

Key Stage 3 ARE Frameworks

Year 9 Summer Data Report

KS3 Art Age-Related Expectations (ARE) Framework
Year 9: Clay Creatures

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...make a simple thumb pot creature from clay, with help. ...add basic features like eyes or a mouth.	I can: ...shape a thumb pot and add quirky features (like big eyes, wiggly arms, or funny faces) to make my creature look playful. ...use tools carefully.	I can: ...create a neat thumb pot creature with bold, exaggerated features and clear personality, working mostly by myself. ...use clay techniques to attach parts securely.	I can: ...design and build a detailed, creative thumb pot creature with lots of character, using advanced clay techniques (like carving, joining, or texturing). ...create work that looks lively and unique, just like Burgerman's doodle art.	I can: ...create an original, complex thumb pot creature with imaginative features, advanced clay skills, and a strong sense of fun and personality. ...create work that shows both Burgerman's influence and my own ideas.
Knowledge	I can: ...say who Jon Burgerman is. ...spot his fun, colourful characters with bold lines and googly eyes.	I can: ...describe how Burgerman uses doodles, bright colours, and cartoon-like features to create his imaginative characters.	I can: ...explain how my creature is inspired by Burgerman's style, using words like "playful," "imaginative," and "quirky" to describe my choices.	I can: ...compare my creature to Burgerman's work. ...explaining how I used his ideas about shape, humour, and colour. ...explain why I made certain creative choices.	I can: ...analyse my own and others' creatures using art vocabulary. ...explain how Burgerman and other artists inspired my work. ...suggest thoughtful ways to make it even better.

KS3 Art Age-Related Expectations (ARE) Framework
Year 9: 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.

KS3 Art Age-Related Expectations (ARE) Framework
Year 9: Paired Artwork

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...work with my partner to make simple doodles and shapes on one sheet. ...use bright colours and bold lines, with help.	I can: ...add more shapes and characters with my partner, making sure our doodles connect and fill the space. ... use some bright colours and try to make our work playful.	I can: ...create a balanced artwork with my partner, using bold lines, bright colours, and imaginative characters. ...make our doodles interact and overlap, working mostly by ourselves.	I can: ...design and finish a detailed, creative artwork with my partner, using advanced doodle techniques like layering, pattern, and character interaction. ...create work that looks lively, connected, and full of energy, just like Burgerman's murals and large pieces.	I can: ...create an original, complex paired artwork with my partner, showing excellent teamwork, advanced doodle skills, and lots of creativity. ...create a piece that is full of quirky characters, bold colours, and clever connections, showing our own ideas as well as Burgerman's influence.
Knowledge	I can: ...say who Jon Burgerman is. ...spot his fun, colourful doodle art with cartoon-like characters and squiggly lines.	I can: ...describe how Burgerman uses doodles, bold colours, and funny faces to make his art look lively and spontaneous.	I can: ...explain how our work is inspired by Burgerman's style, using words like "spontaneous," "playful," and "improvisation" to talk about our choices.	I can: ...compare our work to Burgerman's. ...explaining how we used his ideas about colour, shape, and humour. ...why we made certain creative choices.	I can: ...analyse our work and others' using art vocabulary. ...explain how Burgerman and other artists inspired us. ...suggest thoughtful ways to make our collaborative art even better.

Computer Science - KS3 Age-Related Expectations (ARE) Framework
Topic 4 - Pre-Production Part 1

	Beginning	Working Towards	Expected	Working above	Greater Depth
S K I L S	I can create separate folders for Task 1, Task 2, Task 3, Task 4, Task 5 and Task 6. I can save my work in the correct folder. I can use appropriate and sensible file names.	I can plan what my game will look like. I can design and label characters and objects. I can design simple ideas for different levels.	I can create a playable digital game in Scratch. I can create and complete an assets table. I can provide screenshot evidence of my controls and variables.	I can create and demonstrate game-play controls (e.g. mouse, keyboard, arrow keys). I can create different mower designs.	I can use at least two variables (e.g. score, timer, speed, triggers). I can produce a mood board to show the style and theme of my game.
K N O W L E D G E	I can describe the objectives of my game. I can explain why I am using Scratch to create my game.	I can explain what copyright is. I can explain what a trademark is. I can explain the rules and key features of my game.	I can explain the target audience using examples (e.g. age, gender, income, location). I can identify and list client requirements for a digital game (e.g. genre, visual style, intended age range).	I can identify and explain the audio needed (e.g. background music, mower sounds, sound effects). I can explain the purpose and use of peripherals (e.g. mouse, keyboard, speakers, headset, VR set, simulator).	I can explain how legislation affects the use of assets (images, graphics, sounds). I can explain how legislation affects ideas and concepts (e.g. storylines, narrative, PEGI ratings).

Design Technology KS3 Age-Related Expectations (ARE) Framework
Year 9: 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

Year 9 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

Year 9 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.

Design Technology KS3 Age-Related Expectations (ARE) Framework
Year 9 3D Printed passive speaker

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...Create simple 3D shapes with support. ...Attempt basic cardboard mocking-up with assistance.	I can: ...Use 3D CAD to create a basic, recognisable forms. ...Model basic functional cardboard prototypes.	I can: ...produce an accurate and creative design using 3D CAD for a 3D Printer. ...use cardboard modelling to model a mobile phone and passive speaker. ...create a creative and functional design for my passive speaker.	I can: ... Independently use 3D CAD to refine designs and fix errors. ...Iterate cardboard models to improve sound projection. ... Produce high-quality, complex 3D print.	I can: ...Use CAD to produce highly innovative, complex, and ergonomic designs. ...Combine materials / techniques for professional-standard outcomes. ...Apply superior finishing techniques that enhance sound performance.
Knowledge	I can: ...Identify basic CAD tools. ...Describe what a passive speaker is.	I can: ...Explain the purpose of a passive speaker. ...Describe how my idea developed from initial thoughts.	I can: ...research existing passive speaker, designers. ...develop and communicate design ideas clearly through CAD, drawings and annotations.	I can: ...Explain design improvements based on sound testing and user feedback. ...Show development through detailed CAD iterations.	I an: ...Analyse design influences and justify my complex design decisions. ...Communicate ideas with creativity and depth, demonstrating strong awareness of user needs. ...Demonstrate significant innovation in design and functionality.

English KS3 Age-Related Expectations (ARE) Framework Year 9: Reading Descriptors

BEGINNING	WORKING TOWARDS	EXPECTED	WORKING ABOVE	GREATER DEPTH
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. 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. 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 with emerging LINKS between quotations. Frequently IDENTIFY a number of LINKS within the quotations/ specific references and IDENTIFY other links elsewhere in the text/ quotation. 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. 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.

English KS3 Age-Related Expectations (ARE) Framework Year 9: Unit 4 Shakespeare: Much Ado About Nothing
Assessment (Reading for Meaning): *Who treats Hero the worst at the wedding?*

Descriptor	BEGINNING	WORKING TOWARDS	EXPECTED	WORKING ABOVE	GREATER DEPTH
Knowledge	I can IDENTIFY: - Which characters are good and which ones are dangerous. - When characters are being tricked and why. - How women were expected to behave differently in the 17th Century - How men were expected to behave in the 17th Century.	I can COMMENT ON: - Which characters are hiding their true feelings. - Which characters are tricked for good and when characters are deceived. - The importance of honour for men when fighting - The difference in honour for women. - How life was different for women and men in the 17th Century	I can EXPLAIN: - The importance of appearance and reality and how characters hide their true selves and feelings. - The importance of deception and how it can be used for good and for bad. - How expectations of Honour and Reputation differ in 17th century compared to the 21st Century - How gender roles and expectations differ between men and women.	I can DISCUSS: - How character wear masks – literally and metaphorically and why they have to hide. - The positive and negative aspects on deception in the conventions of a Comedy. - Where men and women’s honour is created and the disparity between them. - The power imbalance between men and women. - Shakespeare’s presentation of strong female characters.	I can EXPLORE and LINK: - The importance of appearance and reality – why characters have to hide their true feelings and the impact on plot and tension. - Which characters are deceived and the impact of that deception. - How make honour is connected to military success compared to a woman’s which is linked to modesty. - The differences between gender roles and compare and contrast Beatrice and Claudio exploring their representations of masculinity and femininity.

FRENCH Y9 Topic 5: Technology and social media

	Beginning	Working towards	Expected	Working above	Greater depth
Skills	I can:	I can:	I can:	I can:	I can:
Phonics & Speaking	A: pronounce words with some minor and major errors when reading a text aloud F: Respond to a question about social media and technology with support	B: pronounce words with some minor and a few major errors when reading a text aloud G: Respond to 1-2 questions about social media and technology with support	C: pronounce most words accurately with a some minor errors when reading a text aloud H: Respond to 1-2 questions about social media and technology with development with support	D: pronounce most words accurately with a few minor errors when reading a text aloud I: Respond to 1-2 questions about social media and technology with development with limited support	E: accurate pronunciation with a few very minor errors when reading a text aloud J: Respond to 1-2 questions about social media and technology with development without support
Reading	A: understand and pick out some key information from a longer text about technology and social media with support	B: understand and pick out most key information from a longer text about technology and social media with support	C: understand and pick out all key information and some detail from a longer text about technology and social media with support	D: understand and pick out all key information and some detail from a longer text about technology and social media with limited support	E: understand and pick out all key information and some detail from a longer text about technology and social media without support
Listening	A: Can understand and pick out key information and one detail from a spoken text about technology and social media with support	B: understand and pick out key information and at least two from a spoken text about technology and social media with support	C: understand and pick out key information and at least two additional details from a spoken text about technology and social media with support	D: understand and pick out key information and some additional details from a spoken text about technology and social media with limited support	E: understand and pick out key information and most additional details from a spoken text about technology and social media with limited or no support
Writing	A: write about technology and social media including a conjunction and justify an opinion with support	B: write about technology and social media including 2 conjunctions and justify an opinion mostly accurately with support	C: write about technology and social media including at least 2 conjunctions and justify opinions mostly accurately with limited support	D: write about technology and social media including at 3 or more conjunctions and justify opinions accurately with limited support	E: write about technology and social media including a range of conjunctions and justify opinions accurately with limited support
Knowledge	I can:	I can:	I can:	I can:	I can:
Grammar 1:	A: use one form of regular -ER verbs and irregular verbs with limited support	B: use 2 forms of regular -ER and some irregular verbs with support	C: use 2 forms of regular -ER and 2 irregular verbs with limited support	D: use 2 or more forms of regular -ER and at least 2 irregular verbs without support	E: use a range of regular -ER and irregular verbs with without support
Grammar 2:	F: use the perfect and present tenses in the 'je' form to talk about technology and social media with support	G: use the perfect and present tenses in the 'je' form to talk about technology and social media with limited support	H: use the perfect and present tenses in the 'je' and 'on' forms to talk about technology and social media with limited support mostly accurately	I: use the perfect and present tenses in the 'je' and 'on' forms to talk about technology and social media with limited support accurately	J: use the perfect and present tenses in the 'je' and 'on' forms to talk about technology and social media without support accurately

Geography KS3 Assessment Framework:
Year 9 : Climate Change: How are glaciers changing?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can ...give simple statements to describe photographs of. ...use simple maps to find some. ... ask questions about places.	I can. ... use a map to describe where glaciers are found. ...write like a geographer using geographical vocabulary with support.	I can ... describe figures using TEA. ... accurately place glaciers on a world map. ...use data to support some of my writing. ... write like a geographer using geographical vocabulary.	I can ... accurately explain patterns found in figures. ... use data to support my written arguments throughout. ... write like a geographer using a wide geographical vocabulary.	I can ... accurately explain patterns found in figures, stating any limitation of the figures. ...justify my decisions, using evidence to support. ... write like a geographer using a wide geographical vocabulary accurately.
Knowledge	I can ...state the three types of rock. ...define the term Ice Age. ...describe what a glacier is. ...identify two glacial features. ...state a link between climate change and glaciers. ...identify a way humans use glaciers.	I can ...describe how at least one type of rock is made. ...describe where glaciers are found. ...identify and begin to describe at least two glacial features. ...explain the link between climate change and glaciers. ...list multiple ways that humans make use of glaciers.	I can ...explain how each type of rock is created. ...explain what glaciers are and where they form. ...explain how glacial processes work. ...describe and explain the formation of at least three glacial features. ...rank the impacts of climate change on glaciers. ...describe multiple ways humans make use of glaciers, giving named examples to support.	I can ...explain in detail, using key terms how each type of rock is created. ...explain where glaciers are located, using named examples. ...explain how glacial processes work and begin to identify similarities and differences with coastal processes. ...begin to use named examples to help describe and explain the formation of glacial features. ...justify my ranking of climate change impacts on glaciers.	I can ...explain in detail, using named examples and key terms how each type of rock is created and how other processes can impact them. ...describe the difference in distribution of glaciers over the last 20,000 years. ...use named examples of glacial features within the UK to support my explanations. ...begin to predict how climate change will change people's relationships with glaciers in the future.

History KS3 Age-Related Expectations (ARE) Framework Year 9:

Enquiry Question: How did the rights of the people come into conflict during the 20th Century?

Disciplinary Knowledge: Change and Continuity/Significance

	Beginning (1- 6)	Working Towards (7 -12)	Expected (13 -18)	Working Above (19 -24)	Greater Depth (25 -30)
Knowledge Substantive Knowledge	I can: ...name a Key individual from the course ...begin to show a basic understanding of one individual's role	I can: ... recall some facts about a key individual and what they did ...show an understanding of one individual's role.	I can: ... use clear and relevant knowledge of two key individuals and what they did ...identify examples of things that show an individual's impact	I can: ... use relevant and detailed knowledge of two key individuals and what they did ... describe examples of people/places/events/factors that were important to different areas of human rights	I can: ...use relevant and detailed knowledge of three + individuals ...explain key features and developments for each person.
Skills Disciplinary Knowledge	I can: ... identify that something changed or stayed the same	I can: ... describe simple reasons why something was important ... identify why it was important.	I can: ... describe several reasons why something was significant ...begin to explain reasons for their significance.	I can: ...describe several reasons why two key individuals were significant ...explain specific reasons for their significance ... begin to judge how significant these individuals were and compare them to others.	I can: ...explain how and why three monarchs were significant ...compare the individuals looking at long-term and short-term significance ...judge how important these individuals were and compare them to others.

Mathematics KS3 Age-Related Expectations (ARE) Framework

Year 9: Unit 12 - Enlargement and similarity

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can enlarge a shape by a positive integer scale factor.	I can recognise similar shapes.	I can enlarge a shape by a positive integer scale factor from a point.	I can enlarge a shape by a positive fractional scale factor.	I can enlarge a shape with a negative scale factor.
Knowledge	I know to use a scalar to enlarge shapes.	I know that a scale factor applies to every side in the shape.	I know how to use the centre of enlargement.	I know that an enlargement doesn't necessarily make the shape bigger.	I know that a shape enlarged with a negative scale factor moves to the opposite side of the centre.

MUSIC KS3 Age-Related Expectations (ARE) Framework Topic : Summer term – ISLE OF WIGHT FESTIVAL

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can say one thing about the early festivals or the bands/ artists who played; I can name the 3 main styles of music heard in the modern festivals.	I can say one thing about the early festivals or the bands/artists who played; I can name at least 1 of the bands/ artists who played at the 1970 IoW Festival; I can name the 3 main styles of music heard in the modern festivals.	I can describe something about the early festivals; I can name at least 1 of the bands/ artists who played at the 1970 IoW Festival; I can name the 3 main styles of music heard in the modern festivals; I can name at least 1 of the characteristics of those 3 styles of music.	I can describe the early festivals with some facts; I can name some of the bands/ artists who played at the 1970 IoW Festival; I can name the 3 main styles of music heard in the modern festivals; I can name several of the characteristics of those 3 styles of music.	I can describe the early festivals in detail with several facts (e.g. when and where they were, how many people attended); I can name several of the bands/artists who played at the 1970 IoW Festival; I can name the 3 main styles of music heard in the modern festivals; I can name most of the characteristics of those 3 styles of music.
Knowledge	I can create a short piece of music that shows at least 1 musical characteristic of my chosen style (pop / rock / dance), with support; I can sing/play with an awareness of the other parts or backing beats.	I can create a short piece of music that shows at least 2 musical characteristics of my chosen style (pop / rock / dance); I can sing/play in time with the other parts or backing beats sometimes.	I can create a short piece of music which clearly shows all 3 musical characteristics of my chosen style (pop / rock / dance); I can create ideas which may be simple but make musical sense I can sing/play mostly in time with others in the group (or in time with the backing beats if creating music on the computer).	I can create a piece of music with more than one section or several instruments, which clearly shows all 3 musical characteristics of my chosen style (pop / rock / dance); I can create ideas which make good musical sense; I can sing/play well in time with others in the group or backing beats.	I can create a piece of music with several sections and instruments, which clearly shows all 3 musical characteristics of my chosen style (pop / rock / dance); I can create ideas which are more complicated and show a good awareness of the chosen style; I can sing/play entirely in time with other in the group (or backing beats), with some expression.



PE KS3 Age-Related Expectations (ARE) Framework

Year 9: Athletics



Skills	Beginning	Working Towards	Expected	Working above	Greater Depth
Running	☐ I'm refining my running technique and strategies for 100m and 800m.	☐ I'm consistently improving my specific running techniques and pacing for both 100m sprints and 800m races.	☐ I can apply effective technique for 100m and strategically pace an 800m race.	☐ I can skillfully execute advanced running techniques and tactical strategies, optimizing speed for 100m and endurance for 800m.	☐ I can master specific race strategies and advanced techniques for both 100m and 800m, consistently achieving optimal performance.
Jumping	☐ I'm enhancing my Long Jump and High Jump techniques for better results.	☐ I'm growing in my ability to perform Long Jumps and High Jumps with more power and control, aiming for greater distance/height.	☐ I can apply effective technique for all phases of Long Jump and High Jump	☐ I can consistently execute Long Jumps and High Jumps with excellent technique, generating significant power and ensuring controlled landings.	☐ I can master advanced techniques for both Long Jump and High Jump, consistently combining exceptional power and precision for maximum distance/height.
Throwing	☐ I'm refining my throwing technique for Shot Put, Discus, and Javelin for power and accuracy.	☐ I'm consistently improving my specific throwing techniques for Shot Put, Discus, and Javelin, aiming for both greater distance and accuracy.	☐ I can apply effective technique for Shot Put, Discus, and Javelin, aiming for distance and accuracy.	☐ I can skillfully execute various throwing techniques (Shot Put, Discus, Javelin) with strong power and precise aiming.	☐ I can master the throwing techniques for Shot Put, Discus, and Javelin, consistently combining excellent form, power, and pinpoint accuracy
Knowledge					
Rules and Officiating	☐ I'm building my understanding of complex athletics rules and exploring how to help officiate more complex events.	☐ I'm strengthening my knowledge of complex rules (e.g., fouls) and becoming better at accurately measuring/recording results for various events.	☐ I can apply all rules accurately in specific athletics events and help officiate by accurately measuring results and clearly explaining simple rules.	☐ I can explain complex rules for various athletics events and confidently officiate a specific event, ensuring fair play and accurate record-keeping.	☐ I can confidently officiate and interpret complex rules in competitive events, taking a leading role to ensure smooth running and problem-solving.

Drama KS3 Age-Related Expectations (ARE) Framework
Year 9: Scripts

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: -attempt simple script layout with limited accuracy (e.g., character names, short lines). -Write basic dialogue that may not reflect character or purpose.	I can: -structure scenes with a beginning, middle and end, though inconsistently. -attempt to show character through speech or action but with limited depth.	I can: -Use correct conventions (character names stage directions). -Uses stage directions to guide movement, emotion and atmosphere. Writes coherent scenes with logical progression.	I can: -Use dialogue consistently reflects personality, motivation and relationships. -use stage directions enhance mood, symbolism or thematic meaning.	I can: -use dialogue with subtext, conflict and nuance to deepen drama. -write with clear understanding of performance, audience impact and staging possibilities.
Knowledge	I can: -identify that scripts include characters, dialogue and some directions. -Recognise what a scene is but may not understand its purpose.	I can: -Identify character lists, scene headings, dialogue and stage directions.	I can: -explain standard conventions of script layout and structure. -explain how stage directions support actors and directors.	I can: -analyse techniques such as tension and how they appear in scripts. -analyse how scene order and pacing affect audience experience.	I can: -evaluate why certain choices (dialogue, staging, structure) are used and how they support the story.

Religious Education KS3 Age-Related Expectations (ARE) Framework
MTP3 Year 9: What are ‘Ultimate Questions’?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ... talk about a big question like “Where did we come from?” or “What happens when we die?”	I can: ... give my opinion on a big question and listen to what others believe.	I can: ... ask thoughtful questions about beliefs and compare different ideas about creation, suffering, or the afterlife.	I can: ... make links between beliefs and real-life thinking or behaviour (e.g. how belief in heaven might affect someone’s actions).	I can: ... reflect on different views and give my own reasoned opinion about ultimate questions, using evidence from a variety of religious beliefs.
Knowledge	I can: ...name a story about how the world began and say that some people believe in life after death.	I can: ... describe one religious and one scientific idea about how the world began (e.g. Creation story and Big Bang). ... say what Christians believe about heaven and life after death.	I can: ... explain how different beliefs try to answer big questions like why people suffer (e.g. Job, Fall of Man). ... describe Abrahamic and Dharmic (e.g. Hindu or Buddhist) beliefs about the afterlife and explain what some other faiths think.	I can: ... explain what natural and moral evil are and describe how ideas like the Soul-Making Theodicy try to make sense of suffering. ... compare different religious views on life after death and give examples of Christian evidence for an afterlife.	I can: ... evaluate different answers to ultimate questions using examples (e.g. creation stories, Big Bang, suffering, afterlife). ... explain strengths and weaknesses of beliefs like the Soul-Making Theodicy and compare Abrahamic and Dharmic views on life after death with evidence and reasoning.

Year 9 Science

- Year 9 students begin their GCSE Science curriculum after the Christmas break. This early start allows them to master essential practical work and build foundational skills, ensuring time for consolidation and targeted revision in Year 11.
- Students are currently studying "The Particle Model of Matter and Atomic Structure," learning to predict the behaviour of states of matter and exploring the risks and uses of ionizing radiation.
- End-of-unit assessment scores have been converted into ARE grades.