

Dear Parents/Carers

Each student's progress is regularly monitored throughout their time at Plymstock School. In the past, this has been done using National Curriculum Levels in years 7, 8 and 9 and GCSE grades in years 10 and 11. Due to the changes in both National Curriculum measures and GCSE grades, we are now developing a new way of measuring and reporting progress. These National changes have meant that National Curriculum Levels have been removed and GCSE lettered grades are being phased out to be replaced by numbered grades.

From the beginning of the academic year 2015/16, each student has been allocated to a pathway that will describe the skills and knowledge that will help them to achieve the highest standards that they can. These pathways describe the Learning Journey from the beginning of year 7 to the end of year 11 and link to the target grade that each student could achieve. We have used the letters of the word PLYMSTOCK to describe the journey. This year 8 booklet outlines the content and expectations for each pathway in each subject.

In year 7 there are four pathways:

PLY
YMS
STO
CK

In years 8 & 9 there are eight pathways:

PL
LY
YM
MS
ST
TO
OC
CK

Throughout the academic year, teachers regularly review, assess and record each student's progress. This may take the form of comments and discussions in class, as well as feedback in exercise books. In this way, parents should be able to see how students are progressing and the next steps they can take to continue to make progress in each subject. In addition, students will be involved in self and peer assessment to encourage them to engage with their learning and understand how to make progress. If teachers are particularly pleased with or concerned about any aspect of a student's work, they may contact home, and we would urge parents to let the school know if they have concerns.

Over the academic year you will get three Progress Checks, these will report on five generic skills: Behaviour for learning; Homework ; Organisation for learning in this subject; Ability to work in a group and Ability to work independently. The teacher will also report on whether your child is making the expected progress for their pathway, is producing work which is above the expected standard or is causing the teacher a concern. For you to be clear as to the standard of work which is required to meet the expectations of that pathway, we have developed this booklet which summarises the skills and knowledge for each pathway. If your child is regularly performing at a standard which is above the expected standard for a pathway they may be moved up to the next pathway. You will also get one Tutor Report per year.

As this is a significant change in how we are reporting on progress, the Achievement Leaders have held learning evenings for each year group to explain the change in further detail. If you were unable to attend but would like to ask any question please don't hesitate to contact us.

Regards

Ms A Perry
Deputy Headteacher, Curriculum.

Pathways for Computing and ICT

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, study topics from the pathway above the one they are studying as extension. If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations
PL	<p>Apply all the LY content and complete enrichment activities which extend these concepts.</p> <p>ICT Can evaluate the appropriateness of digital devices and software to achieve a given goal. Recognises the audience when designing a digital solution. Shows some understanding of how search results are ranked. Understands why and when to use computers.</p> <p>Computer Science Can begin to make use of Boolean and relational operators in searches and programming solutions. Can start to identify similarities/patterns in problems and use these to solve a problem.</p>
LY	<p>Apply all the MS content and complete enrichment activities which extend these concepts.</p> <p>ICT Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns. Makes judgements about digital content when evaluating its use for a given audience. Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution.</p> <p>Computer Science Shows an awareness of tasks best completed by humans and recognises that different solutions exist to the same problem.</p>
MS	<p>Apply all the TO content and complete enrichment activities which extend these concepts.</p> <p>ICT Understands the difference between the internet and internet service e.g. the world wide web. Shows an awareness of, and can use a range of internet services e.g. VOIP. Recognises what is acceptable and unacceptable behaviour when using technologies and online services. Collects organises and presents digital content. They can create digital content to achieve a given goal by combining software packages and internet services. They make appropriate improvements to solutions based on feedback received and can comment on the success of the solution.</p> <p>Computer Science Designs algorithms that use repetition and two-way selection i.e. if, then, else. Uses logical reasoning to predict outputs based on given inputs. Can confidently convert binary numbers in to denary.</p>
TO	<p>Apply all the CK content and complete enrichment activities which extend these concepts.</p> <p>ICT Can navigate the web and carry out simple web searches to collect digital content. Can demonstrate the use of computers safely and responsibly, knowing a range of ways to report unacceptable content and content when online. Will use a variety of software to manipulate and present digital content. Can talk about the uses of technology in school and outside of the classroom. They will be able to talk about their work and make improvements based on feedback.</p> <p>Computer Science Design simple algorithms (not required to be in a text based language) using loops and selection. Can detect errors in a program and use logical reasoning to correct simple errors i.e. debugging. Can carry out simple binary to denary conversion.</p>
CK	<p>ICT Understanding the importance of communicating safely and respectfully online, and the need for keeping personal information private. They will know what to do when concerned about content or being contacted. Obtain content from the world wide web using a web browser. Use software under the guidance of the teacher to create, store and edit digital content using appropriate file and folder names. Knows about the uses of information technology beyond the classroom. Can talk about their work and make improvements to it.</p> <p>Computer Science Know that programs can be developed by people and demonstrate this by creating a simple program that does not rely on text. Recognises that digital content can be stored in many forms and can distinguish between some of these e.g. text, images and number. Understand that computers operate using binary.</p>

Pathways for Design & Technology

D=Design, M=Make, E=Evaluate, TK=Technical Knowledge, F&N=Food and Nutrition

Pathway		Expectations
PL	D	Students work confidently with a wide range of contexts showing good consideration of moral & social issues to produce bespoke designs.
	M	Students can communicate their plans whilst being able to compare, contrast and defend their decisions of tools, materials and techniques.
	E	Students can appraise their own products and analyse the positive & negative impacts of other products.
	TK	Students can explain the full range of processes & materials used and can model techniques to others.
	F&N	To independently demonstrate a safe working practice and teach others. To be able to demonstrate a range of finishing techniques including piping and glazing.
LY	D	Students confidently research and reference their design specification when producing ideas.
	M	Students can create production schedules so that others can use them and be able to adapt the methods to any changes required.
	E	Students can choose an appropriate method to evaluate their own and others products and summarise their own & other designers' work.
	TK	Students can discriminate and justify different technical skills, being able to adapt & experiment with a wide range of materials and justify the outcomes.
	F&N	To demonstrate a wide range of cooking techniques and modify recipes. To communicate their plan clearly so that others can implement them.
YM	D	Students confidently demonstrate a range of drawing, modelling and computer skills and they consider social, cultural & moral aspects when designing.
	M	Students plan manufacture to include CAD/CAM and can recognise when to develop a new skill or technique.
	E	After testing and evaluating their own ideas and other products, they can produce a short report considering some SMEE issues.
	TK	Students understand what a 'smart' material is and how they can be used; they understand the advantage of the properties of materials they are using.
	F&N	To select more complex cooking techniques with no support. To select appropriate methods and evaluate their use in the products.
MS	D	Students' design work includes detailed measurements, material specifications and the possible use of CAD/CAM.
	M	Students can exploit the use of CAD/CAM to increase standards of quality and consider scales of production.
	E	Students can test, evaluate and refine their ideas and produce a short report outlining possible modifications.
	TK	Students can select appropriate vocabulary, have an understanding of physical properties of materials, and the impact they have on moral and ethical issues.
	F&N	To employ a range of complex cooking techniques with support. To interpret the function of ingredients.
ST	D	Students can present their design ideas in an articulate way with consideration of the customer's needs and then feel confident to present to a small group.
	M	Students can select appropriately from a wide range of materials and finishing techniques.
	E	Students can analyse products through disassembly and evaluate ones that contain new technology.
	TK	Students can apply a range of technical vocabulary and be able to make adjustments to basic machinery.
	F&N	To start to experiment with a range of complete techniques. To safely use utensils including electrical equipment.
TO	D	Students can carry out relevant & applicable research and communicate design ideas in response to a 'real-life' context.
	M	Students can select appropriate techniques and equipment and confidently use specialist tools including CAD/CAM.
	E	Students can analyse products using basic ACCESSFM and then evaluate their own designs against the original specification.
	TK	Students should understand where materials come from and the full range of metric measurement.
	F&N	To be able to demonstrate a range of basic cooking techniques. To be able to compare different food using sensory descriptors.
OC	D	Students can produce and communicate a range of design ideas for a detailed design specification.
	M	Students can confidently use tools to mark out materials and consider the quality of finish.
	E	Students can identify ways of improving products and actively involve others when testing their own ideas.
	TK	Students should be able to understand and use a range of basic technical language to discuss the classification of materials.
	F&N	To be able to explain a range of basic cooking techniques. To be able to describe food using sensory descriptions.
CK	D	Students can carry out and use basic research to help generate design ideas, taking account of issues such as resources, time and the end user.
	M	Students can follow a sequence for manufacture whilst selecting and justify the use of a range of tools and materials.
	E	Students consider the views of others and test their own designs to suggest modifications to improve their work.
	TK	Students should be able to use a range of basic technical vocabulary to identify basic properties and uses of materials.
	F&N	To be able to show a range of basic cooking techniques with support. To recall basic functions of ingredients.

Pathways for Drama

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, study topics from the pathway above the one they are studying as extension. If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations
PL	<p>Demonstrate a complete awareness of different theatre traditions/genres, linking back to the history behind the genre (e.g. Melodrama/Silent Movies).</p> <p>Exaggerate physical and vocal skills to create a defined character completely suitable to the role played and coherent with the genre. This should include complete control of: Gesture, Facial expression, Movement, Voice.</p> <p>Sustain a fully developed character for an impressive amount of time without corpsing.</p> <p>Make best use of music and sound effects to enhance dramatic effects.</p> <p>Confidently recall and demonstrate an understanding of terminology including: Aside, Comedy, Dramatic Pause, Tension, & Character Moulding.</p> <p>Lead a group with confidence, identifying areas of strength and weakness, and cooperate with others to solve problems.</p> <p>Analyse their own work and the work of others whilst giving constructive feedback to peer work.</p>
LY	<p>Demonstrate an awareness of Melodrama/silent movies, linking back to the history behind the genre.</p> <p>Exaggerate physical and vocal skills to create a defined character suitable to the role played and coherent with the genre. This should include control of: Gesture, Facial expression, Movement, Voice.</p> <p>Sustain a developed character for an impressive amount of time without corpsing.</p> <p>Make some use of music and sound effects to enhance dramatic effects.</p> <p>Confidently recall and demonstrate an understanding of terminology including: Aside, Comedy, Dramatic Pause, Tension, & Character Moulding.</p> <p>Work in a group with confidence, identifying areas of strength and weakness, and cooperate with others to solve problems (no coasting).</p> <p>Analyse their own work and the work of others whilst giving constructive feedback to peer work.</p>
MS	<p>Demonstrate some awareness of Melodrama/silent movies, linking back to the history behind the genre.</p> <p>Use physical and vocal skills to create a character suitable to the role played and coherent with the genre. This should include: Gesture, Facial expression, Movement, Voice.</p> <p>Sustain a developed character for an appropriate amount of time with limited corpsing.</p> <p>Make basic use of music and sound effects to enhance a dramatic effect.</p> <p>Recall and demonstrate a basic understanding of terminology including: Aside, Comedy, Dramatic Pause, Tension, & Character Moulding.</p> <p>Work well as part of a group and cooperate with others to solve problems (no coasting).</p> <p>Discuss the work of others through constructive feedback.</p>
TO	<p>Demonstrate some awareness of the Melodrama/silent movie genre.</p> <p>Use some physical and vocal skills to portray a character suitable to the role played. This should include: Gesture, Facial Expression, Movement, Voice.</p> <p>Sustain a developed character for a short amount of time.</p> <p>Show understanding of how the use of music and sound effects could enhance a dramatic effect.</p> <p>Recall some understanding of terminology including: Aside, Comedy, Dramatic Pause, Tension, & Character Moulding.</p> <p>Work cooperatively as part of a group and give suggestions when necessary (no coasting).</p> <p>Discuss the work of others through feedback.</p>
CK	<p>Recall limited understanding of the Melodrama/silent movie genre.</p> <p>Use limited physical and vocal skills to portray a character. This could include: Gesture, Facial expression, Movement, Voice.</p> <p>Sustain a developed character for a very short amount of time.</p> <p>Show a limited level of understanding of how the use of music could enhance a dramatic effect.</p> <p>Recall a limited understanding of terminology including: Aside, Comedy, & Dramatic Pause.</p> <p>Work cooperatively as part of a group.</p> <p>Comment on the work of others through limited feedback.</p>

Pathways for English

Topic Content from SoW: Poetry, 19th Century prose, Drama, Narrative writing and Shakespeare.

Students on this pathway should/will:

Pathway	English Skills	Expectations
PL	Grammar	Use the full range of sentences in their writing, employing a range of connectives to create coherent and cohesive texts. Use a good to full range of punctuation and consistently spell key words & increasingly sophisticated vocab accurately. Demonstrate exemplary paragraphing over sustained writing.
	Speaking & Listening	Articulate their ideas clearly and with confidence, using standard English consistently. Respond sensitively to the comments of others, building on ideas presented.
	Reading	Be comfortable reading independently and follow the PEA format successfully when analysing texts. Comment closely on aspects of form, structure and language in their reading assessments; for example evaluating on the impact of individual words within a text. Comment with insight on writers' ideas and attitudes & perceptively discuss different layers of meaning within texts. Have a secure knowledge and understanding of key poetic and literary terms, using them in their own analyses of texts.
	Writing	Demonstrate a wide and varied vocabulary in their writing. Successfully / consciously craft their writing for different audiences and purposes in a range of different forms. Experiment with new structures, punctuation and language to produce interesting texts and fully engage their readers.
LY	Grammar	Use a good range of sentences in their writing, employing a range of connectives. Use a range of punctuation accurately and spell increasingly sophisticated vocab accurately some of the time. Paragraph accurately over sustained writing.
	Speaking & Listening	Articulate their ideas clearly and with increasing confidence, using standard English where appropriate. Respond thoughtfully to the comments of others, building on ideas presented.
	Reading	Read independently and follow the PEA format when analysing texts. Comment on aspects of form, structure and language in their reading assessments; for example becoming increasingly adept at commenting on the impact of individual words within a text. Comment with some insight on writers' ideas/attitudes; discuss layers of meaning within texts with increasing confidence. Have a sound knowledge and understanding of key poetic and literary terms, using them in their own analyses of texts.
	Writing	Demonstrate a varied vocabulary in their writing. Write in a range of different forms and craft their writing for different audiences and purposes. Begin to experiment with new structures, punctuation and language to produce interesting texts and engage their readers.
MS	Grammar	Use a range of sentences in their writing, employing connectives. Use a range of punctuation with increasing accuracy; use basic punctuation accurately (full stops, capital letters etc.). Spell key words accurately with increasing consistency (such as homophones) and attempt more sophisticated spellings. Paragraph their writing accurately.
	Speaking & Listening	Present their ideas with increasing confidence and clarity, using standard English. Respond to the comments of others with some understanding and appreciation of topics discussed.
	Reading	Read independently with increasing confidence and follow the PEA format with some success when analysing texts. Comment with some success on aspects of form, structure and language in their reading assessments; for example developing their ability to discuss the impact of individual words within a text. Comment with some understanding on writers' ideas/attitudes & discuss layers of meaning within texts with some success. Have a knowledge and understanding of key poetic and literary terms, using them in their own analyses of texts.
	Writing	Learn to vary their vocabulary choices when writing. Write in different forms and craft their writing with increasing success for different audiences and purposes. Consider the effect of different punctuation and structures in their writing and aim to engage their readers.
TO	Grammar	Write increasingly accurate sentences, employing connectives in their writing. Demonstrate accuracy in basic punctuation use (capital letters and full stops etc.). Spell basic words (such as homophones) and paragraph their writing accurately most of the time.
	Speaking & Listening	Present their ideas to their audience and be able to use standard English most of the time. Respond to the comments of others with a basic understanding and appreciation of topics under discussion.
	Reading	Read unsupported and at times with support in order to progress towards independent reading. Make points about texts and support with relevant evidence, developing their knowledge of how to analyse/explain. Comment on some aspects of form, structure and language in their reading assessments with increasing confidence. Comment with an understanding on writers' ideas and attitudes. Have some knowledge and understanding of key poetic and literary terms, using them in their own analyses of texts.
	Writing	Consider their vocabulary choices when writing. Consider the needs of the audience when writing for different purposes and in different forms. Show an understanding of the importance of accurate punctuation in shaping meanings within their writing and in engaging readers.
CK	Grammar	Know their alphabet and know the difference between vowels and consonants. Learn to write increasingly accurate sentences, employing some connectives in their writing. Develop accuracy in basic punctuation use (capital letters and full stops etc.). Spell basic words (such as homophones) and paragraph their writing accurately at least some of the time.
	Speaking & Listening	Present their ideas to their audience and be able to use standard English some of the time. Respond to the comments of others with a limited understanding and appreciation of topics under discussion.
	Reading	Read with support in order to progress towards independent reading. Make points about texts and select evidence to support, developing their knowledge of how to analyse/explain. Comment on some aspects of form, structure and language in their reading assessments. Comment with a basic understanding on writers' ideas and attitudes. Have a basic knowledge and understanding of key poetic and literary terms and use them in their own analyses of texts at least some of the time.
	Writing	Develop the ability to consider their vocabulary choices when writing. Be aware of the needs of the audience when writing for different purposes and in different forms. Be aware of the importance of accurate punctuation in shaping meanings within their writing and in engaging readers.

Pathways for Ethics, Philosophy in Culture

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, move to the pathway above the one they are studying. If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations	
PL	Able to analyse the various ways that different religious beliefs and teachings impact on and affect: individuals, communities and society, and provide evidence and examples in support of this. Able to use vocabulary and specialist terms confidently and accurately in my written and verbal responses. Engage an audience through coherent and detailed arguments.	Place religious, non-religious and my own views of human identity and experience, the nature of reality, and religious and ethical theories concerning contemporary moral issues, within a comprehensive religious and philosophical context and make independent, well-informed and reasoned judgements about their significance. Able to appreciate and empathise with diverse religious views and formulate a reasoned justification for their own views in the light of others
LY	Able to analyse the various ways that different religious beliefs and teachings impact on and affect: individuals, communities and society, and provide appropriate examples. Able to use vocabulary and specialist terms confidently and accurately in my written and verbal responses.	Able to give a well-argued account of their own and others' views, values and commitments regarding identity and experience, questions of meaning and purpose and contemporary moral issues. Able to structure these arguments in depth, with appropriate evidence in support of the differing views.
YM	Able to demonstrate the importance of key beliefs, teachings and practices. Able to evaluate the impact this has on believers. Can use vocabulary and specialist terms confidently and accurately.	Can form a range of questions on an ethical or philosophical topic. Able to evaluate religious and non-religious views on human identity and experience, questions of meaning and purpose, and values and commitments, using appropriate evidence and examples. Can apply these perspectives to different ethical issues and able to structure these arguments in a logical fashion.
MS	Can explain and demonstrate the importance of key beliefs, teachings and practices. Can show understanding of what belonging to religions involves for believers. Can demonstrate understanding of their practices in a variety of ways showing diversity within traditions. Can use some key vocabulary and specialist terms with some accuracy.	Can use their own questions to make informed responses about the experiences and feelings of others. Can suggest why people have different views based on their beliefs. Can apply these perspectives to different ethical and moral issues. Can discuss their views compared to others.
ST	Can describe and explain some of the key beliefs, teachings and can show understanding of what belonging to religions involves for believers and how they express their practices in a variety of ways. Can show understanding and examples of diversity. Able to use some key vocabulary and specialist terms.	Can ask a variety of different questions about the experiences and feelings of others and understand why people can give a range of different views. Able to apply some of these perspectives to ethical issues. Can suggest links with religious teachings to understand how this affects what is right or wrong. Can begin to discuss their views compared to others.
TO	Can describe the key beliefs, teachings and practices. Can show how religious beliefs, ideas and feelings can be expressed in a variety of ways. Able to use some key vocabulary.	Can reflect and ask questions about the experiences and feelings of others and understand why people can give different views. Can suggest some links with religious teachings to understand what is right or wrong.
OC	Able to retell some religious stories, identify some religious beliefs, teachings and practices. Can start to suggest some examples that show the importance of the meaning in religious stories.	Able to respond sensitively to the experiences and feelings of others, even if they disagree with their view.
CK	Able to remember and retell religious stories, identify some religious beliefs, teachings and practices. Can recognise religion is important in some people's lives.	Able to respond sensitively to the experiences and feelings of others, even if they disagree with their view.

Pathways for Geography

Knowledge of locations and places: KLP; Patterns, processes and environmental change: PPEC; Geographical Enquiry: GE; Geographical Skills: GS

Pathway	Expectations
PL	<p>KLP - An ability to recall information about the region studied and their specific environmental characteristics is evident, within a wider locational and contextual framework. Recollection of basic information about physical and human environments, supported by making links between contrasting areas that are studied, within a wider locational framework are evident. A more developed knowledge of specific locations is shown.</p> <p>PPEC - Expression of simple geographical ideas about physical and human processes, explaining how such processes result in distinct characteristics at a variety of scales. An appreciation of how processes can help develop geographical patterns, which will have their own characteristics, is shown. Demonstrates an awareness of interrelations between physical and human environments and people, and that people are trying to manage these environments in a more sustainable way. Students are able to articulate the idea that people have different views and attitudes towards management and use of environments.</p> <p>GE - Design geographical enquiries designed for both the physical and human environment. Students can effectively collect both primary and secondary data, becoming confident with a wider range of data collection techniques. Findings are collated and presented using a greater range of simplistic techniques. Outcomes of the enquiry are reached, but these are simplistic. A range of key geographical terminology is used.</p> <p>GS - Sophisticated cross sectional diagrams, supported by labels are produced. OS skills are used with confidence. GIS is used to interpret geographical patterns to present geographical ideas. Students are able to evaluate sources of geographical information to support their writing. Statistical and numerical skills are used with increasing ease as well as and more sophisticated analysis e.g. percentage increase.</p>
LY	<p>KLP - An ability to recall basic information about the physical and human region studied and their specific environmental characteristics is evident, within a locality. Students can articulate ideas about places and their characteristics at a range of scales, supported by locational detail. Students are able to contrast characteristics between areas studied. Key terminology is used more frequently.</p> <p>PPEC - Pupils show some basic understanding of geographical processes, but these are demonstrated simply and are not linked to a specific example(s). Some recognition of the processes involved, but there is limited appreciation of the geographical patterns that result. Recognition that people have different attitudes to changes in environments are discussed simply.</p> <p>GE - Geographical enquiries can be constructed by students, supported through the collection of a range of appropriate data techniques (including fieldwork). Data is appropriately collated and presented using simplistic techniques e.g. bar charts etc. Basic geographical terminology is used.</p> <p>GS - Cartographical skills are used to recognise patterns made by physical and human features. Cross sectional diagrams are more sophisticated and in detail. Different sources of geographical information are utilised effectively to communicate findings using appropriate vocabulary, informing geographical writing. Both statistical and numerical skills are deployed to interpret data.</p>
MS	<p>KLP - Using knowledge and understanding, links are made between physical and human environments, both locally and for the wider world. Simple analysis of the characteristics of these regions, using own understanding of different locations is expressed, supported with descriptions. Key terminology is sometimes used, with some accuracy.</p> <p>PPEC - Recognition that physical and human processes within a range of environments interlink, creating diversity and changing them. Understanding is demonstrated through discussion of factors, which can influence the decisions taken about environments, focusing upon more sustainable approaches to use and management. Understanding will be demonstrated that use and management of environments can have consequences, beginning to identify how these can result in change, leading to possible conflict.</p> <p>GE - Students can conduct a sequence of investigation, using a wide range of skills competently and accurately. Investigations draw upon a variety of primary and secondary data (collected through fieldwork). Enquiry outcomes are simplistic using limited terminology.</p> <p>GS - Cartographical skills are used to recognise patterns made by physical and human features. Students begin to be able to construct simplistic cross sectional diagrams. OS skills will be used with confidence. GIS is used to interpret geographical patterns and recognise its importance as a means of presenting data.</p>
TO	<p>KLP - An increasing depth of knowledge and understanding is shown to describe the characteristics of an area studied. This includes the human and physical features of different localities, supported with some explanations for the location of such features.</p> <p>PPEC - Descriptions of physical and human features are provided, at a range of scales. Analysis of patterns is emerging through recognition that different places have both similar and different characteristics, influencing the lives and activities of people living there. Students will ascertain that places may be changed through physical and human process, sometimes resulting in the need for management, changing the environment.</p> <p>GE - Simple geographical investigations are planned, informed by appropriate but basic geographical questions, regarding the physical and human environment. Geographical skills are used more accurately to support geographical enquiry. Simple summaries of investigations are made.</p> <p>GS - Descriptions of the distribution of physical and human features, at a range of different scales, are competent. Sketch maps are completed with ease, supported by annotations of key features. OS skills will be used competently, inc. 6 figure grid references. Graphical techniques are more complex and accurately interpreted. Data can be interpreted using simplistic statistical and numerical skills.</p>
CK	<p>KLP - Descriptions are appropriate to the characteristics of a region. Observations are made about the physical and human features of localities.</p> <p>PPEC - Simple descriptions identifying how physical and human processes can result in similarities and differences between places. Students will begin to identify how these characteristics could impact upon people's lives.</p> <p>GE - Relevant questions are posed to begin creating a geographical sequence of enquiry. Information is presented using simplistic data presentation techniques e.g. bar charts, and basic descriptions of findings can be made from this.</p> <p>GS - Maps, globes and atlases are effectively used to locate places at a range of scales. Some GIS, in addition to observations are deployed to ask and respond to questions about places and environments. Sketch maps are comprehensive and annotations will be attempted. Students will be able to use OS skills with a degree of confidence, drawing comparison, between maps and photographs.</p>

Pathways for History

1. Communicating about the past 2. Using evidence 3. Interpretation and significance 4. Cause and Consequence
5. Change and Continuity

Pathway	Expectations
PL	<ol style="list-style-type: none"> 1. They confidently use historical terminology which reflects the way in which terms can change meaning according to the context. They produce well-structured explanations of the past and can categorise. They are fully reflective learners who evaluate their progress. 2. They can independently find and use sources of information critically and carry out historical research. They are reflective about their research process and can reach substantiated conclusions about their enquiries. 3. They are able to make clear and precise judgements about the value or importance of evidence to identify interpretations. They understand how judgements are made and how some are more 'reliable' than others. They can reflect on how they present their work and structure it to build more accurate arguments with clear, independent planning. They are able to interpret events independently and recognise the interpretations sensitively to construct analysis. They understand that global events can be interpreted differently according to the values of a place or person. 4. They can write an answer that evaluates and is critical of the different interpretations of the causes of events. They can make sophisticated links between cause and consequence and construct sustained analyses about issues in history and are reflective about how they present their arguments. 5. They can use detailed and factual knowledge and understanding to analyse relationships between events, people and changes. They can make increasingly sophisticated comparisons about societies and the relationships between eras to calculate significance.
LY	<ol style="list-style-type: none"> 1. Their selection, organisation and use of relevant information, historical terminology and chronology are increasingly sophisticated and their work reflects this in its detail and structure. They can utilise a wide range of source material and present my findings in an independently creative way. They are increasingly reflective. 2. They can evaluate sources for reliability, utility and successfully evaluate the merits of interpretation. They can find sources of information for themselves and use them critically to answer questions. When establishing the evidence for a particular enquiry, they critically consider the issues surrounding the origin, nature and purpose of the sources used. 3. They can explain how and why different historical interpretations have been produced, how they have been made and why they are significant in relation to others. They are able to make qualitative judgements about the value of evidence. They are aware that some opinions are more valuable than others. They are beginning to explain in detail how the significance of events, people and changes have varied according to people's different perspectives, cultures and relative experience. 4. They can appreciate the significance of the multiple causes of events. They can write answers that categorise causes and consider the evidence to form balanced judgements with clear analysis. 5. They can make sound use of factual knowledge to make links between events across a range of time periods to form a conclusion. They can effectively analyse the extent of change and/or continuity across a range of time periods and can appreciate how the rate of change determines progress.
MS	<ol style="list-style-type: none"> 1. They are confident in their ability to select, organise and deploy relevant information in their work. They can successfully classify information and communicate its utility in their work. They are increasingly confident in their ability to select, organise and deploy relevant information. They can confidently present their findings using various forms of media or presentational styles. 2. They can evaluate sources to establish relevant evidence and once identified can use sources of information to help them reach a conclusion. They can evaluate sources to establish relevant evidence for particular enquiries and once identified can use sources of information to help reach a conclusion. 3. They are beginning to develop set approaches to evaluate different types of media and apply that to form judgements. They can explore the criteria for making judgements about the historical significance of events, people and changes. They can describe and explain different historical interpretations of events, people and changes. They are beginning to develop set approaches to successfully evaluate different types of media and apply that to form judgements. They can explore the criteria for making judgements about the historical significance of events, people and changes. 4. They understand that there are different types of causes of an event and are able to categorise them to create an argument. They beginning to explain relationships between different causes of historical events and can appreciate that the causes of events can be valued in different ways. 5. They are beginning to analyse the nature and extent of change and continuity across different time periods. They can analyse the reasons for and results of events and changes upon the people in a particular time or place.

Pathways for History Continued:

Pathway	Expectations
TO	<ol style="list-style-type: none"> 1. They are becoming more successful in classifying sources to improve research. They always aim to use appropriate historical terminology to support and structure their work. 2. They can identify the sources that are useful for answering a question. They are beginning to become successful at categorising sources. They can evaluate groups of sources varying usefulness to establish research for particular enquiries. 3. They can suggest reasons for different interpretations of events, people and changes and are beginning to understand how and why historians form interpretations of events. They are starting to cross reference historical periods. They can suggest reasons for different interpretations of events, and understand how and why historians form interpretations. They are beginning to recognise why some events, people and changes might be judged as more historically significant than others. They are starting to cross reference historical periods to assess significance. 4. They are beginning to show knowledge of the relationships between cause and consequence. 5. They are beginning to recognise and describe the nature and extent of continuity and change. They can make links between events and changes and give reasons for and results of these events and changes. They are beginning to appreciate that understanding change and continuity are closely linked to a 'sense of period' and can put that in context.
CK	<ol style="list-style-type: none"> 1. They are beginning to produce work that makes appropriate use of dates and historical terms. They are beginning to develop listening and speaking skills to improve communication in lessons. They can use ICT materials to construct and display work. 2. They are beginning to use information as evidence to test hypotheses in their research. They recognise that sources can come in different forms. They can select information from sources to produce a structured answer. They are beginning to use information as evidence to test hypotheses in research. They recognise that sources can come in different forms. 3. They can explain that the past can be represented or interpreted in different ways. They can describe some of the ways in which the past has been interpreted or viewed. They are beginning to appreciate that different types of media can give different interpretations. They understand that people have changed over time and can explain some of the reasons for those changes. They understand the term 'significance' and can prioritise the importance of factors. 4. They understand the terms 'cause' and 'effect'. They can write descriptions of several reasons for the causes of an historical event using paragraphs structure. They are beginning to understand that events can have multiple causes. 5. They can pick out examples of change and continuity across different periods.

Pathways for Mathematics

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, study topics from the pathway above the one they are studying as extension. If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations
PL	<p>Apply all the LY content and complete enrichment activities which extend these concepts.</p> <p>Problem Solving - Solve complex problems by breaking them down into smaller, more manageable tasks. Begin to give mathematical justifications, using mathematical vocabulary and symbols.</p> <p>Number and Algebra - Solve linear and simultaneous equations. Brackets and simplifying. Compound measures. Use calculators efficiently. Equivalent fractions, decimals and percentages; calculate using percentages. Plot graphs.</p> <p>Shape, Space and Measures - Solve problems using properties of parallel lines. Area of 2-D shapes, surface areas and volumes. Ratio and proportion. Pythagoras' theorem. Transformations.</p> <p>Handling Data and Probability - Relative frequency. Find probabilities from simple Venn diagrams. Estimate the mean, median, range and modal class. Construct suitable graphs.</p>
LY	<p>Apply all the MS content and complete enrichment activities which extend these concepts.</p> <p>Problem Solving - Identify the mathematical aspects of the problem, calculate accurately, check results and consider whether they are sensible. Use mathematical symbols, words and diagrams. Draw conclusions and explain reasoning.</p> <p>Number and Algebra - Solve linear equations. Brackets and simplifying. Rounding. Compound measures. Use calculators efficiently. Equivalent fractions, decimals and percentages; calculate using percentages. Plot graphs.</p> <p>Shape, Space and Measures - Properties of angles and parallel lines. 2-D shapes. Finding surface areas and volumes. Ratio and proportion. Transformations.</p> <p>Handling Data and Probability - Relative frequency. Probabilities from Venn diagrams. Estimate the mean, median range and modal class. Construct suitable graphs.</p>
MS	<p>Apply all the TO content and complete enrichment activities which extend these concepts.</p> <p>Problem Solving: Develop strategies for solving problems when applying mathematics to practical contexts. Search for a solution by trying out ideas of their own.</p> <p>Number and Algebra - Algebra conventions. Ratio, compound measure and linear sequences. Estimate calculations. Use calculators efficiently. Using equivalent fractions, decimals and percentages. Plot graphs.</p> <p>Shape, Space and Measures - Angle properties of triangles and quadrilaterals. Use angle properties of intersecting and parallel lines. Classify and define types of quadrilaterals. They construct triangles. Transformations.</p> <p>Handling Data and Probability - Find the mean, median and mode. Record all outcomes. Know that the sum of probabilities is 1. Understand relative frequency and find probabilities. Construct suitable graphs.</p>
TO	<p>Apply all the CK content and complete enrichment activities which extend these concepts.</p> <p>Problem Solving - Find different approaches to solving problems. Discuss work, explain thinking and use mathematical symbols and diagrams.</p> <p>Number and Algebra - Use all four operations and BODMAS. Order and use negative numbers. Generate a linear sequence. Follow basic algebra conventions. Create and interpret line graphs. Use equivalence between fractions and order fractions and decimals. Identify sets of numbers.</p> <p>Shape, Space and Measures - Properties of 2-D and 3-D shapes. Read and interpret scales. Measure and draw angles.</p> <p>Handling Data and Probability - Estimate probabilities. Find averages. Construct stem-and-leaf diagrams and Venn diagrams. Design data collection sheets and two-way tables. Distinguish between different types of data.</p>
CK	<p>Problem solving - Select the mathematics to be used. Discuss work using mathematical language and use symbols and diagrams to represent it.</p> <p>Number and Algebra - Use all four operations with decimals and negative numbers. Use simple rules and describe number patterns. Ratio. Simplify fractions. Calculate fractional or percentage parts. Estimate answers.</p> <p>Shape, Space and Measures - Understand the language associated with lines and angles. Know compass points and understand clockwise and anticlockwise. Use the angle sum of a triangle and point. Find the area and perimeter of a shape. Properties of 2-D and 3-D shapes. Read and interpret scales. Measure and draw angles.</p> <p>Handling Data and Probability - Calculate the mean and range. Construct line graphs, charts and diagrams. Plan an experiment. Estimate probabilities.</p>

Pathways for Modern Foreign Languages

Pathway	Expectations
PL LY MS & TO	<p>Holidays, Sport and Leisure, Daily Life, France, Entertainment and Advertising, Technology</p> <p>Using ~ir verbs plus some irregular verbs prendre and using dictionary to find similar verbs to conjugate, using the near future, je voudrais/aimerais +infinitive, using the perfect tense with avoir using the perfect tense of aller understanding the perfect tense with être and which verbs this includes, depuis + present tense, using J'ai mal + correct form of au/à la/aux, comparison with plus que/moins que, reflexive verbs in the present and past tense, expressions using avoir, securing –er verbs, superlatives, asking questions, direct object pronouns, ce que, opinions in the past, verb + infinitive structures, adjectives agreement and position, impersonal structures, à + definite article, faire + infinitive, render + adjective.</p>
PL	<p>Speaking - I am starting to adapt language to produce extended and detailed responses quite fluently and I am mostly accurate. I can speak using at least three tenses and I am confident in the use of complex structures that I am familiar with. I can talk for quite a long time on a range of topics I have learnt about. Listening & Understanding - I can understand longer spoken texts, write down quite detailed notes/answers and can understand 3 time frames. Reading & Understanding - I can read and understand longer texts using present, past and future tenses. I am becoming more confident in working out the meaning of texts on unfamiliar topics and I use a range of reading skills to work out the meaning of unfamiliar words. I can translate short texts written in a variety of tenses which contain familiar complex structures. Writing - I can write in paragraphs using a variety of grammatical structures and vocabulary, using at least three tenses. I use two or more verbs in each tense. I use more than one subject pronoun and conjugate the verb appropriately. I can write for different purposes and audiences. My tense formation is secure but I may make the occasional error. My spelling is mostly accurate. I can translate a paragraph from English into the foreign language showing mostly accurate tense formation. I can transcribe longer more complex sentences I hear with good accuracy.</p>
LY	<p>Speaking - I am starting to adapt language to produce extended and detailed responses quite fluently and my accuracy is improving. I can speak using two tenses confidently and I am starting to show that I can use a third tense. I am starting to use complex structures with increasing accuracy. I can talk in some detail on familiar topics and take part in conversations that I have not prepared answers to. Listening & Understanding - I understand what people say about what happened in the past or what will happen in the future in conversations of several exchanges. I am starting to understand longer, more complex spoken texts across three time frames. Reading & Understanding - I show good understanding of material from a range of different sources. I understand the purpose, the important ideas and almost all details. I am starting to understand unfamiliar language in longer, more complex texts. I can translate short texts on familiar topics into English but may miss some out some detail involving more complex language. Writing - I can write a longer paragraph using more than one tense, using a range of verbs. My tense formation is mostly accurate and I make few errors in spelling. I am starting to write successfully using a third time frame. I can use connectives and time indicators effectively. I can translate a short paragraph from English into the foreign language, applying my grammar knowledge but there may be a few errors in spelling more complex words. I can transcribe sentences I hear with good accuracy although a few errors in spelling may be evident.</p>
MS	<p>Speaking - I can take part in a longer conversation or presentation without notes. I can use the grammar and vocabulary I have learned to create my own sentences and I can speak with good pronunciation. I am starting to make simple references to past or future events. Listening & Understanding - I can understand spoken language and dialogues with different sentence patterns and structures at normal speed. I am starting to understand references to past or future events. Reading & Understanding - I can understand all important ideas and some details in longer texts on familiar topics. I can translate short texts into English with good accuracy where language is familiar to me. I am starting to read texts from a wider range of sources. Writing - I can write independently and use my grammar knowledge to produce a short paragraph of about five sentences. I can form verbs accurately and show good accuracy with my spelling. I am starting to write about past or future events. I can express opinions and give simple justifications for them. I can transcribe a few sentences I hear on familiar topics with good accuracy.</p>
TO	<p>Speaking - I can take part in a conversation without notes. At the top end of this band I can use the grammar and vocabulary I have learned to create my own sentences and I can speak with good pronunciation. I can give answers to a variety of questions on topics that are familiar to me. At the lower end of the band I can ask questions and am starting to give more developed answers. I use a variety of ways to express my opinions. Listening & Understanding - I understand passages and dialogues spoken at normal speed. I can follow instructions and write down the main point I hear. I can understand different sentence patterns and structures. Reading & Understanding - I can understand all important ideas and some details in longer texts on familiar topics. I can translate sentences or short texts containing familiar language, including opinions, into English. WRITING - I can write independently and use my grammar knowledge to produce a short paragraph of three to five sentences. I can form verbs accurately and my spelling is generally correct. I can express opinions and sometimes I offer justifications. I am starting to transcribe simple sentences and I can translate individual sentences from English into the foreign language.</p>
CK	<p>Food, Local Area, Lifestyle</p> <p>Recognising prepositions and using them in sentences, linking sentences together with a range of connectives, understanding how to say some, using negatives, je voudrais + infinitive, Il faut + infinitive, Il y a, position of adjectives, present tense of porter, jouer, faire, understanding reflexive verbs, je peux/veux + infinitive, possessive adjectives. Speaking - I can give answers to simple questions on a variety of topics. At the lower end of this pathway I can pronounce familiar words correctly. I can give answers to a variety of questions on topics that are familiar to me. At the upper end I speak with correct pronunciation. I can ask questions and am starting to give more developed answers. I am starting to use a variety of ways to express my opinions. Listening & Understanding - At the lower end of this pathway I can understand sentences spoken at near normal speed. At the upper end I understand short passages and dialogues (conversations) spoken at normal speed. I can follow instructions. I can write down the main points I hear. Reading & Understanding - At the lower end of this pathway I can understand familiar phrases and sentences on topics I am familiar with. I can translate sentences relating to what I have covered in class into English. At the upper end I can read and understand simple, short texts on familiar topics, including simple opinions. I can translate sentences containing familiar language, including opinions, into English. Writing - At the lower end of this pathway I can spell words I know from memory. I can copy phrases and short sentences with good accuracy. At the upper end of the pathway I can write three or more short sentences independently and show that I can express simple opinions, although there may be a few mistakes in my spelling. I can transcribe individual sentences that I hear although there may be a few mistakes in my spelling. I can translate individual sentences from English into the foreign language.</p>

Pathways for Music

Pathway	Expectations
PL	<p>Performance - Students will have lessons on an instrument/voice and be performing at grade 2 standard or above. They will perform with control, making some expressive use of phrase and dynamics appropriate to the style and mood of the music.</p> <p>Composing & Appraising - Students will have developed good rhythmic and melodic improvisation skills. They will be able to develop their ideas to create a musically satisfying piece which may experiment with structure. They will make critical judgements about their own and others' music, using a musical vocabulary.</p> <p>Listening - Students will be able to identify features of music whilst listening including structure. They will have a deep understanding of the contextual influences on the music we have studied.</p>
LY	<p>Performance - Students will be performing on an instrument/voice at grade 1 standard or above. They will perform with a good level of control, making some expressive use of phrasing and dynamics appropriate to the style and mood of the music.</p> <p>Composing & Appraising - Students will have developed good rhythmic and melodic improvisation skills. They will be able to develop their ideas to create a musically satisfying piece within a given structure. They can appraise their own and other's music, identifying avenues for follow up, making use of some musical vocabulary.</p> <p>Listening - Students will be able to identify some features of music whilst listening, which relate to the elements of music. They will have a thorough understanding of the contextual influences on the music we have studied.</p>
YM	<p>Performance - Students will perform reliably on an instrument/voice, showing good ensemble skills. They will make some attempt to use phrasing and dynamics to enhance the mood of the music.</p> <p>Composing & Appraising - Students will have developed sound rhythmic or melodic improvisation skills. They will be able to develop their ideas with some success within a given structure. They can appraise their own and others' music, identifying some avenues for follow up, making use of some musical vocabulary.</p> <p>Listening - Students will be able to identify some features of music whilst listening which relate to some of the elements of music. They will have a good understanding of the contextual influences on the music we have studied.</p>
MS	<p>Performance - Students will perform music with some fluency and control of the resources used. They will be able to maintain their own part in a group performance with some fluency and accuracy.</p> <p>Composing & Appraising - Students will be able to improvise with some success. They will show a good understanding of the structures of the musical styles we have studied. They can identify what makes a piece of music successful and gives some simple ideas for improvement.</p> <p>Listening - Students will be able to identify some features of music with a little guidance. They will have a satisfactory understanding of the contextual influences on the music we have studied.</p>
ST	<p>Performance - Students will perform simple music (one line of melody with one hand) with fluency and accuracy. They will play a part in a group performance and be able to rejoin a performance if mistakes are made</p> <p>Composing & Appraising - Students will have limited success with improvising in melody and rhythm. There will be evidence of an understanding of the musical structures we have studied. They will be able to give simple reflections on music they have performed and that of others.</p> <p>Listening - Students will be able to identify features of music with guidance. They will have some understanding of the contextual influences on the music we have studied.</p>
TO	<p>Performance - Students will perform simple music (one line of music, mostly moving by step, using 2 hands) with some fluency and accuracy. They will maintain a part in a group performance with some support.</p> <p>Composing & Appraising - Students will manipulate given musical material to produce new compositions. They will be able to give basic avenues for follow up on their own music.</p> <p>Listening - Students will be able to identify simple features of music with guidance. They can demonstrate some understanding of the contextual influences of the music we have studied with some prompting.</p>
OC	<p>Performance - Students can perform simple music with some mistakes and some lack of fluency. They will perform with a group, maintaining their own simple part with support from teacher/peers</p> <p>Composing & Appraising - Compositions will show some basic understanding of the genres studied but there may not be development of ideas. Students will be able to identify very basic ideas for improvement with some prompting.</p> <p>Listening - Students will be able to identify basic features of music. They can recall some facts regarding the context of the styles of music we have studied.</p>
CK	<p>Performance - Students will perform very simple music with some support from peers or teacher. There may be a lack of fluency and some mistakes.</p> <p>Composing & Appraising - Some very simple composition ideas will be contributed to group work. Students can recall the teacher's feedback with ideas for follow up work. They can make simple comments on the work of others.</p> <p>Listening - Students will be able to identify simple features of the music with some guidance. They will have a little knowledge of the contextual influences on the music we have studied.</p>

Pathways for Physical Education

Students should develop the follow attributes over the year:

Pathway	Expectations
PLY	<p>Play the games, selecting and applying a sound range of specific techniques consistently and effectively with reasonable speed and precision.</p> <p>Put into operation the principles of attack and defence, recognising patterns of play, and say how they need to be adapted to increase the chances of success</p> <p>Carry out a specific role in a team effectively.</p> <p>Warm up and cool down safely and effectively using their own ideas.</p> <p>Plan and lead short sessions with others, showing a sound understanding of what is needed for the games played.</p> <p>Demonstrate good technique in chosen events.</p> <p>Plan appropriate warm ups and stretches for the events.</p> <p>Design and implement basic training programmes for specific events, securing sustained improvement - related to the principles of training and fitness.</p> <p>Adapt with confidence their approaches to events as they identify priorities for improvement.</p>
LY	<p>Play a supporting role in the planned starts and restarts organised by the groups they work in.</p> <p>Contribute to group planning, making sound observations and suggestions about how to improve the quality of play.</p> <p>Warm up and cool down safely drawing on ideas given to them.</p> <p>Plan with others and support them in organising small tournaments and leading short practice sessions, which link to parts of the games that need improving.</p> <p>Employ with assistance coping strategies to help manage success or failure.</p> <p>Plan a training programme with assistance and understand the benefits of an effective warm up and cool down.</p>
MS	<p>Take on a range of different roles and always have a strong impact.</p> <p>Use skills with speed, accuracy and control.</p> <p>Devise, carry out and adapt a wide range of strategies, tactics and ideas.</p> <p>Take the lead and be careful to involve others.</p> <p>Make good connections between ideas and structures in different games.</p> <p>Respond quickly to new and changing situations and contexts.</p> <p>Devise and develop practices to improve their own and others' play.</p> <p>Overcome challenges with confidence.</p> <p>Focus their efforts on specific aspects of their technique.</p> <p>Show a clear idea of what they can achieve and know how to practise to meet their goals.</p> <p>Explain how warming up and cooling down help performance.</p>
TO	<p>Devise and carry out a range of different tactics and practices.</p> <p>Work co-operatively in their groups, taking on a variety of roles within the group and the games played, applying and adapting tactics and skills effectively.</p> <p>Identify what they need to do to improve, carry out and adapt ideas and suggestions given to them with determination.</p> <p>Apply a good knowledge of basic principles to specific events.</p> <p>Pace their effort to meet targets they have set for themselves.</p> <p>Apply basic principles of warm up and cool down, using exercises appropriate for the event.</p> <p>Identify and describe elements of performance and technique which are effective.</p> <p>Explain what needs to be practised and improved.</p>
CK	<p>Use a small range of techniques with some accuracy and consistency.</p> <p>Make set responses with occasional variation.</p> <p>Co-operate with others and participate in the activities in specific roles.</p> <p>Carry out practices and ideas given to them by others to help improve their play.</p> <p>Identify some basic principles related to technique.</p> <p>Set themselves goals, which they achieve.</p> <p>Warm up and cool down safely with guidance.</p> <p>Recognise effective performance and identify some of the factors which make it effective.</p> <p>Select, with help, aspects that they need to practise.</p>

Pathways for Science

End of Year 8 – via the following content the skills below should be met

Content: Reproduction, DNA and genetics, Health and Disease, Separation techniques & Periodic Table, Earth and Atmosphere, Waves, Electricity

Pathway	Expectations
PL	<p>All LY plus the following: Suggest a hypothesis and explain a prediction of how the independent variable will affect the dependent variable based on explanations of prior knowledge, observations and research. Based on the hypothesis describe how variables can be changed and how any control variable will be controlled. Evaluate results of experiment describing strengths and weaknesses and how it may be useful in real world contexts. Use hazard information from known activities to recognise risk in unfamiliar examples and explain how the risk can be minimised.</p>
LY	<p>All YM plus the following: Based on a simple hypothesis, make a prediction about the outcome of the experiment. Select variables that can be accurately and precisely measured. Justify selection of techniques and equipment from free choice. Describe steps in detail including aspects to improve accuracy, precision and repeatability. Create a suitable data table with space for all repeats and correct use of headings and units. Repeats will be carried out and recorded clearly. Explain the trend in line with the explanations given for your hypothesis. Explain any data values that are not as you would expect. Describe in detail any data points which are not as you expected and give specific reasons for the differences. Make comments on accuracy precision and repeatability. Outline any further questions, extensions or variations on the original question you could plan to investigate further. Use hazard information from known activities to recognise risk in unfamiliar examples. Review given data for accuracy. Look at the equipment and techniques used and decide if they are the most appropriate. Consider how publishing results and ideas allow scientific ideas to develop. Recall simple equations for deriving values and be able to rearrange them when necessary. Be able to compare data values looking for multiples or % changes.</p>
YM	<p>All MS plus the following: Suggest a hypothesis of how the independent variable will affect the dependent variable based on explanations of prior knowledge and observations. Identify variables that can be measured or controlled. Select techniques and equipment from a broad range and suggest a suitable range based on related experiences. Describe steps in an investigation in a logical order, planning for repeats. Create a suitable data table with correct use of headings. Collect data with attention to accuracy and precision. Draw a graph with accurate plotting. Include specific data points in your description of the simple trend and explain the pattern based on prior knowledge. Compare your data to your hypothesis; identify where it matches and any points which do not match. Are there any there questions arising from your data that you might want to investigate further? Identify any necessary safety measures for a planned activity. Students should look at data they are given; check it matches the question being investigated. Check there is only one independent variable and that control variables have been monitored. Recall simple equations for deriving values and be able to rearrange them with some guidance. Be able to compare simple data values.</p>
MS	<p>All MS plus the following: Ask questions that could be tested in a laboratory. Describe prior knowledge that may help with the questions. Suggest what might happen in the test. Select one independent variable and one dependent variable to make a valid test. Identify control variables. Recognise common ranges in familiar variables. Describe steps in an investigation planning for repeats. Data will be collected and recorded clearly. Repeats will occur. Data will be recorded to a reasonable level of accuracy. Calculation of averages will be completed. Draw a graph with correct axes scaling with some errors in plotting. Comment on how closely your data matches what you expected. Discuss if you chose a range that allowed you to answer your original question. Identify some necessary safety measures for a planned activity. Students should look at simple data they are given; check it matches the question being investigated. Give examples of how key scientific ideas have changed through history. Use given equations to calculate simple values. Calculate averages.</p>
MS	<p>All TO plus the following: Follow a given plan and with some guidance, or clear links to previous experience, a data table will be created. A given table will include space for averages to be calculated and guidance given for these calculations.</p>
ST	<p>All OC plus the following: Use the correct units for familiar values. Choose a variable to change and one to measure. Recognise that scientific ideas change through history.</p>
TO	<p>All CK plus the following: Describe observations of the real world and ask questions that could be tested. Choose a variable to change. Identify equipment from a given selection and order steps to plan an investigation. Follow a given plan and complete a given data table to collect data. Graphs will be drawn on given axes with worked examples. Simple descriptions of the trend. Comment on if they have enough data to draw a conclusion. Suggest any extra data they might need. Identify any risks in a planned activity. Students should check any data they are given to see if they think it is appropriate. Be able to calculate an average with given examples.</p>
CK	<p>Describe simple observations of the real world and ask simple questions that could be tested. With guidance, choose a variable to change and one to measure. Identify basic equipment from a given selection. With guidance, order steps to plan an investigation. Follow a simple given plan and data table to collect data. With guidance, graphs will be drawn on given axes. With guidance, look for patterns in data. Identify simple risks in a planned activity. Recognise that scientific ideas change through history when given examples. Use the correct units for simple familiar values.</p>