Queen Elizabeth's Grammar, Alford

Key Stage 3 Assessment Bands

October 2023

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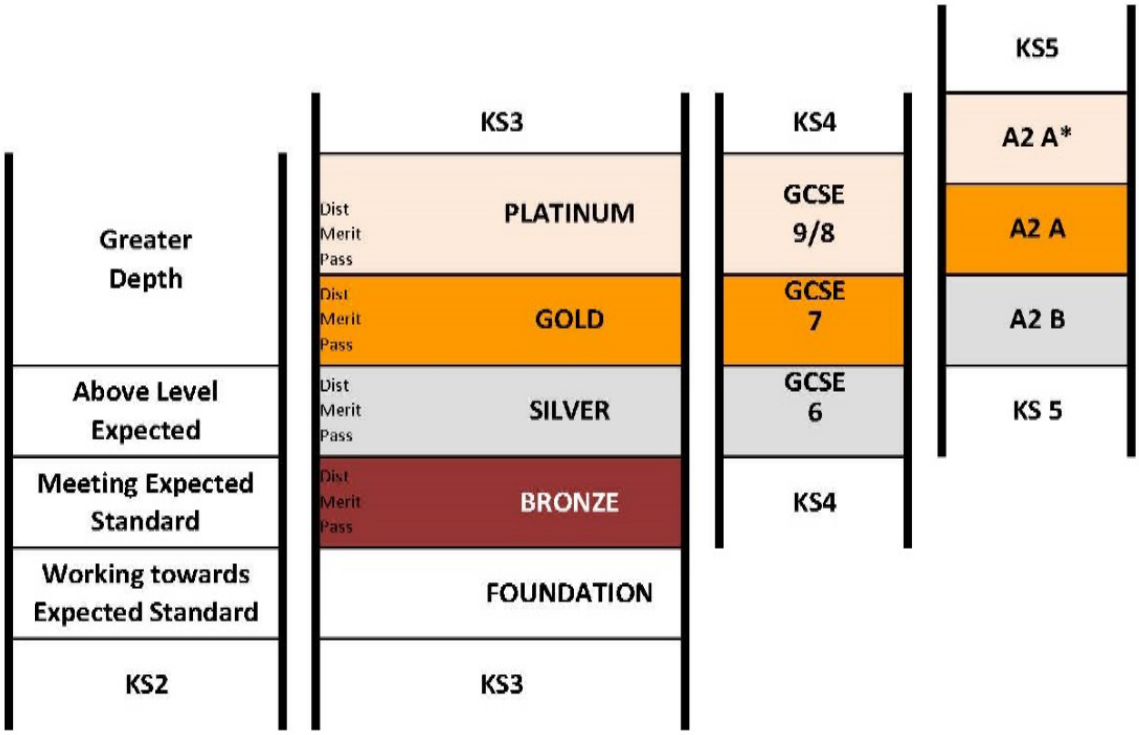
KEY STAGE 3 ASSESSMENT BANDS



Assessment Bands Explained

Each subject follows a programme of study containing activities which allow students to develop the specific subject knowledge, skills and understanding that your child is expected to achieve by the end of the Key Stage. The attainment of students in each subject area will be measured in **Bands** from Foundation through to Platinum. To provide finer resolution, each band (apart from Foundation) is sub-divided to provide the facility to award the band at Pass, Merit or Distinction level.

Pupils in Year 7 are assessed in each subject area during their first half-term in school to provide benchmarking information relating to their initial levels of attainment. Both English and Mathematics are tested at the end of Key Stage 2 through external tests, which will also be used to inform target setting for each student. Other subjects will be assessed internally through a variety of activities designed to test the skills and attainment of your child. Teachers will make decisions about the target KS3 band for your child through a combination of the benchmarking activities, assessment of classwork, home learning, KS2 results and Cognitive Ability Tests. You will receive target bands for each subject in January and then at subsequent intervals, you will receive 'projected band' and 'attitude to learning' information. This will allow you and your child to see where they have been successful and where improvements are required. Where a student's benchmark in English or Mathematics is assessed to be at Foundation level then intervention work will take place to try to ensure that they attain the standard required for progress on to GCSE courses in Year 9.

To achieve at least a pass in a band, a student has to demonstrate to the teacher that, when assessed, they are able to meet the required standards of attainment in that band. Further subject information of the expectations for each band follows.

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Assessment Bands and Age Expectancy

As our students are of above average ability, we would anticipate that they should achieve a minimum of 'Silver' in all subject areas at the end of Year 8. In all cases, we would anticipate that students would make the equivalent of two bands progress during Years 7 and 8.

Targets will be aspirational and will reflect our ambition for our students to exceed the nationally expected levels of progress.

Translation of Bands into GCSE Grades

To provide an indication of the possible GCSE outcomes based upon making this amount of progress, Key Stage 3 Bands are translated into GCSE grades to allow teachers and students to make informed choices about target setting in Key Stage 4. It is worth noting that where a student looks to be on course to meet a target earlier in a Key Stage than expected, the target will be raised by their teacher to encourage aspiration and further positive progression.

The diagram on page 1 of this booklet demonstrates the progress expected by a QEGS student from their starting benchmarks.

Targets are set at the beginning of each Key Stage, published to parents and are then subsequently reviewed at regular intervals. At each review, information is provided which includes the target set and, in addition, a projected band or grade will also be provided. The **target** information highlights the band or grade we consider your child is capable of achieving at the end of the Key Stage. The **projected** information shows the band or grade we believe your child would be likely to achieve at the end of the Key Stage if they were to continue to work at their current level.

We believe that students perform at their best when expectations of them are high. By providing aspirational targets within a supportive and encouraging learning culture, we give our students the confidence to perform above and beyond their own expectations. Our firm belief in a 'can do' culture allows students to develop valuable skills, which not only serve them well within their time in school, but also in their future working lives.

Should you have any questions relating to target setting and assessment, please do not hesitate to contact us.

OGSU Explained

As well as using O G S U grades (further information below) teachers will often use 'bands' to assess work; you may well have noticed this already in your child's exercise books.

Outstanding (O)

- All tasks set completed successfully
- Care taken with presentation of work
- Detailed answers
- Very good level of understanding shown
- Where appropriate, additional research has been carried out and/or original ideas are presented

Good (G)

- Majority of tasks are completed successfully
- Clearly presented work with evidence of care and thought
- Good understanding shown
- Attention to detail

Satisfactory (S)

- Tasks are generally attempted with a reasonable level of success
- Presentation is legible and fulfils minimum expectation
- Basic understanding shown

Unsatisfactory (U)

- Inadequate number of tasks attempted
- Lack of evidence of understanding
- Presentation is poor, with little evidence of care and thought

Art & Design

At the end of KS2 Pupils should be able to:		
Select and record from experience and imagination, record first-hand observations and explore ideas for different purposes	Make thoughtful observations about starting points and select ideas to use in their work	Select and record visual and other information in a sketchbook and use this to help them develop their ideas

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
You have produced work from **ideas provided by the teacher.** You have worked with **some materials and processes.** You have looked at the work of **some artists.**	You have **explored ideas** and worked from **source images.** You have worked practically with a **range of materials** and processes **presented to you.** You have shown **some understanding of the basic elements.** You have used **objects, pictures, and artist's work** to **develop and improve** your work.			You have **explored a range of ideas** and been able to **select appropriate source material.** You have worked practically and **imaginatively** with a **range of materials and processes** to **communicate ideas and meanings.** You have applied your **knowledge of the elements and principles** to your work. You have used your **knowledge of artist's work** to **inform your own ideas**			You have **explored ideas to a high-level** working from more **challenging source material** and presented your knowledge and understanding in a range of ways. You have shown a **competent and independent** use of materials and processes. You have shown a clear **understanding of the elements and principles** and used them in your work to a **high level**			You have **explored ideas to an exceptional level** and worked from a **variety of source material in an inventive way.** You have responded to the work of other artists with **enthusiasm and flair** and have shown the ability to **analyse images in detail.** **You are currently working at GCSE level**		

Computer Science

At the end of KS2 Pupils should:	
ESAFETY	• Be aware that dangers exist online and know what they should do to protect themselves • Be aware of how to save files and be able to find those files again • Understand the importance of a username and password and the requirement to keep them secure
DATA REPRESENTATION	• Understand that different files open with different programs • That a computer uses binary to store its data
NETWORKS	• Understand that a network is a collection of computers • Know that usernames and passwords are needed to access a network • Know that when work is saved on a network it is stored on a server
PROGRAMMING	• Understand that computers have to be programmed to do anything • Be able to read simple algorithms
DIGITAL SECURITY	• Know the importance of a username and password • Be able to recognise secure pages on the web
HARDWARE	• Be familiar with common hardware peripherals

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Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
eSafety												
Pupils at this band should:	As well as the previous band, pupils obtaining this band should: • ES1B7 Be able to use headings • ES1B6 Know what is meant by grooming • ES1B5 Know what is meant by cyber-bullying • ES1B4 Know what is meant by trolling • ES1B3 Be able to identify candidates for good passwords • ES1B2 Understand what is meant by a folder structure • ES1B1 Understand the importance of naming files correctly • ES2B3 Know what is meant by software protection • ES2B2 Know what is meant by hardware protection • ES2B1 Understand the term sexting			As well as the previous band, pupils obtaining this band should: • ES1S10 Be able to use spell check • ES1S9 Be able to use headers and footers • ES1S8 Be able to use page numbers • ES1S7 Be able to use headings 1, 2 and 3 correctly • ES1S6 Know ways to deal with cyber-bullying • ES1S5 Know what to do if you think you are being groomed • ES1S4 Know how to make a good password • ES1S3 Be able to make a folder structure • ES1S2 Explain the need to make backups • ES1S1 Understand the purpose of an acceptable use policy • ES2S6 Explain how a username and password protects data • ES2S5 Explain how a virus checker protects data • ES2S4 Explain how CCTV helps protect data			As well as the previous band, pupils obtaining this band should: • ES1G3 Be able to use table of contents in your work • ES1G2 Explain why a backup needs to be kept in a different location to the original • ES1G1 Explain why the school needs an acceptable use policy • ES2G3 Analyse data for potential problems with eSafety • ES2G2 Explain the dangers with over sharing • ES2G1 Explain why it is important for us to keep our data safe			As well as the previous band, pupils obtaining this band should:		

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	S	G	O	S	G	O	S	G	O	S	G	O
				• ES2S3 Explain how sexting can cause problems in later life • ES2S2 Explain what is meant by privacy and security • ES2S1 Understand why companies want our data								
Data Representation												
Pupils at this band should:	As well as the previous band, pupils obtaining this band should: • DR1B4 Be able to convert from binary to denary up to 4 bits • DR1B3 Be able to convert from denary to binary up to 4 bits • DR1B2 Understand that binary is a base 2 number system • DR1B1 Know how many bits in a nibble and a byte • DR2B5 Be able to identify the units of measurement in order up to megabyte • DR2B4 Be able to calculate files sizes of black and white pictures into bits • DR2B3 Understand that the bit depth relates to the number of colours			As well as the previous band, pupils obtaining this band should: • DR1S5 Be able to add 2 binary numbers without carries • DR1S4 Convert a single digit hex number to denary • DR1S3 Be able to convert from binary to denary up to 8 bits • DR1S2 Be able to convert from denary to binary up to 8 bits • DR1S1 Know how many bytes in a kilobyte • DR2S5 Be able to identify the units of measurement in order up to terabyte • DR2S4 Be able to calculate files sizes of black and white pictures into bytes • DR2S3 Be able to calculate the number of colours in an image given the bit depth			As well as the previous band, pupils obtaining this band should: • DR1G4 Be able to add 2 binary numbers with carries • DR1G3 Convert a 2 digit hex number to denary • DR1G2 Convert a single hex number into binary • DR1G1 Know given the number of bits the way to work out the maximum denary number • DR2G5 Be able to calculate file sizes of colour pictures into bytes • DR2G4 Explain how the resolution and bit depth affect the size of a picture • DR2G3 Be able to recreate a picture given the binary			As well as the previous band, pupils obtaining this band should: • DR1P6 Explain the relationship between hex and binary • DR1P5 Be able to convert from hex to binary • DR1P4 Be able to convert from binary to hex • DR1P3 Be able to convert from denary to hex • DR1P2 Be able to convert from hex to denary • DR1P1 Be able to add 3 binary numbers with carries • DR2P2 Be able to calculate file sizes of colour pictures and identify the most appropriate unit to give the measurement in • DR2P1 Be able to explain why Unicode was necessary		

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	S	G	O	S	G	O	S	G	O	S	G	O
	• DR2B2 Identify what is meant by a pixel • DR2B1 Know that there are two main character sets			• DR2S2 Be able to calculate the resolution of a picture • DR2S1 Understand the number of characters that can be represented by ASCII and Unicode			• DR2G2 Explain the advantages and disadvantages of ASCII and Unicode • DR2G1 Explain how characters are represented within a character set					
Networks												
Pupils at this band should:	As well as the previous band, pupils obtaining this band should: • N1B5 Be able to identify in HTML a paragraph and heading(x) • N1B4 Be able to add text to a webpage • N1B3 Be able to identify start and close tags in HTML • N1B2 Know what HTML stands for • N1B1 Know what a network is • N2B3 Know the different communication mediums used to connect devices • N2B2 Know what is meant by a LAN • N2B1 Know what is meant by a WAN			As well as the previous band, pupils obtaining this band should: • N1S7 Be able to use headings and paragraphs in HTML • N1S6 Be able to add images in HTML • N1S5 Be able to use ordered and unordered lists in HTML • N1S4 Be able to add hyperlinks between pages • N1S3 Understand how some HTML tags are self-closing • N1S2 Know what is meant by a server • N1S1 Know what is meant by a client • N2S6 Know the hardware components that make up a star and bus network • N2S5 Be able to draw the topology of a bus and star networks • N2S4 Be able to identify a MAC address			As well as the previous band, pupils obtaining this band should: • N1G6 Be able to change the text style using inline attributes • N1G5 Be able to add images in HTML and alter the height and width • N1G4 Explain the benefits of a network • N1G3 Explain the drawbacks of a network • N1G2 Know the role of different servers • N1G1 Know the difference between the web and the Internet • N2G8 Understand the purpose of DNS • N2G7 Explain the advantages and disadvantages of a bus topology • N2G6 Explain the advantages and disadvantages of a star topology			As well as the previous band, pupils obtaining this band should: • N1P3 Be able to use linked CSS for styling • N1P2 Be able to create a table in HTML • N1P1 Explain the difference between a peer to peer and client server network • N2P2 Explain how DNS resolves IP Addresses • N2P1 Understand the role of a router in connecting networks		

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	S	G	O	S	G	O	S	G	O	S	G	O
				• N2S3 Be able to identify an IP address • N2S2 Know the purpose of a NIC • N2S1 Explain the advantages and disadvantages of cable networks over wireless			• N2G5 Understand what is meant by a protocol • N2G4 Explain the difference between MAC and IP addresses • N2G3 Explain the advantages and disadvantages of fibre and copper cabling • N2G2 Be able to identify a LAN and WAN • N2G1 Know what is meant by a PAN					
Programming												
Pupils at this band should:	As well as the previous band, pupils obtaining this band should: • P1B5 Be able to identify the mathematical operators + - / * used in code • P1B4 Be able to manipulate code so that it performs a similar task • P1B3 Be able to identify what a piece of sequenced code is doing • P1B2 Be able to identify a variable • P1B1 Know what is meant by the data types: String, Char, Boolean, Integer and Real • P2B2 Be able to read a pseudo code algorithm with an IF statement			As well as the previous band, pupils obtaining this band should: • P1S4 Be able to write sequenced code from pseudo code • P1S3 Explain what is meant by a variable • P1S2 Be able to write pseudo code for selection • P1S1 Be able to write code which uses the output of one calculation as an input to another • P2S4 Understand the importance of indentation within Pseudo Code			As well as the previous band, pupils obtaining this band should: • P1G5 Be able to create a working application with consideration for user interface • P1G4 Be able to write sequenced code in a Windows Form application • P1G3 Understand why sensible variable and form component names are necessary • P1G2 Understand the difference between actions and properties • P1G1 Be able to manipulate a controls properties within a program			As well as the previous band, pupils obtaining this band should: • P2P5 Be able to use an IF statement with more than one condition using AND or OR. • P2P4 Be able to use a SELECT CASE selection statement • P2P3 Know when it is appropriate to use SELECT CASE instead of IF • P2P2 Be able to use a Random Number generation within a program • P2P1 Be able to use the string function MID		

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	S	G	O	S	G	O	S	G	O	S	G	O
	• P2B1 Be able to use an IF statement			• P2S3 Be able to use an IF statement with an else condition. • P2S2 Understand the how the relational operators =, <, >, >=, <=, <> are used. • P2S1 Understand what is meant by a constant			• P2G7 Be able to use a constant in a sensible location within a program • P2G6 Be able to write pseudo code with an IF statement • P2G5 Be able to use nested IFs to create a complex selection statement • P2G4 Be able to use the string function LEN • P2G3 Be able to use the string functions LEFT and RIGHT • P2G2 Understand how the mathematical operator MOD works • P2G1 Be able to trace a program with an IF statement					
Digital Security												
Pupils at this band should:	As well as the previous band, pupils obtaining this band should: • DS1B3 Understand what is meant by a Caesar Cipher • DS1B2 Understand what is meant by Plaintext and Ciphertext • DS1B1 Understand what is meant by encryption			As well as the previous band, pupils obtaining this band should: • DS1S4 Be able to encrypt and decrypted using a Caesar Cipher • DS1S3 Explain why encryption is necessary • DS1S2 Understand what is meant by the cipher and key • DS1S1 Explain what sort of information needs to be encrypted and typical examples of where this would be found.			As well as the previous band, pupils obtaining this band should: • DS1G5 Explain how the ciphertext is generated using Caesar Cipher • DS1G4 Explain why some methods of encryption are no good anymore • DS1G3 Explain the process of how data is encrypted and decrypted • DS1G2 Explain how a key can be exchanged securely			As well as the previous band, pupils obtaining this band should: • DS2P4 Explain how biometric measure of authentication are used • DS2P3 Analyse the benefits and drawbacks of biometric authentication methods • DS2P2 Explain how two factor authentication works • DS2P1 Explain how identify theft could happen		

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	S	G	O	S	G	O	S	G	O	S	G	O
	• DS2B2 Understand what is meant by the term malware • DS2B1 Understand that viruses, worms, adware, Trojan horses are all collectively known as adware.			• DS2S7 Explain what is meant by the term key logger • DS2S6 Explain what is meant by the term virus • DS2S5 Explain what is meant by the term worm • DS2S4 Explain what is meant by the term Trojan horse • DS2S3 Understand the purpose of a virus checker • DS2S2 Understand the purpose of a firewall • DS2S1 Understand common ways in which malware is introduced			• DS1G1 Explain why not all data is encrypted • DS2G6 Explain the difference between a virus, worm and Trojan horse • DS2G5 Explain how a virus checker checks for viruses • DS2G4 Explain how a firewall helps to prevent being hacked • DS2G3 Explain the term Phishing • DS2G2 Explain the term Pharming • DS2G1 Explain what is meant by the term authentication					
Hardware												
Pupils at this band should:	As well as the previous band, pupils obtaining this band should: • HW1B3 Be able to identify a hard drive, motherboard, CPU, RAM, sound card, graphics card • HW1B2 Understand the difference between a component and a peripheral • HW1B1 Be able to identify input and output devices			As well as the previous band, pupils obtaining this band should: • HW1S4 Be able to select appropriate output devices based on a need • HW1S3 Be able to select appropriate input devices based on a need • HW1S2 Understand the purpose of the hard drive, CPU and graphics card • HW1S1 Be able to identify storage devices			As well as the previous band, pupils obtaining this band should: • HW1G5 Be able to specify all of the components needed to build a computer • HW1G4 Be able to select a storage device for a particular task • HW1G3 Be able to identify processing devices • HW1G2 Understand that RAM memory is volatile			As well as the previous band, pupils obtaining this band should: • HW1P1 Explain why you would choose different components based on the computer's main use • HW2P4 Be able to create truth tables for a logic diagram with 4 inputs and at least 3 gates • HW2P3 Explain how increasing the number of cores may not improve performance		

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	S	G	O	S	G	O	S	G	O	S	G	O
	• HW2B2 Be able to create a truth table for AND and NOT gates • HW2B1 Identify the clock speed of a processor from its description			• HW2S3 Be able to create a truth table for AND, OR, XOR and NOT as separate diagrams • HW2S2 Understand that all data dealt with in a computer is in binary form • HW2S1 Understand what is meant by clock speed and cores within a CPU			• HW1G1 Be able to identify the type of storage device: Magnetic, Flash, Optical • HW2G5 Be able to create a truth table for a logic diagram with 3 inputs • HW2G4 Be able to calculate the number of input combinations from the number of inputs • HW2G3 Explain how processing is split between cores in a multicore CPU • HW2G2 Explain how increasing the clock speed increases performance • HW2G1 Understand that running programs, data and the OS are stored in RAM			• HW2P2 Explain when virtual memory is used • HW2P1 Explain how increasing cache memory increases performance		

Design Technology

At the end of KS2 Pupils should be able to:			
Research	**Designing**	**Planning and Making**	**Evaluating**
I can collect images similar to the product I am going to design. I can identify the advantages and disadvantages of the products and identify a list of 5 specification points that the product could meet.	I can come up with 3 similar ideas using a framework provided and describe what I like and dislike about them.	I can plan the making of the product step by step as I make it. I can use tools to make my product with guidance to mostly complete the product to a reasonable standard.	I can list what I like and dislike about the product and suggest a future improvement.

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
Research	**Research**			**Research**			**Research**			**Research**		
I can collect images similar to the product I am going to design. I can identify the advantages and disadvantages of the products and identify a list of 5 specification points that the product could meet.	I can produce a simple design brief for a given need and use this to collect information based on the project theme. I can describe how similar products work and meet a user's needs and use this to produce a list of criteria for my product. I can use my research to produce specification with 7 or more points.			I can develop a detailed design brief for a given problem and identify 2 different sources of information related to the problem. I can analyse a set of given products against their design criteria. I can use my research to produce a specification with at least 8 detailed points			I can produce a detailed design brief for a given market need and use it to gather information from 3 different sources. I can explain how it is relevant to my design need. I am able to identify 3 products similar to my design need and analyse them against set criteria. I can use this to produce a specification with at least 10 explained points			I can identify a design need and develop my own design brief for a marketable product. I can identify and use 4 sources of relevant information to identify users and their needs evaluating the information to produce a detailed and justified specification.		

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	S	G	O	S	G	O	S	G	O	S	G	O
Designing	**Designing**			**Designing**			**Designing**			**Designing**		
I can come up with 3 similar ideas using a framework provided and describe what I like and dislike about them.	I can come up with three ideas based on a similar theme and can explain how they meet the need of the user.			I can use research to help me develop 4 different ideas that meet my design criteria. I can annotate my ideas to identify a material to make it from and its size.			I can produce 6 different ideas that meet the needs of the specification and brief. Design ideas are annotated to explain how they meet the specification along with manufacturing details.			I can produce 6 creative ideas that fully meet the design brief and specification. A final design is identified and annotated with all the details needed to manufacture a prototype.		
Planning and Making	**Planning and Making**			**Planning and Making**			**Planning and Making**			**Planning and Making**		
I can plan the making of the product step by step as I make it. I can use tools to make my product with guidance to mostly complete the product to a reasonable standard.	I can identify each step that I would need to take to produce my product. I can make my product with a little help and guidance. My product is completed fairly accurately.			I can plan the stages of manufacture in advance of starting the making. I can identify and use the correct tools for each stage and manufacture the product accurately with little help.			I can fully plan the manufacturing of my product, justifying the sequence of tasks and any changes that I make. I can select and use tools accurately to complete a good quality product.			I can fully plan the manufacturing in advance identifying and justifying the processes and techniques to be used. I can work safely and independently with precision during practical work to produce a high quality finished product.		
Evaluating	**Evaluating**			**Evaluating**			**Evaluating**			**Evaluating**		
I can list what I like and dislike about the product and suggest a future improvement.	I can use criteria to discuss whether my product is fit for its intended use. I can describe a suitable test to test the use of the product and explain how it could be improved.			I can evaluate my product against my specification to explain how it meets the needs of the user. I can identify a further improvement using sketches.			I can use the design brief and specification to explain in detail how my product meets the users' needs. I can identify suitable tests to prove the product works as intended. I can identify further improvements using notes and sketches.			I can use the design brief and specification to critically examine my designs and products explaining how they meet the users' needs. I can develop a range of tests to examine how the product will function. I can identify further improvements using detailed notes and sketches.		

English

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	Pass	Merit	Distinction	Pass	Merit	Distinction	Pass	Merit	Distinction	Pass	Merit	Distinction
	S	**G**	**O**	**S**	**G**	**O**	**S**	**G**	**O**	**S**	**G**	**O**
Writing: By the end of KS3, students should communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audience; organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts; use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation												
Some success with subject / form / audience / purpose **Some / often** sentence demarcation / basic punctuation / standard English Generally accurate spelling of straightforward vocabulary	**Securing** of appropriate audience, form, purpose **Appropriate** vocabulary, r**elevant** ideas usually sequenced in coherent paragraphs **Usually** secure sentence demarcation and variety of punctuation including commas Range of sentences **Usually** Standard English with **mostly** accurate spelling and increasingly ambitious vocabulary			**Secure** matching to audience, form, purpose **Carefully chosen** vocabulary and linguistic devices **Mostly** cohesive paragraphs and **v aried** discourse markers **Mostly** secure and accurate sentence demarcation and punctuation; beginning to manipulate sentence forms **Mostly** standard English, control of range of grammatical structures, and accurate spelling			**Sophisticated** ideas developed in a compelling way and in convincing register **Sophisticated** vocabulary Paragraphs varied for effect and wide variety of discourse markers **Consistently** secure punctuation and standard English; wide range of sentences used successfully **Accurate** spelling of most words including more complex			Complex & compelling writing, **assuredly** matched to audience purpose Form and structure **consciously manipulated** to shape response of audience Wide range of punctuation used accurately and **deliberately** to control response and pace **Extensive** vocabulary, above expectations for Y8, with accurate spelling		

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FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	Pass	Merit	Distinction	Pass	Merit	Distinction	Pass	Merit	Distinction	Pass	Merit	Distinction
	S	**G**	**O**	**S**	**G**	**O**	**S**	**G**	**O**	**S**	**G**	**O**
Reading: By the end of KS3, students should identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different texts; explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology; evaluate texts critically and support this with appropriate textual references; compare writer's ideas and perspectives, as well as how these are conveyed across two or more texts.												
Students refer to **plot** and **character** details and answers are relevant. They can **select evidence** from the text(s) – either quotation or paraphrase. They show an **awareness** of writer's point of view in non-fiction. They acknowledge both texts in comparison task.	Answers are **clear and relevant**. There may be some use of simple terminology or **implied discussion** of writers' methods (e.g. the writer describes, the phrase shows…) with some consideration of effect. Some points are supported by **quotation**; evidence taken from across the text(s). Students begin to explain the writer's point of view in text(s). In comparison, they begin to compare ideas in both texts – similarities *or* differences.			Discusses the effect of a range of writer's methods clearly. Uses a range of **terminology** accurately. Most points are supported by relevant / appropriate quotations. **Explores** the writer's point of view in some detail. In comparison, compares similarities and differences between texts in some detail.			Explores the effects of writers' methods in convincing detail (form, structure and / or language). Uses a wide range of **terminology** securely. (Almost) all points supported by relevant / **appropriate quotations.** Secure synthesis of similarities and differences between texts in comparison.			Precise and insightful analysis of how methods achieve specific effects (including awareness of form and features of organisation/structure, as well as language). Sophisticated and accurate use of a wide range of terminology. Embedded use of **judiciously selected quotations** to support points. Fully **synthesised analysis** of writers' points of view across whole text(s).		

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	Pass	Merit	Distinction	Pass	Merit	Distinction	Pass	Merit	Distinction	Pass	Merit	Distinction
	S	**G**	**O**	**S**	**G**	**O**	**S**	**G**	**O**	**S**	**G**	**O**
Speaking and Listening: By the end of KS3, students should be able to present in a formal setting; listen and respond appropriately to spoken language; use spoken Standard English appropriately												
Some contribution, **clearly** saying what is meant and using detail to support ideas. **Attempt** to structure talk clearly. **Attempt** to engage the listener. Use interesting words, gestures and grammar which are **mostly suitable** for the audience, purpose, and context. Take on **straightforward** roles in pairs and groups.	**Explain** relevant ideas and feelings, **expanding** ideas so that they are clear. Organise important details **developing** ideas in different ways. Talk clearly in a way which **engages** the listener. Makes deliberate choices of words, grammar, gestures and expressions in attempts to **match** audience, purpose, and context. **Attempts to sustain** roles in pairs or groups.			**Explore** complicated ideas and feelings in a **focused and developed** way. Control and organise talk to **guide** the listener. Make **thoughtful** responses, showing awareness of the speaker's aims and meaning. Adapt vocabulary, grammar, gestures and expressions to meet an **increasing range of demands.** **Adopt** group roles and responsibilities independently, drawing ideas together and **promoting discussion.**			Explore a wide range of complicated subjects with **precision** and effect. Manage and manipulate talk to **influence** the listener. Make **appropriate and flexible** choices of vocabulary, grammar, and non-verbal features in a wide range of both formal and informal situations. Respond **insightfully** to questioning and question **thoughtfully** what is said by others. **Shape** the direction and content of talk with well-judged contributions. Draw on a range of different group roles and responsibilities to **maintain effective collaboration and discussion.**			Make **creative, precise** selections from a wide range of strategies and conventions to meet varied speaking and listening challenges. Adapt vocabulary, grammar, and non-verbal features to match context and purpose with **distinct personal style.** Show a **perceptive** understanding of varied, complicated speech, sustaining concentrated listening. Respond to complicated speech with **flexibility** to develop ideas. **Initiate** talk within and **lead** a variety of groups. Take on the full range of roles within a group, **managing and sustaining** discussion with sensitivity.		

KEY STAGE 3 ASSESSMENT BANDS

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	Pass	Merit	Distinction	Pass	Merit	Distinction	Pass	Merit	Distinction	Pass	Merit	Distinction
	S	**G**	**O**	**S**	**G**	**O**	**S**	**G**	**O**	**S**	**G**	**O**
Literature only **Simple** comment on how the contexts in which texts are written and / or read contribute to meaning	Literature only **Begins** to comment on how the contexts in which texts are written and / or read contribute to meaning			Literature only **Some explanation** of how the contexts in which texts are written and / or read affect meaning			Literature only **Systematic exploration** of how different meanings interpretations of a text relate to the contexts in which it was written or read			Literature only **Perceptive analysis** of how different meanings and interpretations of a text relate to the contexts in which it was written or read		

Geography

At the end of KS2 Pupils should be able to:		
Human Geography	**Physical Geography**	**Geographical skills**
Describe and understand key aspects of human geography, including (some of) types of settlement and land use, economic activity including trade links and the distribution of natural resources including food, energy, minerals and water. **Locate and name the world's countries, using maps** to focus on Europe and North and South America, concentrating **on key human characteristics, countries and major cities.** **Name and locate counties and cities of UK, geographical regions** and identifying human characteristics and land use patterns and understand how some aspects have changed over time.	Describe and understand key aspects of physical geography, including (some of) climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. **Locate and name the world's countries,** using maps to focus on Europe and North and South America, concentrating on their environmental regions and key physical characteristics. **Name and locate geographical regions of the UK and their identifying physical characteristics and key topographical features, including hills, mountains, coasts and rivers.**	**Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.** **(In the context of use of an atlas/globe) Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn. Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones.** **Use the eight points of the compass, four and six figure grid references, symbols and key (including OS maps)** **Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.**

The sections in bold above represent Foundation Band – selecting those basic aspects taught at KS2 that are required to access KS3 curriculum and where the majority should be achieved by end of Year 7 Term 2

KEY STAGE 3 ASSESSMENT BANDS

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
Human Geography **Settlement Touching Base**	Partial knowledge and simple understanding of factors affecting location of settlements, site, situation and characteristics.			More complete knowledge and clear understanding of factors affecting location of settlements, site, situation and characteristics.			Some detailed knowledge and understanding of factors affecting location of settlements, site, situation and characteristics. Some links made and reference to specific places.			Consistent detailed knowledge and understanding of factors affecting location of settlements, site, situation and characteristics. Links often made and frequent reference to specific places.		
Geography of Sport	Partial knowledge and simple understanding of leisure patterns, provision of leisure facilities, football as big business and sports – led regeneration.			More complete knowledge and clear understanding of leisure patterns, provision of leisure facilities, football as big business and sports – led regeneration. Aware of benefits and/or problems that can result from changes.			Some detailed knowledge and understanding of leisure patterns, provision of leisure facilities, football as big business and sports – led regeneration. Begins to be aware of debates/conflicts/issues.			Consistent detailed knowledge and understanding of leisure patterns, provision of leisure facilities, football as big business and sports – led regeneration. Aware of debates/conflicts/issues. Perceptive responses.		
People in the UK – challenges and opportunities	Partial knowledge and simple understanding of population, migration and employment and how these elements impact the people of the UK. Knows that there are some challenges and opportunities linked to these aspects.			More complete knowledge and clear understanding of population, migration and employment and how these elements impact on the people of the UK. Aware of challenges and opportunities. Some place specific information			Some detailed knowledge and understanding of population, migration and employment and how these elements impact on the people of the UK. Begins to be aware of debates/conflicts/issues in relation to challenges and opportunities. Place specific information included.			Consistent detailed knowledge and understanding of population, migration and employment and how these elements impact on the people of the UK. Aware of debates/conflicts/issues in relation to challenges and opportunities. Perceptive responses. Place specific information frequently included.		

KEY STAGE 3 ASSESSMENT BANDS

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
Global issues and challenges	Partial knowledge and simple understanding of development and global issues. Knows that there are some challenges and opportunities linked to these aspects.			More complete knowledge and clear understanding of development and global issues. Aware of challenges and opportunities. Some place specific information.			Some detailed knowledge and understanding of development and global issues. Begins to be aware of debates/conflicts/issues in relation to challenges and opportunities. Place specific information included.			Consistent detailed knowledge and understanding of development and global issues. Aware of debates/conflicts/issues in relation to challenges and opportunities. Perceptive responses. Place specific information frequently included.		
Physical Geography **Coasts**	Partial knowledge and some understanding of processes of weathering, erosion, transportation and deposition and resultant coastal landforms – random ideas. Partial knowledge and some understanding of how the coast can be protected.			More complete knowledge and understanding of processes of weathering, erosion, transportation and deposition and resultant coastal landforms –some sequence in ideas. More complete knowledge and understanding of how the coast can be protected. Aware of costs and benefits that result from coastal protection.			Some detailed knowledge and understanding of processes of weathering, erosion, transportation and deposition and resultant coastal landforms –clear sequence in ideas. Some detailed knowledge and understanding of how the coast can be protected. Clearly aware of costs and benefits that result from coastal protection and begins to be aware that issues result from it.			Consistent detailed knowledge and understanding of processes of weathering, erosion, transportation and deposition and resultant coastal landforms –complete, detailed sequence in formation. Consistent detailed knowledge and understanding of how the coast can be protected. Perceptively aware of costs and benefits that result from coastal protection and the issues that result from it resulting in some		

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
Changing weather and climate	Partial knowledge and some understanding of weather, how it is measured, recorded, reported and displayed and of climate and how and why it varies throughout the British Isles. Partial knowledge and some understanding of extreme weather, hurricanes and global warming and the cause, effects and responses to these.			More complete knowledge and understanding of weather, how it is measured, recorded, reported and displayed and of climate and how and why it varies throughout the British Isles. More complete knowledge and understanding of extreme weather, hurricanes and global warming and the cause, effects and responses to these. Begins to be aware of conflicts/debates/issues that result. Some place-specific information.			Some detailed knowledge and understanding of weather, how it is measured, recorded, reported and displayed and of climate and how and why it varies throughout the British Isles. Some clear understanding of depressions/anticyclones. More complete knowledge and understanding of extreme weather, hurricanes and global warming and the cause, effects and responses to these. Aware of conflicts/debates/issues that result. Place-specific information included.			people winning and some losing. Consistent detailed knowledge and understanding of weather, how it is measured, recorded, reported and displayed and of climate and how and why it varies throughout the British Isles. Clear understanding of depressions/anticyclones. Consistent detailed knowledge and understanding of extreme weather, hurricanes and global warming and the cause, effects and responses to these. Perceptively aware of conflicts/debates/issues that result. Place-specific information frequently included.		
Geographical Skills OS Mapwork	Basic use of OS mapwork skills, requires additional support at times - 6 figure grid references and contours. Can use key, direction, simple scales.			Can apply OS mapwork skills, and can use key, direction, basic scales, 6 figure grid references and begin to interpret contours and draw simple cross sections with help.			Can competently apply OS mapwork skills, and can use key, direction, scales on 1:50000 and 1:25000 OS maps and others, 6 figure grid references and begin to interpret contour shapes and			Can competently apply OS mapwork skills, and can use key, direction, scales on 1:50000 and 1:25000 OS maps and others, 6 figure grid references and can interpret contour shapes and		

KEY STAGE 3 ASSESSMENT BANDS

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
Atlas	Can extract some information from an atlas, guidance needed with locating places.			Can extract some information from an atlas independently, using letter and number coordinates in index.			draw sketch and accurate cross section with some help. Competent extraction of information from an atlas independently, including some ability to use latitude and longitude in index.			draw sketch and accurate cross section independently. Confident and purposeful extraction of information from an atlas independently, including latitude and longitude in index.		
Fieldwork	Some basic observations made – tasks set partly done. Some involvement in data collection.			Basic observations made – tasks set are complete. Focussed on data collection.			Clear, detailed observations made – some additional points noted. Proactive in data collection.			Perceptive, detailed observations made – additional points noted. Takes key/leadership role in data collection.		
Presentation	Sketches, photographs, location maps, graphs and maps are basically drawn, generally basic presentation rules of labelling axes, key etc. Additional guidance needed.			Sketches, photographs, location maps, graphs and maps are competently drawn. Can complete independently after explanation, including two complex techniques.			Sketches, photographs, location maps, graphs and maps are effectively drawn with some development of method of presentation. Can use at least three complex techniques.			Sketches, photographs, location maps, graphs and maps are drawn with some development of method of presentation. Clear insight into usefulness of techniques – develops presentation – seizes on suggestions and uses. Can use at least four complex techniques.		
Research	Obtains information indiscriminately – copies and pastes.			Selects appropriate information and uses some information.			Selects information that is clearly linked to task and uses all information in a purposeful way.			Selects information that is planned, thoroughly and completely linked to task and uses all information in a perceptive way.		

History

At the end of KS2 Pupils should be able to:	
How to deploy Historical Knowledge	**Source Use and Evaluation**
• Can use dates and terms to describe the past • Can describe events/people/periods from the past • Place these into the correct time period • Begin to recognise differences and similarities between periods of time Suggest causes and consequences of main events	Use sources to find answers about the past

KEY STAGE 3 ASSESSMENT BANDS

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
How to deploy Historical Knowledge	**How to deploy Historical Knowledge**			**How to deploy Historical Knowledge**			**How to deploy Historical Knowledge**			**How to deploy Historical Knowledge**		
• Can describe some key historical events • Fit events within a chronological framework • Identify continuity and change across different time periods • Identify causes and consequences of key events • Begin to produce structured work	• Can describe some key historical events and features of past societies • Basic knowledge • Fit events/features within a chronological framework • Identify continuity and change across different time periods • Begin recognise/describe relationships between causes • Begin to ask own questions as part of an historical investigation Can select and deploy information using historical terminology correctly			• Show understanding of the past by beginning to analyse main features of the past including continuity and change • Begin to explain relationships between causes • Confident use of knowledge • Begin to explain how and why different interpretations have developed • Explore a criteria for making judgements • Beginning to refine own questions Can select, organise and deploy information using historical terminology correctly to produce structured work			• Show understanding of the past by beginning to analyse main features of the past including continuity, change and causation • Show good accurate knowledge • Begin to explain the importance of events according to different perspectives • Beginning to reflect on the process of historical investigation Can select, organise and deploy information using historical terminology correctly to produce well-structured work			• Show understanding of the past by structuring a substantiated, analytical and evaluative extended piece. • Explore and explain the relationship between a range of factors (in order to prioritise a dominant factor) • Show extensive knowledge • Use historical terminology confidently and in different contexts Produce precise and coherent work		

KEY STAGE 3 ASSESSMENT BANDS

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
Source Use and Evaluation	**Source Use and Evaluation**			**Source Use and Evaluation**			**Source Use and Evaluation**			**Source Use and Evaluation**		
• Beginning to use evidence to test hypotheses	• Suggest some reasons for different interpretations • Begin to evaluate sources • Present basic answers on source reliability & usefulness			• Evaluate sources to establish relevant evidence • Use combination of language, purpose and content to evaluate.			• Can explain how and why different interpretations have been constructed • Critically consider language, context, purpose and content of sources to evaluate			• Can explain a range of different interpretations and historical judgements • Critically evaluate all aspects of a source or gold standard across a range of sources		

Mathematics

At the end of KS2 Pupils should be able to:	
Number	• Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • Round any whole number to a required degree of accuracy • Use negative numbers in context, and calculate intervals across zero • Solve number and practical problems that involve all of the above. • Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • Perform mental calculations, including with mixed operations and large numbers • Identify common factors, common multiples and prime numbers • Use their knowledge of the order of operations to carry out calculations involving the four operations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • Solve problems involving addition, subtraction, multiplication and division • Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination • Compare and order fractions, including fractions > 1 • Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] • Divide proper fractions by whole numbers [for example $\frac{1}{3} \div 2 = \frac{1}{6}$] • Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] • Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places • Multiply one-digit numbers with up to two decimal places by whole numbers • Use written division methods in cases where the answer has up to two decimal places • Solve problems which require answers to be rounded to specified degrees of accuracy • Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.

Ratio and Proportion	• Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison • Solve problems involving similar shapes where the scale factor is known or can be found • Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Algebra	• Use simple formulae • Generate and describe linear number sequences • Express missing number problems algebraically • Find pairs of numbers that satisfy an equation with two unknowns • Enumerate possibilities of combinations of two variables.
Measurement	• Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate • Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places • Convert between miles and kilometres • Recognise that shapes with the same areas can have different perimeters and vice versa • Recognise when it is possible to use formulae for area and volume of shapes • Calculate the area of parallelograms and triangles • Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].
Geometry	• Draw 2-D shapes using given dimensions and angles • Recognise, describe and build simple 3-D shapes, including making nets • Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. • Describe positions on the full coordinate grid (all four quadrants) • Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Statistics	• Interpret and construct pie charts and line graphs and use these to solve problems • Calculate and interpret the mean as an average.

KEY STAGE 3 ASSESSMENT BANDS

	FOUNDATION	BRONZE	SILVER	GOLD	PLATINUM
Number:	Can do basic calculations with integer, fractional, negative and decimal rational numbers. Round numbers to a required degree of accuracy.	Do more complex calculations using a range of calculator/non-calculator methods as appropriate, beginning to choose a method, including decimals, fractions, some powers and roots.	Do more complex calculations with increasing confidence using a range of calculator/non-calculator methods as appropriate, beginning to recognise the most efficient method, including decimals, fractions, some powers and roots.	Do more complex calculations with confidence using a range of calculator/ non-calculator methods as appropriate, choosing the most efficient method, including decimals, fractions, some powers and roots. Begin to use different degrees of accuracy (dp/sf).	Begin to identify and use irrational numbers in calculations, giving answers as decimal approximations, choosing an appropriate degree of accuracy, both as answers and in estimations. Begin to work with numbers in standard form.
Ratio and Proportion:	Perform simple calculations involving quantities connected by a given ratio or proportion – more informal approaches.	Beginning to use more formal approaches to perform simple calculations involving quantities connected by a given ratio or proportion.	Use more formal approaches to perform simple calculations involving quantities connected by a given ratio or proportion.	Perform more complex calculations involving ratio – division in a given ratio. Solve simple equations involving ratios.	Use simple compound percentages and calculate percentage increases/ decreases from repeated growth/decay.

	FOUNDATION	BRONZE	SILVER	GOLD	PLATINUM
Geometry & Measure:	Can use metric and imperial measurements, use measuring instruments and convert between measures. Identify shapes and use properties to calculate areas, perimeters and volumes of some shapes. Measure, name types of angles and calculate angles in some polygons.	Begin to derive and use formulae to calculate the area, perimeter and volume of more complex shapes. Use standard constructions in basic situations. Calculate missing angles using increasingly more complex properties. Know and use transformations of shapes; reflections and translations. Understand the difference between a demonstration and a proof.	Derive and use formulae to calculate the area, perimeter and volume of more complex shapes. Derive and use standard construction. Calculate missing angles using increasingly more complex properties and beginning to develop more formal strategies and methods. Know and use transformations of shapes; Rotations. Begin to develop simple proofs.	Calculate the areas, perimeters and volumes of compound shapes. Use and calculate compound measures. Identify similar and congruent shapes. Derive proofs for some angle properties. Consistently show all calculations, which are clear and methodical. Perform simple inverse calculations with area, perimeter and volume to calculate missing sides. Know and use transformations of shapes; Integer, positive enlargements.	Use compound units. Use inverse calculations confidently with area, perimeter and volume to calculate missing sides. Show working using formal notation. Know and use transformations of shapes; simple combined transformations.

KEY STAGE 3 ASSESSMENT BANDS

	FOUNDATION	BRONZE	SILVER	GOLD	PLATINUM
Algebra:	Use simple formulae, generate simple linear sequences and describe sequences in words.	Use algebraic notation correctly. Simplify algebraic expressions. Begin to derive and use formulae, expressions and simple inequalities. Multiply out simple bracket expressions. Recognise and draw basic line graphs (x = a, y = b etc.). Understand and use coordinates in four quadrants. Solve simple equations. Generate a sequence and give general rules in words and using algebraic notation.	Understand the term coefficient and be able to give as fractions or decimals. Simplify basic index notation (squares/cubes). Substitute integers (positive/negative) and begin to substitute fractions/decimals into formulae and expressions. Multiply out single bracket expressions in more complex expressions and simplify the results. Change the subject of simple formulae. Factorise simple expressions. Begin to model situations with simple formulae. Draw more complex linear graphs and begin to recognise the significance of gradients and y-intercepts. Generate sequences from nth term or find the nth term of linear sequences.	Solve more complex linear equations with a single unknown on one or both sides, involving fractions, decimals or integers, as well as negative numbers. Begin to work with non-linear sequences and develop rules to describe the relationship, initially in words. Begin to change the subject of more complex formulae.	Solve simple simultaneous equations from graphs. Solve complex linear equations involving brackets and unknown on both sides with non-integer coefficients. Sketch simple quadratic graphs. Form and solve - linear equations/use formulae. Confident in use of algebra in most situations. Confident in changing the subject of more complex formulae.

	FOUNDATION	BRONZE	SILVER	GOLD	PLATINUM
Probability & Statistics	Draw line graphs, pie charts and complete data tables.	Give probabilities in words and as a number. Use the probability scale, calculate probabilities of simple events. Carry out a simple survey to allow calculation of basic statistical measures. Draw basic statistical diagrams/tables and calculate averages and spread of a discrete set of data.	Understand and use standard notation for probability. Carry out experiments and know the difference between experimental and theoretical probabilities. Use simple techniques/diagrams to calculate probabilities for increasingly more complex situations. Draw more complex statistical diagrams and begin to identify which one is the most appropriate. Understand and describe the different types of data available.	Use a range of simple tables and diagrams to calculate theoretical and experimental probabilities. Calculate probabilities of simple combined events. Calculate appropriate measures of central tendency and spread. Design and use a range of data collection sheets. Calculate the mean of a frequency table (discrete data).	Understand and use the terms mutually exclusive and independent events. Use more complex statistical diagrams and techniques.

Modern Foreign Languages

At the end of KS2 Pupils should:		
Listening: be able to recognise a few simple spoken words and phrases in a foreign language.	Speaking: be able to say a few simple words or phrases in a foreign language.	Know a few facts about the target language country.
Reading: be able to recognise a few simple written words and phrases in a foreign language.	Writing: be able to write a few simple words in a foreign language.	Have a positive attitude towards learning a foreign language.

FOUNDATION **I can….**	BRONZE **I can….**			SILVER **I can….**			GOLD **I can….**			PLATINUM **I can….**		
PASS	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
Listening	S	G	O	S	G	O	S	G	O	S	G	O
Recognise a variety of basic single words and phrases involving greetings, classroom commands and numbers 1-20.	Pick out some information from a short-spoken conversation involving 2-time frames. Answer short questions in my own language.			Pick out key points from longer spoken conversations involving 3-time frames with developing confidence and accuracy. Answer questions in my own language and begin to answer questions in the target language.			Understand key points and some detail from longer conversations spoken at near-normal speed involving 3-time frames with reasonable confidence and accuracy. Answer in the target language with developing confidence and accuracy.			Understand specific detail in conversations which may include attitudes and emotions and will include 3-time frames with confidence and accuracy. Recognise short idiomatic expressions. Confidently answer questions in the target language.		

FOUNDATION **I can….**	BRONZE **I can….**			SILVER **I can….**			GOLD **I can….**			PLATINUM **I can….**		
PASS	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
Speaking	S	G	O	S	G	O	S	G	O	S	G	O
Recognise a variety of written basic single words and phrases.	Respond in sentences to questions or prompts with approximate pronunciation involving 2-time frames.			Take part in short conversations with a partner, offering developed opinions using 3-time frames with developing confidence and accuracy and improving pronunciation.			Take part in longer conversations with a partner which involve 3-time frames with reasonable confidence and accuracy and react spontaneously to unexpected questions. Pronunciation is reasonably accurate.			Give detailed answers, including justified opinions, on a variety of topics. Use 3-time frames with confidence and accuracy. Answer unpredictable questions. Pronunciation is largely accurate.		
Reading	S	G	O	S	G	O	S	G	O	S	G	O
Use single words to respond to questions or pictures with approximate pronunciation and count from 1-20.	Pick out some information from a short-written passage involving 2-time frames. Answer short questions in my own language.			Pick out key points from longer written passages involving 3-time frames with developing confidence and accuracy. Answer questions in my own and begin to answer questions in the target language.			Understand key points and some detail from longer passages involving 3-time frames with confidence and accuracy. Answer in the target language with developing confidence and accuracy.			Understand specific detail in longer passages or stories which may include attitudes and emotions and include 3-time frames with confidence and accuracy . Recognise short idiomatic expressions. Confidently answer questions in the target language.		

FOUNDATION **I can….**	BRONZE **I can….**			SILVER **I can….**			GOLD **I can….**			PLATINUM **I can….**		
PASS	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
Writing	S	G	O	S	G	O	S	G	O	S	G	O
Copy and produce single words correctly, including accents and write single words from memory with approximate accuracy.	Write short sentences correctly, including accents and umlauts. Use structures taught with approximate accuracy involving 2-time frames.			Write short paragraphs with improving accuracy, offering developed opinions and 3-time frames with developing confidence and accuracy.			Write longer paragraphs, involving 3-time frames with reasonable confidence and accuracy. Begin to use some complex structures and sophisticated vocab.			Write longer paragraphs, involving 3-time frames with confidence and accuracy and possibly use some short idiomatic expressions. Use some complex structures and sophisticated vocab.		

Music

At the end of KS2 Pupils should be able to:			
PERFORMANCE	**COMPOSITION**	**LISTENING AND THEORY**	**THEORY**
Sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.	Develop an understanding of musical composition, organising and manipulating ideas within musical structures. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Use and understand staff and other musical notations.	Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Understand and appreciate the musical knowledge that underpins the performance, composition and listening and appraising skills of being a musician.

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
THEORY	**THEORY**			**THEORY**			**THEORY**			**THEORY**		
Pre-Grade 1 Can follow and design simple graphic notation that indicates the pitch, duration, dynamics and timbre of a note.	ABRSM equivalent Grade 1 Note durations: • Identify note values • rest values • calculate the length of a dotted note. • the function of tied notes. Pitch identification: • treble • bass clef • accidentals. Tonality: • major scale • tonic triads • degrees of the scale.			ABRSM equivalent Grade 2 Note durations: • semiquavers • equivalent rests. • triplets Pitch identification: • 2 ledger lines above and below Tonality: • minor scale • relationship between relative major and minor keys.			ABRSM equivalent Grade 3-5 Note durations: • demisemiquavers • equivalent rest. • calculate the length of a double dotted note. • duplets. Pitch: • beyond 2 ledger lines • alto clef • tenor clef Harmony & Tonality: • technical names for the notes of the diatonic scale.			ABRSM equivalent Grade 6-8. Understand how to use a dominant 7^{th} and supertonic 7^{th} effectively. Neapolitan sixth and the diminished seventh chords An understanding of the principles of modulation and a knowledge of cadences, ornamentation, and melodic decoration, which might include passing notes, auxiliary notes, appoggiaturas, changing notes and notes of anticipation.		
PERFORMANCE	**PERFORMANCE**			**PERFORMANCE**			**PERFORMANCE**			**PERFORMANCE**		
Play or sing a simple melody at a steady tempo. Play or sing in time with others in the group.	Can play in time successfully in an ensemble or duet. Perform from treble and bass clef notation.			Can play from treble and bass clef notation fluently. Use various dynamics and phrasing in a performance.			Able to perform more complex rhythms including syncopation and swung rhythm. Can play accurately from notation and recover			Can perform music with musicality, feeling and expression. Can demonstrate the differences in style using an instrument or voice.		

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
Play a simple rhythm in time with a beat. Can play triad chords in both hands.	Be able to play moderately complex melodies. Be able to play using accidentals.			Can play or singer wider melodic leaps. Can play an important part in a duet or group work. Can adjust a performance to fit with a group.			successfully from an occasional mistake. Has technical control over the instrument of choice. Can play expressively to tell a story or invoke an emotion in the audience. Can take a leading role in an ensemble.			Perform with a sense of direction, reading notations and observing expression. Mistakes are rare and unnoticeable to an audience.		
COMPOSITION	**COMPOSITION**			**COMPOSITION**			**COMPOSITION**			**COMPOSITION**		
Can create a simple melody identifying the pitches which have been used.	Can compose a rhythm in a 4/4-time signature. Create more complex rhythms in a variety of simple time signatures. Be able to compose within a given structure. • Call and response • 4 chord Pop Song structure Can exploit texture by being able to compose a piece of			Create rhythmic compositions in a variety of simple and compound time signatures. Can compose using a combination of all elements and justify decisions behind when they're used and for what effect. Can harmonise in a formal western classical style using appropriate triads.			Can harmonise in a formal western classical style using chord inversions and cadences appropriately. Can research appropriate techniques and devices to successfully compose in a variety of styles and of various cultures. Can plan, revise, and refine ideas in composition.			Be able to compose musical ideas within given structures, styles, genres and traditions convincingly. Can use different styles and genres, using harmony and developing ideas to achieve different effects. Writing specified chords for voices in four parts (or for keyboard) above a given bass part.		

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
	music which uses varying layers of sound.						Can successfully explore and create rhythmic pieces in irregular time signatures.					
LISTENING	**LISTENING**			**LISTENING**			**LISTENING**			**LISTENING**		
Be able to identify different instruments when listening to a piece of music. Is able to identify the difference in pitch when listening to music. Is able to identify the difference in dynamics when listening to music. Is able to identify the difference in tempo when listening to music.	Can identify through listening whether a piece is in 2 or 3 time. Can aurally recognise a 2 bar phrase made of quavers, crotchets and minims, and echo it back by singing or playing. Can identify where there is a change in pitch. Can describe changes in dynamics and articulation.			Can aurally recognise a 2 bar phrase, with articulation¸ and echo it back by singing or playing. Can distinguish between pitch change or rhythm change and describe how it is different. Can describe changes in dynamics, articulation and tempo.			Can identify through listening whether a piece is in 2. 3 or 4 time. Can aurally recognise a 2 bar phrase of more complex rhythms, with articulation¸ and echo it back by singing or playing. Can describe changes in dynamics, articulation, tempo and tonality.			Can aurally recognise a 4 bar phrase and echo it back accurately by singing or playing. Can describe changes in dynamics, articulation, tempo and tonality whilst also defining the character of the piece and suggesting a style or genre and composer with justification.		

Physical Education

At the end of KS2 Pupils should be able to:		
Skills	**Knowledge**	**Understanding**
apply and develop a broader range of skills use skills in different ways and to link them to make actions and sequences of movement. use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders & rugby], and develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in team building and fitness challenges both individually and within a group consolidate their existing skills and gain new ones	apply basic principles suitable for attacking and defending plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness apply rules and conventions for different activities.	develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. compare their performances with previous identify what makes a performance effective and suggest improvements based on this information.

KEY STAGE 3 ASSESSMENT BANDS

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
Can only demonstrate **very basic techniques** but these lack any consistency and break down quickly without pressure	Can demonstrate **basic techniques**, but with inconsistent control, accuracy, timing and pace. Errors occur often when under pressure.			Can demonstrate **some techniques** with some control, accuracy and timing, and pace, but some errors occur when under pressure.			Can demonstrate **most techniques** with good control, accuracy and timing, and correct pace.			Can demonstrate **all techniques** with great control and high accuracy, very good timing and correct pace		
Takes part in a game but **exerts no influence**. Shows very basic skills and lacks any tactical awareness and anticipation. Unforced errors are common even under little or no pressure.	Takes part in a game, but **exerts only little influence**. Shows some skills, but lacks tactical awareness and anticipation, making regular unforced errors, under competitive pressure.			**Exerts some control over a game**. Shows a good level of skill, tactical awareness and anticipation, but making some unforced errors, under competitive pressure.			**Exerts a lot of control over a game**. Shows very high level of skill, tactical awareness and anticipation, making few unforced errors, even under competitive pressure.			**Exerts significant control over a game**. Shows outstanding level of skill, tactical awareness and anticipation, making very few unforced errors, even under competitive pressure.		
Involvement in activities in PE lessons is minimal and they **do not take part** in school sport activities.	They get involved in activities in PE lessons, but **do not take part** in school sport activities.			They get involved in activities in PE lessons and take part in at least **one** school sport activities.			They get involved in activities in PE lessons and take part in at least **two** school sport activities.			They get involved in activities in PE lessons and take part in at least **three** school sport activities.		
They show a **very basic understanding** of how PE and sport contribute to a balanced healthy, active lifestyle and how different activities affect their fitness & health when prompted	They show **some understanding** of how PE and sport contribute to a balanced healthy, active lifestyle and how different activities affect their fitness & health when prompted			They **understand** how PE and sport contribute to a balanced healthy, active lifestyle and how different activities affect their fitness & health.			They have a **good understanding** of how PE and sport contribute to a balanced healthy, active lifestyle and how different activities affect their fitness & health.			They **fully understand** how PE and sport contribute to a balanced healthy, active lifestyle and how different activities affect their fitness & health.		
They need constant help when planning their own fitness programme and **lack understanding** of the principles to achieve their goals.	They need help when planning their own fitness programme, and **need prompting often** when trying to show an understanding of the principles to achieve their goals.			They can plan their own fitness programme, but might **need some prompting** when **showing an understanding** of the principles to achieve their goals,			They can plan their own fitness programme and show **good understand** the principles to achieve their goals.			They can plan their own fitness programme and **thoroughly understand** the principles to achieve their goals.		

KEY STAGE 3 ASSESSMENT BANDS

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
They lack how to think for areas of activity and find it difficult to suggest when and how to use composition, choreography, games strategy, athletic tactics and problem solving in these activities. They show **no or very little consistency**	They know how to think for **one or two areas** of activity and can suggest when and how to use composition, choreography, games strategy, athletic tactics and problem solving in these activities, but show **little consistency**			They know how to think for **some** areas of activity and can suggest when and how to use composition, choreography, games strategy, athletic tactics and problem solving in these activities, but **lack consistency**			They know how to think for **most** areas of activity, and when and how to use composition, choreography, games strategy, athletic tactics and problem solving **consistently**.			They know how to think for **all** areas of activity, and when and how to use composition, choreography, games strategy, athletic tactics and problem solving.		
They find it **very difficult** to **compare** their performance to their own in the past and to other people's in **any activities.** They **never or very rarely** ask for advice on how to improve	They find it **difficult** to **compare** their performance to their own in the past and to other people's in **very few Activities.** They **rarely** ask for advice on how to improve			They can **compare** their performance to their own in the past and to other people's in **some activities**. They **sometimes** ask for advice on how to improve			They **compare** their performance to their own in the past and to other people's in **most activities**. They **often** ask for advice on how to improve			They **often** compare their performance to their own in the past and to other people's in **all activities.** They **always** ask for advice on how to improve		
They **cannot** come up with ideas and strategies to help them improve, They find it **very difficult** to react to situations intelligently when performing, and are **unaware of** others' strengths and weaknesses.	They come up with **occasional** ideas and strategies to help them improve, but only in **a few** areas. They find it **difficult** to react to situations intelligently when performing, and **rarely take** into account others' strengths and weaknesses.			They come up with ideas and strategies to help them improve in **some** areas. They can react to **some** situations intelligently when performing, taking into account others' strengths and weaknesses.			They come up with ideas and strategies to help them improve in **most** areas. They can react to **almost all** situations intelligently when performing, taking into account others' strengths and weaknesses.			They **always** come up with ideas and strategies to help them improve **in all areas**. They react to situations intelligently when performing, taking into account others' strengths and weaknesses.		

Religious Studies

At the end of KS2 Pupils should be able to:	
Learning About Religion (Attainment Target 1)	**Learning From Religion (Attainment Target 2)**
Pupils should be able to retell religious stories/festivals/practices/teachings accurately. Describe the features of religious stories/festivals and/or practices Explain why people take part in religious practices/festivals	Ask questions and respond sensitively to religious stories/practices/festivals/teachings Recognise values and matters of right and wrong. Consider what influences themselves and others, making some links between their own practices and those of people from other faiths.

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
AT 1	**AT 1**			**AT 1**			**AT 1**			**AT 1**		
Describe simple facts about religion. Recall basic facts about religious beliefs, teachings and practices. Accurately retell stories from scripture or relating to festivals. Suggest the meaning of events within such stories/practices. Developing the use of religious vocabulary to describe and show understanding.	**Explain the impact of religion.** To be able to recall unique key terms regarding beliefs, people, places of worship, festivals, scriptures and forms of worship. Recognise similarities and differences between religious beliefs. Explain the impact beliefs in God will have on different lifestyles. Suggest reasons for the authority of scripture in the lifestyle of a believer.			**Explaining and interpreting religion.** Develop use of religious vocabulary, showing that links can be made between religious beliefs, practices and lifestyles. Interpret the impact of belonging to religion with reference to rituals, celebrations, beliefs and commitments. Discuss the different viewpoints within religions, considering why there is diversity within each religion. (e.g. Christianity/ Islam/ Hinduism…) Present persuasive ideas/arguments to support different religious ideas. (e.g. life after death/ Creation/ Miracles/ Revelations…)			**Critically evaluate religious questions.** Describe, explain and interpret the impact of religion on society. Account for some of the different ways that religious believers respond to issues such as marriage / divorce /environmental issues etc. in the light of religious teachings. Develop the use of symbolic language to analyse how different believers speak of God. Use the language of religious studies to account for differences of how religious believers understand the divine. (e.g. transcendence, immanence, sacred, holiness…)			**Analyse and contextualise their understanding of religion.** Demonstrate the ability to evaluate the influence of religion in different cultures. Analyse how beliefs about creation influence the ways that believers respond to the environment. Give critical and evaluative accounts of examples of religious community life in the light of teachings found in scripture, which have aided the development of these communities. Give analytical accounts of why some people pray daily and others never, in the light of experiences and evidence and arguments about answered and unanswered prayer. Analyse opposing viewpoints of contemporary issues such as, divorce and remarriage and how these are formed within divisions of religions, considering the influence scripture would have on this.		

KEY STAGE 3 ASSESSMENT BANDS

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
AT 2	**AT 2**			**AT 2**			**AT 2**			**AT 2**		
Make simple links between religious practices and pupil's own life. Respond sensitively to the beliefs, practices and opinions of others. Make simple comparisons between their own experiences regarding religious beliefs and practices with those of others world views. Suggest examples of how beliefs can be applied to different lifestyles. Consider what is meant by terms such as "sacred."	**Express their own views of religious questions.** Be able to ask questions of themselves and others relating to questions of meaning and purpose. Explain what religious believers and those with other world views see as the purpose of life and express their own views or beliefs about identity. Express views about religious or spiritual experiences. Consider how God may be experienced through worship, including music, stillness, communal reflection and celebration. Respond to ultimate questions such as, Life after Death/ Creation etc… with reference to teachings from different religions and other world views.			**Express their own insights into religious questions.** Describe what inspires and influences through the consideration of ultimate questions. Respond to such ultimate questions with reference to a reasoned, personal viewpoint. Express arguments and ideas about religious practices in order to consider their value through reasoning and personal insight. Comment on two opposite viewpoints about contemporary moral issues, drawing out reasoned ideas about the personal viewpoints held. Evaluate arguments that link belief in God to the origins of the universe and the natural world, expressing insights into the strengths and weaknesses of the arguments.			**Evaluate responses to religious questions insightfully.** Suggest responses to ultimate questions and relate questions to their own lives. Use evidence and examples to weigh up theist and atheist ideas about where humans come from, explaining personal viewpoints. Evaluate some reasons that are given for religious experiences, using evidence and examples, responding also with their own reasoned ideas. Use evidence and examples to weigh up how religious believers make moral decisions, referring to specific teachings from sacred texts.			**Justify their views.** Express personal and critical responses to the challenges of religion and world views using evidence and examples. Use religious concepts to explain arguments for and against the reality of God, drawing well balanced and well sustained conclusions. Give well-informed explanations of why interreligious understanding can make peace making between communities easier. Argue personal ideas about the spiritual dimension of life. Consider personal views about being committed to a faith without being part of a tradition or community. Use sources to give informed insight and conclusions on moral issues.		

Science

At the end of KS2 Pupils should be able to:			
Skills	**Knowledge & Understanding**		
	Biology	**Chemistry**	**Physics**
Ask questions and use different types of scientific enquiries to answer them. Set-up simple practical equipment, make observations, gathering, recording and presenting data appropriately. Use results to draw conclusions that relate to relevant variables in fair tests, suggest improvements and raise further questions.	Identify and describe the functions of different parts of flowering plants, exploring the requirements of plants for life and growth and the part that flowers play in the life cycle of flowering plants. Use classification keys to assign a variety of living things to groups. Identify, name, draw and label the basic parts of the human body. Identify that humans and some animals have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic parts of the digestive system in humans.	Identify, name, describe, compare and group together a variety of everyday materials using their simple physical properties and according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Demonstrate that dissolving, mixing and changes of state are	Observe and name a variety of sources of light and sound. Identify how sounds are made and be familiar with ideas about pitch and volume. Describe how day length varies and use the idea of the Earth's rotation to explain day and night. Describe the movement of the Earth, and other planets, relative to the Sun and the movement of the Moon relative to the Earth. Notice that some forces need contact but others do not. Identify some magnetic materials, predict whether two magnets will attract or repel each other.

At the end of KS2 Pupils should be able to:			
Skills	**Knowledge & Understanding**		
	Biology	**Chemistry**	**Physics**
	Construct and interpret a variety of food chains, identifying producers, predators and prey. Identify that animals, including humans, need the right types and amount of nutrition and describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. Identify how different habitats provide for the basic needs of different kinds of animals and plants. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Reversible changes and explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.	Explain the effect that gravity has on objects falling towards the Earth Identify the effects of friction, air resistance and water resistance that act between moving surfaces Construct a simple series electrical circuit, identifying and naming its basic parts and whether or not a lamp will light in the circuit. Recognise some common conductors and insulators.

KEY STAGE 3 ASSESSMENT BANDS

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
SKILLS	**SKILLS**			**SKLLS**			**SKILLS**			**SKILLS**		
Can define the term hypothesis Can state where to look for sources of information	Can select a hypothesis that could be investigated Can locate at least two sources of information			Can produce a hypothesis that identifies the independent and dependent variables. Selects at least two relevant sources and identifies then fully.			Produces a hypothesis and gives a simple explanation of why it is appropriate. Compares the usefulness of at least two selected sources.			Produces a hypothesis and clearly explains why it was chosen. Compares and contrasts at least two, fully referenced, sources.		
Can follow a given method in order to obtain data in a safe manner	Can outline a brief method, stating independent and dependent variables, and commenting on safety factors to be considered.			Writes a method that allows valid data to be collected and identifies all variables. Major hazards of the procedure are clearly identified.			Produces a method that identifies **all** variables, describing how control variables will be managed and giving a suitable range for the independent variable. Hazards are identified and control measures detailed.			A detailed method is produced with justification given for the method choice and comments made on the alternatives that are available.		
Can record results in a table and plot a graph using given axis.	Can construct a table to record results and plot a simple graph. Can identify anomalous points on the graph.			Constructs a table that allows for multiple results and mean values to be recorded. Plots correct graphs, unaided, and explains how to identify and deal with anomalies.			Presents data in a meaningful manner and explains the benefits of determining a mean using key terms e.g. accuracy.			Presents data in and gives valid reasons for why anomalies may have arisen.		
Can identify patterns in secondary data.	Can link secondary data to a given hypothesis.			Can analyse secondary data and comment on its validity.			Can relate secondary data to their own investigations and/or a given context.			Can relate secondary data to their own investigations and a given context, justifying its relevance.		

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
BIOLOGY	**BIOLOGY**			**BIOLOGY**			**BIOLOGY**			**BIOLOGY**		
Uses a microscope to view prepared slides. Identifies and labels the main parts of plant and animal cells. Describes three groups of Micro-organisms. Identifies the main structures in the skeletal system. Measures muscle strength through practical activities. Summarises the main organs of the male and female reproductive systems. Describes the functions of flowers and seeds. Gives examples of genetic and environmental variation in humans. Identifies alcohol and nicotine as legal recreational drugs. Recognises the names of some illegal recreational drugs.	Prepares microscope slides and views them under the microscope. Draws and labels cells of plants and animals. Lists the functions of the skeleton. Lists different joints and explains how the different types function. Describes events leading to fertilisation in plants and animals. Understands that both genes and environment contribute to variation, collecting and graphically representing data for examples of discontinuous variation. Lists the five vertebrate groups and is able to give examples of organisms in each. Describes the effects of smoking and alcohol on the body.			Prepares good microscope slides and views them clearly at different magnifications. Distinguishes between the functions of different parts of plant and animal cells. Describes the structure of a synovial joint. Can sequence events that occur from fertilisation to birth of a baby. Describes the effects of legal and illegal drugs on the body, and relates this to the effects of maternal lifestyle on the development of her baby. Describes the events that occur in the menstrual cycle. Distinguishes between wind and insect pollinated flowers. Collects and graphically represents data for continuous variation (histogram).			Produces clear drawings of cells viewed under the microscope, showing a representation of scale. Explains how different cells are specialised for their functions through adaptation. Labels diagrams to compare the cell structure of fungi, bacteria and viruses. Explains antagonistic muscle action. Compares wind and insect pollinated flowers, describing different methods of seed dispersal. Evaluates the wide dispersal of seeds. Understands why organisms are classified into groups. Determines the reasons for drug testing, and describes the main stages.			Demonstrates a good understanding of cell structure and function. Knows what stem cells are and evaluates how they could be used. Calculates moments about a pivot (joint) and predicts outcomes of changing load or point of insertion. Predicts reasons why some people are unable to have a baby. Knows some ways that infertility might be treated and evaluates their use. Explains the basics of genetic engineering and why it can be useful. Can infer reasons why some people misuse drugs and describe some effects of drug misuse on society.		

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
				Classifies organisms into the five kingdoms, including some invertebrate and plant groups. Distinguishes between inherited illnesses and infections.								

KEY STAGE 3 ASSESSMENT BANDS

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
BIOLOGY	**BIOLOGY**			**BIOLOGY**			**BIOLOGY**			**BIOLOGY**		
Draws and describes some food chains. Knows the raw materials needed for photosynthesis. Is able to test a leaf for starch.	Explains why most food chains begin with a plant. Writes the word equation for photosynthesis. Explains how a plant gets all the raw materials needed for photosynthesis. Lists some ways in which a leaf is adapted for photosynthesis. Uses a quadrat to estimate plant populations.			Relates different uses of plants to their characteristics. Interpret the results of starch tests. Labels a diagram showing a cross section of a leaf. Knows that plants also need mineral salts. Explains how a quadrat can be used to estimate plant populations reliably.			Evaluates the importance of plants and interdependence of organisms. Compares the effects of different elements on plant growth. Explains bioaccumulation in food chains and evaluates the use and effects of pesticides.			Knows the main differences between photosynthesis and chemosynthesis. Writes a balanced symbol equation for photosynthesis.		
Describes the food groups in a balanced diet. Is able to carry out food tests. Can identify and label the main organs in the digestive system.	Explains what a balanced diet is and list sources of the main food groups. Interprets the results of food tests. Knows that the energy content of different foods can be compared by burning them. Lists some factors that affect energy requirements. Describes the functions of organs in the digestive system.			Carries out an investigation and calculates the amount of energy in different foods. Knows food is digested both physically and chemically using enzymes. Relates the structure of the small intestine to the absorption of digested food nutrients.			Evaluates methods used to calculate the amount of energy in foods. Determines why foods need to be digested.			Can give detailed explanations of how enzymes work.		

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
BIOLOGY	**BIOLOGY**			**BIOLOGY**			**BIOLOGY**			**BIOLOGY**		
Identifies and labels the main organs in the breathing system. Is able to measure lung volume. Identifies the main organs in the circulatory system. Describes some uses of energy in living organisms. Describes some benefits of regular exercise.	Explains how gases enter and leave leaves. Lists the main components of blood. Knows the word equation for aerobic respiration. Can explain the differences between inhaled and exhaled air. Knows why yeast is used to make bread, wine and beer.			Knows that gas exchange occurs across the walls of the alveoli. Explains the functions of cilia and mucus lining the trachea. Relates a model of the lungs to breathing. Relates the action of the heart to its function as a double pump, and the composition of the blood to cellular respiration. Knows the word equation for anaerobic respiration in animals and in yeast. Distinguishes between aerobic and anaerobic respiration.			Determines how the alveoli are adapted for efficient gas exchange. Assesses the impact of asthma on the breathing system. Compares gas exchange surfaces in fish and insects to mammals. Sequences the events that occur during breathing. Evaluates the effects of anaerobic respiration on the body during and after exercise. Explains how a biogas generator works.			Writes a balanced symbol equation for aerobic respiration. Evaluates the use of biogas generators.		
Identifies the main resources that plants and animals need to survive. Describes how organisms are adapted to survive in their habitats.	Draws and interprets pyramids of numbers. Interprets food chains and webs. Lists resources that organisms may compete for. Knows who Darwin was. Gives examples of genetic and environmental variation.			Compares factors that affect population size. Evaluates the effects of modern food production techniques on the environment. Knows what a species is and understands why organisms are given a scientific name.			Determines the importance of biodiversity. Has a basic knowledge of the history of genetic developments. Assesses the importance of gene banks. Relates the selective breeding of plants and animals to their desirable characteristics.			Applies Darwin's theory of evolution to explain how tigers evolved to have stripes. Uses creativity to design an imaginary organism which would be adapted to a particular environment.		

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	Explains that genes are the units of inheritance, and knows where they are found in a cell.			Relates evolution to natural selection, and how this may lead to extinction. Gives examples of selective breeding of plants and animals.								

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	S	G	O	S	G	O	S	G	O	S	G	O
CHEMISTRY	**CHEMISTRY**			**CHEMISTRY**			**CHEMISTRY**			**CHEMISTRY**		
Can describe states of matter and changes of state in terms of the particle model. Recognises metal and non-metal elements and can describe ways to measure their physical properties. Can recall basic definitions of the terms ceramic, polymers, composites, smart and nano materials (innovative materials).	Are able to use particle model diagrams to explain the properties of different states and to show the changes of state and the process of diffusion. Can draw particle diagrams to represent the key terms atom, element, compound and molecule and use the periodic table to identify the chemical symbols of the elements. Can recall the differences between innovative materials and link their properties to material choice.			Can compare different states of matter and changes of state in terms of energy and describe other features of matter including density, diffusion and gas pressure. Can use the key terms atom and element accurately and with specific examples. Are able calculate density from mass and volume data. Are able to compare the suitability of materials and give examples of products made from innovative materials.			Can use the particle model to justify observable phenomenon of each state of matter including diffusion, gas pressure and density. Can discuss the key chemical and physical properties of some elements and relate these to their positions on the Periodic Table. Can describe reasons for designing new materials and the influence that new materials have had on key products.			Can predict how atomic structure may be used to predict physical and chemical properties of elements, including those elements which are diatomic molecules. Can develop ideas based on Brownian motion to provide evidence Particle theory. Can describe the basic structure of an atom (Dalton). Can evaluate the impact of innovative materials on ethical, economic, environmental and social considerations.		
Can state the properties of some common compounds and elements. Can match chemical formulae to chemical names. Can state observations that could be made during a chemical reaction.	Can use the terms mixture and compound accurately. Recognise the atoms in a substance from a given name or chemical formula. Can identify chemical reactions such as combustion, thermal decomposition and oxidation.			Interprets given formulae to identify the number of each different type of atom. Demonstrates an understanding that reactions involve energy changes. Can describe, with relevant examples, the law of the conservation of matter.			Can determine relative formula mass. Uses the terms endothermic and exothermic accurately, giving examples of each type of reaction.			Can explain why some reactions are endothermic and others are exothermic, relating energy changes to bonds being broken and made.		
Can define the terms pure and	Can state the law of the			Use the terms saturated and			Uses the key terms dissolve,			Can create, from given		

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Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
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impure and know that the purity of a substance is affected when mixtures are made.	conservation of matter. Can describe some methods for separating mixtures. Can draw particle diagrams to show understanding of the terms dissolve, solute, solvent, solution and saturated.			solubility to describe how different substances may dissolve in water. Can describe how to separate mixtures using cooling, chromatography, filtration and distillation.			solute, solvent & solution to accurately explain the conservation of mass during dissolving. Use the key terms miscible and immiscible accurately, relating their understanding of solutions to mixtures of liquids. Recognises the unit of concentration.			formulae, particle diagrams to explain the law of conservation of matter. Can use values of concentration to compare different solutions.		

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	S	G	O	S	G	O	S	G	O	S	G	O
CHEMISTRY	**CHEMISTRY**			**CHEMISTRY**			**CHEMISTRY**			**CHEMISTRY**		
Can produce a labelled diagram showing the layers of the Earth. Can list the three main rock types that exist.	Are able to illustrate how different rock types form, giving examples of each. Are able to discuss the impact that humans can have on the Earth and the importance of recycling.			Can describe and explain changes in the rock cycle. Can summarise the carbon cycle and how humans may affect this. Are able to relate recycling to reducing a product's carbon footprint.			Can describe the composition of the atmosphere and the importance of ozone. Are able to relate carbon dioxide levels to global warming and how humans can impact carbon dioxide levels.			Can construct an explanation about changes in the Earth using ideas about convection currents and the effect of carbon dioxide levels on global temperatures.		
Are able to state observations that may be made during chemical reactions. Can identify, from particle diagrams, the rearrangement of atoms in a chemical reaction. Can recall the names of some common acids and alkalis, and define the term indicator. Recognises the reactants and products in a chemical equation.	Can recognise hazard warning symbols and identify those relevant to the use of acids and alkalis. Can describe common gas tests and give their expected results. Can use particle diagrams to show the rearrangement of atoms in a chemical reaction. Recognises the range of colours of Universal Indicator and quotes the pH of some common substances. Can select the correct word equation for given reactions.			Can use particle diagrams to predict the products of chemical reactions. Can suggest methods for measuring changes that occur during a chemical reaction. Can summarise what neutralisation reactions are and list uses of such reactions. Can demonstrate knowledge of the formulae for common acids and alkalis. Can link concentration to safety and describe how a dilution can be carried out. Can produce word equations to represent chemical reactions.			Can use particle diagrams to explain the effect of factors that affect the rate of a chemical reaction. Can describe methods to monitor the rate of a chemical reaction and state factors that may affect the reaction rate. Can explain how indicators or pH probes could be used to track a neutralisation reaction. Can outline the enhanced precautions necessary when transporting and working with corrosive substances. Can interpret balanced symbol equations for neutralisation reactions.			Can explain the limitation of chemical indicators and the advantages of pH probes. Are able to evaluate the effect that temperature has on the rate of a reaction compared to other factors. Can produce balanced symbol equations for neutralisation reactions.		

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CHEMISTRY	**CHEMISTRY**			**CHEMISTRY**			**CHEMISTRY**			**CHEMISTRY**		
Can identify key areas of the Periodic Table.	Can describe how repeating patterns in the elements led to the development of the Periodic Table. Can identify key groups and explain what is meant by a period in the Periodic table.			Are able to describe why Mendeleev's contribution was so important to the development of the Periodic Table. Can demonstrate knowledge that groups show trends in how quickly they react and use given trends in reactivity to make predictions about other elements in the same group.			Can give examples of reactions that could be used to determine the trend in reactivity of Group 1 and Group 7 elements. Are able to use balanced symbol equations to give examples of reactions used to show trends and patterns.			Can compare the trends in reactivity of Group 1 and Group 7 elements and explain why such trends occur.		
Are able to state some properties of metals.	Can recall the reactivity series of metals and explain what it shows. Can describe methods of extracting metals from their ores. Can relate the properties of metals to a wide range of uses.			Are able to relate the method of metal extraction to the position on the reactivity series. Can use the reactivity series to justify observations made during displacement reactions			Can relate extraction methods to oxidation, reduction and displacement. Can explain the steps involved in making a pure salt.			Can explain the properties of metals based on their atomic structure and bonding. Can write balanced symbol equations for all acid reactions and reactions with oxygen to form metal oxides.		
Can state that acids can react with metals, metal oxides, metal carbonates and alkalis. Are able to describe	Can name the salts produced in the reactions of acids with metals and their compounds. Can recall that metal oxides			Can use word equations to show metal extraction and the reaction of acids with metals and their compounds.			Can plan a method for safely and efficiently producing a sample of a named salt.			Are able to use the concept of dissociation and using ions in equations, to explain the changes during neutralisation		

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observations from acid reactions.	may be acidic or alkaline.			Are able to describe the trend in the acidity of metal oxides and use this to make predictions. Are able to describe the steps needed to make a pure salt.			Are able to show and explain that neutralisation reactions involve the formation of ions.			reactions.		

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	S	G	O	S	G	O	S	G	O	S	G	O
PHYSICS	**PHYSICS**			**PHYSICS**			**PHYSICS**			**PHYSICS**		
Recall what forces can do Name some forces. Describe friction as an opposing force.	Give examples of commonly used forces and label a force diagram. Explain the difference between contact and non-contact forces. Calculate both speed and relative speeds Summarize the conditions and result of equilibrium of forces Show the direction of a resultant force and link this to acceleration. Use the density of an object to show whether it will float or sink. Give examples of uses of high and low pressure.			List less commonly used forces Calculate the resultant force and resulting acceleration. Compare elastic and plastic deformation. Distinguish between friction being useful or undesirable. Examine and apply the relationship between mass and weight. List factors which affect acceleration, including in free fall. Plot and interpret graphs of motion. Calculate density and pressure. Relate up-thrust to the weight of water displaced by an object.			Assess methods of reducing drag forces. Analyse a graph of extension against force. Calculate either the extension or force using Hooke's Law. Determine the energy transformations when applying and removing a force from an elastic material. Define terminal velocity. Justify the use of moments in real life scenarios. Determine the effects of a differing internal and external pressure on an object.			Determine the gradient of a graph and calculate values of acceleration or speed. Predict the effects of a force acting perpendicular to the motion of an object. Create a speed-time graph of motion based on the forces acting on a parachutist. Assess the relationship between up-thrust and water pressure at differing depths on an object and justify the pressure increase with depth in a fluid.		
Know that the Sun is a source of energy. Name and describe the formation and uses of the three fossil fuels. Draw and construct basic series and parallel circuits. Discuss the difference between	Review the key environmental issues of burning fossil fuels. Identify most of the renewable energy resources. Recognise the origin of energy stored in fossil as the Sun. Discuss the meaning of			Sequence the energy changes for HEP, Tidal and Wave power. Examine the workings of a typical power station. Research how certain renewable energy resources are			Evaluate locations for different types of power plants, with reasons. Recommend different types of energy generation, justified by pros and cons. Quantitatively apply Ohms Law			Formulate links between the potential difference across a component, the current through it, the energy transferred and the power. Assess devices in terms of the ratio of their power. Rearrange and use the		

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conductors and insulators. Know the conditions needed for a current to flow. Recall the units for current, p.d. and resistance. Recall the effect of bringing like or different charges together.	renewable and non-renewable energy resources. Explain what an electric current is. Correctly use an ammeter and a voltmeter Explain how we can statically charge an insulator. State the p.d. of mains supply.			harnessed Qualitatively apply Ohms Law. Compare the rules for current and p.d. in series and parallel circuits. Calculate the cost of the electricity using meter readings.			in both series and parallel circuits. Determine how changing the thickness and length of a wire will affect its resistance (qualitative). Use kWh to find the cost of electricity for devices and compare this with Joules.			equation: Q=It Develop the use of the equation above to recommend cable thickness for appliances based on the current drawn by a device attached to the mains. Calculate the efficiency of a device and assess the amount of energy or power it 'loses'.		
PHYSICS	**PHYSICS**			**PHYSICS**			**PHYSICS**			**PHYSICS**		
Know that light travels much faster than sound and does not require a medium. Recall that a wave involves a transfer of energy. Explain the difference between luminous and non-luminous objects. Know that light travels in straight lines.	Compare properties of transverse and longitudinal waves and give examples of each. Summarize the law of reflection. Label and measure the key features of a wave. Describe some uses of ultrasound. Compare an object with its image in a mirror. Explain how we are able to see a non-luminous object.			Relate how images are formed by cameras and the eye. Demonstrate the link between primary and secondary colours of light Examine some uses of ultrasound. Compare musical notes from their oscilloscope traces. Sequence the production and propagation of sound waves.			Draw a ray diagram to show how an image is formed in a mirror. Determine the difference between a real and a virtual image. Define the term refraction and relate this to how it is observed. Qualitatively link wavelength, frequency and pitch, and compare this to the size of musical instruments.			Show how surfaces appear coloured by reflecting or absorbing combinations of the primary colours. Compare the density of a medium and the speed of propagation for longitudinal and transverse waves.		
Name some common magnetic materials and realise that not all metals are magnetic.	Recognise why repulsion is the test of whether an object is a magnet. Explain why the Earth's geographical north pole is a			Build an electromagnet and experiment how to increase its strength. Relate soft and hard magnetic materials to temporary and			Determine the operation of a loudspeaker in terms of magnetic fields. Assess the key principles of charging by induction			Devise the stages in the operation of an electric bell. Use the domain theory of magnetism to explain magnetisation and		

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Recall that a pole is the strongest part of a magnet, and that there are two poles on every magnet. Know some uses of electromagnets.	magnetic south pole. Trace a magnetic field using iron filings or plotting compasses.			permanent magnets respectively.			Interpret the pattern of the magnetic field produced by a straight wire, a flat coil and a solenoid.			demagnetisation. Determine the operation of an electric motor in simple terms.		

KEY STAGE 3 ASSESSMENT BANDS

FOUNDATION	BRONZE			SILVER			GOLD			PLATINUM		
Pass	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**	**Pass**	**Merit**	**Distinction**
	S	G	O	S	G	O	S	G	O	S	G	O
PHYSICS	**PHYSICS**			**PHYSICS**			**PHYSICS**			**PHYSICS**		
List some of the different energy stores, and give examples of situations where energy is stored in these ways. Quote the law of conservation of energy, giving an example of where the 'lost' energy has gone to. Recall the three methods of heat transfer. Know some good and bad conductors of heat and give examples of their use. Describe how a solar eclipse occurs. Describe how a lunar eclipse occurs. Recall the use of some artificial satellites.	Summarize the law of conservation of energy. Plot an appropriate graph for cooling experiments. Explain the direction of energy transfer. Describe what changing heat does to the temperature or state of a material. Apply the terms conductor and insulator correctly in the context of heat transfer. Recognise that human understanding of the solar system has developed over time. Research the reasons why space exploration has mainly involved robots rather than humans			Illustrate the four different ways that energy can be shifted from one store to another and give examples. Discover how frictional heating may be useful. Calculate efficiency. Interpret the 3 methods of heat transfer. Apply knowledge of convection currents to real life situations. Examine the meaning of the term 'light year'. Relate the finite speed of light to the age of objects we observe. Question how the energy from the Sun is able to reach the Earth. List some of the stages in a stars life cycle			Evaluate why metals are good conductors of heat due to movement of free electrons. Relate good and bad emitters and absorbers of heat radiation to real life situations Assess how the tilt of the Earth's axis gives rise to the seasons. Conclude how the moon's orbit gives rise to the phases of the moon. Sequence all of the stages in a star's lifetime.			Relate the term 'energy' to the ability of an object to do some useful work. Relate the orbit of the Moon to the tides and hence use of tidal barrages for electricity generation. Determine the direction of forces acting on satellites based on the motion, justify that this is an example of acceleration.		