

Key Stage 3 ARE Frameworks

Year 8 Spring Data Report

Instructions for HoDs

- Please copy your appropriate framework for the Spring data drop into this document
- Ensure the correct template is used
- All text should be Calibri font
- Size of text may change depending on how much you have in the table
- Frameworks need to fit on one page (English is the only exception to this)
- PE/ART/DT may have multiple pages due to carousel

SUBJECT KS3 Age-Related Expectations (ARE) Framework

Topic :

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can:	I can:	I can:	I can:	I can:
Knowledge	I can:	I can:	I can:	I can:	I can:

Art Age-Related Expectations (ARE) Framework

Topic: Clay Houses

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...shape clay into a simple house form with help, keeping it together and safe to handle.	I can: ...build a basic house shape with some details, like a door and windows. ...keep my clay joined together.	I can: ...make a house with several architectural details. ...use clay techniques so everything is attached neatly and my sculpture is stable.	I can: ...create a detailed and well-finished clay house, using different textures and shapes to show different building materials and styles. ...create work that is neat and stable.	I can: ...design and build a complex, creative clay house with lots of interesting features, textures, and details. ...show advanced clay skills and original ideas.
Knowledge	I can: ...say what clay is. ...name some basic tools and building parts (like roof, door, window).	I can: ...describe how to join clay pieces (like scoring and slipping). ...name different architectural features (like arches or chimneys).	I can: ...explain why I chose certain features for my house and how they are used in real buildings. ...talk about how artists and architects use design elements in buildings.	I can: ...compare my clay house to real buildings or artists' work. ...explain how I used design principles like variety and contrast.	I can: ...analyse my own and others' clay houses using art vocabulary ...explain how architectural styles or artists influenced my work. ...suggest ways to improve even more.

Computer Science KS3 Age-Related Expectations (ARE) Framework
Topic: - Developing for the web

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...show the refresh button ...minimize a window ...maximise a window	I can: ...open a web page for editing ... add a HTML tag to a web page .. change the colour of the background of my webpage	I can: ...use HTML to build simple web pages and organize the content using tags like headings and paragraphs	I can: ...change how my web page looks by adding styles (like colours or fonts) to my HTML tags. .. create hyperlinks to allow users to navigate between web pages	I can: .. create a functioning navigation bar
Knowledge	I can: ... identify who might use a web page ... identify why a company might have a web page	I can: ... describe what HTML is .. give an example of a search engine and its purpose	I can: .. explain how a search engine works and finds search results .. refine my search results by using key terms/categories	I can: .. describe the benefits of using CSS to style pages instead of in-line formatting	I can: .. analyse how search engines select and rank results when searches are made.

Design Technology KS3 Age-Related Expectations (ARE) Framework

Topic: Lamps

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...produce a simple 3D isometric drawing with support. ...apply basic shading to show shape. ...use hand tools to measure and cut wood with guidance.	I can: ...produce a 3D isometric drawing with correct proportions. ...shade shapes to suggest basic materials. ...measure and cut wood to form simple joints, with some accuracy.	I can: ...produce accurate 3D isometric drawings with clear detail. ...shade effectively to represent different materials. ...measure and cut wood to form accurate joints. ...use 2D Design software to create simple shapes for CAM.	I can: ...use 3D drawing and shading techniques to clearly represent my design. ...work with accuracy when cutting and joining wood. ...refine my CAD designs for manufacture and test them using CAM.	I can: ...use 3D isometric drawing and shading independently to create professional design visuals. ...cut and join wood with precision to achieve a high-quality outcome. ...use CAD and CAM confidently to produce complex, creative components.
Knowledge	I can: ...describe what an isometric drawing is. ...name some types of wood joints. ...say what CAD and CAM are.	I can: ...explain the purpose of my lamp design. ...describe how I developed my ideas through drawing or examples. ...identify different types of wood joints.	I can: ...research existing lamp designs and gather inspiration. ...develop and communicate my ideas using sketches, shading, CAD, and notes.	I can: ...explain how I improved my design ideas based on feedback. ...show development through accurate drawings, CAD models, and prototypes.	I can: ...analyse different lamp designs and justify my design decisions. ...communicate my ideas with creativity and strong user awareness, using both manual and digital design techniques.

Design Technology KS3 Age-Related Expectations (ARE) Framework

Topic: Textiles Batik

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...carry out parts of the batik process with help. ...apply wax and dyes with support. ...begin constructing a frame with guidance.	I can: ...use wax and dyes with some control and guidance. ...produce simple batik samples showing some pattern. ...construct a basic frame with support.	I can: ...carry out the batik process accurately and independently. ...produce clear and attractive fabric samples using wax and dye. ...construct a neat frame to display my work.	I can: ...experiment with different waxing and dyeing techniques to refine my outcomes. ...produce well-controlled and varied samples. ...construct a strong, well-finished frame for display.	I can: ...use the batik process with confidence and creativity to produce high-quality samples. ...refine techniques to enhance the visual impact. ...design and construct a frame that complements and enhances my samples.
Knowledge	I can: ...describe what batik is and name some tools and materials used. ...say what “pattern” or “colour” might mean in design.	I can: ...explain the purpose of batik in design and textiles. ...describe how I developed my batik ideas from examples.	I can: ...research existing batik designs for inspiration. ...develop and communicate my design ideas through sketches and notes.	I can: ...explain how I improved my batik designs based on feedback. ...show development through experimenting with different patterns, colours, and techniques.	I can: ...analyse different design influences and justify my design decisions. ...communicate my ideas with detail and creativity, showing strong awareness of cultural and artistic influences.

Design Technology KS3 Age-Related Expectations (ARE) Framework
Topic: Food and Nutrition-Developing Practical Skills and Food Knowledge

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can... ...follow simple recipes with support. ...use basic equipment safely.	I can... ...prepare a range of simple dishes with some independence. ...handle high-risk foods safely, with guidance.	I can... ...cook a range of dishes independently, such as pasta with sauces, burgers and puddings. ...apply good hygiene and accurate measuring skills.	I can... ...adapt recipes to improve flavour or nutrition. ...work independently and present food neatly and consistently.	I can... ...create refined, well-presented dishes using a range of advanced techniques. ...show creativity and precision while maintaining high hygiene standards.
Knowledge	I can... ...name basic food groups and equipment. ...understand why hygiene is important.	I can... ...explain simple food safety rules and identify high-risk foods. ...describe basic ingredients in my dishes.	I can... ...explain key hygiene rules and how ingredients create flavour and texture. ...understand the nutritional value of my meals.	I can... ...explain how cooking methods affect taste and nutrition. ...evaluate dishes and suggest improvements.	I can... ...analyse ingredient choices and cooking methods for health, cost and sustainability. ...show a clear understanding of food science in practical work.

Year 8 English KS3 Age-Related Expectations (ARE) Framework

Topic 3: The Modern Novel: My Sister Lives on the Mantelpiece READING (PEZZ ESSAY) ASSESSMENT

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: Use PEZZ FREQUENTLY with GROWING CONFIDENCE and INDEPENDENCE to build clear paragraphs when inferring or analysing language. Using PEZZ Identify and use QUOTATIONS/ REFERENCES to the text TO SUPPORT IDEAS with GROWING ACCURACY AND INDEPENDENCE. Using Quotes Frequently identify a powerful word and DISCUSS what is revealed/ what is suggested by the words used with GROWING INDEPENDENCE. Connotations & Connections Make REFERENCES to other characters or points in the text that are similar or different with SOME LINKS to Language use. Compare and Contrast Shows a CLEAR UNDERSTANDING of the WIDER ISSUES/ THEMES linked to a text, character or quote. Messages and Meaning Understand a number ideas and messages about KEY ISSUES when the text was written. Historical Knowledge	I can: Make a number of CLEAR POINTS using the PEZZ paragraph format about a text that link to the question. Using PEZZ Find a QUOTATION/S that are linked to/ closely supports my point and identify some powerful words and phrases to ZOOM IN on. Using Quotes Identify a RANGE OF METHODS in the quotations and show and understanding of their impact on the reader and what they suggest. Connotations & Connections Make a number of LINKS within the quotation to show my UNDERSTANDING of how writers use LANGUAGE. Compare and Contrast Make a number of points about the WIDER ISSUES/ THEMES linked to a quotation or a text. Messages and Meaning Demonstrate some understanding OF THE TIME in which the text was set/ written and how it links to the message of the text. Historical Knowledge	I can: USE the PEZZ FORMAT CONFIDENTLY and with emerging INDEPENDENCE. Select quotes or specific instances from the text to support an argument. Using PEZZ Identify SPECIFIC WORDS AND PHRASES from my QUOTATION to ZOOM IN on. Using Quotes IDENTIFY a number of methods using MINI QUOTES and DISCUSS THEIR IMPACT on the reader/ what is being suggested/ connotations/ emotions revealed. Connotations & Connections IDENTIFY some LINKS within the quotation/ specific references and IDENTIFY other links elsewhere in the text/ quotation. Compare and Contrast Comment in increasing detail on the key MESSAGES/ THEMES within the text. Messages and Meaning Clearly understanding of THE TIME IN WHICH THE TEXT WAS WRITTEN and link to the quotation/ the message of the text. Historical Knowledge	I can: USE the PEZZ FORMAT CONFIDENTLY with a number of POINTS discussed and with sustained INDEPENDENCE. Select quotes or specific instances from the text to support an argument. Using PEZZ Select APT QUOTATIONS/ REFERENCES from the text of an adequate length that support point/ discuss the significance of some relevant instances in the text. Using Quotes Consistently IDENTIFY a number of Language and Structural METHODS using MINI QUOTES and DISCUSS THEIR IMPACT with emerging LINKS between quotations. Connotations & Connections Frequently IDENTIFY a number of LINKS within the quotations/ specific references and IDENTIFY other links elsewhere in the text/ quotation. Compare and Contrast Discuss in detail on a variety key MESSAGES/ THEMES within the text. Messages and Meaning Confidently understanding of THE TIME IN WHICH THE TEXT WAS WRITTEN and link to the quotation/ the message of the text. Historical Knowledge	I can: USE the PEZZ FORMAT CONFIDENTLY with a number PERCEPTIVE POINTS discussed and with sustained INDEPENDENCE. Select judicious quotes or specific instances from the text to support an argument. Using PEZZ Select judicious QUOTATIONS/ SPECIFIC REFS to text of an appropriate length which support a point. Using Quotes Consistently IDENTIFY a number of Language and Structural METHODS using MINI QUOTES and DISCUSS THEIR IMPACT and frequent and LINKS within and between quotations. Connotations & Connections Consistently make a number of PERCEPTIVE LINKS within the quotations/ specific references and IDENTIFY further links elsewhere in the text/ quotation; emerging. Compare and Contrast Evaluate in depth and detail on a variety key MESSAGES/ THEMES within the text. Messages and Meaning Make a number of ASSURED comments on how the socio-historical factors influence writers and texts with frequent embedded references. Historical Knowledge

Performing Arts KS3 Age-Related Expectations (ARE) Framework
Year 8: Physical Theatre

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can take part in simple mirroring activities, even if I still need support to stay focused or in time. I can join in with basic movement sequences, even if the meaning or environment isn't fully clear yet.	I can mirror a partner with growing accuracy, even if I'm not always consistent. I can take part in movement sequences that begin to show an environment or setting.	I can mirror a partner confidently, matching their timing, energy, and physical detail. I can create movement sequences that clearly represent an environment or atmosphere.	I can use mirroring with precision and control to create strong visual impact. I can create detailed movement sequences that communicate environment, mood, and meaning.	I can lead or guide mirroring work by modelling strong focus, timing, and physical clarity. I can use movement sequences creatively to build complex environments or symbolic spaces.
Knowledge	I can say something that went well in my work when prompted. I can suggest a simple next step with support.	I can identify what went well in my performance with some guidance. I can suggest next steps that would help me improve, even if they are general.	I can assess my work using clear What Went Well statements linked to specific skills. I can identify realistic next steps that focus on improving my performance.	I can give detailed What Went Well statements that show insight into my performance choices. I can set thoughtful next steps that target specific skills and refine my work.	I can produce highly reflective What Went Well statements that show deep understanding of physical theatre. I can create ambitious, precise next steps that push my performance to a more advanced level

Year 8 English KS3 Age-Related Expectations (ARE) Framework
Topic 3: The Modern Novel: My Sister Lives on the Mantelpiece - KNOWLEDGE

	Beginning	Working Towards	Expected	Working above	Greater Depth
Knowledge	I can IDENTIFY: -What happened in the 7/7 bombings and 9/11 -Key emotions that people might feel after losing someone close -How Sunya and Jamie's lives are similar and the writer's message behind it -Which characters we are supposed to like/dislike and why	I can COMMENT ON: -The causes and events surrounding the 7/7 bombings and 9/11 -How terrorism has affected the characters differently -The impact of following stereotypes on friendships -The important messages the reader learns from the books	I can EXPLAIN: -The impact of terrorism on society such as the 7/7 bombing and 9/11 -The emotional impact of trauma on people and how it affects their lives -How prejudice and intolerance impacts on families and society -The key messages of the book – what the writer wanted us to learn	I can DISCUSS: -How acts of terror have impacted on society and how society has changed -How characters try and cope with grief and trauma -How tolerance and understanding are presented in the text -Why the writer uses 10 year old Jamie as the narrator rather than an adult	I can EXPLORE and LINK: -How terrorism has evolved over time and it still happens -How the characters are similar or different when they grieve and who we are meant to feel sympathy for -The importance of empathy and breaking learned biases -The message behind the text – what the writer's purpose was

Geography KS3 Assessment Framework:
Topic 2 : Africa: Is it a continent of contrasts? *C/S Democratic Republic of Congo

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can ... find Africa on a world map or globe. ...use simple maps to find some countries in Africa. ...find Africa using a GIS system.	I can ... use an atlas or digital map to name at least 5 African countries. ... describe where some places are using compass directions. ...use GIS to explore a basic map. ...write like a geographer using geographical vocabulary with support.	I can ... describe locations using longitude and latitude. ... compare places in Africa using maps, photos, or data. ...use GIS to create a map with layers ... write like a geographer using geographical vocabulary.	I can ...describe how human and physical features are connected. ... use data to explain patterns. ...use GIS to compare different features ... write like a geographer using a wide geographical vocabulary.	I can ... can evaluate sources and explain which give the best geographical information. ... present a balanced argument about an African issue using evidence. ... write like a geographer using a wide geographical vocabulary accurately.
Knowledge	I can ...say Africa is a continent. ... list biomes found in Africa ... name countries found in Africa ...describe colonialism with prompts ...identify areas with high and low population numbers in the DRC ...describe a biome found in the DRC.	I can ... name and locate some specific physical features in Africa ... state how the climate varies across Africa ...describe some human characteristics of Africa ...begin to describe the impact of colonialism ...describe economic activities in the DRC ...describe population distribution of the DRC ...describe the physical landscapes of the DRC and, with prompts, identify ways they impact people	I can ... accurately locate and name physical features within Africa begin to explain human characteristics of Africa. ...begin to identify links between the human and physical characteristics of Africa ...describe, using specific examples, the impact of colonialism ... explain how the physical geography of the DRC has influenced its economy ...explain population distribution of the DRC ...describe the physical landscapes of the DRC, stating how they impact people's lives	I can ... describe how Africa is changing over time ...give reasons for the physical characteristics of Africa ...explain links between the human and physical characteristics in detail ...predict how population distribution in the DRC may change	I can ... compare Africa with other continents using detailed geographical knowledge. ...use my prior knowledge of climate change to suggest how the DRC's human and physical geography may change in the future

History KS3 Age-Related Expectations (ARE) Framework Year 8

Enquiry Question: What really mattered to the Tudors?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Knowledge	I can:	I can:	I can:	I can:	I can:
Substantive Knowledge	... name a Tudor monarch and facts about what they did.	... recall some things that mattered to a Tudor monarch	... use clear and relevant knowledge of two Tudor monarchs' reigns	... use relevant and detailed knowledge of two Tudor monarchs' reigns	... use relevant and detailed knowledge of three Tudor monarchs' reigns
	... show a basic understanding of one Tudor monarch's reign.	... show an understanding of one Tudor monarch's reign.	... identify examples of things that were important to two Tudor monarchs	... describe examples of people/places/events/factors that were important to two Tudor monarchs	... explain key features and developments in each reign.
Skills	I can:	I can:	I can:	I can:	I can:
Disciplinary Knowledge	... state that something changed or stayed the same	... describe simple reasons why something was important	... describe several reasons why something was significant	... describe several reasons why two monarchs were significant	... explain how and why three monarchs were significant
	... identify a comparison between two time periods	... identify why it was important.	...begin to explain reasons for their significance.	... explain specific reasons for their significance ... begin to judge how significant these monarchs were and compare different reigns.	... compare the monarchs looking as long-term and short-term significance ... judge how important these monarchs were and compare different periods.

FRENCH Y8 Topic 3: Work and future plans

	Beginning	Working towards	Expected	Working above	Greater depth
Skills	I can:	I can:	I can:	I can:	I can:
Listening	A: Can correctly spell a few key Y8 work vocabulary from a spoken text	E Can correctly spell some key Y8 work vocabulary from a spoken text	I: Can correctly spell several key Y8 work vocabulary from a spoken text	N Can correctly spell most key Y8 work vocabulary from a spoken text	S: Can correctly spell almost all key Y8 work vocabulary from a spoken text
Phonics and speaking	B Can give simple responses to questions about work, using opinions and connectives with support	F Can give detailed responses to questions about work, using different of opinions and connectives with some accuracy and support	J Can give detailed responses to questions about work, using a range of opinions and connectives mostly accurately with limited support	O Can give detailed responses to questions about work, using a range of opinions and connectives accurately with limited support	T Can give detailed responses to questions about work, using a range of opinions and connectives accurately without support
Reading and translation	C Can translate a sentence about work from English to French with support	G Can translate sentences about work from English to French with support	L Can translate extended sentences about work from English to French with limited support	P Can translate extended sentences about work from English to French without support mostly accurately	U Can translate extended sentences about work from English to French without support accurately
Writing	D Can write a sentence mostly accurately about work and future plans using a negative structure with support	H Can write a sentence accurately about work and future plans using a negative structure with support	M Can write a sentence accurately about work and future plans using a negative structure with limited support	Q Can write an extended sentence accurately about work and future plans using a negative structure with limited support	V Can write an extended sentence accurately about work and future plans using a negative structure without support
Knowledge	I can:	I can:	I can:	I can:	I can:
Grammar	D Can use different forms of regular -ER verbs with support i Can recognise 'il faut' + infinitive structures without support ii Can give an opinion followed by an infinitive about work with support	I Can use different forms of regular -ER verbs with limited support i Can use 'il faut' + infinitive structures with support ii Can give opinions followed by infinitives about work with support	N Can use different forms of regular -ER verbs with limited support i Can use 'il faut' and 'il ne faut pas' + infinitive structures with support ii Can give opinions followed by infinitives about work with limited support accurately	R Can use the negative form of regular 'er' and some common irregular verbs with limited support i Can use 'il faut' and 'il ne faut pas' + infinitive structures with limited support ii Can give opinions followed by infinitives about work without support mostly accurately	W Can use the negative form of regular 'er' and some common irregular verbs with without support i Can use 'il faut' and 'il ne faut pas' + infinitive structures without support ii Can give opinions followed by infinitives about work without support accurately

Mathematics KS3 Age-Related Expectations (ARE) Framework
Year 8 Term 2 Unit 7 Brackets, equations & inequalities

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can begin to form algebraic expressions.	I can multiply out a single bracket.	I can factorise into a single bracket.	I can expand single brackets and simplify.	I can expand a pair of binomials.
Knowledge	I know that letters can be used to represent missing values.	I know the rules surrounding multiplication of algebra and am beginning to apply the laws of indices.	I know how to identify numerical and algebraic factors.	I know how to form and solve equations with brackets.	I know how to form and solve equations and inequalities with unknowns on both sides.

Music KS3 Age-Related Expectations (ARE) Framework Year 8

YEAR 8 MAKING CONNECTIONS

	Beginning	Working Towards	Expected	Working above	Greater Depth
LESSONs 1, 2 & 3: Knowledge (Listening)	☐ I can say what improvisation is	☐ I can say what improvisation is and name one style of music that uses it	☐ I can name some styles of music that use improvisation. I can understand simple drum notation	☐ I can name several styles of music that use improvisation and describe how it is used. I can understand simple drum notation.	☐ I can I can name several styles of music that use improvisation and describe in detail how it is used. I can understand and play from simple drum notation.
Skills (Performing)	☐ I can create music from improvised rhythms and play a simple set beat, which may not be in time	☐ I can can create music from improvised rhythms and play a simple set beat, which is in time at some points	☐ I can create music from improvised rhythms and play a set beat on a drum, keeping fairly in time with others	☐ I can create music from improvised rhythms and play a set beat on a drum, keeping well in time with others	☐ I can create music from improvised rhythms and play a set beat on a drum, keeping well in time with others, leading the group and improvising patterns
LESSONs 4 & 5: Knowledge (Listening)	☐ I can name at least one of the parts used in traditional Indian music	☐ I can name at least two of the parts used in traditional Indian music	☐ I can name the 3 main parts used in traditional Indian music, and how Chinese instruments are described	☐ I can name the 3 main parts used in traditional Indian music, and how Chinese instruments are described, giving examples	☐ I can name the specific instruments used to play the 3 main parts in Indian traditional music, and I can describe how Indian scales (ragas) are used

Music KS3 Age-Related Expectations (ARE) Framework Year 8

YEAR 8 MAKING CONNECTIONS (cont)

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills (Performing)	☐ I can create Indian music by playing at least the drone part	☐ I can create Indian music by improvising over a drone, with some correct notes	☐ I can create Indian music by improvising over a drone using mostly correct notes from the scale (raga)	☐ I can create Indian music by improvising over a drone using the correct notes from the scale (raga)	☐ I can create Indian music by improvising over a drone using the correct notes from the scale (raga). I can play fluently with good variation
LESSONS 6, 7 & 8: Skills (Performing)	☐ I can perform the drone part only to the Chinese Folk Song ☐ I can play with an awareness of note lengths and timing	☐ I can perform part of the Chinese Folk Song with fairly accurate notes, but may not be so fluent ☐ I can play in time with others in the group at some points	☐ I can perform the Chinese Folk Song with fairly accurate notes & rhythm ☐ I can play mostly in time with others in the group ☐ I can play with at least the melody and drone parts for the first 4 bars	☐ I can perform the Chinese Folk Song with mostly accurate notes & rhythm ☐ I can play in time with others in the group ☐ I can play with at least the melody and drone parts for the whole piece	☐ I can perform the Chinese Folk Song with accurate notes & rhythm, playing both parts together ☐ I can play entirely in time with others in the group ☐ I can play the whole piece, adding improvisation as well



PE KS3 Age-Related Expectations (ARE) Framework

Topic: Invasion Games



Skills	Beginning	Working Towards	Expected	Working above	Greater Depth
Ball Control & Movement	☐ I'm beginning to develop my control of the ball, especially when moving faster or with opponents close.	☐ I'm working towards gaining consistency in controlling the ball and moving with it in most situations.	☐ I can consistently control the ball and move effectively in different game situations, making good decisions.	☐ I can skillfully control the ball and move with it, even under pressure, using a variety of techniques.	☐ I can master ball control and movement, creating excellent opportunities for my team with ease.
Attacking & Defending	☐ I'm beginning to improve my attacking and defending choices and learning about positioning.	☐ I'm working towards making more contributions to attack and defence, and I'm learning to be in the right spot.	☐ I can consistently make good attacking and defending decisions, positioning myself well to help my team.	☐ I can anticipate play and make smart contributions to attack and defence, influencing the game positively.	☐ I can be a powerful player in attack and defence, consistently making game-changing plays.
Leadership in Practice	☐ I'm beginning to offer ideas and help organise others.	☐ I'm growing in my ability to contribute ideas and help organise when guided.	☐ I can actively share ideas and help organise my teammates, giving helpful feedback.	☐ I can effectively lead a small group or a specific drill, explaining tasks clearly and encouraging others.	☐ I can confidently lead and motivate my team, taking initiative to solve problems and improve our performance.
Knowledge					
Rules	☐ I'm beginning to understand my game rules and learning from errors.	☐ I'm working towards strengthening my knowledge of most rules, even in trickier situations.	☐ I can confidently understand all the rules and apply them correctly in games.	☐ I can use the rules strategically to benefit my team and understand how officials interpret them.	☐ I can demonstrate an expert understanding of all rules, even using this knowledge to gain advantages.
Tactics & Strategies	☐ I'm beginning to learn how to use tactics and strategies to improve our team's play.	☐ I'm working towards beginning to identify and try out simple tactics in games.	☐ I can understand and apply basic tactics like creating passing triangles or marking areas.	☐ I can adapt my tactics based on who we're playing and what's happening in the game.	☐ I can develop and use smart game plans, even changing them during the game to be more effective.



PE KS3 Age-Related Expectations (ARE) Framework

Topic: Net Games



Skills	Beginning	Working Towards	Expected	Working above	Greater Depth
Sending and receiving over the net	☐ I'm beginning to develop consistency in hitting/sending the ball/shuttle over the net.	☐ I'm working towards gaining consistency in hitting/sending the ball/shuttle over the net with some accuracy.	☐ I can consistently hit/send the ball/shuttle over the net with reasonable accuracy and control.	☐ I can consistently hit/send the ball/shuttle over the net with varied power and direction.	☐ I can reliably hit/send the ball/shuttle over the net with excellent control, placing it precisely to win points.
Court awareness and shot placement	☐ I'm beginning to improve my movement around the court and understanding of where to hit.	☐ I'm working towards moving to cover my court and trying to hit into bigger open spaces.	☐ I can consistently recover to a central position and try to place shots into open areas of the opponent's court.	☐ I can move efficiently to cover my court and use different shots to target smaller, tricky open spaces.	☐ I can anticipate play and move strategically, consistently placing shots with disguise and precision
Leadership skills	☐ I'm beginning to offer ideas or help organise others.	☐ I'm growing in my ability to contribute ideas or help organise when guided.	☐ I can actively contribute ideas and help organise my teammates, offering constructive feedback.	☐ I can effectively lead a small group or a specific drill, clearly explaining tasks.	☐ I can confidently lead and motivate my team, taking initiative to solve problems
Knowledge					
Rules	☐ I'm beginning to understand most rules, but I sometimes make mistakes.	☐ I'm working towards my knowledge of most rules, even in trickier game situations.	☐ I can confidently understand all the rules and apply them correctly in games.	☐ I can apply the rules strategically to my advantage and understand how officials make calls.	☐ I can demonstrate an expert understanding of all rules and use this knowledge to help my team.
Tactics and strategies	☐ I'm beginning to learn how to use simple plans to improve my play.	☐ I'm working towards identifying and try out simple tactics, like hitting away from the opponent.	☐ I can understand and apply basic tactics like hitting to open space or changing the speed of the shot.	☐ I can adapt my tactics based on my opponent and the game situation, using a few different plans.	☐ I can develop and try out smart game plans, changing my tactics during the game to win.



PE KS3 Age-Related Expectations (ARE) Framework

Topic: Gymnastics/Trampolining



Skills	Beginning	Working Towards	Expected	Working above	Greater Depth
Core Stability & Body Control	☐ I'm developing consistency in my balance and control during movements.	☐ I'm gaining consistency in controlling my core and body during a range of movements.	☐ I can consistently control my core and body in a range of simple movements.	☐ I can skillfully maintain control and balance, even during more complex movements and transitions.	☐ I can expertly control my core and body with excellent form and precision in challenging movements.
Linking Movements & Sequence Composition	☐ I'm improving my ability to link 2-3 different movements.	☐ I'm becoming better at linking 3-4 movements with some smoothness.	☐ I can consistently link 3-4 different movements smoothly to create a short sequence.	☐ I can skillfully link 4-5 varied movements with good flow and a clear structure.	☐ I can create fluid and interesting sequences of 5 or more movements, showing excellent transitions.
Leadership in Practice	☐ I'm developing my ability to observe a partner and notice their actions.	☐ I'm gaining confidence in giving specific, positive feedback to a classmate.	☐ I can give simple, constructive feedback that helps a classmate understand how to improve a basic skill.	☐ I can clearly explain and demonstrate how to perform a basic gymnastic/trampolining skill or part of a sequence.	☐ I can lead a short practice activity or drill, giving clear instructions and specific coaching points for a basic skill.
Knowledge					
Safety & Risk Awareness	☐ I'm building my understanding of most safety rules and procedures.	☐ I'm strengthening my knowledge of safety and trying to apply it carefully.	☐ I can confidently apply all safety rules for myself and others, helping to keep everyone safe.	☐ I can spot potential dangers and suggest ways to make activities safer for everyone.	☐ I can proactively identify risks and take responsibility for managing safety for my group.
Performance Analysis	☐ I'm improving at noticing what went well and what needs work.	☐ I'm becoming better at identifying specific strengths and areas for improvement in my own work.	☐ I can identify specific strengths and areas for improvement in my own and a classmate's performance.	☐ I can give detailed and helpful feedback to others, suggesting ways for them to improve.	☐ I can analyse performances deeply, explaining why things happened and suggesting creative ways to get better.



PE KS3 Age-Related Expectations (ARE) Framework

Topic: Health and Fitness



Skills	Beginning	Working Towards	Expected	Working above	Greater Depth
Pushing your body safely	☐ I'm developing my ability to try a bit harder and keep going.	☐ I'm gaining consistency in pushing myself to a good effort level, remembering to pace myself.	☐ I can consistently try my best and keep going, understanding how to manage my effort safely.	☐ I can challenge my body with increasing effort and sustain it for longer, safely and effectively.	☐ I can confidently push my physical limits in a safe way, adjusting my effort for maximum benefit.
Understanding your body through data	☐ I'm improving at noticing how my body responds to different exercises.	☐ I'm becoming better at taking my pulse and noticing how it changes during exercise.	☐ I can take and record my pulse accurately before, during, and after exercise, and explain simple changes.	☐ I can use my pulse data to understand if I'm working hard enough or need to push more.	☐ I can accurately track and explain how different exercises affect my heart rate and body.
Leadership in Practice	☐ I'm starting to offer ideas or help classmates organise activities.	☐ I'm growing in my ability to give simple, specific encouragement to classmates.	☐ I can give clear, positive feedback that helps a classmate understand how to try harder or improve.	☐ I can clearly explain a simple fitness activity or exercise to classmates and motivate them.	☐ I can lead a small fitness activity, giving clear instructions and motivating my classmates to participate fully.
Knowledge					
Safety & Risk Awareness	☐ I'm developing my understanding of why safety rules are important for fitness equipment.	☐ I'm gaining consistency in using a range of fitness equipment safely and correctly.	☐ I can consistently use a variety of common fitness equipment safely	☐ I can identify specific safety checks needed for different fitness equipment.	☐ I can proactively spot potential dangers with fitness equipment set-up or use
Components of Fitness	☐ I'm exploring more types of fitness and what they mean.	☐ I'm learning to give clear examples of how different fitness components are used in daily life.	☐ I can name and give clear examples of the major components of fitness (e.g., stamina, strength, flexibility, speed).	☐ I can explain how different components of fitness are used in various sports and activities.	☐ I can deeply explain the role of various fitness components and how they impact performance in different activities.

Religious Education KS3 Age-Related Expectations (ARE) Framework

Topic: Who are the Abrahamic Religions - Islam?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... listen carefully and ask simple questions about Islam.	I can: ... retell stories from Muhammad's life and describe simple facts about Muslim beliefs and places.	I can: ... explain the meaning behind Muslim practices and give examples of how Muslims live out their faith.	I can: ... give reasons why Muslims follow the Five Pillars and celebrate certain festivals, using what I've learned from stories and text.	I can: ... think deeply and give balanced views about Islamic beliefs and practices.
Knowledge ... say	I can: ... name Muhammad and say he is important to Muslims. I can recognise a mosque and the Qur'an	I can: ... describe who Muhammad (pbuh) was and name the Five Pillars of Islam. I know that the Qur'an is a holy book and that Muslims go to a mosque to pray.	I can: ... explain why Muhammad (pbuh), the Qur'an, and the mosque are important to Muslims. I can describe each of the Five Pillars and name some Muslim festivals like Ramadan and Eid.	I can: ... show how the Five Pillars, festivals, and the teachings of the Qur'an affect a Muslim's daily life and worship. I can explain how Muhammad (pbuh) is a role model.	I can: ... compare Muslim beliefs and practices to other Abrahamic religions. ... give examples of how Muslims use the Five Pillars and the Qur'an in real life, and explain how their beliefs help them deal with things like fairness, helping the poor, and being part of society.

Science KS3 Age-Related Expectations (ARE) Framework
Year 8: (Sound and Light)

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: Identify the units of wave speed, wavelength and frequency when given Draw an incident ray and the corresponding reflected ray	I can: State the word equation for wave speed Accurately measure the angle of incident and the angle of reflection	I can: Use the wave formula Apply the law of reflection to ray diagrams	I can: Rearrange the wave equation to calculate frequency or wavelength Draw ray diagrams to show refraction in a Perspex block	I can: Apply the wave speed to real life scenarios¹ Link TIR to uses
Knowledge	I can: State that sound travels in waves State that we need light to see	I can: Identify the main parts of the ear List the colours that make up white light	I can: Describe the basic pathway of sound describe how light reflecting from an object allows us to see	I can: Explain how sounds are amplified and converted into electrical signals - Explain how we see coloured objects	I can: Link how damage to the ears affects hearing loss Apply my knowledge to explain how filters work