



Year 8

Life Without Levels at St George

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The St George bands in Year 7 and 8 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 strong 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 | Extending | → | | 7 - 9 |
| 100-109 | Applying | Applying | → | | 5 - 7 |
| 90-99 | Developing | Developing | → | | 3 - 5 |
| 80-89 | Foundation | 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 opposite. 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:

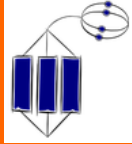



Extending the skills/knowledge for a good pass

Applying the skills/knowledge for a good pass

Developing the skills/knowledge for a good pass





Building the **Foundations** for a good pass

Life Without Levels at St George





| Religious Education | Learning About Religion | | | Learning From Religion | |
|---|--|---|--|---|--|
| Extending  | I can evaluate religious beliefs and ideas, and use religious teachings to support the points I am making. | I can use a range of evidence to express my views on the topics studied. | I can recognize the impact that religion and beliefs have on different communities and am able to evaluate how this has changed over time. | I can explain what religious beliefs and values inspire me and how they influence others. | I can show how religious beliefs and teaching give some explanation of the purpose and meaning of human life. |
| Applying  | 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. |
| Developing  | 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. |
| Foundation  | 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. |

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  | Register is convincingly matched to audience | Convincingly matched to purpose | Extensive vocabulary with effective use of linguistic devices | Writing is engaging, with a range of developed complex ideas | Wide range of punctuation is used accurately | Uses a full range of appropriate sentence forms for effect |
| Applying  | Register 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 |
| Developing  | Attempts to match register to audience | Attempts to match to purpose | Begins to vary vocabulary with some use of linguistic devices | Attempt to paragraph linked ideas in a logical order | Some control of punctuation | Attempts a variety of sentence forms |
| Foundation  | Simple awareness of register, audience and purpose | Simple vocabulary, simple linguistic devices | One or two relevant ideas, simply linked | Random paragraph structure | Demarcate sentences with appropriate capital letters, full stops and question marks | Simple range of sentence forms |

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| English (Reading) | AO1 - Identify and interpret explicit and implicit information and ideas | AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers | | | AO3 - Show understanding of the relationships between texts and the contexts in which they were written | |
|---|--|---|--|---|---|---|
| Extending  | Makes perceptive inferences | Analyses the effects of the writer's choices of language and structural features | Selects a judicious range of textual detail and examples | Makes clear and accurate use of subject terminology | Thoughtful consideration of contextual factors. Detailed links between context and text | Compares ideas and perspectives in a detailed way |
| Applying  | Makes clear inferences | Explains clearly the effects of the writer's choices of language and structural features | Selects a range of relevant textual detail and examples | Makes clear and accurate use of subject terminology | Clear understanding of contextual factors shown by specific links between context and text | Compares ideas and perspectives in a clear and relevant way |
| Developing  | Attempts some inference | Attempts to comment on the effects of language | Selects some appropriate textual detail and examples | Makes some use of subject terminology | Some understanding of implicit ideas / contextual factors | Attempts to compare ideas and perspectives |
| Foundation  | Offers paraphrase rather than inference | Offers simple comment on the effect of language | Selects simple references or textual detail | Makes simple use of subject terminology | Some awareness of contextual factors | Makes simple cross reference of ideas and perspectives |





English - Reading

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| Mathematics | Number | Geometry | Algebra | Statistics | Ratio and Proportion |
|--|--|--|--|--|---|
| Extending  | <p>Rounding numbers to given decimal places and significant figures. Estimate calculations.</p> <p>Give solutions to a problem to a suitable degree of accuracy.</p> <p>To understand and work with bounds.</p> <p>Give the error interval of a number.</p> <p>To work fluently between fractions, decimals and percentages.</p> <p>Calculate using negative and fractional indices.</p> | <p>To understand and use Pythagoras' theorem.</p> <p>To calculate missing sides and angles of a triangle using trigonometry.</p> <p>To solve problems using compound units.</p> <p>To use the formulae for the surface area and the volume of spheres and cones.</p> <p>To be able to draw column vectors.</p> <p>To calculate with column vectors.</p> <p>To enlarge a shape by a negative and fractional scale factor.</p> <p>Understand the difference between similar and congruent shapes.</p> <p>Know the criteria for proving if two triangles are congruent.</p> | <p>Expanding three binomials.</p> <p>Solving equations with unknowns on both sides and including brackets. To rearrange equations and formula.</p> <p>Factorise quadratic expressions.</p> <p>Understand and factorise the difference of two squares.</p> <p>Find the midpoint of a line on a graph and when given two points. Understand the roots and turning point of a quadratic graph.</p> <p>Drawing cubic and reciprocal graphs.</p> <p>Solve basic simultaneous equations.</p> | <p>To draw a basic histogram.</p> <p>Understand and calculate stratified sampling.</p> <p>Calculate capture recapture problems.</p> <p>Draw a probability tree without replacement in the event.</p> <p>To understand Venn diagrams and set notation.</p> | <p>Using scale factors, scale diagrams and maps.</p> <p>Calculate lengths, areas and volumes of similar shapes</p> |
| Applying  | <p>Add, subtract, multiply and divide fractions with mixed numbers.</p> <p>Use both non calculator and calculator method to work out percentage increase and decrease.</p> <p>Calculate simple interest.</p> <p>Calculate compound interest.</p> <p>Calculate percentage change.</p> <p>Understand how to calculate reverse percentages to find the original amount.</p> <p>Dividing integers and decimals by a decimal.</p> <p>Recognise and use reciprocals and understand a reciprocal as a multiplicative inverse.</p> <p>Calculate with negative indices.</p> <p>Use standard for to write large and small numbers.</p> | <p>Drawing and interpreting bearings.</p> <p>Calculating the length of an arc and area of a sector.</p> <p>Calculating surface area and volume of prisms including a cylinder.</p> <p>To derive and use the formula to calculate the sum of angles in polygons.</p> <p>Describing all transformations fully.</p> <p>Identifying regions in construction and loci problems</p> | <p>Expanding double brackets.</p> <p>Solving equations with unknowns on both sides.</p> <p>Substituting negative numbers and decimals into expressions.</p> <p>Factorising linear expressions.</p> <p>Finding the equation of a line.</p> <p>Drawing a quadratic graph.</p> <p>Finding the nth term of a quadratic sequence</p> | <p>Using the line of best fit to make predictions.</p> <p>Constructing cumulative frequency graphs.</p> <p>Constructing box plots and interpreting the distribution.</p> | <p>Understand and use compound measures including the use of different units to solve problems</p> |
| Developing  | <p>Round numbers and give solutions to a suitable degree of accuracy.</p> <p>Calculate using BIDMAS including brackets, powers and roots.</p> <p>Convert between mixed and improper fractions.</p> <p>Multiply and divide fractions.</p> <p>Add and subtract fractions without a common denominator.</p> <p>Understand how to convert between fractions, decimals and percentages.</p> <p>Calculate a percentage of a quantity including more than 100%.</p> <p>Calculate percentage increase and decrease.</p> <p>Formal method for long division.</p> <p>Multiplying a decimal by another decimal.</p> <p>Multiply by numbers less than 1.</p> <p>Use basic index notation and use the laws for multiplication and division.</p> | <p>Drawing bearings.</p> <p>Calculating circumference and area of a circle.</p> <p>Calculating surface area and volume of prisms.</p> <p>To calculate angles in parallel lines.</p> <p>Enlarging a shape with a fractional scale factor and centre of enlargement.</p> <p>Basic construction and loci.</p> | <p>Expanding single brackets and simplifying.</p> <p>Solving equations with brackets and fractions.</p> <p>Substituting negative numbers and decimals into expressions.</p> <p>Plotting and understanding the graph of $y=mx+c$.</p> <p>Drawing and interpreting a range of real life graphs.</p> <p>Finding and using the nth term of a linear sequence</p> | <p>Constructing and interpreting times series graphs.</p> <p>Identify the median from grouped data.</p> <p>Comparing distributions of ungrouped and grouped discrete or continuous data using mean, mode, median and range.</p> <p>Using probability trees to calculate the probability of independent events.</p> | <p>Calculating using exchange rates.</p> <p>Interpreting conversion graphs</p> <p>Understanding direct proportion</p> |
| Foundation  | <p>Multiply and divide decimals by 10, 100 and 1000.</p> <p>Calculate using BIDMAS.</p> <p>Round numbers to given decimal places.</p> <p>Use the rules to add, subtract, multiply and divide negative numbers.</p> <p>Know equivalence between basic fractions, decimals and percentages.</p> <p>Calculate a fraction of a quantity.</p> <p>Use column method to multiply a 3 digit number by a 2 digit number.</p> <p>Multiply decimals by a single digit.</p> <p>Understand and use inverse operations.</p> <p>Calculate HCF and LCM.</p> <p>Find prime factor decomposition.</p> <p>Use basic index notation.</p> | <p>Calculating the area of parallelograms and trapeziums.</p> <p>Calculating surface area and volume of cuboids.</p> <p>Calculating missing angles in multi-step problems and giving reasons for each step.</p> <p>Transform and begin to describe some transformations using rotation, reflection, translation and enlargement.</p> <p>Construct triangles.</p> | <p>Expanding a term over a single bracket.</p> <p>Solving one and two step equations.</p> <p>Substituting positive integers into expressions.</p> <p>Drawing horizontal and vertical lines on a graph.</p> <p>Finding the nth term of a linear sequence.</p> | <p>Constructing and interpreting pie charts.</p> <p>Constructing and interpreting scatter graphs.</p> <p>Identifying the modal class from a grouped data.</p> <p>Estimating the mean from grouped data.</p> <p>Construct possibility spaces for combined events and use these to calculate probabilities.</p> | <p>Using proportional reasoning to solve problems.</p> <p>Dividing and amount by a given ratio.</p> |

Life Without Levels at St George





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 | 85% |  Extended abstract | <ul style="list-style-type: none"> Identify, manage and explain the importance of control variables. Not include irrelevant variables– student can see what will impact on the experiment. | <ul style="list-style-type: none"> Set up and use all apparatus independently. Choose suitable equipment for a task and justify the decisions they have made. | <ul style="list-style-type: none"> Suggest specific improvements following the identification of weak points of the experiment. The relevance of these are related to the hypothesis being tested. | <ul style="list-style-type: none"> Discuss the limitations of the data, and judge the strength of the conclusion based in this. | <ul style="list-style-type: none"> The quality of writing enhances the content (spelling, punctuation, grammar, format). Scientific conventions are followed without prompting. Scientific terms are used correctly. | <ul style="list-style-type: none"> Recall familiar formulae and rearrange when needed. Add accurate lines of best fit to scatter graphs. Use standard form. Use compound units (e.g. N/m^2). |
| Applying | 66% |  Relational | <ul style="list-style-type: none"> Identify and manage control variables. Demonstrates a good awareness of the impact these control variables would have on their experiment. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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). | <ul style="list-style-type: none"> Make correct conclusion based on (and referring to) data. Attempt to show how much evidence there is to support or refute the hypothesis. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |
| Developing | 50% |  Multi-structural | <ul style="list-style-type: none"> Identify the independent and dependent variables in an experiment from the hypothesis being tested. Manage, with some support, control variables. | <ul style="list-style-type: none"> Set up basic lab equipment correctly and independently. Follow instructions to collect results. | <ul style="list-style-type: none"> Identify specific improvements for the experiment that show an understanding of what was being done. | <ul style="list-style-type: none"> Make simple statements in conclusion that are based on their data. Identify whether the results support the hypothesis or not. | <ul style="list-style-type: none"> Use scientific terminology in place of 'common' language, but meanings of similar terms are sometimes confused. | <ul style="list-style-type: none"> Plot line graph accurately when axes are supplied. Use units when performing calculations. |
| Foundation | 30% |  Uni-structural | <ul style="list-style-type: none"> Identify whether a test is fair or not, but need support to identify specific control variables. | <ul style="list-style-type: none"> Set up laboratory equipment when shown how to. Identify specific risks for the experiment being carried out. | <ul style="list-style-type: none"> Describes general improvements that are not specific to the experiment (e.g. repeat, use more accurate equipment, check results with another group). | <ul style="list-style-type: none"> Describe whether their results agree with another students' results from the same experiment. | <ul style="list-style-type: none"> Communicate ideas coherently in writing. Order statements so that they make sense for the reader. | <ul style="list-style-type: none"> Use simple formula correctly. Plot bar graph when axes are supplied. |

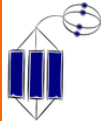



Life Without Levels at St George

| | 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. | Ao4 Present Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and making connections between visual or other elements. |
|------------|---|--|--|--|
| Extending | An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources. | An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. | An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation as work progresses. | An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. An exceptional ability to demonstrate understanding of visual language. |
| Applying | A confident and highly developed ability to develop ideas through creative and purposeful investigations. 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 of art 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. |
| Developing | A consistent ability to demonstrate an understanding of different 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 personal final outcome which makes clear connections to the theme. Evaluate my own work and that of others, using critical understanding to develop your own views and artistic practice. |
| Foundation | A moderate ability to describe an artwork and how it may inspire a future artwork. Select information and resources to develop work. Consider the context and purpose of artwork. | 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. |





Life Without Levels at St George

| Year 8 Dance | | Choreography | | | | Performance | | | Appreciation | |
|--------------|---|--|--|--|---|---|--|--|--|--|
| | | Action | Dynamic | Space | Relationship | Technical skills | Physical skills | Expressive Skills | Appreciation and evaluation of others work | Appreciation and evaluation of my own work |
| Extending |  | An extensive range of actions created to communicate the dance idea. | I can perform a variety of dynamics that communicate the dance idea. | I can develop my choreography by applying a variety of spatial features to communicate the dance idea. | I can develop my choreography by applying a variety of relationships including accumulation to enhance the communication of the dance idea. | I can perform with technical skills to enhance the dance idea consistently. | I can perform with all Physical skills to enhance the dance idea consistently throughout my performance. | I can communicate my dance idea through the use of expressive skills: focus, projection, facial expression consistently throughout performance | I can analyse the key features of movement in both professional and peers working focusing on strengths and improvements to improve the quality and enhance the communication of the dance idea. | I can reflect upon my work, considering both the choreographic and performance features of my work and enhance the communication of the dance idea. I can set myself clear targets to improve the quality of my work |
| Applying |  | 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 incorporate accumulation. | 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 |
| Developing |  | 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 the work 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 |
| Foundation |  | 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 |





Life Without Levels at St George

| Design Technology | | Investigating | Designing & Making | Analyse and Evaluate | Knowledge and understanding |
|-------------------|---|--|--|---|---|
| Extending |  | Comprehensive research undertaken with effective influence shown in design ideas. The needs and wants of the user have been clearly identified and are relevant throughout the thoughtful designs. | Imaginative, creative and innovative ideas have been used to generate fully considered ideas which fully avoid any design fixation. Excellent development of ideas leads to an exceptionally high level of making and finishing. | Comprehensive on-going analysis and evaluation throughout the project, which effectively influences designing and making. | Comprehensive understanding of technical principles. Comprehensive use of technical vocabulary. |
| Applying |  | Detailed research undertaken with clear 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. |
| Developing |  | Good research undertaken with some 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. |
| Foundation |  | 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. |

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| Drama Year 8 | | 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 |  | An extensive range of skills are demonstrated and sustained. | Skills are deployed precisely and in a highly effective way. | Outstanding contribution to the effectiveness of the piece. | Personal interpretation is highly sensitive to context. | Artistic intentions are entirely achieved . |
| Applying |  | Highly competent, 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. |
| Developing |  | 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. |
| Foundation |  | 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. |

Life Without Levels at St George

| Band | Applying knowledge | Map Skills | | | Literacy | |
|------------|---|---|--|--|--|---|
| | | Map Skills | Data Presentation Skills | Data Analysis | Key Geography Concepts | SPaG |
| Extending | Relational  | <p>All of applying plus:</p> <ul style="list-style-type: none"> Using contour lines on a map Analyse the inter-relationships between human and physical factors on maps | <p>All of applying plus:</p> <ul style="list-style-type: none"> They can show data using complex methods (i.e. proportional sized maps and graphs) Think about how data presentation can create bias. | <p>All applying plus:</p> <ul style="list-style-type: none"> They can competently spot weaknesses/ strengths in data sets They can see how sets of data are correlated and can be used to support one another <p>The start to look at trends over time scales in one location</p> <ul style="list-style-type: none"> They begin to be able to spot weakness or strengths in data. | <p>All applying plus:</p> <ul style="list-style-type: none"> Sustainability: Students understand that social, economic and environmental factors all need to be well managed for a decision or an idea to be sustainable. They can justify using evidence whether or not an idea or sustainable. The student is very good at using real world examples in their answers | <ul style="list-style-type: none"> 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  | <p>All of developing plus:</p> <ul style="list-style-type: none"> Use of ratio to calculate scale of a map | <p>All developing skills plus:</p> <ul style="list-style-type: none"> Can present data accurately and specifically for a task Can construct pie charts using percentages | <p>All developing skills plus:</p> <ul style="list-style-type: none"> 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. | <p>All developing plus:</p> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
| Developing | Uni-structural  | <p>All of foundation skills plus:</p> <ul style="list-style-type: none"> 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. | <p>All foundation skills plus:</p> <ul style="list-style-type: none"> Can construct radar graphs Can start to analyse some data Can think of ways to present data which are suitable for the task | <p>All foundation skills plus:</p> <ul style="list-style-type: none"> The student begins to give detailed data analysis The can spot trends and attempt to explain them Can use averages and means | <p>All foundation plus:</p> <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
| Foundation | Uni-structural (in some areas)  | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Can construct line graphs and scatter graphs with their own labelled axis | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |

Geography

Life Without Levels at St George

| History Year 8 | | Knowledge AO1 | Explanation AO2 | Source AO3 | Interpretation AO4 |
|-----------------------|---|--|---|--|--|
| Extending |  | <p>Some good use of key vocabulary with accurate knowledge to support explanation.</p> <p>Pupil begins to link in their own knowledge to show how an event may have led to other events or consequences.</p> | <p>Pupil begins to explain the significance of events, causes and consequences, and how they relate to other events in the short and long term.</p> <p>Can write coherently with good use of spelling, punctuation and grammar.</p> | <p>Well developed evaluation of content and origin set it the historical context.</p> <p>Begin to evaluate the purpose of the source and how this affects its reliability.</p> | <p>Evaluate a range of interpretations to justify their own opinion.</p> <p>Justify why different interpretations exist.</p> |
| Applying |  | <p>Sound use of key words with mainly accurate knowledge</p> <p>Begins to apply their knowledge to make sense of a historical period.</p> | <p>Sound explanation of an historical event with simple judgements reached. Some contextual support and understanding of the event or personality's importance. Uses a minimum of 3 connectives to develop in detail their opinion of an historical period and to set it in its historical context.</p> | <p>Can begin to evaluate the Content and origin of a source and explain how the origins impact the usefulness to historians.</p> | <p>Good explanation about how interpretations are different.</p> <p>Begin to recognise why some interpretations are different</p> <p>Begin to recognise how some people have different interpretations of the same historical event.</p> |
| Developing |  | <p>Some keywords and some background knowledge</p> <p>Pupil can recall in some detail key features of a historical period.</p> | <p>Some explanation about an historical event.</p> <p>Start to use connectives to develop an idea.</p> | <p>Pupil beings to apply their own knowledge to the content of the source.</p> <p>Begins to set the source in its historical context.</p> | <p>Begin to form their own interpretation of an historical event.</p> |
| Foundation |  | <p>Limited use of key words with basic accompanying knowledge.</p> <p>Pupil can recall some key features of a historical event</p> | <p>Basic statements about historical events.</p> <p>Begins to write in full sentences with correct grammatical features.</p> <p>Can express an idea coherently.</p> | <p>Can paraphrase or copy the content of the source</p> | <p>Pupil can differentiate between an interpretation and a fact.</p> <p>Pupils can identify what the interpretation is.</p> |

Life Without Levels at St George





| IT | Online Safety: Cyberbullying, grooming, sexting and selfies, viruses, password security and digital footprints | Computational Thinking | Introduction to Python | Representing data: images, sound and text | Computer Networks and the internet | HTML 4 and CSS |
|---|--|---|--|---|---|--|
| Extending  | Extend their knowledge and able to articulate strong opinions about the effect of cyberbullying. Offer solutions to help the person being bullied, a friend who wants to support the victim and also for the bully themselves. | Use logical reasoning to compare the utility of alternative algorithms for the same problem. | Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems. | Appreciate ICT as a powerful source of data, and as a means of processing data and simulating situations. | Understand the hardware and software components that make up computer systems, and how they communicated with one another and with other systems | Learn how to design web pages that are linked to a CSS file which controls their formatting and style. |
| Applying  | Apply their knowledge by thinking about their own behaviours online and think about the impact that they might have on someone else | Understand several key algorithms that reflect computational thinking. | Be able to clearly explain the purpose of variables and values. | To explore possible opportunities for handling data across the curriculum | Be able to clearly explain the difference between a hub, a switch and a router | Inherently understand the code structure required to set up a web page. |
| Developing  | Develop their understanding and know what to do if they are ever cyberbullied by somebody. | Be able to help break down a large problem into smaller tasks. Know that decomposition is the first stage of computational thinking | Know how to recognise simple errors in their program and know how to fix them | Develop the knowledge and become familiar with the approach to handling data | Be able to identify a range of benefits and problems of computer networks. They will also be able to identify at least two pieces of hardware required to set up a network. | Use tags to undertake simple formatting of HTML code. |
| Foundation  | Understand the expectations of the ICT department. Understand the effects that cyberbullying can have on somebody else | Understand that computational thinking is a way of breaking a problem down into smaller parts in order to find a solution | Understand how to write and run a simple computer program | Understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits | Be able to explain the term, 'computer network' and give a reason as to why they are useful | create a simple webpage which opens in a browser. |

Life Without Levels at St George

| | Understanding | Singing | Playing | Improvising | Composing | Listening |
|------------|--|---|---|--|--|---|
| Extending | Understanding reflects a wider awareness of contextual implications of the development of transferrable skills. | Singing styles are developed, including singing techniques used in different genres eg. scat. | Performances are confident and expressive. An understanding of audience and venue is demonstrated. | Improvise within different styles and genres. | Compose stylistic music selecting from a range of appropriate musical devices, including technological. Compositions use more extended structures, | Analyse musical styles and contexts. |
| Applying | Understand a range of styles. Genres and traditions, comparing and relating their differences to time and place. | Sing more challenging harmonies. Sing expressively. | Performances are refined and improved. Contribute to purposeful rehearsals, both in a group and individually. | Improvise more extended phrases within a clear structure. | Compositions show a strong awareness of venue, occasion and purpose. | Respond musically to both live and recorded music. |
| Developing | Explore and identify the relationship between the musical elements, devices and tonalities with and awareness of how these have been used expressively to reflect musical purpose. | Sing significant parts from memory. | Instrumental skills are used with growing independence and transferable skills are developing. | 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. | Improve and refine their own and others work showing an awareness and manipulation of musical features and intended effect. |
| Foundation | 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 with a broader use of voice and pitch range. | Basic instrumental techniques are shown 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. |

Music

Life Without Levels at St George

| MFL Y8 | Speaking | Listening | Reading | Writing |
|---|---|--|--|--|
| Extending  | <p>I can adapt language to produce extended and detailed responses quite fluently and I am mostly accurate. I can speak using at least three tenses.</p> | <p>I can understand longer spoken texts, write down quite detailed notes/answers and can understand 3 time frames.</p> | <p>I can understand longer texts in unfamiliar topics using both the past and future tenses. I am becoming more confident working out meaning of texts on unfamiliar topics.</p> | <p>I can write in paragraphs using a variety of language & vocabulary, using at least 3 tenses.</p> |
| Applying  | <p>I can talk about what I have done in the past or what I will do in the future. I can talk for quite a long time on familiar topics.</p> | <p>I can understand what people say about what happened in the past or what will happen in the future.</p> | <p>I can understand people's opinions and about events in the past or in the future. I can find out information on my own.</p> | <p>I can write short passages either using the past or future tenses and I can write about my opinions and feelings.</p> |
| Developing  | <p>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</p> | <p>I can understand spoken language and dialogues with different sentence patterns and structures at normal speed</p> | <p>I can understand longer texts and use context to work out unfamiliar words.</p> | <p>I can write short texts and adapt a model using my own words or phrases</p> |
| Foundation  | <p>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.</p> | <p>I understand short passages and dialogues (conversations) spoken at normal speed. I can follow instructions. I can write down the main points I hear.</p> | <p>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.</p> | <p>I can write sentences with some help and begin to develop my ideas and give opinions.</p> |

Life Without Levels at St George

| PE | 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  | <p>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.</p> | <p>They use imaginative ways to solve problems, overcome challenges and entertain audiences. When planning their own and others work, and carrying 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.</p> | <p>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.</p> | <p>They explain the benefits of regular, safe and planned physical activity programmes based on their choices and preferences of activities and roles within activities.</p> | <p>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.</p> |
| Applying  | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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 understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health.</p> | <p>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.</p> |
| Developing  | <p>Pupils link, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency</p> | <p>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.</p> | <p>They analyse and comment on skills, techniques and ideas and how these are applied in their own and others work.</p> | <p>They analyse and comment on skills, techniques and ideas and how these are applied in their own and others work</p> | <p>They plan, organise and lead practises and activities safely, helping others to improve their performance.</p> |
| Foundation  | <p>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.</p> | <p>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.</p> | <p>They explain and apply basic safety principles when preparing for an exercise.</p> | <p>They work with others to plan and lead simple practices and activities for themselves and others.</p> | <p>They describe how exercise affects their bodies, and why regular, safe activity is good for their health and well-being.</p> |

Physical Education

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