Key Stage 3 ARE Frameworks

Year 9 Autumn Data Report

Art KS3 Age-Related Expectations (ARE) Framework
Topic: Natural forms

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: … make a simple drawing or painting of a natural object, with help; … use basic materials and try to show what I see.	I can: … draw or paint a natural form with some detail; … experiment with different materials or techniques, like shading or texture.	I can: … create a detailed artwork of a natural form, showing good control of materials and techniques; …experiment with different approaches and explain my choices.	I can: … design and make a creative, well-finished artwork using advanced techniques (like mixed media, layering, or unusual materials); … refine my work as I go; … solve problems independently.	I can: … create an original, complex artwork based on natural forms, using a wide range of materials and advanced skills; … create work that shows clear personal style, creativity, and excellent technical control.
Knowledge	I can: … say what a natural form is; … name some materials or artists linked to natural forms.	I can: … describe how artists use natural forms in their work; … talk about why I chose certain materials or styles.	I can: … explain how my work is inspired by artists or movements that use natural forms; … use art words to talk about my ideas and how I developed them.	I can: … compare my work to artists' work, explaining how I used their ideas and why I made certain creative choices; … evaluate 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 further.

Computer Science KS3 - Age-Related Expectations (ARE) Framework
Topic: Computing Systems

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: … load an application up independently; … write a set of step by step institutions; … explain what multitasking is.	I can: … explain how a computer system can be used to help us do something eg satnav.	I can: … give an example of what a program is; … explain what an operating system does and give an example; … explain how a computer can be used for different tasks.	I can: … describe how binary is used to store simple information, like numbers and letters; … use logical operators (AND,OR,NOT) to make decisions in programs	I can: … write simple messages in binary; … convert binary to denary.
Knowledge	I can: … identify two storage devices; … identify input and output devices.	I can: … name the three main parts that make a computer system; …understand the role and function of the CPU, memory and storage.	I can: … explain what a program is; … explain what an operating system is; … explain the main purpose of a general computer.	I can: … describe what the binary building blocks of a computer system are; … explain what AI and machine learning are.	I can: ..explain how hexadecimal is used in computing.

Drama KS3 Age-Related Expectations (ARE) Framework
Topic: Dan Nolan

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: … perform with my group; … read lines on stage; … always face the audience when performing.	I can: … interview others to create speech for Verbatim Theatre work; … use facial expressions; … use body language.	I can: … use Verbatim Theatre in my work; … use split screen in my work; … use choral speaking in my work.	I can: … use Verbatim Theatre to add depth to my performance; … use split screen to add depth to my performance; … use choral speaking to add depth to my performance.	I can: … use Verbatim Theatre strategically to maximise impact on the audience; … use split screen strategically to maximise impact on the audience; … use choral speaking strategically to maximise impact on the audience.
Knowledge	I can: … evaluate others work using WWW; … understand how to use a script when performing; … listen and focus when working in groups when devising.	I can: … evaluate another group's work using both WWW and EBI; … perform using body language appropriate to the character I am performing; … understand how to work with anyone in the class when devising.	I can: … evaluate my own work using both WWW and EBI; … demonstrate considered characterisation when performing; … understand how to contribute to group discussion.	I can: … evaluate my own work using both WWW and EBI and use this to inform my work in following lessons; … demonstrate considered characterization and context when performing; … lead groups when devising.	I can: … articulate clearly and precisely what drama techniques could be added when evaluating work; … demonstrate a thorough understanding of a character's inner world when performing; … understand the intricacies involved when managing and leading a group.

Design and Technology KS3 Age-Related Expectations (ARE) Framework
Topic: Photo Frames/Mirrors

	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: Textiles 'Sashiko'

	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
Topic: Foods from around the world

	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.

English KS3 Age-Related Expectations (ARE) Framework
Topic: Descriptive WRITING (based upon Gothic Literature)

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: Use a growing knowledge of register, form, genre and most of my writing is suited to task and audience. Use basic plot structures (inc. first/ third person narratives) and planning strategies. Write for the reader /audience (e.g. who you are writing to-is the tone 'formal' or 'informal'?) Select vocabulary that is increasingly relevant with some attempts to use: similes, alliteration and personification. Organise my work, though paragraphs might be the same length and I might repeat ideas. Use sentences/ tenses which are usually accurate, and I attempt to use a range of punctuation with some success. Attempt to use a variety of sentence forms (simple and compound) with some control of agreement. Use some accurate spelling across a mix of vocabulary (e.g. homophones/ attempt to use more complex words-tier 2).	I can: Use a range of different perspectives and use them in a variety of formats. Apply my understanding of register, form, audience and have confident knowledge of genre conventions (e.g. how to write different styles of writing). Use features of the form and style required of the piece. Consistently use relevant and successful choices of vocab and linguistic devices e.g. similes, metaphors, alliteration and personification. Use paragraphing consistently and with some variety in openers and length for effect. Use a variety of sentence types with tense changes for clarity and effect with mostly accurate punctuation. Use a variety of sentence forms (simple, compound and complex) with control of agreement. Use generally accurate spelling across variety of vocabulary (tier 1 and 2).	I can: Use a range of different planning structures for most texts; essays and creative tasks. Use and create different voices / perspectives for different genre conventions (e.g. how to write different styles of writing). Match my writing to purpose/ task (reason for writing), audience and form (type of writing). Use vocabulary and linguistic devices e.g. similes, metaphors, alliteration and personification, imagery consciously and for effect. Use a range of paragraph lengths and openers in all my writing. Ensure that my sentence demarcation is consistently accurate with a variety of forms used for effect (e.g. short for suspense/tension). Use a range of punctuation is used, mostly with accuracy. Use generally accurate spelling across an increasingly sophisticated use of vocab (tier 1 and 2).	I can: Use creative ways to structure responses (e.g. twists or inventive use of genre conventions/styles of writing). Sustain an argument / idea across an extended piece. Respond in depth to a wide range of texts (e.g. narrative, persuasive, informative, and descriptive texts) to use as a starting point for writing. Use ambitious vocabulary and a range of linguistic devices Use a range of paragraphs to develop my ideas fully with a growing understanding of timelines and releasing information for effect. Ensure my sentence demarcation is always accurate; and use a full range of appropriate sentence forms for effect Use a wide range of punctuation with a high level of accuracy Ensure a high level of accuracy in spelling across an extensive and ambitious vocabulary (tier 1, 2 and some 3).	I can Confidently use a variety of structural methods for effect and engagement. Discuss/ Present a range of points and ideas in an appropriate style and in apt depth and detail Ensure my writing always meets the conventions of genre and form and developed and detailed. Ensure my writing is always appropriate and effectively engages the reader with a wide range of linguistic methods that at apt and original to engage the reader I can use a range of structural methods in a variety of texts to engage the reader and to clarify Control sentence demarcation by using a range of sentences and punctuation for effect and clarity Use a wide range of punctuation for effect and clarity Spell with a high level of accuracy

English KS3 Age-Related Expectations (ARE) Framework
Topic: Descriptive WRITING (based upon Gothic Literature)

	Beginning	Working Towards	Expected	Working above	Greater Depth
Knowledge	I can IDENTIFY: … common features in Gothic settings; … common features in Gothic characters; … the impact on heavy industry on people; … the impact of industry on society.	I can COMMENT ON: … some language features used in creating gothic settings; … how monsters are described and why they are monstrous; … how the Industrial Revolution changed people's lives for the worse.	I can EXPLAIN: … language methods used to create gothic setting and monsters; … how the Industrial Revolution changed people's lives; … how the industrial Revolution impacted on poverty in society; … Gothic texts link to fears in society.	I can DISCUSS: … the similarities in gothic settings and their effects; … the presentation of Monsters and their purpose in the text; … how fears in society create gothic texts; … the impact of the Industrial Revolution on society and people.	I can EXPLORE and LINK: … conventions in Gothic texts and what they suggest; … how gothic texts reveal the fears and prejudices of a society; … how the Industrial Revolution impacted on society and differing social classes; … how gothic has changed and what events might create new gothic characters in 21st Century.

Geography KS3 Age-Related Expectations (ARE) Framework
Topic: How are urbanisation and migration transforming our world?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: … give simple statements to describe photographs of urban and rural areas; … use simple maps to find some cities; … ask questions about places.	I can: … use an atlas or digital map to name at least 3 megacities; … use a map to describe where people live; …write like a geographer using geographical vocabulary with support.	I can: … describe figures using TEA; … accurately label megacities on a world map; … write like a geographer using geographical vocabulary.	I can: … accurately explain patterns found in figures; … use case study data to support my written arguments; … write like a geographer using a wide geographical vocabulary.	I can: … accurately explain patterns found in figures, stating any limitation of the figures; … present a balanced argument about Dharavi using data, coming to a substantiated judgement.; … write like a geographer using a wide geographical vocabulary accurately.
Knowledge	I can: …describe what a town or city is; … describe what the countryside is like; … state some reasons why people might move from one place to another.	I can: … describe differences between urban and rural areas; … state push and pull factors of migration; … say that rural India has more farming and fewer services than cities; … say what life is like in Dharavi, with some problems and good things.	I can: …explain why some places have a high or low population density; …explain how towns and cities grew in the past; … define urbanisation; …describe the three types of urban land use; … state the four zones of a town or city; …explain push and pull factors of migration; …explain why people may move from rural India to cities. … describe opportunities and challenges in Dharavi.	I can: … describe characteristics of the four zones of a town or city; … describe how different push and pull factors link to the four economic sectors; … explain opportunities and challenges in Dharavi, giving social, economic and environmental impacts.	I can: … explain reasons for the differences in the four zones of a town or city; … evaluate how urbanisation and migration are transforming locations; … assess opportunities and challenges in Dharavi, giving detailed social, economic and environmental impacts.

History KS3 Age-Related Expectations (ARE) Framework
Topic: Why was there revolution in Russia?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: … name a cause and use some evidence to support my point; … state my opinion.	I can: …describe both causes; … give my opinion and a clear explanation.	I can: … explain both causes clearly and consider the consequences; … make a judgement and support it with an explanation.	I can: … explain both causes, their consequences and show some links between them; … make a clear judgement in relation to the question and explain my reasoning clearly.	I can: …clearly explain both causes and show how they link or affect each other; … give a clear judgement on which cause was more important and explain why, also considering the other side.
Knowledge	I can: … state some appropriate key historical facts.	I can: … include some historical evidence for both causes/ or one in more depth for one.	I can: … include some relevant historical detail for each cause.	I can: … include a range of appropriate evidence to support my explanations of both causes and my judgement.	I can: … use a wide range of accurate, well-chosen historical facts to support both causes as well as my judgement.

Mathematics KS3 Age-Related Expectations (ARE) Framework
Topic: Straight line graphs

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: … identify vertical, horizontal and parallel lines.	I can: … recognise and draw y=x and y=-x.	I can: … complete a table of functions for linear values and use them to draw graphs.	I can: … use y=mx+c to calculate values and plot graphs.	I can: … rearrange and interpret equations in the form y=mx+c accurately.
Knowledge	I know: … line equations involve x and y but need support to fully know what they represent.	I am: … beginning to recognise the difference between positive and negative gradients.	I know: … that values from an equation eg y=3x+2 can be used to plot a straight line.	I understand: … that y=mx+c is one form for straight line graphs, where m is the gradient and c is the y intercept.	I understand: ... how a change in m or c transforms the graph and how this can apply to real life situations.

Modern Foreign Languages KS3 Age-Related Expectations (ARE) Framework
Topic: Healthy Living - Diet

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: … understand and pick out key information and details from a spoken text; … transcribe a French phrase mostly accurately with limited support; … correctly pronounce some Topic 1 SSCs ([j] je mange [qu][j][ai] [on][oi][é] mangé [h][y] (il) y (a); … extend work by including different reasons for opinions with support.	I can: … understand and pick out key information and details from a spoken text; … transcribe a longer French phrase mostly accurately with limited support; … correctly pronounce most Topic 1 SSCs ([j] (revisited) je mange [qu][j][ai] [on][oi][é] mangé [h][y] (il) y (a); … extend work by including different reasons for opinions with limited support.	I can: … understand and pick out key information and at least two additional details from a spoken text; … transcribe a French sentence mostly accurately with limited support; … correctly pronounce all Topic 1 SSCs ([j] (revisited) je mange [qu][j][ai] [on][oi][é] mangé [h][y] (il) y (a); … extend work by including different conjunctions and reasons for opinions mostly accurately.	I can: … understand and pick out key information and some additional details from a spoken text; … transcribe 1-2 French sentences accurately with limited support; … correctly pronounce all Topic 1 SSCs ([j] je mange [qu][j][ai] [on][oi][é] mangé [h][y] (il) y (a) and some of Topic 2 SSCs; … extend work by including different conjunctions and reasons for opinions accurately.	I can: … understand and pick out key information and all additional details from a spoken text; … transcribe 1-2 French sentences accurately without support; …correctly pronounce all Topic 1 SSCs ([j] je mange [qu][j][ai] [on][oi][é] mangé [h][y] (il) y (a) and most of Topic 2 SSCs; …extend work with a variety of structures and some complexity of language.
Knowledge	I can: … remember the meaning of some Y9 key words in French (30%); … use singular forms of the verbs avoir, être and aller with limited support.	I can: …Remember the meaning of most year 9 vocabulary (40%); … use singular and plural forms of the verbs avoir, être and aller with limited support.	I can: … remember the meaning of and accurately spell most year 9 vocabulary (40%); … use all forms of the verbs avoir, être and aller mostly accurately.	I can: … remember meaning and spell all key year 9 vocab (70%); … use all forms of the verbs avoir, être and aller accurately.	I can: … remember meaning and spell all key year 9 vocab (80%); … use all forms of the verbs avoir, être and aller accurately in two tenses.

Music KS3 Age-Related Expectations (ARE) Framework
Topic: Rap

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: … create some lyrics for my rap track but it may be only a few lines; … create a backing track but I may be missing the keyboard part; … write the lyrics but have not been recorded, or are not well in time with the backing track.	I can: … create at least a complete verse or chorus of lyrics for my rap track, with some rhymes; … create a backing track (may be missing the keyboard part) and at least a complete verse or chorus of lyrics for my rap track; … record the lyrics but they may be incomplete or not well in time with the backing track.	I can: … create a set of lyrics for my rap track, including a verse and chorus/hook. The lyrics have rhymes and fit with my beat; … create a rap track, including the backing track (beats and at least 1 keyboard part) and a recorded vocal part with at least one verse and chorus/hook; … make the beats and keyboard parts in my backing track match the rap style I chose; … make the recorded rapping mostly in time with the backing track.	I can: … create a set of lyrics for my rap track, including a verse and chorus/hook. The lyrics have varied rhymes, a good flow and fit well with my beat; … create a rap track, including the backing track (beats and more than 1 keyboard part) and a recorded vocal part with at least one verse and chorus/hook; … The beats and keyboard parts in my backing track match the rap style I chose well with some variation; … make the recorded rapping in time with the backing track..	I can: … create a set of lyrics for my rap track, including a verse and chorus/hook and at least 1 other section. The lyrics have varied rhymes, a good flow and fit very well with my beat; … create a rap track, including the backing track (beats and more than 1 keyboard part) and a recorded vocal part with more than one verse and chorus/hook; … make the beats and keyboard parts in my backing track match the rap style I chose well with different patterns in each section; … make the recorded rapping in time with the backing track and it is confidently performed.
Knowledge	I can: … identify one issue with the representation of women in rap music.	I can: … identify one issue with the representation of women in rap music and one difference in rap from other countries.	I can: … identify some issues with the representation of women in rap music and describe differences in rap from other countries.	I can: … describe in some detail issues with the representation of women in rap music and describe differences in rap from other countries.	I can: … describe in detail issues with the representation of women in rap music and describe differences in rap from other countries, naming some artists.

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: 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 KS3 Age-Related Expectations (ARE) Framework
Topic: Who were the key characters in the Old Testament after Moses?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: … listen to Bible stories and remember who is in them.	I can: … retell Bible stories and say what I think they mean.	I can: … ask good questions about Bible characters and explain why they are important to Jews and Christians.	I can: … make links between different Bible stories and explain how people like Samuel, David, or Elijah helped shape beliefs.	I can: … compare different Bible characters and reflect on how their lives influenced religion; … give my own view on how their actions and faith relate to today.
Knowledge	I can: … name some people from Bible stories like Adam, Moses or Jonah.	I can: … describe stories about people like Jacob (Jacob's ladder), Joseph (his coat), and Moses (burning bush, plagues, Red Sea); … put some events in the right order.	I can: … explain what happened in the lives of important Old Testament people like Joshua (battle of Jericho), Samuel, King Saul, King David, and King Solomon; … describe the difference between Temple 1 and Temple 2.	I can: … show how the stories of Elijah, Jonah, and Isaiah were important to the Jewish people; … explain the timeline from Moses to Jesus and how these people prepared the way for him.	I can: … give detailed examples of how the actions and messages of Old Testament figures (e.g. Solomon's wisdom, David's leadership, Isaiah's prophecies) shaped Jewish belief and link to Christian ideas about Jesus; … describe how the timeline connects God's promises from Adam through Moses to Jesus.

Science KS3 Age-Related Expectations (ARE) Framework					
Topic: Movement					
Topic Title or Leading Skill	**Beginning**	**Working Towards**	**Expected**	**Working above**	**Greater Depth**
Skills **Lesson 2**	I can: Identify the fastest and slowest times recorded in data	I can: State a pattern between the height of a ramp and the speed	I can: Write a conclusion about the relationship of height of ramp and speed	I can: Evaluate the reliability of the experimental data	I can: Critically analyse the results and propose investigations to further the findings
Lesson 3	State what a distance time graph shows	Identify sections of a DT graph where objects are moving / stationary	Describe the journey of an object form a DT graph	Calculate the speed from a DT graph	Compare the motion of multiple objects on a DT graph
Knowledge	I can: Recall how to calculate speed	I can: Use the formula to calculate speed	I can: Rearrange the formula to calculate distance and time	I can: Convert units to ensure consistency in calculations	I can: Solve multi step problems involving speed
	Define pressure	Give examples of pressure in day to day life	Describe how pressure can be increased or decreased	Explain the concept of pressure in fluids	Link knowledge to real life phenomena[1]