

Key Stage 3 ARE Frameworks

Year 7 Summer Data Report

KS3 Art Age-Related Expectations (ARE) Framework
Year 7: Melanie Hava

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: I can use bright colours and simple shapes to paint a picture, with help.	I can: I can use bold colours, patterns, and lines to paint a scene with animals or plants, trying to make it look lively like Hava's work.	I can: I can create a neat painting with strong colours, careful patterns, and details inspired by Hava's style, working mostly by myself.	I can: I can design and paint a detailed, vibrant scene with lots of patterns, layers, and textures, making my work look magical and full of life, just like Hava's rainforest and reef paintings.	I can: I can create a complex, original painting using advanced pattern work, layering, and colour blending, showing my own ideas as well as Hava's influence. My painting is full of meaning and detail.
Knowledge	I can: I can say who Melanie Hava is and spot her colourful paintings of nature.	I can: I can describe how Melanie Hava uses patterns, lines, and bright colours to show the rainforest, reef, or animals in her art.	I can: I can explain how my painting is inspired by Melanie Hava, using words like "pattern," "nature," and "culture" to describe my choices.	I can: I can compare my painting to Hava's, explaining how I used her techniques and why I chose certain colours, patterns, or animals to tell a story about nature or my own experiences.	I can: I can analyse my own and others' paintings using art words, explain how Hava's style, stories, and other artists inspired my work, and suggest ways to make it even better.

KS3 Art Age-Related Expectations (ARE) Framework

Year 7: Still Life Oranges

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...draw a simple orange shape and add colour with oil pastels, with help.	I can: ...use oil pastels to add some light and dark (tone) whilst looking at the orange 70% of the time. ...make it look more 3D.	I can: ...draw an orange with clear shape whilst looking at the orange 70% of the time. ...blend colours, showing highlights and shadows, working mostly by myself.	I can: ...create a detailed still life with oranges, using strong blending, different tones, and careful composition. ...make my work stand out. ...clearly demonstrate observational drawing skills	I can: ...create an original, complex still life using advanced oil pastel techniques. ...show creative ideas, excellent blending, and strong highlights and shadows. ...clearly demonstrate advanced observational drawing skills
Knowledge	I can: ...say what still life means ...name the materials I used, like oil pastels.	I can: ...describe why artists make still life art. ...talk about how using tone (light and dark) helps things look more real.	I can: ...explain how using tone, colour, and blending with oil pastels makes my orange look more realistic. ...name an artist who paints still life.	I can: ...compare my work to artists' still lifes. ...explain how I used their ideas about colour, tone, and arrangement. ...why I made certain choices.	I can: ...analyse my own and others' still life work using art vocabulary. ...explain how artists or art movements inspired my choices. ...suggest ways to improve even more.

KS3 Art Age-Related Expectations (ARE) Framework
Year 7: Still Life Peppers

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...draw a simple pepper shape with help, using charcoal and cardboard.	I can: ...use charcoals, paint and cardboard to make a pepper with some details, like different tones or shapes. ...show light and dark using tone.	I can: ...create a neat still life pepper with clear shapes, blended tones, and some 3D effects using charcoals and cardboard, working mostly by myself.	I can: ...design and build a detailed still life with peppers that use strong tonal blending, different textures. ...create careful composition, making my work stand out.	I can: ...create an original, complex still life using advanced drawing and collage techniques. ...show creative ideas, strong 3D effects, and excellent control of materials.
Knowledge	I can: ...say what still life means and name the materials I used.	I can: ...describe why artists make still life art. ...talk about how to use tone (light and dark) to make things look more real.	I can: ...explain how using tone, and texture helps make my still life look more interesting and realistic. ...I can name an artist who paints still life.	I can: ...compare my work to artists' still lifes. ...explain how I used their ideas about tone, shape, and arrangement. ...explain why I made certain choices.	I can: ...analyse my own and others' still life work using art vocabulary. ...explain how artists or art movements inspired my choices. ...suggest ways to improve even more.

Computer Science KS3 Age-Related Expectations (ARE) Framework
Topic 5: Programming II

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: Identify a loop in a program; Decompose a simple problem with support.	I can: Solve a simple problem; Create a simple program using loops with support.	I can: Create a simple subroutine; I can use count controlled and condition controlled loops.	I can: I can define a list as a group of related items such as numbers or text.	I can: Use decomposition to solve a problem, and can demonstrate to others; Use iteration in computer programming.
Knowledge	I can: Identify when different lists might be used; Identify that a problem can be broken down into smaller parts.	I can: Identify count and condition controlled iterations.	I can: Explain why lists are useful in programming; Explain why loops make programs more efficient.	I can: Explain the purpose of subroutines; Describe two different forms of iteration.	I can: Give appropriate iteration for a given program.

Design Technology KS3 Age-Related Expectations (ARE) Framework

Year 7: Clocks

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...use basic tools with help to mark, measure and cut. ...begin to sand and paint a clock with support.	I can: ...use hand tools like saws and files with some guidance. ...sand and paint the clock neatly, with support.	I can: ...accurately mark, measure and cut wood for a clock. ...use attractive finish.	I can: ...work with control and precision using a range of tools. ...refine my sanding and finishing techniques to improve the outcome.	I can: ...use tools independently and confidently to produce a high-quality product. ...use finishing techniques creatively to enhance the theme and engage the user.
Knowledge	I can: ...describe what a clock is and name some tools. ...say what "fun" might mean in design.	I can: ...explain the purpose of my design. ...describe how I developed my ideas from research or examples.	I can: ...research existing products and gather inspiration. ...develop and communicate design ideas clearly through sketches and notes.	I can: ...explain how I improved my idea based on feedback. ...show development through annotated drawings and models.	I can: ...analyse different design influences and justify my design decisions. ...communicate my ideas with detail and creativity, showing strong user awareness.

Design Technology KS3 Age-Related Expectations (ARE) Framework

Year 7: Developing Basic Food Skills

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can... ...follow simple instructions with help. ...use basic equipment safely with guidance. ...prepare simple ingredients (e.g., peeling, washing fruit).	I can... ...use basic knife skills with support. ...measure ingredients accurately most of the time. ...follow a simple recipe to make a dish such as fruit salad or scones.	I can... ...prepare and cook a range of dishes safely and hygienically (e.g., fruit crumble, quesadilla). ...use basic cooking methods confidently, such as frying, baking, and using the hob. ...work independently to complete tasks on time.	I can... ...prepare and cook a variety of dishes using good technique and time management. ...apply safe working practices consistently when using knives, hobs, and ovens. ...adjust recipes to improve taste, texture, or presentation.	I can... ...demonstrate advanced confidence and precision in food preparation. ...use a range of cooking methods to create well-presented and high-quality dishes (e.g., homemade bread). ...work independently and efficiently, showing initiative in problem-solving.
Knowledge	I can... ...name basic kitchen equipment and identify safe working areas. ...recognise simple hygiene rules (e.g., washing hands, cleaning surfaces).	I can... ...explain why good hygiene and food safety are important. ...identify different cooking methods and their uses. ...understand the importance of correct storage of ingredients.	I can... ...describe how to work safely and hygienically in a kitchen. ...understand the functions of key ingredients (e.g., flour, fat, fruit). ...explain why we use different preparation methods (e.g., rubbing in, frying).	I can... ...explain how ingredients and cooking methods affect the sensory qualities of food. ...understand the principles of balanced meals and nutrition. ...give reasons for adapting recipes for health or dietary needs.	I can... ...analyse how preparation and cooking techniques influence flavour, texture, and nutrition. ...evaluate dishes critically and suggest well-justified improvements. ...compare and contrast traditional and modern cooking methods used in different cuisines.

Design Technology KS3 Age-Related Expectations (ARE) Framework

Year 7 Textiles, Endangered animals

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...begin to identify an endangered animal to focus on, with support. ...attempt simple stitches with guidance. ...use a basic template with help.	I can: ...use simple hand-stitching techniques with some accuracy. ...use a template to cut felt shapes with guidance. ...begin to join felt pieces together neatly.	I can: ...select an endangered animal and design it clearly. ...use templates independently to cut felt pieces accurately. ...use a range of hand-stitching techniques to join parts neatly. ...create a tassel to display my work.	I can: ...work with control and precision in stitching and construction. ...use templates confidently and adapt them where needed. ...apply finishing touches neatly and consistently to improve quality. ...produce a tassel that complements the overall design.	I can: ...use hand-stitching techniques creatively and with confidence to produce a high-quality piece. ...adapt or design my own templates for originality. ...use decorative and finishing techniques to enhance the theme and appeal. ...make a tassel that is both decorative and functional.
Knowledge	I can: ...name an endangered animal. ...say what being “endangered” means.	I can: ...explain why my chosen animal is endangered. ...describe some issues that endangered animals face. ...begin to explain how my design links to the animal.	I can: ...research endangered animals and use this to inspire my design. ...communicate my ideas clearly through sketches and notes. ...explain how my design represents my chosen animal.	I can: ...explain how my design ideas developed from research and feedback. ...show development in my sketches and stitched work. ...link my design to wider issues around endangered animals.	I can: ...analyse environmental and conservation issues related to my animal and reflect these in my design decisions. ...communicate my ideas with creativity and detail, showing strong awareness of user and theme. ...demonstrate originality and imagination in design, stitching, and finishing.

Drama KS3 Age-Related Expectations (ARE) Framework
Year 7: Pantomime

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: -Use limited physicality or vocal exaggeration when attempting stock characters. -Attempt to initiate or respond to audience participation. -project voice or use gestures occasionally	I can: -Attempt to use exaggerated movement or voice for stock characters but inconsistently. -Can stay in character for short sections of performance. -Responds to audience participation cues when prompted.	I can: -Perform clear, recognisable stock characters using voice, gesture, and movement. -Maintain character consistently throughout a scene. -Confidently use audience participation techniques at appropriate moments.	I can: -Create strong, exaggerated, and engaging stock characters with confident physicality and vocal control. -Use audience participation with effective comic timing. - Demonstrates good spatial awareness and stage presence.	I can: -Deliver highly polished, imaginative stock characters with exceptional control. -Integrate audience participation seamlessly and reacts creatively. -Use timing, exaggeration, and physical comedy with sophistication..
Knowledge	I can: -Can name one or two pantomime characters or conventions with support. - Understand that pantomime uses exaggerated characters but cannot explain why.	I can: -identify several pantomime conventions (e.g., villain, dame, audience call-outs). -Understands that pantomime involves audience interaction but cannot fully explain its purpose.	I can: -accurately explain key pantomime conventions (e.g., audience participation, slapstic). - explain the traits of common stock characters and how they function in the story.	I can: -Analyse pantomime conventions and why they are used. -Analyse how stock characters contribute to plot, comedy, and tradition.	I can: -Evaluate pantomime conventions, history, and stylistic purpose. -Shows insight into how conventions can be adapted or modernised while keeping the style intact.

English KS3 Age-Related Expectations (ARE) Framework Year 7: Writing Descriptors

BEGINNING	WORKING TOWARDS	EXPECTED	WORKING ABOVE	GREATER DEPTH
I can: - Produce writing that shows SOME UNDERSTANDING of task. - Use of Standard English some of the time. - Ensure my language is BECOMING CLEAR with SOME WORDS chosen for effect. - SOME use of FIGURATIVE LANGUAGE and EMOTIVE LANGUAGE. - Use paragraphs but with some lapses. - Sometimes go into DEPTH AND DETAIL to show understanding or to sustain interest. - Use a VARIETY of PARAGRAPH OPENERS. SOME OPENERS chosen for effect OCCASIONALLY. - Use different sentence types with GROWING CONFIDENCE and frequency. - Increasing accuracy with tense use. - Ensure IMPROVING ACCURACY when using full stops and capital letters. SOME ACCURACY using other punctuation. - SPELL most words used accurately. - Plan and proofread my work to make my ideas clear.	I can: - Produce writing that shows CLEAR UNDERSTANDING of the task in the required STYLE with frequent use of Standard English. - Use language that is FREQUENTLY clear and becoming increasingly EFFECTIVE and APPROPRIATE. - Use FIGURATIVE LANGUAGE and POWERFUL WORDS with increasing frequency in writing. - Ensure I ALWAYS use PARAGRAPHS with varying degrees of clarity and depth. - Use paragraphs that are LOGICAL and beginning to be DEVELOPED to sustain interest. - Use a variety of PARAGRAPH openers with some varying in length for effect. - Use SIMPLE & COMPLEX SENTENCES of varying lengths with SOME FOR EFFECT. - Mostly accurate tense usage. - Sentences - Ensure emerging confidence when using a RANGE OF PUNCTUATION. Use full stops and capital letters accurately. - SPELL HIGH FREQUENCY words accurately. - Plan and proofread with growing care and precision.	I can: - Produce writing that shows a CLEAR UNDERSTANDING of the task with consistent use of Standard English. - Produce a response that is usually detailed and developed. - Use CLEAR and at times ENGAGING LANGUAGE with increasing confidence when writing. - Use FIGURATIVE LANGUAGE and POWERFUL WORDS with increasing frequency and precision in writing. - Ensure I Always use PARAGRAPHS with some varied LENGTHS for EFFECT. - Create paragraphs that are frequently DETAILED AND DEVELOPED AND LINKED to sustain interest and engagement. - Use a VARIETY OPENERS for my PARAGRAPHS for to make links clear and ENGAGING. - Use simple SENTENCES and complex ones with confidence. - Accurate use of tenses. - Use familiar PUNCTUATION accurately with some use for EFFECT. Accurate use of commas and inverted commas. - Spell HIGH FREQUENCY words accurately with only a few errors and emerging confidence with CE words. - Carefully plan and proofread my work and make noticeable improvements.	I can: - Produce a response that is CLEAR and DETAILED with a confident use of Standard English. - Create a response that is generally convincing maintaining a formal tone with few lapses. - Use increasingly AMBITIOUS LANGUAGE with reasonable consistency throughout my writing - CONSISTENT use of FIGURATIVE LANGUAGE and other METHODS with increasing appropriateness and originality. - Create PARAGRAPHS that are consistently detailed and developed with emerging variety in paragraphing order eg: flashback etc - CLEARLY use a variety of PARAGRAPH LENGTHS and OPENERS which are beginning to become more effective. - CLEAR and FREQUENT use of a variety of sentence types with some used for effect. - Some use of tense/ narratorial voice for effect. - CONFIDENTLY use familiar punctuation which is more consistently applied for effect; with a growing confidence when using more sophisticated types - SPELL HF and CE words with only occasional errors. CONFIDENT ACCURACY when using homophones. - Plan and proofread to ensure I have made clear linguistic and structural improvements.	I can: - Create a CONFIDENT and ENGAGING response which fully meets the expectations of the genre and task. - Use TONE consistently and appropriately with control of SE for effect and characterisation. - CONFIDENTLY use AMBITIOUS LANGUAGE growing in precision, originality and sophistication. - Use Apt FIGURATIVE LANGUAGE and other METHODS CONFIDENTLY and consistently throughout writing. - CONFIDENTLY use paragraphing for effect with appropriate depth and detail to demonstrate an emerging understanding of narrative structure or argument. - CONFIDENT and varied use of paragraph lengths for effect. Varied and engaging openers becoming more precise and original. - CONFIDENT use of a sentences with an emerging confidence when using for effect. - Confident use of tenses/ narratorial voice. - CONFIDENTLY ensure that my punctuation use is mostly accurate and is beginning to be used for effect. - SPELLING of all words is MOSTLY ACCURATE with some occasional lapses. - Plan and proofread my work in a variety of areas to ensure that my ideas and expression are engaging and precise.

English KS3 Age-Related Expectations (ARE) Framework: Unit 5 Science Fiction and Dystopian Texts and Media Studies
Assessment: Creative Writing and Oracy - Presentations

	BEGINNING	WORKING TOWARDS	EXPECTED	WORKING ABOVE	GREATER DEPTH
Knowledge	I can IDENTIFY: The Key Tropes of the Genre: including setting and technology. Contextual Understanding: how stories reflect worries at the time of writing. Thematic Exploration: the big idea behind the text and the big questions in the texts about society and being human. Media Language and Analysis –identify some camera angles and sound in key scenes, talk about their impact on the audience and identify impactful features in print text	I can COMMENT ON: The Key Tropes of the Genre: including setting and technology such as AI, genetics and their impact on society. Contextual Understanding: how stories reflect concerns at the time of writing and how they have changed depending on the text Thematic Exploration: the big ideas and concerns behind texts and what motivated the writer. Media Language and Analysis – comment on the impact of some camera angles and sound in key scenes, identify impactful features in print text and comment on the impact on the reader/ viewer.	I can EXPLAIN: The Key Tropes of the Genre: <u>Futuristic Technology:</u> Advanced inventions like AI, <u>Setting:</u> Often set in space, the future, or alternate realities. <u>Scientific Innovation:</u> Stories based on real or imaginative science, such as genetic engineering or physics. Contextual Understanding: Linking stories to real-world history and scientific advancements, such as how HG Wells' The War of the Worlds reflected Victorian fears. Thematic Exploration: Explaining "big ideas" like ethical dilemmas, societal commentary, and the nature of human identity. Media Language and Analysis – Explain how moving and print images are built referring to camera angles, sound and special effects to create meaning and engagement with the use of Media terminology.	I can DISCUSS: The Key Tropes of the Genre: <u>Futuristic Technology:</u> Advanced inventions like AI, <u>Setting:</u> Often set in space, the future, or alternate realities. <u>Scientific Innovation:</u> Stories based on real or imaginative science, such as genetic engineering or physics and how these tropes evolve over time. Contextual Understanding: Linking a range of stories to real-world history and scientific advancements, such as how HG Wells' The War of the Worlds reflected Victorian fears and how certain texts have impacted on society – Star Trek and the first inter-racial kiss and the iPhone. Thematic Exploration: Discussing the "big ideas" like ethical dilemmas, societal commentary, and the nature of human identity and how these texts have changed society. Media Language and Analysis – Discuss how moving and print images are built to create meaning and engagement with the confident use of Media language and terminology.	I can EXPLORE and LINK: The Key Tropes of the Genre: <u>Futuristic Technology:</u> Advanced inventions like AI, <u>Setting:</u> Often set in space, the future, or alternate realities. <u>Scientific Innovation:</u> Stories based on real or imaginative science, such as genetic engineering or physics and compare and contrast similarities and differences between texts. Contextual Understanding: Explore the linking stories to real-world history and scientific advancements and what may be key contextual factors for future sci-fi texts. Thematic Exploration: Explore the "big ideas" like ethical dilemmas, societal commentary, and the nature of human identity and common fears and concerns between texts – especially what it means to be human. Media Language and Analysis – Explore how camera angles, sound and special effects have been used to create impact and interest in the audience and compare key scenes and evaluate their impact.

Y7 FRENCH Topic 5- tu fais du sport?- Talking about hobbies and free time.

	Beginning	Working towards	Expected	Working above	Greater depth
Skills	I can:	I can:	I can:	I can:	I can:
Reading and translation	A: Identify one element (subject, verb, adjective, noun etc) from a short sentence B: Translate a short phrase about sports and hobbies from English into French with support	C: Identify two elements (subject, verb, adjective, noun etc) from a longer sentence about sports and hobbies. D: Translate a short text about sports and hobbies from French into English with limited support	E: Identify more than two elements (subject, verb, adjective, noun etc) from a longer sentence F: Translate longer phrases about sports and hobbies from English into French with limited support	G: Use knowledge of elements (subject, verb, adjective, noun etc) to work out the meaning of an extended sentence H: Translate a short text about sports and hobbies from French into English without support	I: Use knowledge of elements (subject, verb, adjective, noun etc) to work out the meaning of a paragraph J: Translate a long text about sports and hobbies from French into English without support.
Writing	A: Use et or mais connectives to extend my writing B: Write short sentences from memory about hobbies/ sport	C: Use a range of connectives to extend my writing D: Write a simple French sentence to respond to a question about hobbies/ sport with support	E: Extend my work by adding positive and negative opinions c'est.... F: Write a simple French sentence to respond to a question about hobbies/ sport with limited support	G: Extend my work by adding positive and negative opinions and quantifiers c'est assez/ très H: Write a French sentence that includes additional details to respond to a question about hobbies/ sport with limited support	I: Use the negative form ne... pas without support J: Write a French sentence that includes additional details to respond to a question about hobbies/ sport without support
Phonics & Speaking	A: Give a single word response to questions on sports and hobbies	B: Give a short phrase response to questions on sports and hobbies	C: Give a sentence response to questions that includes an opinion sports and hobbies	D: give an extended response to questions on sports and hobbies using positive and negative opinions	E: give an extended response to questions on sports and hobbies including quantifiers/ reference to other people/ connectives and opinions
Knowledge	I can:	I can:	I can:	I can:	I can:
Grammar	A: Recognise the Je form of jouer au/ à la / aux to talk about sports B: Recognise the Je form of jouer / faire du/ de la/ des to talk about sports	C: Use the Je forms of jouer au/ à la / aux to talk about sports D: Use the Je form of jouer / faire du/ de la/ des to talk about sports	E: Use Je form of jouer au/ à la / aux and jouer / faire du/ de la/ des to talk about sports with support	F: use singulars forms of jouer au/ à la / aux and jouer / faire du/ de la/ des to talk about sports with limited support	G: use singulars forms of jouer au/ à la / aux and jouer / faire du/ de la/ des to talk about sports without support

Geography KS3 Assessment Framework:
Year 7: Why are some countries more developed than others?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can ...answer questions about development using words or pictures. ...use a map to find a country.	I can ...describe different levels of development in photos. ...complete a scatter graph of development data with support. ...interpret population pyramids with support. ...write like a geographer using geographical vocabulary with support.	I can ...accurately complete a scatter graph of development data. ...interpret and describe population pyramids. ... use maps and graphs to support my answers. ... write like a geographer using geographical vocabulary.	I can ...explain patterns found on population pyramids. ... explain how development links to other geographical topics ... write like a geographer using a wide geographical vocabulary.	I can ...present a balanced argument about development with evidence and make justified conclusions. ...analyse development data to draw conclusions. ...write like a geographer using a wide geographical vocabulary accurately.
Knowledge	I can ...say what development means in a simple way (e.g. rich and poor countries). ...know that some countries are more developed than others. ...name one way development can be measured. ...identify one fact about Malawi or Singapore.	I can ...define the term development. ...define the terms developed, emerging and developing countries and give an example of each. ...describe one way development is measured. ...give one reason why some countries are more developed than others. ...describe what life is like in Malawi and Singapore.	I can ...give example characteristics of countries at each level of development. ...describe how we measure development ...describe three reasons why some countries are more developed than others. ...state one reason why Malawi is less developed than Singapore. ...compare life in Malawi and Singapore, stating similarities and differences.	I can ...describe global patterns of development and name some key indicators that can vary within a country. ...explain in detail reasons why some countries are more developed than others. ...explain reasons why Malawi is less developed than Singapore. ...explain ways the development gap can be reduced.	I can ...explain why some measures of development may be more useful than others. ...evaluate the causes and impacts of uneven development. - explain factors which affect development over time. ...explain reasons why Malawi is less developed than Singapore, using detailed and accurate knowledge. ...evaluate different strategies to reduce the development gap.

History KS3 Age-Related Expectations (ARE) Framework Year 7 :

Enquiry Question: What does the life of Mansa Musa reveal about the success of Medieval Mali?

Disciplinary Knowledge: Significance

	Beginning	Working Towards	Expected	Working Above	Greater Depth
Knowledge <i>Substantive Knowledge</i>	I can: ... name a fact related to our study	I can: ... recall some facts about two factors ... use evidence to support these factors	I can: ... use clear and relevant knowledge about three factors ... use evidence to support selection of most significant factor	I can: ... use relevant and detailed knowledge of three factors ... use detailed evidence to support significance of each factor	I can: ... use relevant and detailed knowledge of three factors ... explain key features and events in each factor
Skills <i>Disciplinary Knowledge</i>	I can: ... state a factor behind Mali's success ... identify a way in which it helped cause success for Mali.	I can: ... describe two factors behind Mali's success ... describe how each factor was significant in Mali's success	I can: ... describe two factors behind Mali's success ...begin to explain how these factors were significant in Mali's success ... select the factor I think was the most significant.	I can: ... describe three factors behind Mali's success ... explain how these factors were significant in Mali's success ...begin to judge how significant each factor was in relation to Mali's success	I can: ... explain three factors behind Mali's success ... compare the significance of each factor in relation to Mali's success ... judge how significant each factor was in relation to Mali's success

Mathematics: KS3 Age-Related Expectations (ARE) Framework
Year 7: Unit 13 - Speed, Distance and Time

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can convert between seconds, minutes, hours, days and years.	I can find some fractions of time.	I can solve problems with tables, timetables, time and the calendar.	I can calculate speed, distance and time and draw distance-time graphs.	I can calculate speed from a distance-time graph.
Knowledge	I know how units of time relate to each other.	I understand how to combine fractions and time.	I know how to read a transport timetable.	I know how to interpret distance time graphs.	I understand that speed is the gradient of a distance-time graph.



PE KS3 Age-Related Expectations (ARE) Framework Year 7: Athletics



Skills	Beginning	Working Towards	Expected	Working above	Greater Depth
Running	☐ I'm exploring how to run fast for a short distance (like 100m).	☐ I'm learning to run at different speeds and try to keep going for a longer run (like 800m).	☐ I can perform a basic sprint start and run with effort for 100m, and keep a steady pace for a longer run.	☐ I can show better technique in a 100m sprint and control my pace more effectively for longer runs.	☐ I can consistently show good form in 100m sprints and manage my energy well for longer distances.
Jumping	☐ I'm discovering how to take off and land in a jump.	☐ I'm starting to perform a basic run-up for Long Jump and a simple approach for High Jump.	☐ I can perform a basic run-up, take-off, and land for Long Jump, and try a simple approach for High Jump (e.g., scissors).	☐ I can show better coordination in my run-up and take-off for Long Jump and High Jump.	☐ I can confidently perform basic Long Jumps and High Jumps, showing good control and safe landings.
Throwing	☐ I'm learning how to push an object away from me.	☐ I'm starting to try a basic pushing action for Shot Putt and a simple arm throw for Discus/Javelin.	☐ I can perform a basic push throw for Shot Put, and a simple arm throw for Discus or Javelin, aiming forward.	☐ I can show more power and better direction in my basic Shot Put, Discus, or Javelin throws.	☐ I can consistently throw a Shot Put with good basic technique, and show strong simple arm throws for Discus/Javelin.
Knowledge					
Rules and Officiating	☐ I'm exploring some basic rules for athletics events and learning how to watch what's happening.	☐ I'm building my understanding of key rules and starting to help spot simple things in events (e.g., someone running out of their lane).	☐ I can follow most basic rules in athletics events and usually watch and record simple scores for a jump or throw.	☐ I can explain simple rules to a classmate and help record basic results accurately (e.g., a Long Jump distance).	☐ I can confidently apply all basic rules and help organise a small group for fair play in events.

MUSIC KS3 Age-Related Expectations (ARE) Framework Topic : Summer term – MUSICIANSHIP SKILLS

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can learn to play/sing part of my chosen piece of music with support; I can play/sing with others in my group, or on my own; I can recognise when some things don't sound right in my playing/singing; I am beginning to be aware of notes & rhythm, but with limited accuracy; I am beginning to play/sing in time with others in the group, but it is often not in time; I am beginning to play/sing with more fluency, but with a lot of hesitations.	I can learn to play/sing my chosen piece of music from appropriate notation or by ear, either part of it or with support; I can practice with others in my group, or on my own; I can sometimes judge whether I am playing/singing the right notes & rhythm and make adjustments to improve; I can play/sing my own part with some accurate notes & rhythm; I can play/sing in time with others in the group at some points, but it is a bit Inconsistent; I can sing/play fluently at some points, but at other points it is not so fluent.	I can learn to play/sing my chosen piece of music from appropriate notation or by ear; I can practice effectively with others in my group, or on my own; I can mostly judge whether I am playing/singing the right notes & rhythm and make adjustments to improve; I can play/sing my own part with fairly accurate notes & rhythm; I can play/sing mostly in time with others in the group, or the backing track if you are using one; I can sing/play reasonably fluently (you keep playing/singing without too many stumbles, or slowing down at difficult parts).	I can learn to play/sing my chosen piece of music from appropriate notation or by ear (which may be longer or more complicated than "Expected"); I can practice effectively with others in my group, or on my own, giving suggestions for improvement; I can judge whether I am playing/singing the right notes & rhythm and make adjustments to improve; I can play/sing my own part with mostly accurate notes & rhythm; I can play/sing well in time with others in the group, or the backing track if you are using one; I can sing/play mostly fluently with some expression.	I can learn to play/sing my chosen piece of music from appropriate notation or by ear quickly and confidently (which may be longer or more complicated than "Expected"); I can practice effectively with others in my group, or on my own, with a leading role in the group including showing others what to play/sing; I can notice quickly whether I and others are playing/ singing the right notes & rhythm, and make suggestions to improve my own and others' parts; I can play/sing my own part with very accurate notes & rhythm; I can play/sing entirely in time with others in the group, or the backing track if you are using one.

Religious Education KS3 Age-Related Expectations (ARE) Framework
MTP 6 Year 7: Who are the Abrahamic Religions? - Judaism

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... listen to a Jewish story and remember something about it.	I can: ... retell a story or belief in Judaism and say what it means.	I can: ... find out what Jews believe and show how their beliefs affect their lives.	I can: ... make links between Jewish beliefs and actions and talk about how these beliefs help people today.	I can: ... give my own opinion about how Jewish beliefs and values connect to real life and compare them to other religions or ideas respectfully.
Knowledge... say	I can: ... name the Jewish religion and say they believe in one God.	I can: ... tell you about the Torah and the Ten Commandments and name a Jewish festival.	I can: ... describe the story of the Sinai Covenant and explain what the Ten Commandments teach Jews. I can say why the Torah is important and what happens in a synagogue.	I can: ... explain what exile meant for the Israelites and how the covenant at Sinai shaped Jewish identity. ... explain how festivals and the synagogue help Jews keep their faith and values.	I can: ... give detailed examples of how Jewish beliefs and history (like the covenant, exile, and Torah laws) influence Jewish life today. ... explain how Jewish practices like festivals, synagogue worship, and charity connect to their beliefs and help Jews deal with modern issues.

(Science) KS3 Age-Related Expectations (ARE) Framework
Year 7: (Biological Change)

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills Lessons 2-5	I can: Identify the 2 axis on a graph	I can: Correctly plot data on a pre prepared graph	I can: Correctly draw a suitable graph and label the axis	I can: Independently choose the most appropriate graph and select a suitable scale	I can: Accurately draw a line of best fit, where applicable
Lesson 12 - 14	Identify producers and consumers from image	Draw simple food chains and Explain the roles of producers, 1 ^o , 2 ^o and 3 ^o consumers	Construct food webs from food chains and describe the impact of changes to them on an ecosystem	Produce pyramids of numbers and biomass from simple food chains	Compare pyramids of numbers and pyramids of biomass ¹
Knowledge Lesson 4	I can: Give examples of how organisms vary	I can: Describe the difference between continuous and discontinuous variation	I can: Explain why variation occurs due to genes and environment	I can: Analyse data showing variation	I can: Link variation to survival and adaptation of species over time
Lesson 15	Identify organisms as predators or prey	Describe a simple predator prey relationship	Explain how the numbers of predator/ prey are linked	Suggest why predator / prey populations show cycles	Analyse predator / prey graphs to interpret patterns