

Key Stage 3 ARE Frameworks

Year 9 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: Decisions

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... make a simple piece of art about decisions, with help. ... try out basic materials and techniques.	I can: ... use different materials and techniques to show a decision or choice in my artwork, adding some detail and personal ideas.	I can: ... create a detailed artwork about decisions, showing good control of materials and techniques. ... experiment and explain my creative choices.	I can: ... design and make a creative, well-finished artwork using advanced techniques (like mixed media, layering, or unusual materials). ... refine my work. ... solve problems independently, showing my thinking process.	I can: ... create an original, complex artwork based on decisions, using a wide range of materials and advanced skills. ... create work that shows clear personal meaning, creativity, and excellent technical control.
Knowledge	I can: ... say what my artwork is about. ... name an artist or artwork linked to making choices.	I can: ... describe how artists show decisions or choices in their work. ... talk about why I chose my materials or subject.	I can: ... explain how my work is inspired by artists or art movements that explore decision-making. ... use art words to talk about my ideas and how they developed.	I can: ... compare my work to artists' work. ... explain how I used their ideas about decisions and why I made certain creative choices. ... reflect on my progress and suggest improvements.	I can: ... analyse my own and others' work using art vocabulary. ... explain how artists, cultures, or art movements inspired my project. ... suggest thoughtful ways to develop my ideas even further.

Art Age-Related Expectations (ARE) Framework

Topic: Graphics

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... make a simple cereal box using basic shapes, colours, and text, with help.	I can: ... create a cereal box with a clear name, logo, and images. ... make it eye-catching and suitable for my target audience.	I can: ... design and make a neat, well-finished cereal box with creative graphics, clear information. ... use of colour and layout, working mostly by myself.	I can: ... produce a detailed, professional-looking cereal box using advanced design skills (like digital editing, hand-drawn elements, or clever folding). ... create work that is original and well presented.	I can: ... create an innovative, unique cereal box using a wide range of advanced techniques and materials, showing excellent creativity and attention to detail. ... create a design that is fully finished and ready for the shelf.
Knowledge	I can: ... say what packaging design is. ... name some things that make a cereal box stand out.	I can: ... describe why packaging design is important. ... talk about how colour, images, and words attract customers.	I can: ... explain how my design meets the needs of my target audience. ... explain how I used research and planning to develop my ideas.	I can: ... compare my design to real cereal boxes. ... explain how I used design principles (like balance, contrast, and hierarchy). ... explain why I made certain creative choices.	I can: ... analyse my own and others' packaging using design vocabulary. ... explain how research, user needs, and branding inspired my work. ... suggest thoughtful ways to improve it further.

Art Age-Related Expectations (ARE) Framework
Topic: Photography

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... use a camera to take a simple portrait in the studio, with help. ... follow basic instructions to set up lighting and pose my subject.	I can: ... take a clear portrait with basic lighting, focus, and framing. ... try out different camera angles and poses.	I can: ... set up lighting and take well-composed portraits, showing good focus and clear subject. ... make choices about background, pose, and camera settings, working mostly by myself.	I can: ... create a series of portraits using advanced lighting and composition techniques. ... experiment with different effects and editing my photos for best results. ... create work that is neat and professional.	I can: ... produce a creative, original set of studio portraits using a wide range of camera settings, lighting setups, and editing skills. ... create portraits that show excellent technical control and strong personal style.
Knowledge	I can: ... say what a portrait is. ... name some equipment used in studio photography.	I can: ... describe why lighting and composition are important in studio portraits. ... talk about a photographer who takes portraits.	I can: ... explain how my choices (like lighting, pose, and background) affect the mood or message of my portrait. ... explain how a photographer's style influenced my work.	I can: ... compare my portraits to professional photographers' work. ... explain how I used their techniques and why I made certain creative choices. ... suggest improvements.	I can: ... analyse my own and others' portraits using photography vocabulary. ... explain how photographers, artists, or movements inspired my work. ... suggest thoughtful ways to develop my ideas further.

Computer Science Age-Related Expectations (ARE) Framework
Topic: Careers and Job roles in Computing

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... log onto Unifrog; ... explore a job role related to computing; ... explore qualifications required for computing career.	I can: ... explore available GCSE options; ... shortlist my GCSE options in relation to my chosen career.	I can: ... show a range of key factors across a range of industries e.g. income, workforce balance, salary; ... participate in producing a career presentation within a group.	I can: ... organise and support others whilst working effectively within a group; ... produce and present a presentation about different career opportunities.	I can: ... produce a list of potential careers in computing with qualifications required; ... explored all potential pathways towards chosen career Eg A-Level, University, Masters.
Knowledge	I can: ... explain the different career pathways available; ... identify a range of career industries available in UK.	I can: ... explain the requirements for job role I am interested in.	I can: ... explore several different job sectors and explain variety of job available.	I can: ... identify and give reasons for options choices which will contribute to chosen career.	I can: ... explain the different pathways into chosen career and reasons for options and career choices.

Design Technology Age-Related Expectations (ARE) Framework

Topic: Foods from around the world

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... prepare simple dishes with help; ... use basic knife and cooking skills safely.	I can: ... use a range of cooking skills with some independence; ... follow multi-step recipes with support; ... work mostly safely and hygienically.	I can: ... prepare and cook complex dishes independently (e.g., chilli, curry, risotto, quiche); ... use equipment accurately and work efficiently.	I can: ... adapt recipes confidently to improve flavour or presentation; ... show strong organisation and control in practical work.	I can: ... plan and present high-quality, balanced dishes creatively; ... show mastery of advanced techniques and timing.
Knowledge	I can: ... name ingredients, equipment, and basic hygiene rules.	I can: ... explain safe storage and preparation of a range of foods; ... describe simple international dishes.	I can: ... explain food hygiene, cooking temperatures, and key features of global cuisines; ... understand how ingredients and methods affect outcomes.	I can: ... explain how culture, season, and nutrition influence food choices; ... analyse how ingredients interact in recipes.	I can: ... evaluate dishes for flavour, nutrition, and presentation; ... compare global cuisines and show GCSE-level understanding of food science and safety.

Design Technology KS3 Age-Related Expectations (ARE) Framework

Topic: Photo frames / mirrors

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...create a simple CAD drawing with support; ...begin to apply basic finishes to my frame/mirror with guidance.	I can: ...use 2D CAD to produce a basic design with some accuracy; ...add simple decorative features with support.	I can: ...produce an accurate and creative design using 2D CAD for laser cutting; ...use 3D CAD to model and render shapes. ...apply a neat and attractive finish to my frame/mirror.	I can: ...work with increasing independence on 2D and 3D CAD to refine my design; ...add detail and precision to my CAD drawings. ...use a range of finishing techniques carefully to improve quality.	I can: ...use CAD software confidently to produce innovative, high-quality designs; ...render and present 3D models creatively to communicate my ideas; ...apply finishing techniques to a professional standard, enhancing creativity and user appeal.
Knowledge	I can: ...describe what a photo frame/mirror is and name some basic CAD tools; ...say how frames/mirrors can be personalised.	I can: ...explain the purpose of my design; ...describe how I developed my idea from examples and initial sketches.	I can: ...research existing photo frames/mirrors and gather inspiration; ...develop and communicate design ideas clearly through CAD drawings and annotations.	I can: ...explain how I improved my design ideas based on testing and feedback; ...show development through detailed CAD iterations and prototype models.	I can: ...analyse design influences and justify my design decisions; ...communicate my ideas with creativity and depth, showing strong awareness of user needs and aesthetics; ...demonstrate innovation in design choices and finishing techniques.

Design Technology KS3 Age-Related Expectations (ARE) Framework

Topic: Sashiko

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills (Drawing, Colouring, Annotation, Creativity)	I can: ... use basic stitches and simple stencils with support; ... follow instructions to create a basic Sashiko-style sample.	I can: ... use Sashiko stitching with some accuracy and select appropriate stencils or patterns for my design; ... show developing control when stitching and using fabric layers.	I can: ... create a series of accurate Sashiko samples using appropriate stencils and stitching techniques. ... demonstrate care and precision when sewing and assembling pieces.	I can: ... use Sashiko stitching creatively to produce decorative and functional outcomes. ... refine my stitches and patterns to improve quality and presentation. ... begin to incorporate repair or upcycling techniques independently.	I can: ... combine Sashiko stitching, stencilling and repair/upcycling techniques in original and refined ways. ... use textiles skills confidently to produce a highly creative and well-finished sample booklet.
Knowledge	I can: ... name basic tools and materials used for stitching and stencilling; ... recognise that Sashiko is a traditional Japanese technique.	I can: ... explain that Sashiko originated as a way to repair and strengthen fabric; ... describe how upcycling helps reduce waste.	I can: ... describe the cultural heritage of Sashiko and its purpose in repair and decoration; ... explain the process of mending and upcycling textiles.	I can: ... explain how traditional techniques like Sashiko influence modern sustainable fashion; ... discuss the aesthetic and environmental value of repair and reuse in textiles.	I can: ... analyse the cultural, historical and sustainable importance of Sashiko and upcycling practices; ... compare different mending and decorative traditions from around the world and explain their modern relevance.

Year 9 English KS3 Age-Related Expectations (ARE) Framework
Topic 3: The Modern Novel: My Name is Leon 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; ... identify and use QUOTATIONS/ REFERENCES to the text TO SUPPORT IDEAS with GROWING ACCURACY AND INDEPENDENCE.; ... frequently identify a powerful word and DISCUSS what is revealed/ what is suggested by the words used with GROWING INDEPENDENCE; ... make REFERENCES to other characters or points in the text that are similar or different with SOME LINKS to Language use; ... shows a CLEAR UNDERSTANDING of the WIDER ISSUES/ THEMES linked to a text, character or quote; ... understand a number ideas and messages about KEY ISSUES when the text was written.	I can: ... make a number of CLEAR POINTS using the PEZZ paragraph format about a text that link to the question; ... find a QUOTATION/S that are linked to/ closely supports my point and identify some powerful words and phrases to ZOOM IN on; ... identify a RANGE OF METHODS in the quotations and show and understanding of their impact on the reader and what they suggest; ... make a number of LINKS within the quotation to show my UNDERSTANDING of how writers use LANGUAGE; ... make a number of points about the WIDER ISSUES/ THEMES linked to a quotation or a text; ... demonstrate some understanding OF THE TIME in which the text was set/ written and how it links to the message of the text.	I can: ... use the PEZZ FORMAT CONFIDENTLY and with emerging INDEPENDENCE and select quotes or specific instances from the text to support an argument; ... identify SPECIFIC WORDS AND PHRASES from my QUOTATION to ZOOM IN on; ... identify a number of methods using MINI QUOTES and DISCUSS THEIR IMPACT on the reader/ what is being suggested/ connotations/ emotions revealed; ... identify some LINKS within the quotation/ specific references and IDENTIFY other links elsewhere in the text/ quotation; ... comment in increasing detail on the key MESSAGES/ THEMES within the text, clearly understanding of THE TIME IN WHICH THE TEXT WAS WRITTEN and link to the quotation/ the message of the text.	I can: ... use the PEZZ FORMAT CONFIDENTLY with a number of POINTS discussed and with sustained INDEPENDENCE and select quotes or specific instances from the text to support an argument; ... select APT QUOTATIONS/ REFERENCES from the text of an adequate length that support point/ discuss the significance of some relevant instances in the text; ... consistently IDENTIFY a number of Language and Structural METHODS using MINI QUOTES and DISCUSS THEIR IMPACT and frequent and LINKS within and between quotations; ... consistently make a number of PERCEPTIVE LINKS within the quotations/ specific references and IDENTIFY further links elsewhere in the text/ quotation; emerging; ... discuss in detail on a variety key MESSAGES/ THEMES within the text; ... confidently understanding of THE TIME IN WHICH THE TEXT WAS WRITTEN and link to the quotation/ the message of the text.	I can: ... use the PEZZ FORMAT CONFIDENTLY with a number PERCEPTIVE POINTS discussed and with sustained INDEPENDENCE and select judicious quotes or specific instances from the text to support an argument; ... select judicious QUOTATIONS/ SPECIFIC REFS to text of an appropriate length which support a point; ... consistently IDENTIFY a number of Language and Structural METHODS using MINI QUOTES and DISCUSS THEIR IMPACT and frequent and LINKS within and between quotations; ... consistently make a number of PERCEPTIVE LINKS within the quotations/ specific references and IDENTIFY further links elsewhere in the text/ quotation; emerging; ... evaluate in depth and detail on a variety key MESSAGES/ THEMES within the text; ... make a number of ASSURED comments on how the socio-historical factors influence writers and texts with frequent embedded references.

Year 9 English KS3 Age-Related Expectations (ARE) Framework
Topic 3: The Modern Novel: My Name is Leon - KNOWLEDGE

	Beginning	Working Towards	Expected	Working above	Greater Depth
Knowledge	I can IDENTIFY: ... 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.	I can COMMENT ON: ... the causes of social unrest in the 1980s; ... comment on how children in foster care might feel; ... whose fault it is that Jake gets adopted and Leon stays in foster care; ... what Leon sees differently as a child compared to an adult narrator.	I can EXPLAIN: ... what happened in the Brixton Uprising – causes and effects; ... explain the potential emotional impact of the foster care system in the 1980s; ... whether is it Carol’s fault Jake and Leon were separated or whether is Social Services and why; ... why De Waal uses the voice of 9 year old Leon as the narrator.	I can DISCUSS: ... the causes and effects of the Brixton and Harmsworth uprisings/ riots; ... how the foster care system impacted Leon compared to Jake; ... why Carol is at fault but also why it is also Social Services fault; ... how we see a different side to events using Leon as the narrator – what Leon’s perspective helps the reader to understand more than an adult’s.	I can: ... explore and link how genetics challenges ideas of ‘Britishness’; ... compare Leon and Jake’s differing experiences in the foster care system; ... consider who is the most culpable for the splitting up pf the brothers; ... explore how Kit de Waal use Leon's limited nine-year-old viewpoint to "show rather than tell" the adult complexities of mental health, racism, and political activism.

FRENCH Y9 Topic 3: Environment - Veganism and ethical eating

	Beginning	Working towards	Expected	Working above	Greater depth
Skills	I can:	I can:	I can:	I can:	I can:
Reading and translation	A: translate a sentences from English into the French with limited support B: understand and pick out some key information from a longer text with support	C: translate a short paragraph from English into the French with support D: understand and pick out most key information from a longer text with support	E: translate a short paragraph from English into the French with limited support F: understand and pick out all key information and some detail from a longer text with support	G: translate a short paragraph from English into the French with mostly accurately without support H: understand and pick out all key information and some detail from a longer text with limited support	J: translate a short paragraph from English into the French with mostly accurately without support K: understand and pick out all key information and some detail from a longer text without support
Speaking & phonics	A: correctly pronounce some Topic 3 SSCs	E: correctly pronounce most Topic 3 SSCs	H: correctly pronounce all Topic 3 SSCs	K: correctly pronounce all Topic 3 SSCs as well as correctly recall some of Topic 2 SSCs	N: correctly pronounce all Topic 1 & 2 SSCs as well as correctly recall most of Topic 1 and 2 SSCs
Listening	B: Read a short text aloud confidently; correctly pronouncing most more challenging SSCs C: understand and pick out key information and details from a spoken text	F: read a short French text aloud confidently and accurately G: understand and pick out key information and details from a spoken text	I: read a French paragraph aloud confidently and accurately J: Can understand and pick out key information and at least two additional details from a spoken text	L: read a French paragraph aloud confidently and accurately with intonation M: Can understand and pick out key information and some additional details from a spoken text	O: read a French paragraph aloud confidently and accurately with intonation P: Can understand and pick out key information and all additional details from a spoken text
Knowledge	I can:	I can:	I can:	I can:	I can:
Vocabulary	A Remember the meaning of some Y9 key words in French (30%)	B Remember the meaning of most year 9 vocabulary (50%)	C Remember the meaning of and accurately spell most year 9 vocabulary (80%)	D Remember meaning and spell all key year 9 vocab (90%)	E Remember meaning and accurately spell key vocab and extension words (connectives, quantifiers, opinions) 100%
Grammar:	A: use some Y9 negative structures with the 'Je' form with support	B: use most Y9 negative structures with the 'Je' form with limited support	C: use most Y9 negative structures with singular forms (Je; tu; il/elle/ on)with limited support	D: use all Y9 negative structures with singular and plural forms and different verbs with limited support	E: use all Y9 negative structures with singular and plural forms and different verbs without support

Geography KS3 Assessment Framework:
Topic: Why are some natural hazards more deadly than others?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... give simple statements to describe photographs of natural hazards; ... label a simple diagram of a volcano; ... ask questions about places.	I can: ... identify different types of natural hazard from photographs; ... label diagrams of natural hazards; ... write like a geographer using geographical vocabulary with support.	I can: ... describe impacts of natural hazards from photographs; ... accurately label diagrams of natural hazards; ... describe figures using TEA; ... use two different sources to create a case study of a volcanic eruption; ... write like a geographer using geographical vocabulary.	I can: ... accurately explain physical processes using diagrams; ... use case study data to support my written arguments; ... write like a geographer using a wide geographical vocabulary.	I can: ... present a balanced argument about volcanic eruptions using data, coming to a substantiated judgement; ... write like a geographer using a wide geographical vocabulary accurately.
Knowledge	I can: ... state three types of natural hazard; ... say that the inside of the Earth has different layers; ... say that some natural hazards can cause damage and loss of life.	I can: ... state the names of the four layers of the Earth; ... state the names of the three tectonic plate boundaries; ... state the names of the two types of volcano; ... identify two impacts of volcanic eruptions; ... state reasons why some natural hazards are more deadly than others. ... state what a tsunami is.	I can: ... state characteristics of the four layers of the Earth; ... describe the movement of convergent, divergent and conservative plate boundaries; ... describe the differences between shield and composite volcanoes; ... describe three impacts of the Eyjafjallajökull eruption (2010); ... describe three impacts of the Mount Nyiragongo eruption (2002); ... state methods of response to the two volcanic eruptions; ... describe how a tsunami forms; ... explain why some natural hazards are more deadly than others, giving both human and physical reasons.	I can: ... explain the movement of convergent, divergent and conservative plate boundaries; ... explain the differences between shield and composite volcanoes; ... compare the impacts of the Eyjafjallajökull eruption (2010) and Mount Nyiragongo eruption (2002) using social, economic and environmental; ... explain in detail why some natural hazards are more deadly than others, using case study examples and forming a conclusion.	I can: ... assess the impacts of the Eyjafjallajökull eruption (2010) and Mount Nyiragongo eruption (2002), forming a substantiated judgement; ... assess the reasons why some natural hazards are more deadly than others, forming a substantiated judgement.

History KS3 Age-Related Expectations (ARE) Framework

Enquiry Question: "The Road to Dictatorship": How did Hitler rise to power?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Knowledge <i>Substantative</i>	I can: ... recall basic facts about Hitler, the Nazi Party, and key dates like 1933; ... use everyday language to describe historical events.	I can: ... describe some key events about Hitler's rise to power; ... use some specific terminology correctly in descriptions of Nazi Germany.	I can: ... demonstrate sound knowledge of key factors in Hitler's rise to power; ... apply historical vocabulary to explain complex ideas like totalitarianism and persecution.	I can: ... shows good understanding of multiple causes with relevant examples; ... use a wide range of historical terminology fluently and accurately.	I can: ... use precise, wide-ranging knowledge to explain key events and long-term factors in Hitler's rise. ... incorporate complex terminology to explore interpretations of Nazi Germany.
Skills <i>Disciplinary Knowledge</i>	I can... ... read interpretations and recognise that they are different. Making simple statements about what they show; ... express an opinion about which interpretation I agree with.	I can... ... describe differences between interpretations and apply some knowledge from my study to support; ... give an opinion supported by general knowledge, starting to link ideas to what is in the interpretation.	I can... ... explain clear differences between the two interpretations and offer basic explanations for these; ... make a supported judgement using relevant information. Begin to link my own knowledge to interpretations.	I can... ... begin to evaluate interpretations thoughtfully. Make suggestions as to why authors may differ using contextual knowledge; ... give a reasoned judgement with supporting evidence from both interpretations and own knowledge.	I can... ... confidently compare interpretations by analysing how and why they differ. Make sophisticated links to provenance; ... develop a convincing, well-argued judgement with strong evidence and explanation.

Mathematics Age-Related Expectations (ARE) Framework
Year 9: Term 2 Unit 6: Numbers

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... use manipulatives to aid integer calculations.	I can: ... work with directed numbers and integers.	I can: ... solve problems with integers and decimals.	I can: ... solve problems with fractions.	I can: ... use surds.
Knowledge	I know: ... the difference between integers, fractions and decimals.	I know: ... how to use a number line to aid adding and subtracting with directed numbers.	I know: ... the difference between real and rational numbers.	I know: ... how to apply the four operations to fractions.	I know: ... that irrational numbers can be expressed as surds.

Music Age-Related Expectations (ARE) Framework Topic: Minimalism					
	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... create minimalist music in a group using very simple rhythms (clapping etc.) and melodies on the keyboard with support, although not in time with others; ... play the bassline part in Tubular Bells with fairly accurate notes and rhythm ... show an awareness of the timing in my part, although it is not in time with others.	I can: ... create minimalist music in a group using rhythms (clapping etc.) and melodies on the keyboard, which may be out of time with others; ... play the chord part in Tubular Bells with fairly accurate notes and rhythm; ... play my own part in time, but it may be out of time with others in the group.	I can: ... create minimalist music in a group using rhythms (clapping etc.) and melodies on the keyboard, staying mostly in time; ... vary the music in at least one way; ... play my part in Tubular Bells with mostly accurate notes and rhythm; ... play my part fairly fluently and mostly in time with the group; ... use at least 2 techniques to vary the music*.	I can: ... create minimalist music in a group using rhythms (clapping etc.) and melodies on the keyboard, keeping well in time; ... vary the music by changes in volume, number of parts, transposing etc.; ... play the melody or harmony part in Tubular Bells accurately; ... play mostly fluently and in time with others in the group; ... use several techniques of variation*.	I can: ... create minimalist music in a group using more complex rhythms (clapping etc.) and melodies on the keyboard, keeping well in time; ...vary the music by changes in volume, number of parts, transposing etc. and offer ideas to the group or lead the changes; ... play more than one part in Tubular Bells accurately with some expression; ... play fluently and well in time with others in the group (including adjusting to other people’s mistakes); ... use several techniques of variation are used, including transposition*.
Knowledge	I can: ... recognise some repeating patterns when I hear them.	I can: ... describe some features of minimalist music and recognise repeating patterns when I hear them.	I can: ... describe the main features of minimalist music and name some other styles of music that are based on repeating patterns.	I can: ... describe the main features of minimalist music and name some other styles of music that are based on repeating patterns, giving examples.	I can: ... describe the features of minimalist music in detail and name several other styles of music that are based on repeating patterns, giving specific examples.

Performing Arts Age-Related Expectations (ARE) Framework
Topic: DNA by Dennis Kelly

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... show a basic awareness of my character, even if I'm still exploring; ... stay in character for short moments and am beginning to understand how to maintain focus.	I can: ... attempt to use proximity and pause to create tension, and I'm starting to understand their impact; ... show clear characterisation at times and am improving my ability to stay in role.	I can: ... create a believable character with clear motivations and relationships; ... use proximity and pause deliberately to build tension; ... sustain clear characterisation through my voice, movement, and interactions.	I can: ... use proximity, pause, and stillness with control to influence audience response; ... maintain detailed, consistent characterisation through subtle vocal and physical choices; ... develop a layered, thoughtful interpretation of my character.	I can: ... create a sophisticated, original interpretation of my character; ... manipulate proximity, pause, silence, and space with confidence to create nuanced tension; ... maintain exceptionally clear and consistent characterisation.
Knowledge	I know: ... how to identify moments of tension or dark humour; ... what proximity and pause mean.	I know: ... how to explain basic character motivations and relationships in <i>DNA</i>; ... describe how tension is created in key scenes, including the use of proximity and pause.	I know: ... how to assess my work using clear What Went Well statements linked to specific skills; ... how to identify next steps that are realistic and focused.	I know: ... to give detailed What Went Well statements that show insight into my performance choices; ... I can set thoughtful next steps that target specific skills and help refine my work.	I know: ... to give highly reflective What Went Well statements that show deep understanding of dramatic technique; ... to create ambitious, precise next steps.



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 refine my ball control and movement, especially under pressure from opponents	☐ I'm working towards improving my control of the ball and effective movement in most game scenarios.	☐ I can consistently show strong ball control and fluid movement, making intelligent decisions with the ball.	☐ I can demonstrate advanced ball control and movement skills, using complex techniques effectively in competitive games.	☐ I can master ball control and movement, adapting effortlessly to any game situation.
Attacking & Defending	☐ I'm beginning to develop my attacking and defending contributions and understanding game situations better.	☐ I'm working towards being able to contribute effectively to attack and defence, and I'm improving my positioning.	☐ I can consistently make effective attacking and defending contributions, anticipating play and making smart decisions.	☐ I can consistently make impactful attacking and defending contributions, showing excellent game understanding.	☐ I can be a highly influential player in both attack and defence, consistently creating and capitalising on opportunities while shutting down opponents.
Leadership in Practice	☐ I'm beginning to develop my confidence to lead and take initiative, and I'm improving my communication.	☐ I'm working towards being able to lead small activities or offer guidance with some prompting.	☐ I can confidently lead groups and activities, providing clear instructions and motivating teammates effectively.	☐ I can take initiative in leading and organising complex activities, effectively solving problems and inspiring my team.	☐ I can be a natural and inspiring leader, guiding my teammates, strategically influencing gameplay.
Knowledge					
Rules	☐ I'm beginning to learn from my mistakes and building my understanding of complex rules.	☐ I'm working towards strengthening my knowledge of most rules	☐ I can demonstrate a full understanding of all rules and apply them accurately, even in fast-paced situations.	☐ I can explain the rules thoroughly and their implications, even acting as a fair and knowledgeable official.	☐ I can show an expert-level understanding of all rules, including their interpretation and application in advanced game scenarios.
Tactics & Strategies	☐ I'm beginning to explore how to understand and use team tactics to improve our play.	☐ I'm becoming better at recognising and attempting to apply basic tactics, even if sometimes it's still tricky.	☐ I can understand and effectively apply a range of tactics and strategies to improve our team's performance.	☐ I can analyse game situations and independently develop and adapt tactics and strategies for success.	☐ I can strategically analyse opponents and game situations, developing innovative and effective game plans.



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 be more consistent in sending/receiving over the net, especially under pressure.	☐ I'm working towards improving my ability to send/receive over the net with accuracy, power, and control.	☐ I can consistently send and receive the ball/shuttle over the net with good accuracy, power, and control.	☐ I can consistently send and receive the ball/shuttle over the net with excellent accuracy, power, and varied shot types.	☐ I can master sending and receiving over the net, flawlessly executing a range of shots with precision, deception, and consistency.
Court awareness and shot placement	☐ I'm beginning to improve my movement and strategic placement of shots on the court.	☐ I'm working towards being able to cover the court effectively and place shots strategically to gain an advantage.	☐ I can consistently recover to an optimal court position and place shots effectively to exploit opponent weaknesses.	☐ I can move strategically to dominate the court and consistently place shots with precision, varying trajectory and pace to outmanoeuvre opponents.	☐ I can anticipate opponent movements and strategically dominate the court, consistently executing deceptive and highly precise shot placements to win points.
Leadership skills	☐ I'm beginning to develop my confidence to lead and communicate effectively with teammates.	☐ I'm working towards being able to lead small activities or offer guidance with some prompting.	☐ I can confidently lead groups and activities, providing clear instructions and motivating teammates effectively.	☐ I can take initiative in leading and organising complex activities, effectively problem-solving and inspiring my team.	☐ I can be a natural and inspiring leader, guiding my teammates, strategically influencing game play and contributing to overall team success.
Knowledge					
Rules	☐ I'm building my understanding of complex rules and how to apply them fairly.	☐ I'm strengthening my knowledge of most rules	☐ I can demonstrate a full understanding of all rules and apply them accurately, even in fast-paced situations.	☐ I can explain the rules thoroughly and their implications, even acting as a fair and knowledgeable official.	☐ I can show an expert-level understanding of all rules, including their interpretation and application in advanced game scenarios.
Tactics and strategies	☐ I'm beginning to understand how to use tactics and strategies to improve my game.	☐ I'm working towards becoming better at recognising and trying out various tactics to gain an advantage.	☐ I can understand and effectively apply a range of tactics and strategies to improve my game performance.	☐ I can analyse game situations and independently develop and adapt tactics and strategies for success.	☐ I can strategically analyse opponents and game situations, developing innovative and effective game plans and adapting them in real-time.



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 refining my control and stability during increasingly demanding movements.	☐ I'm consistently improving my core stability and body control in challenging movements and sequences.	☐ I can consistently control my core and body with good form during varied movements and transitions.	☐ I can control my body perfectly in even the hardest moves, making them look easy and graceful.	☐ I can expertly control my core and body with exceptional precision and adaptability in complex sequences.
Linking Movements & Sequence Composition	☐ I'm enhancing my ability to link varied movements with more flow.	☐ I'm growing in my ability to link a range of movements smoothly and with increasing complexity.	☐ I can confidently link a range of different movements fluently and with good form to create a well-structured sequence.	☐ I can create and perform amazing, complex routines that are very smooth, original, and show great skill.	☐ I can skilfully compose and perform complex, original sequences with seamless transitions and creative variations.
Leadership in Practice	☐ I'm refining my ability to analyse others' performances for coaching.	☐ I'm expanding my ability to provide constructive feedback with specific suggestions for improvement.	☐ I can effectively coach a partner or small group, providing clear demonstrations, instructions, and targeted feedback to improve performance.	☐ I can help my classmates understand their own performance, and show them exactly how to get better at their moves.	☐ I can confidently plan and lead a section of a lesson or a specific drill, adapting my coaching to help others achieve success.
Knowledge					
Safety & Risk Awareness	☐ I'm building my understanding of complex safety protocols and risk assessment.	☐ I'm strengthening my knowledge of safety, identifying potential risks, and suggesting precautions.	☐ I can consistently apply all safety protocols and identify potential risks to ensure a safe environment for everyone.	☐ I can lead our group to be very safe, spot any dangers quickly, and help everyone follow safety rules perfectly.	☐ I can proactively assess and manage risks, demonstrating a deep understanding of safety in complex situations.
Performance Analysis	☐ I'm exploring how to analyse performances more deeply and suggest improvements.	☐ I'm becoming better at analysing strengths and weaknesses in detail and suggesting specific improvements.	☐ I can analyse performances deeply, identifying key strengths and weaknesses and suggesting specific, actionable improvements for myself and others.	☐ I can truly understand why a performance was good or not, and come up with ways for myself and others to improve.	☐ I can critically evaluate complex performances, explaining cause and effect and proposing innovative strategies for significant improvement.



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 refining my ability to challenge myself and manage my effort.	☐ I'm consistently improving how I challenge my body, understanding when to push and when to rest.	☐ I can consistently challenge my body safely and effectively, adapting my effort based on how I feel.	☐ I can independently plan and adapt my own workouts to safely push my physical limits and achieve personal goals.	☐ I can skillfully design and adjust personalized training, confidently pushing limits while prioritizing safety and long-term health.
Understanding your body through data	☐ I'm enhancing my ability to use data to understand my body.	☐ I'm growing in my ability to take and interpret different types of body data during exercise.	☐ I can accurately collect and interpret relevant body data (e.g., heart rate zones) to guide my effort during exercise.	☐ I can use multiple data points (e.g., recovery heart rate, perceived exertion) to analyse and adjust my training effectively.	☐ I can expertly use and analyse various body data to create and adapt effective training plans for myself and others.
Leadership in Practice	☐ I'm developing my confidence to coach and inspire classmates.	☐ I'm expanding my ability to provide constructive feedback with specific suggestions for fitness improvement.	☐ I can effectively coach a classmate or small group to improve their fitness or technique, providing clear instructions and targeted feedback.	☐ I can confidently plan and lead a section of a lesson or a specific fitness drill, adapting my coaching to help others achieve success.	☐ I can act as a mentor, guiding classmates to analyse their own fitness performance and develop personalized coaching strategies to achieve their goals.
Knowledge					
Safety & Risk Awareness	☐ I'm refining my understanding of safety protocols for more varied fitness equipment.	☐ I'm expanding my ability to assess risks and apply safety protocols for different types of fitness equipment.	☐ I can consistently apply safety protocols for a range of fitness equipment and confidently identify associated risks.	☐ I can independently assess safety risks for various fitness equipment and propose effective solutions for their safe use and storage.	☐ I can lead the safe set-up and use of complex fitness equipment, ensuring all safety protocols are followed and problems are solved.
Components of Fitness	☐ I'm exploring how different fitness components work together.	☐ I'm becoming better at explaining the importance of specific fitness components for different sports.	☐ I can explain the importance of specific components of fitness for various sports and daily activities.	☐ I can clearly explain how different training methods develop specific components of fitness.	☐ I can critically evaluate fitness needs for complex activities, and explain how to design training programs to target specific fitness components.

Religious Education Age-Related Expectations (ARE) Framework
Topic: What can we learn from the Gospels about the Trials and Tribulations of Jesus?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... give a basic account of one event from Jesus' life, such as his birth or death; ... state who the Synoptic Gospels are.	I can: ... I can use a simple source (like a Bible passage summary) to describe the key events of the Sanhedrin and Pontius Pilate Trials; ... briefly explain one aspect of Jesus' identity (e.g., He's the Son of God).	I can: explain the meaning of the 'hidden narrative' behind Jesus' birth (e.g., prophecy fulfilment or political challenge); ... use evidence to describe the importance of the start of his Ministry; ... explain the connection between the trials and the Crucifixion.	I can: ... analyse how the Sanhedrin and Pilate trials challenged Jesus' authority and identity; ... use detailed examples to evaluate the impact of the Resurrection on the disciples and the early Church.	I can: ... construct a reasoned argument that assesses how the entire sequence of events, from Holy Week to Pentecost, completely transformed the followers of Jesus and led to the creation of Christianity; ... use evidence to justify a conclusion about the most important event and why.
Knowledge	I can: ... name the four Gospels and list the major steps in Holy Week (like the Last Supper and Crucifixion); ... define the term Resurrection.	I can: ... describe the events of the Crucifixion, Resurrection, and Ascension in order; ... explain the basic difference between the Synoptic Gospels and John's Gospel.	I can: ... explain why John's Gospel is not Synoptic (it has different stories and theology) and describe the significance of Pentecost for the disciples; ... outline the events of the Transfiguration.	I can: ... explain and compare different ways Jesus' identity is presented in the Gospels (e.g., Messiah, Son of Man, Son of God); ... explain the theological link between the Transfiguration and the later Passion events.	I can: ... evaluate interpretations of the hidden narrative of Jesus' birth (e.g., political, theological, or social reasons); ... provide a detailed and nuanced comparison of the Synoptic accounts with John's account, explaining the significance of the differences.

Science Age-Related Expectations (ARE) Framework
Year 9: Useful Chemistry

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... identify the reactants and products in a chemical reaction; ... produce a basic table of results to enter data.	I can: ... write simple word equations; ... identify where the IV and DV columns go.	I can: ... include state symbols when writing word equations; ... draw a neat table with appropriate column headings.	I can: ... write symbol equations; ... add units to the IV and DV column if appropriate.	I can: ... balance equations using coefficients in front of the formula; ... use precision when recording numerical data.
Knowledge	I can: ... name some simple examples of weather; ... identify if information is useful to the topic I am investigating.	I can: ... define global warming and state the gases involved; ... describe what presented data shows.	I can: ... explain the concept of global warming; ... use information to explain scientific phenomena.	I can: ... explain how human activities impacts global warming; ... evaluate the evidence presented to support claims.	I can: ... link global warming with other environmental issues; ... synthesise information from multiple sources to form a well-reasoned conclusion.