SAINT GEORGE
CATHOLIC COLLEGE

Year 7

Life Without Levels at St George

Life Without Levels at St George

The St George Bands in Year 7 are based on age related targets, individual to the subject. All students should ASPIRE to be in at least the applying band. This will give them the best chance of securing a higher grade pass in that subject at GCSE.

Targets:

To ensure all students are challenged to make progress from their KS2 starting point, they are given minimum target grades. There is no ceiling to their potential but we do expect students to make good progress over the year and this is reflected in their target grade.
The table opposite outlines the expected journey a student will make from their KS2 scores.

KS2 Avg Score	Year 7	Year 8	Year 9	Year 10	Year 11
110-120	Extending	→	→	→	7 - 9
100-109	Applying	→	→	→	5 - 7
90-99	Developing	→	→	→	3 - 5
80-89	Foundation	→	→	→	1 - 3

Progress:

To reflect the level of progress a student is making in each subject, we use the following symbols in the table below. If a student is working at current expectation, they are on course to meet their target grade at the end of the year.

Progress Symbol	Definition
++	Working significantly above current expectation
+	Working above current expectation
=	Working at current expectation
-	Working below current expectation
- -	Working significantly below current expectation

What the bands stand for:

Extending the skills/knowledge for a good pass
Applying the skills/knowledge for a good pass
Developing the skills/knowledge for a good pass
Building the **Foundations** for a good pass

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	Learning About Religion			Learning From Religion	
Extending 	I can evaluate and use religious beliefs and ideas to form opinions.	I can make independent, well informed and reasoned judgements.	I can make links between religious beliefs and practices and reflect how important the practice is for the believer.	I can show how my own and others decision are influenced by beliefs and values.	I can discuss big questions and use religious teaching to give evidence for the points I am making.
Applying 	I can explain religious beliefs and ideas and link them to events and teachings that are important to people of faith.	I can give my own opinion, explain why I think that and link it to the topic being studied.	I can make links between religious beliefs and practices. I can describe how they are celebrated and explain why the event it important.	I can make links to show how feelings and beliefs affect people's behaviour.	I can compare my own ideas and the ideas of others whilst thinking about questions that are difficult to answer.
Developing 	I can describe religious events and teachings in detail and say why they are important to people of faith.	I can give my own opinion and explain a reason why I think like I do.	I can describe how a religious belief links to a practice and is celebrated by people of faith.	I can ask and respond to questions about my own and others' experiences and feelings.	I can ask questions about what I and others wonder about and realise that some of these questions are difficult to answer.
Foundation 	I can describe and talk about religious events and teachings.	I can give my own opinion.	I can describe how a religious belief links to a practice.	I can talk about my own experiences and feelings.	I can say what I wonder about.

Religious Education

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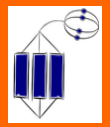
English (Writing)	AO5 - adapting tone, style and register for different forms, purposes and audiences				AO6 - use sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	
Extending 	Regsiter is generally matched to audience	Generally matched to purpose	Vocabulary clearly chosen for effect and appropriate use of linguistic devices	Usually coherent paragraphs with a range of discourse markers	Range of punctuation is used, mostly with success	Uses a variety of sentence forms for effect
Applying 	Attempts to match register to audience	Attempts to match to purpose	Begins to vary vocabulary with some use of linguistic devices	Some linked and relevant ideas	Some control of punctuation	Attempts a variety of sentence forms
Developing 	Simple awareness of register / audience	Simple awareness of purpose	Simple vocabulary, beginning to vary linguistic devices	Attempt to paragraph ideas in a logical order	Some evidence of conscious punctuation such as commas and speech marks	Simple range of sentence forms
Foundation 	Simple awareness of purpose	Limited vocabulary	One or two relevant ideas, simply linked	Random paragraph structure	Demarcate sentences with appropriate capital letters, full stops and question marks	

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English (Writing)	AO5 – adopting tone, style and register for different forms, purposes and audiences				AO6 – use sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	
Extending 	Regsiter is generally matched to audience	Generally matched to purpose	Vocabulary clearly chosen for effect and appropriate use of linguistic devices	Usually coherent paragraphs with a range of discourse markers	Range of punctuation is used, mostly with success	Uses a variety of sentence forms for effect
Applying 	Attempts to match register to audience	Attempts to match to purpose	Begins to vary vocabulary with some use of linguistic devices	Some linked and relevant ideas	Some control of punctuation	Attempts a variety of sentence forms
Developing 	Simple awareness of register / audience	Simple awareness of purpose	Simple vocabulary, beginning to vary linguistic devices	Attempt to paragraph ideas in a logical order	Some evidence of conscious punctuation such as commas and speech marks	Simple range of sentence forms
Foundation 	Simple awareness of purpose	Limited vocabulary	One or two relevant ideas, simply linked	Random paragraph structure	Demarcate sentences with appropriate capital letters, full stops and question marks	

English - Reading

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Mathematics		Number	Geometry	Algebra	Statistics	Ratio and Proportion
Extending		Add, subtract, multiply and divide fractions with mixed numbers. Use both non calculator and calculator method to work out percentage increase and decrease. Calculate simple interest. Calculate compound interest. Calculate percentage change. Understand how to calculate reverse percentages to find the original amount. Dividing integers and decimals by a decimal. Recognise and use reciprocals and understand a reciprocal as a multiplicative inverse. Calculate with negative indices. Use standard for to write large and small numbers.	Drawing and interpreting bearings. Calculating the length of an arc and area of a sector. Calculating surface area and volume of prisms including a cylinder. To derive and use the formula to calculate the sum of angles in polygons. Describing all transformations fully. Identifying regions in construction and loci problems	Expanding double brackets. Solving equations with unknowns on both sides. Substituting negative numbers and decimals into expressions. Factorising linear expressions. Finding the equation of a line. Drawing a quadratic graph. Finding the nth term of a quadratic sequence	Using the line of best fit to make predictions. Constructing cumulative frequency graphs. Constructing box plots and interpreting the distribution.	Understand and use compound measures including the use of different units to solve problems
Applying		Round numbers and give solutions to a suitable degree of accuracy. Calculate using BIDMAS including brackets, powers and roots. Convert between mixed and improper fractions. Multiply and divide fractions. Add and subtract fractions without a common denominator. Understand how to convert between fractions, decimals and percentages. Calculate a percentage of a quantity including more than 100%. Calculate percentage increase and decrease. Formal method for long division. Multiplying a decimal by another decimal. Multiply by numbers less than 1. Use basic index notation and use the laws for multiplication and division.	Drawing bearings. Calculating circumference and area of a circle. Calculating surface area and volume of prisms. To calculate angles in parallel lines. Enlarging a shape with a fractional scale factor and centre of enlargement. Basic construction and loci.	Expanding single brackets and simplifying. Solving equations with brackets and fractions. Substituting negative numbers and decimals into expressions. Plotting and understanding the graph of y=mx+c. Drawing and interpreting a range of real life graphs. Finding and using the nth term of a linear sequence	Constructing and interpreting times series graphs. Identify the median from grouped data. Comparing distributions of ungrouped and grouped discrete or continuous data using mean, mode, median and range. Using probability trees to calculate the probability of independent events.	Calculating using exchange rates. Interpreting conversion graphs Understanding direct proportion
Developing		Multiply and divide decimals by 10, 100 and 1000. Calculate using BIDMAS. Round numbers to given decimal places. Use the rules to add, subtract, multiply and divide negative numbers. Know equivalence between basic fractions, decimals and percentages. Calculate a fraction of a quantity. Use column method to multiply a 3 digit number by a 2 digit number. Multiply decimals by a single digit. Understand and use inverse operations. Calculate HCF and LCM. Find prime factor decomposition. Use basic index notation.	Calculating the area of parallelograms and trapeziums. Calculating surface area and volume of cuboids. Calculating missing angles in multi-step problems and giving reasons for each step. Transform and begin to describe some transformations using rotation, reflection, translation and enlargement. Construct triangles.	Expanding a term over a single bracket. Solving one and two step equations. Substituting positive integers into expressions. Drawing horizontal and vertical lines on a graph. Finding the nth term of a linear sequence.	Constructing and interpreting pie charts. Constructing and interpreting scatter graphs. Identifying the modal class from a grouped data. Estimating the mean from grouped data. Construct possibility spaces for combined events and use these to calculate probabilities.	Using proportional reasoning to solve problems. Dividing and amount by a given ratio.
Foundation		Understand the place value of numbers. Multiply whole numbers by 10, 100 and 1000. Calculate using BIDMAS Round numbers to the nearest whole number, 10, 100 and 100. Recognise negative numbers in context. Recognise proportions of a whole. Find equivalent fractions. Simplify fractions. Calculate basic fractions of a quantities. Add and subtract fractions already with a common denominator. Calculate a basic percentage of a quantity. Know by hear times tables up to 12. Know complements to 100. Know formal methods for addition and subtraction for integers and decimals. Multiply and divide by a single digit. Recognise factors, multiples, primes and squares.	Reading and interpreting a range of scales. Convert between metric units of measures. Calculating the perimeter of 2d shapes. Using the formulae to calculate the area of rectangles, triangles and compound shapes. Calculating missing angles in triangles, on a straight line and around a point. Transforming a shape using rotation, reflection, translation and enlargement. Draw a net of a 3d shape. Draw plans and elevations of 3d shapes.	Collecting like terms and simplifying expressions. Solving one step equations. Substituting positive integers into expressions. Plot coordinates in all four quadrants. Use the term to term and position to term rule	Reading and interpreting information from tables and charts. Read timetables. Constructing and interpreting frequency trees and Venn diagrams. Constructing simple diagram such as pictograms, bar charts, line graphs. Calculate the mean, median, mode and range from a set of discrete data. Understand the likelihood of events. Know the probability scale is from 0 to 1. Calculate the probability of a single event. Understand mutually exclusive and equally likely. Construct possibility spaces for combined events	Using ratio notation. Simplifying ratio. Drawing and interpreting scale diagrams

Mathematics

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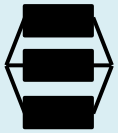
Students working at the following levels are *typically* able to:

Band	Body of knowledge	Applying knowledge	Investigative skills				Literacy and numeracy	
			Identifying and managing variables	Using apparatus safely and effectively	Identifying improvement to experiments	Making conclusions based on results	Literacy	Numeracy
Extending	66%	 Relational	• Identify and manage control variables. • Demonstrates a good awareness of the impact these control variables would have on their experiment.	• Handle equipment with care and precision. • Show some independence in devising appropriate methods to carry out. • Suggest ways of reducing the risks from practical work that are appropriate for the experiment.	• Explain the impact the suggested improvements would have (e.g. further repeats would make it easier to check for reliability; digital thermometer is more accurate).	• Make correct conclusion based on (and referring to) data. • Attempt to show how much evidence there is to support or refute the hypothesis.	• Student understands and uses scientific conventions in their writing. • Students use the correct terminology in their writing. • Student is able to re-draft work to improve the quality of the writing.	• Use formulae given to them. • Identify the most suitable type of graph to draw for a given set of data. • Calculate the average for a set of data. • Identify anomalies in data and exclude them.
Applying	50%	 Multi-structural	• Identify the independent and dependent variables in an experiment from the hypothesis being tested. • Manage, with some support, control variables.	• Set up basic lab equipment correctly and independently. • Follow instructions to collect results.	• Identify specific improvements for the experiment that show an understanding of what was being done.	• Make simple statements in conclusion that are based on their data. • Identify whether the results support the hypothesis or not.	• Use scientific terminology in place of 'common' language, but meanings of similar terms are sometimes confused.	• Plot line graph accurately when axes are supplied. • Use units when performing calculations.
Developing	30%	 Uni-structural	• Identify whether a test is fair or not, but need support to identify specific control variables.	• Set up laboratory equipment when shown how to. • Identify specific risks for the experiment being carried out.	• Describes general improvements that are not specific to the experiment (e.g. repeat, use more accurate equipment, check results with another group).	• Describe whether their results agree with another students' results from the same experiment.	• Communicate ideas coherently in writing. • Order statements so that they make sense for the reader.	• Use simple formula correctly. • Plot bar graph when axes are supplied.
Foundation	20%	 Uni-structural (in some areas)	• Describe fair testing as changing a single variable and measuring another	• Use equipment that has been set up for them • Follows safety instructions at all times.	• Identify, from suggestions, possible improvements	• Identify a correct concluding statement from a choice.	• Write with basic standards of written English (sentences, capital letters etc.)	• Perform simple calculations • Interpret simple graphs • Demonstrate an understanding of number value (biggest, fastest etc.)

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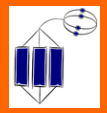
	AO1 Investigate Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.	AO2 Refine Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.	AO3 Record Record ideas, observations and insights relevant to their intentions in visual and/or other forms.	A04 Present Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and making connections between visual or other elements.
Extending 	A confident and highly developed ability to demonstrate analytical and cultural understanding Learn from taking creative risks in order to develop ideas.	A highly developed ability to thoughtfully refine artwork with skillful and effective use of artist materials. This should in most cases result in elements of realism. Confidently combine materials, processes and the formal elements when producing art work.	A highly developed ability to skillfully and creatively record ideas through accomplished drawing and writing. Analyse and comment on your own and other's work. Identify how beliefs, values and meanings are expressed and shared.	A highly developed ability to present an imaginative, creative and inspired final outcome showing strong connections to the theme. Explain how and why your understanding of artists' work affects your own ideas, values and practice.
Applying 	A consistent ability to demonstrate analytical understanding of an artwork. Show independence and creativity when exploring ideas and experimenting with techniques.	A consistent ability to use artist materials to purposefully achieve effective outcomes. This could result in elements of realism. Apply technical knowledge and skills to the work to develop the work that is being producing.	A consistent ability to creatively record ideas with skillful drawing and clear and coherent writing. Interpret and explain how ideas and meanings are conveyed by artists. Recognise the varied characteristics of different historical, social and cultural contexts.	A consistent ability to present a final outcome which makes clear connections with the theme. Evaluate your own work and that of others, using critical understanding to develop your own views and artist practice.
Developing 	A moderate ability to describe an artwork and how it may inspire a future artwork. Creatively explore, experiment and respond to ideas. Select information and resources to develop work. Consider the context and purpose of artworks.	A moderate ability to apply artist materials with appropriate skill. Develop and use artistic skills to manipulate the qualities of the materials you are using.	A moderate ability to record ideas through clear writing and drawing skills. Consider and discuss the ideas, methods and approaches used by artists.	A moderate ability to present a final outcome which shows good understanding of the materials used as well as the theme. Evaluate your own work and that of others, reflecting upon your own view of its' purpose and meaning.
Foundation 	Some ability to describe the formal elements of art in an artwork. Explore and experiment with a variety of ideas using the formal elements of art.	Some ability to apply artist materials in a suitable manner. Investigate and develop a range of practical skills to suit the work you are producing.	Some ability to explain ideas through basic writing and drawing skills. Compare and comment on different ideas and methods used.	Some ability to present a final outcome with attempts of technical skill. Discuss your own work and the work of others and consider how ideas, skills and processes can be improved.

Art

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	Choreography				*Performance*			*Appreciation*	
Year 7 Dance	**Action**	**Dynamic**	**Space**	**Relationship**	**Technical skills**	**Physical skills**	**Expressive Skills**	**Appreciation and evaluation of others work**	**Appreciation and evaluation of my own work**
Extending 	I can create a motif with a variety of actions which communicate the Dance idea.	I can develop my choreography by changing the force of my actions e.g. Heavy - Light	I can develop my choreography by changing the size of movement.	I can perform contact work safely and incorparte accumilation.	I can perform with technical competence using actions, dynamics and space effectively	I can perform with evidence of all the physical skills, allowing my work to show evidence of personal artistry	I can communicate my dance idea through the use of expressive skills: focus, projection, facial expression	I can analyse the key features of movement in both professional and peers working focusing on strengths and improvements to improve quality	I can reflect upon my work, considering both the choreographic and performance features of my work I can set myself clear targets to improve the quality of my work
Applying 	I can create effective transitions that enables me to link my motifs together	I can develop my choreography by changing the continuity of my actions e.g. fluid - staccato	I can perform changes of level, spatial pathway, formation and direction	I can demonstrate action/reaction	I can perform with safe alignment in all my actions.	I can perform most physical skills in all my actions to communicate the dance idea	I can perform with an attempt of projection.	I can describe thework of others and some professional work. I can describe strengths and improvements of others work	I can describe my own work with others and use this understanding to improve the quality of my work
Developing 	I can create a basic motif using a variety of body actions	I can develop my choreography by changing the speed e.g. slow motion – high speed	I can perform a change of level and direction in my dance	I can demonstrate unison and canon.	I can perform with awareness of others in my group I can perform actions accurately.	I can show some evidence of physical skills: posture, control, stamina	I can perform with eye focus throughout and facial expressions.	I can identify key dance vocabulary in the work of others I can identify strengths and improvements of others	I can identify key dance vocabulary in my own dance I can identify the strengths and improvements of my own work
Foundation 	I can identify the 5 basic body actions I can perform the 5 basic actions	I can identify what a dynamic is in dance I can demonstrate a slow dynamic by holding a still position	I can identify spatial components in dance. I can perform with a change of level in my dance	I can identify a relationship in dance I can perform in unison.	I can perform with balance and control.	I can identify a physical skill in dance I can demonstrate balance and co-ordination in most of my dance actions	I can identify an expressive skill in dance I can use focus in my dance	I can briefly describe the work of others I can identify actions.	I can briefly describe my own work I can identify actions I have used.

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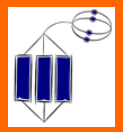
		Investigating	Designing & Making	Analyse and Evaluate	Knowledge and understanding
Extending		Detailed research undertaken with good influence shown in design ideas. The needs and wants of the user have been clearly identified and are thoughtfully considered.	Imaginative and creative ideas have been used to generate a variety of ideas which avoids any design fixation. Detailed development of ideas leads to a high level of making and finishing.	Excellent analysis and evaluation throughout the project, which clearly influences designing and making.	Excellent understanding of technical principles. Excellent use of technical vocabulary.
Applying		Good research undertaken with clear influence shown in design ideas. The needs and wants of the user have been identified and are relevant.	Imaginative ideas have been used to generate a variety of designs. Good development of ideas leads to a good level of making and finishing.	Good analysis and evaluation at most stages of the project, which influences designing and making.	Good understanding of technical principles. Good use of technical vocabulary.
Developing		Some research used to influence design ideas. The needs and wants of the user have been identified.	Adequate ideas have been used to generate a range of designs. Sufficient development of ideas leads to an adequate level of making and finishing.	Adequate analysis and evaluation at some stages of the project, with some influence on designing and making.	Adequate understanding of technical principles. Some use of technical vocabulary.
Foundation		Basic research undertaken but not used to inform designs.	Basic ideas have been used to generate limited designs. Basic development of ideas which lead to a basic level of making and finishing.	Limited analysis and evaluation with a little influence on designing and making.	Limited understanding of technical principles. Basic use of technical vocabulary.

Design Technology

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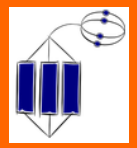
		Level of theatrical skill	Range of theatrical skills demonstrated	Contribution to the effectiveness of the piece	Inventiveness of individual's work	Success in realising individual artistic intention (how far has the student met their aims?)
Extending		**Highly competen**t, **highly developed** and sustained use of theatrical skill.	**Extensive range** of theatrical skills demonstrated	**Exceptional contribution** to the effectiveness of the piece.	**Highly inventive** work throughout.	**Highly successful** realisation of individual artistic intention.
Applying		**Developed, secure** and **consistent** use of theatrical skill.	**Wide range** of theatrical skills demonstrated.	**Considerable** contribution to the effectiveness of the piece.	Work has **many inventive** qualities or moments.	**Secure success** in realising individual artistic intention.
Developing		**Some developing competency** in use of theatrical skill, not always sustained.	**Fair range** of theatrical skills demonstrated.	**Some** meaningful contributions to the effectiveness of the piece.	**Some useful inventive** ideas.	**Some success** in realising individual artistic intention.
Foundation		**Little competency** and little consistency in use of theatrical skill.	**Narrow range** of theatrical skills demonstrated.	**Little contribution** to the effectiveness of the piece.different.	**Little inventiveness.**	**Little success** in realising individual artistic intention.

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Band	Applying knowledge	Map Skills			Literacy	
		Map Skills	Data Presentation Skills	Data Analysis	Key Geography Concepts	SPaG
Extending	Relational 	All of applying plus: • Use of ratio to calculate scale of a map	All applying skills plus: • Can present data accurately and specifically for a task. • Can construct pie charts using percentages	All applying skills plus: • Use more complex data analysis and data manipulation. ie change percentages into ratios. • They can use a range of data to look at trends and how they link.	All of applying plus: • Justify: The student can look at differing opinions and explain their importance using PEEL. They also include analytical skills and can make a conclusion based on the evidence they have explained. This could be done as a decision making exercise or as a way of answering a hypothesis	• Extensive use of specialist Geographical terms • Hardly any spelling mistakes • Correct use of punctuation and grammar throughout • Extended writing demonstrates clear signposting as well as logical structure through correct use of paragraphs • Variety of connectives used to extend and link points made
Applying	Multi-structural 	All of developing skills plus: • Annotate diagrams maps, graphs, sketches and photographs. • Use of distance in a straight line on a map. • 6 figure grid references • Use and understand scale on a map. • To describe significant human and physical features on maps based on a multiple scales.	All developing skills plus: • Can construct radar graphs. • Can start to analyse some data • Can think of ways to present data which are suitable for the task.	All developing skills plus: • The student begins to give detailed data analysis. • The can spot trends and attempt to explain them • Can use averages and means	All of developing plus: • Explain: The student follows the Point, Evidence, Explain Link structure using 3 connectives in a paragraph. The student can also link their idea to a real life case study	• Frequent use of specialist Geographical terms • Very few spelling mistakes • Accurate use of punctuation and grammar • Extended writing demonstrates clear signposting as well as logical structure through correct use of paragraphs • Correct use of connectives to begin to link points
Developing	Uni-structural 	All of foundation skills plus: • Describe distributions and patterns of both human and physical features. • To identify significant human and physical features on maps based on a multiple scales. • Use and understand co-ordinates (latitude and longitude), four-figure grid references). • To identify human and physical features on maps based on a local scale.	All foundation skills plus: • Can construct line graphs and scatter graphs with their own labelled axis	All foundation skills plus: • The student can use data analysis • The student can make basic comparisons • Can describe trends in a graph or chart. • Can apply numbers and statistics from the figures	All of foundation plus: • Describe: The student can make a point and describe what it is or how it works. There is no detail about the positives or negative benefits of their point of view.	• Uses a few specialist Geographical terms • A few spelling mistakes • Some correct use of punctuation and grammar • Extended writing begins to signpost and split into logical paragraphs • A few simple connectives applied
Foundation	Uni-structural (in some areas) 	• Use the directions of a compass (N/S/E/W) • Draw sketches from photographs. • Label diagrams maps, graphs, sketches and photographs. • To identify human and physical features on a map	• Finish a graph with pre drawn axis	• Make basic statements about charts and graphs that have been provided (eg highest or lowest) without using data from the figure	• Identify: The student can make a point about the topic – possibly whether it is a positive or negative view but cannot support the answer with any description	• Uses basic range of specialist Geographical terms • Frequent spelling mistakes • Misuse/ lack of correct punctuation and grammar • Extended writing does not follow a logical format and lacks signposting • Limited use of connectives

Geography

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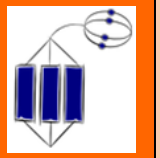
	AO1 Knowledge	AO2 Explanation	AO3 Source	AO4 Interpretation
Extending 	Very use of key vocabulary with accurate knowledge to support explanation. Pupil begins to link in their own knowledge to show how an event may have led to other events or consequences.	Pupil begins to accurately explain the significance of events, causes and consequences, and how they relate to other events in the short and long term. Can write coherently with good use of spelling, punctuation and grammar.	Well-developed evaluation of content and origin set it the historical context. Begin to evaluate the purpose of the source and how this affects its reliability.	Evaluate a range of interpretations to justify their own opinion. Justify why different interpretations exist.
Applying 	Good use of key words with accurate knowledge. Can link prior knowledge to make sense of a historical event or period.	Sound explanation of an historical event with simple judgements reached. Some contextual support and understanding of the event's importance. Uses a minimum of 3 connectives to develop in detail their opinion of a period and set it in its historical context.	Can begin to evaluate the Content and origin of a source and explain how the origins impact the usefulness to historians.	Good explanation about how interpretations are different. Begin to recognise why some interpretations are different Begin to recognise why some people have different interpretations of the same historical event.
Developing 	Uses some keywords and some background knowledge Pupil can recall in some detail key features of a historical period.	Some explanation about an historical event. Uses connectives to develop an idea.	Pupil begins to apply their own knowledge to make sense of the content of the source. Begins to set the source in its historical context.	Begin to form their own developed interpretation of an historical event.
Foundation 	Limited use of key words with basic accompanying knowledge. Pupil can recall some key features/facts of a historical event.	Basic statements about historical events. Begins to write in full sentences with some correct grammatical features. Can express an idea clearly.	Can read and understand the content of a source. Can paraphrase the content of the source	Pupil can differentiate between an interpretation and a fact. Pupils can identify what the interpretation is. Pupils have a basic opinion.

History

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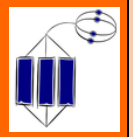
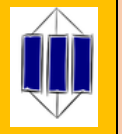
	e-Safety	PC Basics	Digital Literacy	Code.org project	Scratch Programming	Game Control
Extending 	Extend their knowledge by being able to continue developing their film in accordance with their plan.	Create a Network Guide Booklet aimed at Alfred and Edith explaining how to set up a wireless network.	Know how to collate and format data in an organised way using Excel. Know how to create, label and explain graphs from a range of data provided.	Extend their understand the importance of sequence in the programs they write. Learn how to "debug" or fix the pre-written program.	Describe the role of variables in programming and apply them in your game. Apply criteria to review your game and justify suggestions for improvement	Learn how to, independently, make a virtual pet in Scratch
Applying 	Apply their knowledge to develop their information plan for on online safety. Know the main rules that they should follow when using online chatrooms.	Learn how to stay safe when using a computer. Repetitive Strain Injury (RSI)	Know how to add hyperlinks to a presentation and apply suitable animation and transition effects.	Apply how to collaborate with others on assignments at the computer.	To apply and develop an understanding of how a program is structured. Demonstrate skills in scratch graphics and animation	Learn how to control sprites and create a loop in Scratch. Learn how to sense events and keep score.
Developing 	Develop their understanding to identify measures that they can use to keep themselves safe whilst chatting online. Understanding bullying through social networking sites.	Develop an understanding on how different parts of the computer work	Know how to correctly lay out a formal business letter using Microsoft Word. Understand how to create a presentation to suit different audiences using PowerPoint.	Develop the knowledge of what it's like to instruct their classmates to move through a maze in their classroom.	To develop an understanding of how to plan a programming project	Learn how to use Motion and Looks instructions in Scratch.
Foundation 	Understand the expectations of the ICT department. Understand how to log on the network. Set up their email account.	Learn how to identify input and output devices. Be able to describe the functions of imput devices	Understand how to organise files sensibly on a computer and why this is important and be able to submit work to the teacher.	Understand how to create algorithms (sets of instructions) to move a character through a maze using a single command.	Understand and explain what an algorithm is	Learn how to recognise different flowchart symbols and how to put them together.

Life Without Levels at St George

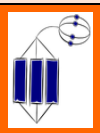
	Understanding	Singing	Playing	Improvising	Composing	Listening
Extending	Use music notations to record work in progress.	Sing challenging harmonies. Sing expressively.	Play and read notations with a growing sense of fluency and accuracy.	Improvise with a sense of structure and style in response to given stimuli.	Develop ideas within simple structures that show an understanding of the contribution of the rest of the group.	Evaluate and compare musical features using appropriate keywords in both live and recorded music.
Applying	Understand how music fits together, and identify how music works to realise a simple but defined purpose. Have a basic understanding of western notation.	Sing simple harmony parts. Sing significant parts from memory. Sing a solo part.	Understand how to contribute to a rehearsal. Perform and maintain parts independently.	Begin to improvise with a sense of structure and style in response to given stimuli.	Create compositions with an awareness of mood and intended effect.	Adapt and refine own and others work, relating changes to the music's purpose.
Developing	Produce effective, patterned music that matches basic intentions, but does not really reflect the full breadth of wider musical contexts of style, genre or tradition.	Sing part songs maintaining own part. Sing songs by ear.	Have basic instrumental technique on non-percussive instruments (eg. guitar, keyboard etc).	Improvise melodic and rhythmic phrases.	Create compositions with some awareness of mood and intended effect.	Describe, compare and evaluate different kinds of music using appropriate musical keywords.
Foundation	Start to produce effective, patterned music that matches basic intentions.	Sing in unison. Sing in tune. Sing using a limited range of notes.	Use a wide variety of tuned and unturned percussion with an understanding of more advanced techniques.	Improvise repeated patterns.	Select and organise sounds into a longer sequence of sound. Combine qualities of sound to achieve affect.	Recognise how the musical elements can be used to create different moods and effects and to communicate ideas.

Life Without Levels at St George

	SPEAKING	LISTENING	READING	WRITING
Extending 	I can take part in a longer conversation or presentation without (many) notes. I can use the grammar & vocabulary I have learned to create my own sentences with good pronunciation	I can understand spoken language and dialogues with different sentence patterns and structures at normal speed	I can understand longer texts and use context to work out unfamiliar words.	I can write short texts and adapt a model using my own words or phrases
Applying 	I can give answers to more difficult and longer questions with correct pronunciation using familiar words. I can also ask longer questions and give more developed answers to questions people ask me	I understand short passages and dialogues (conversations) spoken at normal speed. I can follow instructions. I can write down the main points I hear	I can understand simple texts and I can use a dictionary (or index in a textbook) to look up new words & meanings. I can write down the main points I read	I can write sentences with some help and begin to develop my ideas and give opinions
Developing 	I can give longer answers to simple questions with correct pronunciation. I can also ask questions and give answers to questions people ask me. I can pronounce familiar words correctly	I can understand longer statements & more complicated words	I can understand familiar phrases and words and use my book (or computer) to find out new meanings	I can copy phrases correctly with few spelling mistakes. I can use accents, umlauts & silent letters most of the time. I can spell words I know from memory
Foundation 	I can make short, simple statements and can understand & answers simple questions with good pronunciation	I can understand simple spoken statements & words	I can understand single or small groups of words	I can copy words correctly and select words to complete short sentences

Modern Foreign Languages

Life Without Levels at St George

	Developing Skills	Making and Applying Decisions	Developing physical and mental capacity	Knowledge and understanding of fitness and health	Making informed choices about healthy, active lifestyles
Extending 	Pupils select and combine skills, techniques and ideas and use them in a widening range of familiar and unfamiliar physical activities and contexts, performing with consistent precision, control and fluency.	They use imaginative ways to solve problems, overcome challenges and entertain audiences. When planning their own and others work, and carryingout out their own work, they draw on what they know about strategies, tactics and composition in response to changing circumstances, and what they know about their own and others strengths and weaknesses.	They plan ways to improve their own and others performance and act on these decisions in order to bring about the improvements. They explain the principles of the practise and training, and apply them effectively.	They explain the benefits of regular, safe and planned physical activity programmes based on their choices and preferences of activities and roles within activities.	They take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities.
Applying 	Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities. When performing in different physical activities, they consistently show precision, control and fluency.	They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes. They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances.	They analyse and comment on how skills, techniques and ideas have been used in their own and others work, and on compositional and others aspects of performance. They suggest ways to improve.	They analyse and comment on how skills, techniques and ideas have been used in their own and others work, and on compositional and others aspects of performance. They suggest ways to improve. They understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health.	They describe their involvement regular, safe physical activity for the benefit of their health and well-being. When leading practises and activities, they apply basic rules, conventions and/or compositional ideas consistently.
Developing 	Pupils link, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency	Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities. When performing in different physical activities, they consistently show precision, control and fluency.	They analyse and comment on skills, techniques and ideas and how these are applied in their own and others work.	They analyse and comment on skills, techniques and ideas and how these are applied in their own and others work	They plan, organise and lead practices and activities safely, helping others to improve their performance.
Foundation 	Pupils link techniques and ideas with some accuracy and start to perform skills with some success, displaying aspects of precision, control and fluency in their performance.	Pupils select and combine basic skills, techniques and ideas and apply them with some success in different physical activities. When performing they display aspects of precision, control and fluency, but without real consistency.	They explain and apply basic safety principles when preparing for an exercise.	They work with others to plan and lead simple practices and activities for themselves and others.	They describe how exercise affects their bodies, and why regular, safe activity is good for their health and well-being.

Physical Education

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