social and political context of a performance</p> <p>3. I have a very basic understanding of how design and technical elements can enhance a performance.</p> <p>4. I can read and understand very basic texts</p>
	<p><b>A04: Analyse and evaluate their own work and the work of others</b></p> <p>1. I am a good audience member</p> <p>2. I can accept the feedback of others</p> <p>3. I'm able to discuss why you liked your own and somebody else's performance.</p> <p>4. I display a very basic level of literacy orally and in my writing.</p>



Modern Foreign Languages				
	Listening	Reading	Writing	Speaking
9	Fully understand <u>spoken texts</u> when delivered at <u>native pace</u> , <u>identifying important themes</u> and <u>evaluating information</u> in order to <u>draw conclusions</u> .	Fully understand <u>authentic literary texts</u> , recognise <u>key themes</u> and <u>scan for information</u> , <u>drawing conclusions</u> . Translate <u>any text</u> into <u>English</u> , with <u>full accuracy</u> .	Write <u>very complex passages</u> with a <u>wide variety of language</u> and <u>complex structures</u> and a range of <u>idiomatic phrases</u> . Translate <u>any text</u> into <u>French / Spanish</u> with <u>no errors</u> .	Speak at <u>near native pace</u> , using a <u>wide variety of language</u> and <u>complex structures</u> and a range of <u>idiomatic phrases</u> . <u>Accent and intonation</u> is <u>equivalent</u> to that of a <u>native</u> .
8	Understand and identify <u>important themes</u> in <u>extended spoken texts</u> and <u>evaluate information</u> in order to <u>draw conclusions</u> .	Understand <u>abridged literary texts</u> , recognise <u>key themes</u> and <u>scan for information</u> and <u>draw conclusions</u> . Translate <u>three time frames</u> into <u>English</u> , with <u>full accuracy</u> .	Write <u>very complex passages</u> which include <u>three time frames</u> used together: the <u>present</u> , the <u>past</u> and the <u>future</u> . Use <u>connectives</u> , <u>adverbs of time</u> , a <u>variety of verbs</u> and <u>vocabulary</u> , <u>idioms</u> and the <u>subjunctive</u> . Translate <u>three time frames</u> into <u>French / Spanish</u> , with <u>full accuracy</u> .	Speak using <u>consistently narrated sentences</u> which include <u>three time frames</u> used together: the <u>present</u> , the <u>past</u> and the <u>future</u> . Use <u>connectives</u> , <u>adverbs of time</u> , a <u>variety of verbs</u> and <u>vocabulary</u> , <u>idioms</u> and the <u>subjunctive</u> .
7	Understand <u>authentic passages</u> , including <u>more abstract</u> spoken materials.	Understand <u>authentic texts</u> , including <u>current affairs</u> and <u>cultural themes</u> . Translate <u>three time frames</u> into <u>English</u> , with <u>nearly full accuracy</u> .	Write <u>increasingly complex passages</u> which include <u>three time frames</u> used together: the <u>present</u> , the <u>past</u> and the <u>future</u> . Use <u>connectives</u> , <u>adverbs of time</u> , a <u>variety of verbs</u> and <u>vocabulary</u> and <u>idioms</u> . Translate <u>three time frames</u> into <u>French / Spanish</u> , with <u>nearly full accuracy</u> .	Speak using <u>increasingly narrated sentences</u> which include <u>three time frames</u> used together: the <u>present</u> , the <u>past</u> and the <u>future</u> . Use <u>connectives</u> , <u>adverbs of time</u> , a <u>variety of verbs</u> and <u>vocabulary</u> and <u>idioms</u> .
6	Understand <u>longer passages</u> , including a <u>combination of different time frames</u> , <u>opinions</u> and <u>more complex sentences</u> , with <u>familiar</u> and <u>unfamiliar</u> vocabulary.	Understand <u>longer texts</u> , including a <u>combination of different time frames</u> , <u>opinions</u> and <u>more complex sentences</u> . Translate <u>three time frames</u> into <u>English</u> , with <u>increased accuracy</u> .	Write <u>occasionally complex passages</u> which include <u>three time frames</u> used together: the <u>present</u> , the <u>past</u> and the <u>future</u> . Use <u>connectives</u> , <u>adverbs of time</u> and a <u>variety of verbs</u> and <u>vocabulary</u> . Translate <u>three time frames</u> into <u>French / Spanish</u> , with <u>increasing accuracy</u> .	Speak using <u>occasionally narrated sentences</u> which include <u>three time frames</u> used together: the <u>present</u> , the <u>past</u> and the <u>future</u> . Use <u>connectives</u> , <u>adverbs of time</u> and a <u>variety of verbs</u> and <u>vocabulary</u> .
5	Understand passages which include <u>three time frames</u> : the <u>present</u> , the <u>past</u> and the <u>future</u> .	Understand texts which include <u>three time frames</u> used together: the <u>present</u> , the <u>past</u> and the <u>future</u> . Translate <u>three time frames</u> into <u>English</u> with <u>good accuracy</u> .	Write <u>longer passages</u> which include <u>three time frames</u> used together: the <u>present</u> , the <u>past</u> and the <u>future</u> . Use <u>connectives</u> , <u>adverbs of time</u> and a <u>variety of verbs</u> . Translate <u>three time frames</u> into <u>French / Spanish</u> , with <u>good accuracy</u> .	Speak using <u>consistently extended sentences</u> which include <u>three time frames</u> used together: the <u>present</u> , the <u>past</u> and the <u>future</u> . Use <u>connectives</u> , <u>adverbs of time</u> and a <u>variety of verbs</u> .
4	Understand passages which include <u>two time frames</u> : the <u>present</u> and the <u>past</u> or the <u>future</u> .	Understand texts which include <u>two time frames</u> used together: the <u>present</u> and the <u>past</u> or the <u>future</u> .	Write <u>longer passages</u> which include <u>two time frames</u> used together: the <u>present</u> and the <u>past</u> or the <u>future</u> . Use <u>connectives</u>	Speak using <u>some extended sentences</u> which include <u>two time frames</u> used together: the <u>present</u> and the <u>past</u> or the <u>future</u> .

		Translate <u>two time frames</u> into <u>English</u> .	and <u>adverbs of time</u> . Translate <u>two time frames</u> into <u>French / Spanish</u> .	Use connectives and adverbs of time.
3	Understand <u>main points, opinions and some detail</u> in passages in <u>present tense</u> .	Understand <u>main points, opinions and some detail</u> in short written texts in present tense. Translate <u>short passages</u> into <u>English</u> .	Write <u>short passages</u> in <u>present tense</u> expressing <u>opinions with reasons</u> and using <u>connectives</u> . Translate <u>short passages</u> into <u>French / Spanish</u> .	Speak using <u>occasionally extended sentences</u> in <u>present tense</u> , including <u>opinions and reasons</u> . Answer <u>unprepared questions</u> .
2	Understand <u>main points and opinions</u> from short passages <u>using familiar language</u> in <u>present tense</u> .	Understand <u>main points and opinions</u> in short texts <u>using familiar language in present tense</u> . Translate <u>longer sentences</u> into <u>English</u> .	Write <u>longer sentences</u> in <u>present tense</u> , including <u>opinions</u> . Translate <u>longer sentences</u> into <u>French / Spanish</u> .	Speak using <u>longer sentences</u> in <u>present tense</u> , including <u>opinions</u> .
1	Understand a range of <u>familiar phrases and opinions</u> , spoken clearly in <u>present tense</u> .	Understand a range of <u>familiar written phrases and opinions</u> in <u>present tense</u> . Translate <u>short sentences</u> into <u>English</u> .	Write <u>short sentences</u> in <u>present tense</u> . Translate <u>short sentences</u> into <u>French / Spanish</u> .	Speak using <u>short sentences</u> in <u>present tense</u> .
WT	Understand <u>single words and short phrases</u> when spoken slowly.	Understand <u>single words and short phrases</u> . Translate <u>single words</u> into <u>English</u> .	Write <u>single words or short phrases</u> . Translate <u>single words</u> into <u>French / Spanish</u> .	Speak using <u>single words or short phrases</u> .

<b>English Writing</b>			
	<b>AO5 (Content)</b>	<b>AO5 (Organisation)</b>	<b>AO6 (Technical Accuracy) SPaG</b>
9 - 7	I have convincingly matched audience, register and purpose. I have used extensive and ambitious vocabulary with conscious crafting of linguistic devices.	I have made varied and effective use of structural features, and written in fluently linked paragraphs with integrated discourse markers. My writing is compelling, with a range of convincing and complex ideas.	I have used a wide range of punctuation with a high level of accuracy, and a full range of appropriate sentence forms for effect. I have a high level of accuracy in spelling ambitious vocabulary and used extensive and ambitious vocabulary.
6 - 4	I have matched audience, register and purpose. I have used a range of successful linguistic devices and increasingly sophisticated vocabulary.	I have made effective use of structural features, and written in coherent paragraphs with integrated discourse markers. I have written engagingly, with a range of connected ideas.	I have used a range of punctuation, mostly with success, and a variety of sentence forms for effect. I have generally accurate spelling of complex and irregular words and used increasingly sophisticated vocabulary.
3 - 2	I have attempted to match audience, register and purpose. I have made conscious use of linguistic devices and vocabulary.	I have attempted to use structural features, and have written some linked and relevant ideas. I have attempted to use paragraphs with some discourse markers, but they are not always appropriate.	I have some control over a range of punctuation and attempted a variety of sentence forms. I have some accurate spelling of complex words and used varied vocabulary.
1 - WT	I have simple awareness of audience, register and purpose. I have used simple linguistic devices and simple vocabulary.	I may have used simple structural features, and random paragraphs.	I have used occasional sentence demarcation and a simple range of sentence forms. I have accurate basic spelling and used simple vocabulary.

### Geography

	<b>A01 Show knowledge and understanding of places, processes and the environment.</b>	<b>A02 Show knowledge and understanding concepts, process and relationships in the environment.</b>	<b>A03 Interpret, analyse and evaluate geographical information and issues and to make judgements.</b>	<b>A04 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</b>
9	I can demonstrate accurate and comprehensive knowledge, understanding of geographical information and issues.	I can demonstrate accurate understanding of complex interactions and interrelations between people, the environment and geographical issues. Outstanding use of case studies and named examples.	I can construct sustained and very convincing arguments to draw together clear, well evidenced conclusions.	I can use a wide range of geographical skills and techniques with accuracy. I can make outstanding judgements and conclusions from quantitative and qualitative data.
8	I can demonstrate clearly relevant and comprehensive knowledge of geographical information and issues.	I can demonstrate perceptive understanding of complex interactions and interrelationships between people and the environment and geographical issues. I have used case studies and named examples with excellence.	I can construct sustained and convincing arguments to draw well-evidenced conclusion with thorough application of knowledge and understanding.	I can effectively interpret and evaluate the use of geographical skills and techniques. I can make substantiated judgements and conclusions from quantitative and qualitative data.
7	I can demonstrate coherent knowledge and understanding of geographical information and issues.	I can demonstrate a comprehensive, relevant, wide range of knowledge and understanding. I have a very good grasp of complex geographical concepts and principles. I use of case studies and named examples with excellence.	I can demonstrate a comprehensive and evidenced interpretation, analysis, evaluation and judgement through the application of very good knowledge and understanding.	I can demonstrate comprehensive and clear use of techniques with accurate manipulation of data. I can accurately manipulate data and evaluate a wide range of skills and techniques.
6	I can demonstrate a thorough knowledge and understanding of geographical information and issues.	I can demonstrate a thorough, relevant, range of accurate knowledge and understanding. I can communicate effectively, when discussing familiar and unfamiliar contexts. I have used accurate case studies in my work.	I can demonstrate a very accurate interpretation and analysis with supported evaluation and judgement through the application of good knowledge and understanding	I can use wide range of geographical skills and techniques with accuracy. I have been able to manipulate data and evaluate a range of skills and techniques.
5	I can demonstrate mostly accurate and appropriate knowledge of geographical information and issues.	I can demonstrate a clear understanding of interactions and interrelationships between people and the environments and between geographical issues. I have used some good case studies in my work.	I can apply mostly accurate knowledge and understanding to construct arguments to draw conclusions supported by evidence.	I can use a range of geographical skills and techniques with good accuracy. I can demonstrate mostly accurate analysis of quantitative and qualitative data to draw plausible judgements and conclusions.
4	I can demonstrate good knowledge of geographical issues and concepts.	I can demonstrate good awareness of interrelationships between people and the environment. I have a lack of case studies in my work.	I can apply good knowledge and understanding to construct relevant judgements with relevant reference to evidence.	I can use a good range of geographical skills and techniques with good accuracy. I have applied a simple attempt at analysis, conclusion and evaluation.

3	I can demonstrate some knowledge of geographical issues and concepts.	I can demonstrate some understanding of interactions and interrelationships between people and the environment. There are a lack of case studies in my work.	I can apply knowledge and understanding to construct some relevant judgements with some relevant reference to evidence.	I can uses a range of basic geographical skills and techniques with some accuracy. I have applied a basic attempt at analysis, conclusion and evaluation.
2	I can demonstrate basic knowledge of geographical issues and concepts.	I can demonstrate a basic understanding of interactions and interrelationships between people and the environment.	I can apply knowledge and understanding to construct simple judgements based on limited geographical information and evidence.	I can demonstrate a basic understanding of geographical skills and techniques. No attempt at analysis, conclusion, and evaluation.
1	I can demonstrate limited knowledge of geographical ideas and concepts.	I can demonstrate a limited understanding of interactions and interrelationships between people and the environment.	I can construct limited judgements based on limited geographical information and limited use of evidence.	I can demonstrate limited understanding of geographical skills and techniques. No attempt at analysis, conclusion, and evaluation.

**Citizenship**

	<b>Demonstrate knowledge and understanding of citizenship concepts, terms and issues. A01</b>	<b>Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions. A02</b>	<b>Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements. A03</b>
9	Demonstrate and apply outstanding knowledge and understanding of a wide range of citizenship concepts, terms and issues using detailed and relevant evidence and examples.	Very detailed understanding of how aspects of concepts, terms and issues apply is shown by effective and sustained comparisons between more than one context.	Critically analyse and evaluate accurate and comprehensive research from various sources to inform planned action, forming ambitious lines of questioning. Construct a sustained and convincing argument on citizenship issues, debates and actions based on detailed critical analysis and evaluation of different and opposing viewpoints. Make reasoned, and well substantiated judgements by precise breadth and depth of evidence. Use Citizenship terminology with a high degree of accuracy and precision.
8	Demonstrate and apply relevant and comprehensive knowledge and understanding of a wide range of citizenship concepts, terms and issues using detailed and relevant evidence and examples.	Detailed understanding of how aspects of concepts, terms and issues apply is shown by effective and sustained comparisons between more than one context.	Analyse accurate and comprehensive research from various sources to inform planned action, forming ambitious lines of questioning. Construct perceptive and convincing argument on citizenship issues, debates and actions based on critical analysis of different and opposing viewpoints. Make reasoned, and substantiated judgements supported by a strong breadth and depth of evidence. Use Citizenship terminology with a good degree of accuracy.
7	Demonstrate and apply accurate and comprehensive knowledge and understanding of a wide range of relevant aspects of citizenship concepts, terms and issues using detailed and relevant examples.	Developed understanding of how aspects of concepts, terms and issues apply is shown by beginning to explain comparisons between more than one context.	Begin to analyse accurate and comprehensive research from various sources to inform planned action, forming own line of questioning. Construct well-reasoned argument on citizenship issues, debates and actions based on good analysis of different and opposing viewpoints. Make substantiated judgements supported by a good breadth and depth of evidence. Use Citizenship terminology with a good level of accuracy.
6	Demonstrate and apply accurate and appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues using well defined and relevant examples.	Developed understanding of how aspects of concepts, terms and issues apply is shown by explaining comparisons between more than one context.	Use accurate and appropriate research from various sources to inform planned action, forming own line of questioning. Construct reasoned argument on citizenship issues, debates and

			actions based on simple analysis of different and opposing viewpoints. Make overall judgements supported by a breadth and depth of evidence. Use mostly accurate Citizenship terminology.
5	Demonstrate and apply mostly accurate and appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues using well defined and relevant examples. Construct reasoned arguments that consider some differing viewpoints to draw evidence-based conclusions	Some understanding of how aspects of concepts, terms and issues apply is shown by beginning to explain comparisons between more than one context.	Use relevant research from various sources to inform planned action, forming own basic line of questioning. Construct an argument on citizenship issues, debates and actions based on unsubstantiated analysis of different and opposing viewpoints, although may focus mainly on one side. Make overall judgements supported by good reference to evidence. Not always coherently written. Use mostly accurate Citizenship terminology.
4	Demonstrate and apply mostly accurate knowledge and understanding of a range or relevant aspects of citizenship concepts, terms and issues using relevant examples. Some reasoned and coherent arguments but lack depth. Give an overall judgement	Some understanding of how aspects of concepts, terms and issues apply, is shown by mostly developed comments about one of the contexts or actions.	Use relevant research from various sources to inform planned action. Construct a basic argument on citizenship issues, debates and actions. Some analysis of the views expressed, but consideration of different views is focused mainly on one side of the argument. Make overall judgements with reference to evidence. Not always coherently written. Use mostly accurate Citizenship terminology.
3	Demonstrate and apply simple and generalised knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues using some examples. Some basic arguments given.	Simple understanding of how aspects of concepts, terms and issues apply, is shown by mostly developed comments about one of the contexts or actions.	Find information from own research to answer specific questions on a specific context. Construct a basic argument on citizenship issues, debates and actions. Limited analysis of the views expressed, with examples given that support the awareness of differing viewpoints. Make overall judgements with reference to some relevant evidence. Some attempt to use Citizenship terminology.
2	Demonstrate and apply simple and generalised knowledge and understanding of aspects of citizenship concepts, terms and issues – begin using key words. Begin to argue a point of view in basic descriptions.	Limited understanding of how aspects of concepts, terms and issues apply, is shown by simple undeveloped comments about one of the contexts or actions. Use facts to show why an action is taken.	Develop basic research enquiries that lead to a straightforward consideration of citizenship issue. Constructs an opinion on citizenship issues, debates and actions. Produce a basic line of reasoning that demonstrates some awareness of differing viewpoints to reach a judgement, with limited reference to evidence.

			<p>Make a superficial judgement that is underdeveloped and lacks coherent evidence.</p> <p>Limited attempt to use Citizenship terminology.</p>
1	<p>Demonstrate and apply limited knowledge and understanding of aspects of citizenship concepts, terms and issues.</p> <p>Begin to expand on lists with descriptive words</p>	<p>Very limited understanding of how aspects of concepts, terms and issues apply, is shown by simple undeveloped comments about one of the contexts or actions.</p>	<p>Shows limited research skills that lead to a straightforward consideration of citizenship issue. Gives an opinion on citizenship issues, debates and actions. This is unreasoned and demonstrates limited awareness of differing viewpoints.</p> <p>No overall judgement is given.</p> <p>Very limited attempt to use Citizenship terminology.</p>
WT	<p>List some key aspects</p>	<p>List some contexts and actions.</p>	<p>Can answer basic questions on an issue if given aid finding answers. Gives a basic opinion on citizenship issues, debates and actions. This is unreasoned and demonstrates no awareness of differing viewpoints.</p> <p>No overall judgement is given.</p> <p>No use Citizenship terminology</p>



**History**

	<b>Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. A01</b>	<b>Explain and analyse historical events and periods studied using second-order historical concepts. A02</b>	<b>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. A03</b>	<b>Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. A03</b>
9	I can demonstrate <b>relevant and comprehensive knowledge</b> , using first order concepts, combined with a <b>very detailed and sophisticated</b> understanding of key features and characteristics.	I can construct a <b>sustained and sophisticated</b> line of reasoning using second order concepts.	I can fully analyse and evaluate critically, to reach reasoned, substantiated judgements: a range of sources, in context, to investigate historical issues.	I can fully analyse and evaluate critically, to reach reasoned and substantiated judgements of interpretations and why they may differ.
8	I can demonstrate <b>relevant and comprehensive</b> knowledge, using first order concepts, combined with a <b>detailed and sophisticated</b> understanding of key features and characteristics.	I can construct a <b>convincing</b> line of reasoning using second order concepts.	I can critically analyse and evaluate, to reach reasoned, substantiated judgement using a range of sources, in context, to investigate historical issues.	I can critically analyse and evaluate, to reach reasoned and substantiated judgements of interpretations and why they may differ.
7	I can demonstrate <b>relevant and accurate</b> historical knowledge, using first order concepts, combines with a <b>detailed and clear</b> understanding of key features and characteristics.	I can construct a <b>somewhat convincing</b> line of reasoning using second order concepts.	I can begin to critically analyse and evaluate, to reach reasoned, substantiated judgements: a range of sources, in context, to investigate historical issues.	I can begin to critically analyse and evaluate, to reach reasoned and substantiated judgements of interpretations and why they may differ.
6	I can demonstrate <b>accurate</b> and appropriate historical knowledge, using first order concepts, combined with a <b>detailed</b> and clear understanding of key features and characteristics.	I can construct a <b>detailed and coherent</b> line of reasoning using second order concepts.	I can analyse and evaluate, to reach a reasoned judgment, of a range of sources, in context, to investigate historical issues.	I can analyse and evaluate, to reach reasoned judgements, of interpretations and why they may differ.
5	I can demonstrate <b>mostly</b> accurate and appropriate historical knowledge, using first order concepts, combined with a <b>clear</b> understanding of key features and characteristics.	I can construct a <b>coherent</b> line of reasoning using second order concepts.	I can analyse and provide some evaluation, to reach reasoned judgements, of a range of sources, in context, to investigate historical issues.	I can analyse and provide some evaluation, to reach reasoned judgements, of interpretations and why they may differ.
4	I can demonstrate <b>good</b> accurate historical knowledge, with <b>good</b> understanding of key features and characteristics.	I can construct a <b>mostly coherent</b> line of reasoning using second order concepts.	I can provide a basic analysis of sources, in context, to investigate historical issues. I can reach a basic judgement using the sources.	I can provide a basic analysis of the interpretations
3	I can demonstrate <b>some</b> accurate historical knowledge, with <b>some</b> understanding of key features and characteristics.	I can construct a <b>somewhat coherent</b> line of reasoning with some reference to second order concepts.	I can understand sources and draw conclusions from them. I can use the sources to provide some investigation of historical of historical issues.	I can understand interpretations and draw conclusions from them. I can identify similarities and differences from interpretations.

2	I can demonstrate <b>generalised</b> historical knowledge, using everyday language, and <b>basic</b> understanding of key features and characteristics.	I can construct a <b>basic</b> line of reasoning with some reference to second order concepts.	I can understand sources and draw simple conclusions from them. I can use the sources to provide some investigation of historical issues.	I can understand interpretations and draw simple conclusions from them. I can identify similarities and differences from interpretations.
1	I can demonstrate <b>little</b> historical knowledge, using everyday language, and <b>very basic</b> understanding of key features or characteristics.	I can construct a <b>very basic</b> line of reasoning with some reference to second order concepts	I can draw simple conclusions from the sources.	I can draw simple conclusions from interpretations.

**Religious Studies**

**AO1: Demonstrate knowledge and understanding of religion and belief:**

	<b>Including beliefs, practices and sources of authority.</b>	<b>Influence on individuals, communities and societies.</b>	<b>Similarities and differences within and/or between religions and beliefs.</b>
9	Demonstrate relevant and highly comprehensive knowledge and theological understanding of a wide range of beliefs and practices, with a well-integrated reference to sources of wisdom and authority.	Demonstrate highly accurate and appropriate knowledge of a highly comprehensive range of influences on individuals, communities or societies. With appropriate and highly detailed examples expressed theologically.	Demonstrate detailed theological understanding of common and divergent, both subtle and obvious, views and practices within and between religions or beliefs.
8	Demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with a well-integrated reference to sources of wisdom and authority.	Demonstrate highly accurate and appropriate knowledge of a comprehensive range of influences on individuals, communities or societies. With appropriate and highly detailed examples.	Demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs.
7	Demonstrate highly accurate and good comprehensive knowledge and understanding of a good range of beliefs and practices with clear references to sources of wisdom and authority.	Demonstrate accurate and appropriate knowledge of a good range of influences on individuals, communities or societies. With appropriate and detailed examples.	Demonstrate clear understanding of common and divergent views and practices within and between religions or beliefs
6	Demonstrate accurate and appropriate knowledge and understanding of a good range of beliefs and practices with references to sources of wisdom and authority.	Demonstrate accurate and appropriate knowledge of a range of influences on individuals, communities or societies. With appropriate use of examples.	Demonstrate good understanding of common and divergent views and practices within and between religions or beliefs
5	Demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority.	Demonstrate accurate and appropriate knowledge of influences on individuals, communities or societies. With relevant use of examples.	Demonstrate some understanding of common and divergent views and practices within and between religions or beliefs
4	Demonstrate some accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority.	Demonstrate a good level of relevant knowledge of influences on individuals, communities or societies. With some use of examples.	Demonstrate some understanding of similar and different views and practices within and between religions or beliefs
3	Demonstrate some relevant and appropriate knowledge and understanding of a limited range of beliefs and practices with reference to sources of wisdom and authority.	Demonstrate some relevant knowledge of influences on individuals, communities or societies. With limited use of examples.	Demonstrate limited understanding of similar and different views and practices within and between religions or beliefs
2	Demonstrate some relevant knowledge and understanding of some beliefs and practices with limited reference to wisdom and authority.	Demonstrate some relevant knowledge of some influences on individuals, communities or societies.	Demonstrate some understanding of different views and practices between religions and beliefs.
1	Demonstrate limited relevant knowledge of some beliefs and practices with a very limited reference to sources of wisdom and authority.	Demonstrate limited relevant knowledge of some influence on individuals, communities or societies.	Demonstrate a limited understanding of different views between religions and/or beliefs.

**Religious Studies**

**AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.**

	<b>Analyse aspects of religion and belief, including their significance and influence.</b>	<b>Evaluate aspects of religion and belief, including their Significance and influence.</b>
9	Critically analyse in high detail, the theological significance of a range of aspects of religion and belief including their influence on individuals, communities and society.	Construct a sustained and convincing philosophical argument on matters of religion or belief based on detailed critical analysis and evaluation of different perspectives, and using a wide range of specialist terminology, with a high degree of accuracy and precision.
8	Critically analyse in high detail, the significance of a range of aspects of religion and belief including their influence on individuals, communities and society.	Construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives, and using specialist terminology with good degree of accuracy.
7	Analyse in some depth, the significance of a range of aspects of religion and belief including their influence on individuals, communities and society.	Construct a well-reasoned argument on matters of religion or belief based on good analysis and evaluation of different perspectives, and using a good level of accurate, specialist terminology.
6	Analyse the significance of a range of aspects of religion and belief including their influence on individuals, communities and society.	Construct a well-reasoned point of view on matters of religion or belief based on analysis and evaluation of different perspectives, and using mostly accurate specialist terminology.
5	Explain in detail the significance of a range of aspects of religion and belief and the influence on individuals, communities and society.	Construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives, and using some accurate specialist terminology.
4	Describe in good detail the significance of some aspects of religion and belief and the effect on individuals and society.	Express with some reasoning, a point of view on matters of religion or belief, based on limited analysis and evaluation of different perspectives, and some attempt at using specialist terminology.
3	Describe in some detail the importance of some aspects of religion and belief and the effect on individuals or society.	Express with limited reasoning, a point of view on matters of religion or belief, recognising different perspectives, and may include a limited attempt at using specialist terminology.
2	Describe the importance of religion and belief	Express an opinion on matters of religion or belief using everyday language, recognising that others might have different views.
1	Talk about the importance of religion and belief.	Express an (unsupported) opinion on matters of religion or belief using everyday language. Not necessarily recognising that others might have different views.

### Sociology

	<b>Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods. A01</b>	<b>Apply knowledge and understanding of sociological theories, concepts, evidence and methods. A02</b>	<b>Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions. A03</b>
9	I can explain, give examples and analyse, many sociological theories and ideas, different points of view, and methods. I can also apply these to the relevant context and across different topic areas.	I can apply relevant sociological theories, concepts, evidence and methods accurately to UK and global contexts using a wide range of subject specific terminology.	I can critically analyse and evaluate a range of information and evidence, constructing a sustained line of reasoning that leads to informed arguments, substantiated judgements and well-evidenced conclusions about contemporary social life
8	I can explain, give examples and start to analyse, many sociological theories and ideas, different points of view, and methods. I can also apply these to the relevant context.	I can apply relevant sociological theories, concepts, evidence and methods accurately to UK contexts and some global contexts using a wide range of subject specific terminology.	I can critically analyse and evaluate a range of information and evidence, constructing a general line of reasoning that leads to informed arguments, substantiated judgements and well-evidenced conclusions about contemporary social life
7	I can explain, give examples and start to analyse, many sociological theories and ideas, different points of view, and methods.	I can apply, and begin to analyse many sociological theories and concepts, evidence, and methods to familiar UK situations using specialist language	I can explain, giving specific examples, information and make structured arguments and more developed judgements about everyday social life
6	I can explain, give examples and start to analyse, several sociological theories and ideas, different points of view, and methods.	I can apply, and explain several sociological theories and concepts, evidence, and methods to familiar UK situations using specialist language	I can explain, giving general examples, information and make structured arguments and developed judgements about everyday social life
5	I can explain, giving examples, several sociological theories and ideas, different points of view, and methods.	I can apply, and explain an increasing number of sociological theories and concepts, evidence, and methods to familiar UK situations using some specialist language	I can explain, giving general examples, information and make structured arguments and simple judgements about everyday social life
4	I can explain several sociological theories and ideas, different points of view, and methods.	I can apply, in a descriptive way and by providing examples, some sociological theories and concepts, evidence, and methods to familiar UK situations using everyday language	I can explain information and make structured arguments and simple judgements about everyday social life
3	I know and can give examples of some sociological theories and ideas, different points of view, and methods.	I can apply, in a descriptive way, basic sociological theories and concepts, evidence, and methods to familiar UK situations using everyday language	I can describe and give examples of information and make structured arguments and simple judgements about everyday social life
2	I know and can describe some sociological theories and ideas, different points of view, and methods.	I know how to apply, in a limited way, basic sociological theories and concepts, evidence, and methods to familiar UK situations using everyday language	I can describe information and make generalised arguments and simple judgements about everyday social life
1	I know some sociological theories and ideas, different points of view, and methods.	I know how to apply, in a very limited way, basic sociological theories and concepts, evidence, and methods to familiar UK situations using everyday language	I know how to describe information and make generalised arguments and simple judgements about everyday social life

### Maths Grade 9

Number	
Algebra	<ul style="list-style-type: none"> <li>• Find the equation of a tangent to a circle at a given point, using the fact that it is perpendicular to the radius</li> <li>• Find approximate solutions using iteration</li> <li>• Recognise and use geometric sequences where the common ratio may be a surd</li> <li>• Find inverse and composite functions</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• Apply the concepts of instantaneous and average rates of change by looking at the gradients of tangents and chords to a curve</li> <li>• Sketch <math>y = \tan x</math> (in addition to <math>\sin</math> and <math>\cos</math>)</li> <li>• Calculate or estimate gradients of graphs and areas under graphs (including quadratic and other nonlinear graphs and trapezium rule)</li> <li>• Use vectors to construct geometric arguments and proofs</li> </ul>
Statistics and probability	

### Maths Grade 8

Number	<ul style="list-style-type: none"> <li>• Construct and interpret equations that describe direct and inverse proportion</li> </ul>
Algebra	<ul style="list-style-type: none"> <li>• Solve quadratic inequalities</li> <li>• Find the <math>n</math>th term of a quadratic sequence</li> <li>• Locate turning points of quadratic functions by completing the square</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• Prove the circle theorems</li> <li>• Sketch <math>y = \sin x</math> and <math>y = \cos x</math></li> <li>• Interpret areas under graphs and gradients of graphs in real-life contexts (e.g. recognise that the area under a velocity-time graph represents displacement)</li> <li>• Interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts</li> </ul>
Statistics and probability	<ul style="list-style-type: none"> <li>• Calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams</li> <li>• Construct and interpret diagrams for grouped discrete data and continuous data, ie histograms with equal and unequal class intervals and cumulative frequency graphs, and know their appropriate use</li> </ul>

### Maths Grade 7

Number	<ul style="list-style-type: none"> <li>• Manipulating complex indices, including surds</li> </ul>
Algebra	<ul style="list-style-type: none"> <li>• Solving simultaneous equations - one linear and one quadratic</li> <li>• Manipulating algebraic fractions</li> <li>• Rearranging complex equations</li> <li>• Using equation of a circle and finding points of intersection with a line</li> <li>• Knowing graphs of exponential and more complex functions</li> <li>• Transforming graphical functions, e.g. <math>y = f(x+a)</math>; <math>y = f(ax)</math></li> <li>• Recognise and use the equation of a circle centred at the origin</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• Calculating bounds in area and volume questions</li> <li>• Solving 3D trigonometry problems</li> <li>• Using the sine and cosine rule</li> <li>• Mensuration in 3D solids and 2D shapes</li> <li>• Knowing proofs of circle theorems</li> <li>• Knowing proofs of construction theorems</li> <li>• Transforming graphs of trigonometrical functions</li> </ul>
Statistics and probability	<ul style="list-style-type: none"> <li>• Use the probability “AND” and “OR” rules</li> </ul>

### Maths Grade 6

Number	<ul style="list-style-type: none"> <li>• Rationalising surds</li> <li>• Calculating upper and lower bounds</li> <li>• Manipulating fractional indices</li> </ul>
Algebra	<ul style="list-style-type: none"> <li>• Rearranging formulae where the variable occurs twice</li> <li>• Manipulating simple algebraic fractions, e.g. <math>\frac{1}{x} + \frac{1}{2x} - \frac{1}{6x}</math> or <math>\frac{x(x-3)}{(x^2 - 2x + 3)}</math></li> <li>• Solving algebraic problems, e.g. explain why <math>(n+1)(n+20)</math> is an even number</li> <li>• Solving quadratics by factorising, formula or completing the square</li> <li>• Recognising the difference of two squares</li> <li>• Simplifying algebra involving powers</li> <li>• Calculating equation of line through a point and perpendicular to a given line</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• Finding trigonometrical solutions, e.g. <math>\cos x = 0.5</math></li> <li>• Recognising graphs of trigonometrical functions</li> <li>• Using the sine and cosine rule in simple cases</li> <li>• Calculating surface area or volume of various solids</li> <li>• Solving problems involving arcs, sectors and segments</li> <li>• Using Pythagoras’ Theorem in 3D situations</li> <li>• Using similarity in length, area and volume</li> <li>• Calculating the distance between points using 3D co-ordinates</li> <li>• Proving that triangles are congruent</li> <li>• Using circle theorems</li> <li>• Carrying out an enlargement with a negative fractional scale factor</li> <li>• Using the fact that the area of triangle = <math>\frac{1}{2}ab\sin C</math></li> </ul>
Statistics and probability	<ul style="list-style-type: none"> <li>• Constructing and interpreting histograms</li> <li>• Understand stratified sampling</li> <li>• Find probability for combined events using multiplication and addition</li> </ul>

### Maths Grade 5

Number	<ul style="list-style-type: none"> <li>• Solve problems involving powers and roots</li> <li>• Solve problems involving standard form</li> <li>• Solve problems involving repeated proportional change</li> <li>• Substitute fractions and decimals into equations and expressions and find the answers</li> </ul>	<ul style="list-style-type: none"> <li>• Calculating compound interest</li> <li>• Calculating reverse percentage problems</li> <li>• Calculating with fractions and mixed numbers</li> <li>• Calculating problems involving numbers in standard form</li> <li>• Understanding negative indices</li> </ul>
Algebra	<ul style="list-style-type: none"> <li>• Calculate one variable in a formula when I know the others</li> <li>• Understand that <math>a^2 - b^2 = (a+b)(a-b)</math></li> <li>• Solve inequalities in two variables</li> <li>• Sketch and interpret graphs of quadratic, cubic and reciprocal functions</li> <li>• Interpret graphs that model real life situations</li> <li>• Recognising the difference of 2 squares</li> <li>• Solving inequalities by algebraic or graphical methods</li> <li>• Solving simultaneous equations by graphical or algebraic methods, involving different coefficients</li> <li>• Factorising expressions, e.g. <math>6(a-b)^2 - 3(a-b)</math></li> </ul>	<ul style="list-style-type: none"> <li>• Matching equations to their graphs</li> <li>• Solving simple quadratics by factorising</li> <li>• Solving equations involving fractions</li> <li>• Expanding brackets</li> <li>• Using <math>y=mx+c</math> to find the gradient and equation of a line without drawing</li> <li>• Solving cubic equations graphically (when graph is given)</li> <li>• Solving quadratic equations graphically</li> <li>• Recognising graphs of cubic and reciprocal functions</li> <li>• Simplifying fractions where the denominator is an algebraic expression</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• Use congruence and mathematical similarity</li> <li>• Use sine, cosine and tangent in right angled triangles in 2D</li> <li>• Distinguish between formulae for perimeter, area and volume by considering dimensions</li> <li>• Using circle theorems</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding similar shapes</li> <li>• Solving multi-stage trigonometrical problems</li> <li>• Describing transformations</li> <li>• Finding interior and exterior angles of polygons</li> <li>• Finding dimensions of a formulae</li> </ul>
Statistics and probability	<ul style="list-style-type: none"> <li>• Interpret and construct cumulative frequency diagrams</li> <li>• Estimate the median and interquartile range</li> <li>• Calculate the probability of a compound event</li> <li>• Using tree diagrams for probability</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing data to compare with theoretical results</li> <li>• Drawing box plots from a cumulative frequency table</li> <li>• Finding median and inter-quartile range from cumulative frequency table or graph</li> </ul>



**Maths Grade 4**

<p align="center">Number</p>	<ul style="list-style-type: none"> <li>• Round to one significant figure</li> <li>• Understand what happens when we multiply or divide by numbers between 0 and 1</li> <li>• Multiply and divide numbers of any size</li> <li>• Understand proportional change</li> <li>• Estimation and division by a number less than 1</li> <li>• Calculating compound interest - no rounding necessary</li> <li>• Using a calculator in complex situations</li> <li>• Calculating with fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and division by a number between 0 and 1</li> <li>• Calculating with ratios</li> <li>• Calculating percentage decrease and increase</li> <li>• Multiplication and division by powers of 10 and decimals</li> <li>• Finding the prime factor decomposition of a number</li> <li>• Using the rules of indices in numeric situations</li> </ul>
<p align="center">Algebra</p>	<ul style="list-style-type: none"> <li>• Describe in symbols the rule for the next term or nth term in a sequence (Quadratic)</li> <li>• Multiply things like <math>(a+b)(c+d)</math></li> <li>• Simplify quadratic expressions</li> <li>• Solve simultaneous, linear equations with two variables (Using graphs or algebra), with same coefficients</li> <li>• Solve inequalities like <math>6(2n+1) \geq 18</math></li> <li>• Solving cubic equations by trial and improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Rearranging simple formulae</li> <li>• Solving equations</li> <li>• Solving inequalities</li> <li>• Expanding brackets and simplifying the result</li> <li>• Graphing quadratic functions in simple cases</li> <li>• Interpreting real-life graphs, e.g. travel graphs</li> <li>• Finding the nth term for a linear sequence</li> <li>• Finding the length of a line given 2 points</li> <li>• Substitution into complex formulae</li> </ul>
<p align="center">Geometry</p>	<ul style="list-style-type: none"> <li>• Understand and use Pythagoras' Theorem in 2D</li> <li>• Calculate lengths, areas and volumes in right prisms</li> <li>• Enlarge a shape by a fractional scale factor</li> <li>• Understand similarity</li> <li>• Draw the locus of a moving object</li> <li>• Find and understand upper and lower bounds</li> <li>• Use compound measures like speed, distance, time</li> <li>• Constructing the perpendicular bisector of a given line</li> <li>• Constructing loci</li> </ul>	<ul style="list-style-type: none"> <li>• Finding volumes of 3D shapes including prisms</li> <li>• Calculating area or circumference of a circle from diameter</li> <li>• Carry out transformations including translation with vectors</li> <li>• Use of Pythagoras' Theorem and trigonometry</li> <li>• Carrying out constructions, e.g. triangles in all situations</li> <li>• Solving problems involving polygons, e.g. interior angles</li> <li>• Understanding, using and solving problems with bearings</li> </ul>
<p align="center">Statistics and probability</p>	<ul style="list-style-type: none"> <li>• Give and test a hypothesis to a situation</li> <li>• Understand bias</li> <li>• Find the modal class and an estimate to the mean, median and range when using grouped data</li> <li>• Compare distributions using frequency polygons</li> <li>• Draw a line of best fit on a scatter diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Understand relative frequency</li> <li>• Drawing box plots</li> <li>• Calculating moving averages</li> <li>• Finding mean and median from grouped data</li> <li>• Designing questionnaires</li> <li>• Explaining the use of different averages</li> </ul>

### Maths Grade 3

Number	<ul style="list-style-type: none"> <li>• Use trial and improvement to solve things like <math>x+3=5x=38</math></li> <li>• Work out one number as a fraction or percentage of another</li> <li>• Understand that fractions, decimals and percentages can be equivalent to each other (eg <math>0.5=50\%</math>)</li> <li>• Calculate using ratio</li> <li>• Add and subtract fractions with common denominators</li> </ul>	<ul style="list-style-type: none"> <li>• Estimation</li> <li>• Calculating profit and loss</li> <li>• Solving problems involving proportion in simple cases</li> <li>• Calculating an increase or decrease by a percentage</li> <li>• Calculating with fractions in simple cases</li> <li>• Calculating with ratios in recipes</li> </ul>
Algebra	<ul style="list-style-type: none"> <li>• Find and describe in words the rule for the next term in a sequence (linear)</li> <li>• Find and describe in words the rule for the nth term in a sequence</li> <li>• Solve linear equations with integer coefficients</li> <li>• Plot the graph of <math>y = mx + c</math></li> <li>• Expanding brackets such as <math>x(x+4)</math></li> <li>• Factorising, e.g. <math>x^2 - 5x</math> and <math>12x - 8</math></li> <li>• Understanding unstructured linear graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Deriving and solving equations from diagrams</li> <li>• Substituting negative numbers into algebraic expressions</li> <li>• Expanding and simplifying brackets and expressions</li> <li>• Solving equations, including unknowns on both sides</li> <li>• Finding midpoint of a line given the end co-ordinates</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• Recognise 2D representations of 3D objects</li> <li>• Classify quadrilaterals by knowing their properties</li> <li>• Find the missing angles when two parallel lines are intersected</li> <li>• Solve angle problems in polygons</li> <li>• Find the area and circumference of a circle</li> <li>• Find the volume of cuboids</li> <li>• Enlarge a shape by a positive scale factor</li> <li>• Converting between units of area, e.g. <math>m^2</math> to <math>cm^2</math></li> <li>• Calculating area or circumference of a circle given radius</li> <li>• Finding area of triangle, regular polygons, compound shapes</li> <li>• Drawing and measuring bearings</li> <li>• Carrying out simple transformations</li> <li>• Solving problems involving similar triangles (+ve scale factor)</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing and interpreting plans and elevations</li> <li>• Solving problems involving parallel lines</li> <li>• Knowing triangle proofs (exterior angle &amp; angle-sum)</li> <li>• Solving simple problems involving polygons</li> <li>• Constructing a stem and leaf diagram</li> <li>• Understanding and using relative frequency</li> <li>• Finding missing probability from a list or table of results</li> <li>• Constructing and interpreting scatter graphs</li> <li>• Drawing and using lines of best fit</li> <li>• Understanding correlation</li> <li>• Finding the modal class from grouped frequencies</li> <li>• Finding the mean from a discrete frequency distribution</li> <li>• Explaining deficiencies in questionnaires and sampling techniques</li> </ul>
Statistics and probability	<ul style="list-style-type: none"> <li>• Work with continuous data</li> <li>• Construct pie charts</li> <li>• Say what a scatter diagram tells us</li> <li>• Understand correlation</li> <li>• Find all the possible outcomes of two experiments</li> <li>• Use the fact that the probability of mutually exclusive events add up to 1</li> </ul>	

## Maths Grade 2

Number	<ul style="list-style-type: none"> <li>• Carrying out long multiplication and division: 3-digit by 2-digit</li> <li>• Calculating simple percentages of quantities</li> <li>• Finding simple squares, cubes and roots</li> <li>• Finding factors of numbers</li> <li>• Converting between fractions, decimals and percentages</li> <li>• Using negative numbers in context</li> <li>• Estimating lengths</li> <li>• Multiply and divide whole numbers by 10, 100 and 1000</li> <li>• Add and subtract negative numbers</li> <li>• Put numbers in order including negative numbers</li> <li>• Add, subtract, multiply and divide numbers like 19.75 and 34.21</li> <li>• Simplify a fraction</li> <li>• Work out a fraction or percentage of a number</li> </ul>	<ul style="list-style-type: none"> <li>• Multiply or divide a three digit number by a two digit number</li> <li>• Use inverse operations of approximation to check the answers</li> <li>• Simplifying ratios</li> <li>• Using a calculator, e.g. '1·5<sup>3</sup>' and 'square root of 23·78'</li> <li>• Rounding to 1 significant figure</li> <li>• Calculating with fractions in simple cases</li> <li>• Long multiplication and division, including decimals</li> <li>• Finding percentages by mental methods</li> <li>• Ordering fractions, decimals and percentages</li> <li>• Calculating indices and roots, e.g. 4<sup>3</sup>, 2<sup>3</sup> x 3<sup>2</sup>, 'the cube of 4'</li> <li>• Using the four rules with negative numbers</li> <li>• Calculating VAT</li> </ul>
Algebra	<ul style="list-style-type: none"> <li>• Recognising non-linear number sequences</li> <li>• Solving simple equations, e.g. 5x = 25 and x-2=6</li> <li>• Deriving simple expressions</li> <li>• Use simple formulae like C=2n+4</li> <li>• Use co-ordinates in all four quadrants</li> <li>• Constructing simple linear graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Simplifying simple algebra</li> <li>• Using a formula inversely, e.g. find x if y=3 where y = 2x-1</li> <li>• Using conversion graphs</li> <li>• Recognising complex number sequences</li> <li>• Solving simple equations, e.g. 3y + 2 = 8</li> </ul>
Geometry	<ul style="list-style-type: none"> <li>• Identifying rotational symmetry</li> <li>• Using the angle sum on a straight line = 180°</li> <li>• Measure and draw angles to the nearest degree</li> <li>• Remember the metric to imperial conversions</li> <li>• Use and understand the formula for the area of a rectangle</li> <li>• Understanding the geometry of triangles and quadrilaterals</li> <li>• Measuring simple bearings</li> <li>• Carrying out enlargements in simple cases</li> <li>• Converting between metric and imperial units using known facts</li> <li>• Calculating volumes in simple cases</li> </ul>	<ul style="list-style-type: none"> <li>• Completing tessellations</li> <li>• Finding area and perimeter of rectangles and kites</li> <li>• Identifying planes of symmetry</li> <li>• Working with nets of shapes</li> <li>• Constructing accurate drawings and angles</li> <li>• Carrying out simple transformations</li> <li>• Interpreting a stem and leaf diagram to find the median</li> <li>• Interpreting a time series graph</li> <li>• Using data collection sheets</li> <li>• Finding probabilities from a 2-way table</li> <li>• Using the fact that the sum of probabilities is 1</li> <li>• Using 'fx' in a frequency table</li> <li>• Constructing a pie chart</li> </ul>
Statistics and probability	<ul style="list-style-type: none"> <li>• Estimating probability from diagrams, pie charts and tables</li> <li>• Interpreting pie charts</li> <li>• Using bar charts to compare two sets of data</li> <li>• Use the range and one of the averages to compare two sets of data</li> </ul>	<ul style="list-style-type: none"> <li>• Say what diagrams and graphs show</li> <li>• Use the probability scale from 0 to 1</li> <li>• Understand that experiments don't always have the same outcome</li> <li>• Find the mean of discrete data</li> </ul>

### Maths Grade 1

Number	<ul style="list-style-type: none"> <li>• Describe number patterns</li> <li>• Find multiples</li> <li>• Find factors</li> <li>• Work out the square numbers</li> <li>• Use word formulae</li> <li>• Use co-ordinates in the first quadrant</li> <li>• Multiply and divide whole numbers by 10 and 100</li> <li>• Say my tables up to 10x10</li> <li>• Add and subtract numbers like 13.64 and 48.95</li> <li>• Write decimal numbers in the correct order</li> <li>• Rounding to the nearest integer</li> <li>• Interpreting bills and timetables</li> <li>• Rounding to the nearest 10,100, 1000</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying fractions from a shaded diagram</li> <li>• Identifying percentages from a shaded diagram</li> <li>• Calculating simple fractions of quantities (numerator of 1)</li> <li>• Ordering decimals</li> <li>• Ordering, reading and writing whole numbers</li> <li>• Converting fractions to a ratio, e.g. 1/3 of a whole is 1:2</li> <li>• Calculating simple fractions of quantities</li> <li>• Understanding the order of operations</li> <li>• Rounding to various decimal places</li> <li>• Understanding place value</li> </ul>
Algebra	<ul style="list-style-type: none"> <li>• Draw line graphs</li> <li>• Finding terms in a linear sequence</li> <li>• Using co-ordinates in four quadrants</li> <li>• Using simple formulae</li> </ul>	
Geometry	<ul style="list-style-type: none"> <li>• Make 3D models</li> <li>• Draw 2D shapes including circles</li> <li>• Find perimeters of shapes</li> <li>• Find the area by counting squares</li> <li>• Using co-ordinates in one quadrant</li> <li>• Reading from simple real-life graphs</li> <li>• Finding the next term in a simple linear sequence</li> <li>• Finding areas, perimeters and volumes by counting</li> <li>• Measuring and drawing lines</li> </ul>	<ul style="list-style-type: none"> <li>• Naming shapes</li> <li>• Drawing lines of symmetry on a diagram</li> <li>• Using a given line of reflection</li> <li>• Completing accurate drawings of given shapes</li> <li>• Using simple scale drawings</li> <li>• Naming, measuring and drawing angles</li> <li>• Naming polygons</li> <li>• Identifying lines of symmetry</li> <li>• Identifying faces, edges and vertices</li> </ul>
Statistics and probability	<ul style="list-style-type: none"> <li>• Present data clearly</li> <li>• Read simple pie charts</li> <li>• Draw frequency tables</li> <li>• Finding median and mode using single digits</li> <li>• Drawing and interpreting line graphs, bar charts and pictograms</li> <li>• Making tables, lists and tally charts from discrete data</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to choose the 'most likely' outcome from given information</li> <li>• Stating simple probability</li> <li>• Listing all outcomes for a single event</li> <li>• Finding range, and using to compare two distributions</li> <li>• Finding mean and mode</li> </ul>