

GEOGRAPHY ASSESSMENT

Level/Grade	Geographical Communication	Geographical skills	Geographical Knowledge	Geographical awareness
Level 3 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	Start to use appropriate human or physical geographical vocabulary	Start to use geographical skills	To describe geographical issues and concept	- Identify location and basic features.
Level 4 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	Use a range of appropriate physical and human geographical vocabulary	- Use a wider range of basic geographical skills.	- Describe and compare geographical issues and concept.	- Describe location and key features.
Level 5 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	- Consistently use a wide range of geographical vocabulary.	- Begin to use advanced skills.	- Describe, compare and explain geographical issues and concept.	- Describe and begin to explain location and key features.
Level 6 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	- Use a wide range of specialist vocabulary.	- Use a wider range of advanced skills independently	- Analyse geographical issues and concept.	- Explain in detail location and characteristics.
Level 7 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	- Use a wide range of specialist vocabulary with precision.	- Confidently use a wide range of advanced skill independently.	- Evaluate their analysis of geographical issues and concepts and justify their opinion.	- Explain in detail location and characteristics within a broader context.
Level 8 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	Exceptional range of specialist vocabulary consistently used with great precision.	Exceptional independent use of a wide range of advanced skill.	Exceptional ability to evaluate own analysis of geographical issues and concepts and justify opinions.	Exceptional personal response to explain in detail a wide range of physical and human processes

HISTORY ASSESSMENT

Level/Grade	Historical Communication	Historical Understanding	Historical Enquiry
Level 3 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	Able to use simple language skills to communicate ideas Can use sentences to communicate but not always able to form paragraphs Limited understanding of SPaG	They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes.	Able to identify different examples of types of sources Beginning to make deductions from sources going beyond simple observation
Level 4 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	Able to use everyday language to communicate ideas. Rarely uses historical terminology. Some subject knowledge used, not always relevant to the question. Simple understanding of the rules of spelling, punctuation and grammar. Written answers generally make sense but are basic in development.	Limited awareness of historical concepts - Some relevant ideas given but not supported with evidence. - Able to identify and describe.	Beginning to use evidence to find answers to enquiry questions with structured support. Accepts evidence at face value. Generic response. Can identify different views and begin to suggest reasons why they have occurred.
Level 5 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	Uses some historical terminology, although not always accurately Descriptive/narrative deployment of subject knowledge An understanding of the rules of SPaG, but not always accurately applied Attempts a structure, not always fully developed or consistent	- Attempts to explain historical concepts such as causation of events - Relevant ideas with some supporting evidence but lacks depth	- Can use evidence to find answers to enquiry questions with limited support - Beginning to consider origin and purpose of sources - Beginning to use own knowledge - An awareness of different viewpoints but is lacking in development
Level 6 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	Attempts to use accurate terminology, but inconsistent deployment of historical terms. Can deviate from the point at times. Generally accurate subject knowledge, not always explained in relation to the question. Developed understanding of the rules of spelling, punctuation and grammar. Reasonably well organised and presented in full, detailed sentences and paragraphs.	- Able to show a developed understanding of historical concepts. Able to explain concepts. - Able to use some evidence to support ideas. - Beginning to analyse. - Reaches a conclusion, though this may not be wholly convincing	- Beginning to ask questions of sources of evidence. - Can select and organise relevant historical information. - Needs a limited amount of support. - Beginning to consider the origin and purpose of a source of evidence. - Beginning to use own knowledge to test the value and limitations of a source. - Beginning to compare and contrast sources of evidence to test lines of enquiry. - Can suggest reasons how and why different interpretations have arisen

ART ASSESSMENT

Level/Grade	Artist Research	Experiment with materials	Recording/Observation	Planning and Final Piece
Level WT/2 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	Collect examples of artists work with support. Describe the work of artists with help and support	Select some materials to develop ideas in art. Use different materials with support and guidance.	Record using line colour and shape. With support.	Attempt to produce and complete some artwork with support.
Level 3 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	Collect examples of artists work. Describe the work and comment on similarities and differences between own and others work.	Select and use some materials and techniques to develop work. - Use line, shape, colour, texture pattern and some tone within drawing and painting.	Record shapes using line, colour and shape. Limited ability to apply tone to shape and form.	Produce a piece of work and improve work with support. Some ideas about how to create and complete work.
Level 4 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	Describe and comment on different works of art, craft, design and the ideas behind them. Knowledge of the formal elements with an ability to identify them in works of art.	Select and use materials and techniques to develop ideas. Use line, shape, colour, texture, tone and pattern within drawing and painting with some accuracy.	- Record and draw with some accuracy using the formal elements. Apply tone to shape and form. The use of line is lighter to record more accurate shapes.	Produce a response and individual outcome including thoughts, and feelings. Some ability to discuss work and consider how to adapt and refine work.
Level 5 Developing <input type="checkbox"/> Secure <input type="checkbox"/> Extending <input type="checkbox"/>	Ability to comment on different types of art craft and design. Can independently research and provide own opinions using subject specific terminology with links to the formal elements.	Select and use a wide range of materials with increasing independence. Display good knowledge and practical skill when using a range of materials and techniques to develop ideas.	Record and observe and apply the formal elements with increasing accuracy. Ability to show a good understanding of proportion. Technique and control improves to show shape and form more accurately.	Confident ability to research art craft and design in some depth. Ability to examine and comment on own work and how ideas and meanings are conveyed in the work of a wide range of art, craft and design.