

English KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
R1 Reading and understanding	I can explore the ideas in a text in some detail.	I can write a detailed exploration of at least one idea in a text.	I can begin to offer sound interpretations of ideas within the text.	I can offer a range of sound interpretations of the text.	I can offer at least one insightful, original idea on the theme or concepts of a text.
R2 Exploring the writer's craft	I can begin to analyse a writer's choices.	I can demonstrate some evidence of analysis.	I can analyse a range of writer's choices.	I can write an exploratory analysis of a writer's choices.	I can offer at least one insightful, original analysis of a writer's choices.
R3 Making judgements	I can weigh up the value of a judgement about a text.	I can begin to respond to a judgement about a text.	I can begin to produce informed, critical judgements.	I can produce informed, critical judgements.	I can offer at least one insightful, critical judgement on a text or idea.
R4 synthesising ideas	I can write about the links between text using evidence to support my increasingly relevant ideas.	I can write about the links between texts using evidence to support a range of relevant ideas.	I can write about the links between text using evidence and some original ideas.	I can write about the links between texts in a convincing and informed manner, using a variety of original ideas.	I can offer at least one insightful link between texts.
R5 Context	I can recognise the influence context has on a text.	I can identify specific historical events or cultural phenomena which may have had an influence on a text.	I can write in detail about the impact specific historical events or cultural phenomena had on a text.	I can use context to support my interpretations of a text.	I can begin to make insightful comments about how a text is influenced by its context.
R6 Evidence	I can embed relevant quotations using quotation marks.	I can use well-chosen quotations to support the ideas I have about the text.	I can select some accurate quotations using quotation marks.	I can select some well-chosen quotes from the text.	I can begin to select some judicious quotations from the text using accurate punctuation.
W1 Clear and correct writing	I can successfully follow a given form of writing.	I can begin to mimic the style of a given form of writing.	I can independently write using the	I can use the appropriate form, style and register of writing.	I can communicate clearly.

			appropriate form and style of writing.		
W2 Organising writing	I can begin to use some discourse markers in my writing.	I can use a range of discourse markers to organise my ideas.	I can use embedded discourse markers in my writing.	I can organise texts with some elements of cohesion.	I can organise my writing to create cohesion and effect.
W3 Ambitious vocabulary	I can use ambitious vocabulary appropriately.	I can use a range of ambitious vocabulary with increasing accuracy.	I can use increasingly ambitious vocabulary with a good level of accuracy.	I can use increasingly ambitious vocabulary for effect.	I can demonstrate a varied selection of truly ambitious vocabulary across my writing.
W4 SPaG accuracy	I can produce work with good levels of accuracy across SPaG with only infrequent errors.	I can produce work which shows high levels of accuracy in SPaG.	I can produce work which uses punctuation for effect.	I can use a full range of punctuation with effect.	I can use punctuation for imaginative effect.
W5 Imaginative writing	I can write imaginatively following the rules of a specific genre.	I can use language devices to create an appropriate mood.	I can create writing which interest the reader and contains some originality.	I can create writing with original ideas which interests and engages the reader.	I can create writing which is imaginative and convincing.
SL1 Building knowledge	I can independently recognise connections between similar texts I have read.	I can recognise connections between texts across genre and forms.	I can recognise the influence of literary movements on texts.	I can identify the ways in which texts talk to each other across the ages.	I can demonstrate an understanding of the aims of literature both past and present.
SL2 Verbal articulation	I can speak with sound understanding of purpose, audience and form.	I can speak with some use of persuasive devices.	I can speak using a range of persuasive devices.	I can organise my speech to present a convincing argument.	I can speak compellingly.

Mathematics KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Number	I can:	I can:	I can:	I can:	I can:
N1 – Understanding place value	Know how to place negative numbers on a number line Place decimals to 1 decimal place on a number line	Place positive and negative decimals to 2 or more decimal places on a number line	Identify recurring and terminating decimals	Order terminating and recurring decimals	
N2 - Rounding	Round numbers to 2 or more decimal places Round integers to 1 significant figure	Round integers and decimals to 2 or more significant figures	Find minimum and maximum values Start to identify upper and lower bounds of numbers	Start to identify upper and lower bounds of calculations	Give answers to calculations “by considering bounds”
N3 – The four operations	Divide any three-digit number by any two-digit number without a calculator Multiply and divide negative integers Add and subtract negative integers Add and subtract decimal	Estimate and approximate answers to calculations	Solve numerical problems involving multiplication and division with numbers of any size	Be able to apply numerical skills to standard form and surds	
N4 – Powers and Roots	Calculate cubes and cube roots (with and without the use of a calculator) Know square roots and square numbers up to $15 \times 15 = 225$	Be able to find powers of values with and without a calculator Understand that squaring and square rooting are inverse operations	Know how to calculate integer roots using product of prime factors	Understand how to calculate positive and negative roots of complex integers	Be able to identify roots and the HCF and LCM from values already expressed as a product of their prime factors

		Confidently use terminology surround powers and roots.			
N5 – Factors, Multiples and Primes	Understand what common multiples and common factors are	Find the lowest common multiple (LCM) of two simple numbers Find the highest common factor (HCF) of two simple numbers	Find the lowest common multiple of two more complex numbers Find the highest common factor of two more complex numbers Write more complex numbers as a product of their prime factors	Find the highest common factor (HCF) of two or more numbers using product of prime factors Find the lowest common multiple (LCM) of two or more numbers using product of prime factors	To understand how to use product of prime factors to express values as a surd
N6 – BIDMAS and the order of operations	Use and apply the order of operations involving all operations	Understand how to apply BIDMAS to other areas of the curriculum including substitution and averages	Use and apply BIDMAS to standard form questions	Use and apply BIDMAS to questions involving surds	
N7 – Fractions	Arrange fractions in order of size Express one number as a fraction of another Add, subtract, multiply and divide simple fractions	Know how to convert between improper fractions and mixed numbers Add, subtract, multiply and divide more complex fractions	Add, subtract, multiply and divide mixed numbers	To be able to use all operations with mixed numbers and apply BIDMAS To be able to solve worded problems involving mixed numbers	To be able to apply the rules of fractions to algebra and perform the four operations with simple expressions
N8 – Percentages	Be able to solve simple worded percentage problems Be able to increase and decrease an amount by 10%, 50%, 5%	Increase or decrease a quantity by a given percentage	Work out a percentage increase or decrease Express one quantity as a percentage of another	Work out compound interest and compound depreciation To be able to calculate percentage profit and loss	To be able to calculate unknown interest rates used in compound interest and depreciation calculations To be able to form equations to find missing percentages

			Use reverse percentages to calculate original values Know how to perform a repeated percentage change (compound interest)		in compound interest and depreciation
N9 – FDP (Fractions, Decimals and Percentages)	Convert freely between fractions, decimals and percentages	Be able to order fractions, decimals and percentages	Divide a number by a decimal such as $1 \div 0.2$ and $2.8 \div 0.07$	Convert single recurring decimals to fractions and fractions to recurring decimals	Convert more complex recurring decimals with more than one recurring digit into fractions
N10 – Ratio and proportion	Know how to simplify a three-part ratio Know how to share an amount by a simple ratio (e.g. divide £30 in the ratio 2:3)	Know how to share an amount by a three-part ratio Be able to solve worded ratio problems	Solve more complex ratio and proportion problems such as sharing out money between two groups in the ratio of their numbers Solve ratio and proportion problems using the unitary method	Calculate proportional changes using a calculator	Begin to form and solve direct proportion equations
N11 – Standard Form			Know how to convert between standard and ordinary form for large numbers Know how to convert between standard and ordinary form for decimals	Perform calculations involving multiplying and dividing values in standard form	Perform calculations involving adding and subtracting values in standard form Solve worded standard form questions
N12 - Surds			Know how to express simple numbers as simplified surds	Know how to multiply and divide two surds (giving the solution as a simplified surd)	Know how to add and subtract two surds, giving the answer as a simplified surd

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Algebra	I can:	I can:	I can:	I can:	I can:
A1 – Use key algebra facts (Algebraic Manipulation)	Write an expression from a problem	Multiply out expressions with brackets such as $5(3x - 2)$	Rearrange linear formulae such as $s = 4q - 7$	Rearrange formulae that include brackets, fractions and square roots	Change the subject of a formula involving factorising
A2 – Collecting like terms and simplifying	Simplify expressions with more than one variable such as $2a + 5b + a - 2b$ <i>Simplify expressions involving powers such as $2a \times 3a$</i>	Know how to simplify expressions involving division	Expand and simplify expression	Expand and simplify expressions involving quadratics	Expand and simplify expressions involving quadratics and negative coefficients
A3 – Solving equations	Solve equations such as $x/2 = 9$ and $4x - 2 = 22$	Solve linear equations with unknowns on each side such as $3x - 4 = 5 + x$ Solve linear equations with brackets such as $2(5x + 1) = 28$	Find a solution to a problem by forming an equation and solving it	Solve fractional linear equations	Know how to solve quadratic equations by factorising Know how to solve quadratic equations using the quadratic formula
A4 – Substitution	Use a simple formula such as $P = 2w + 2h$ Substitute negative numbers into a simple formula Use formulae from Mathematics and other subjects	Substitute numbers into more complicated formulae	Know how to create a formula from a worded scenario and substitute values into it	Be able to apply values into higher level Mathematics formulas e.g. SUVAT	

A5 – Sequences and the “n”th term	Find a particular term in a sequence involving negative or fractional numbers Write the term-to-term rule in a sequence involving negative or fractional numbers	Write the terms of a sequence or series given the nth term Calculate the nth term from a series of diagrams	Be able to identify key patterns e.g. Fibonacci sequence	Know how to generate and describe sequences involving "n squared"	Know how to identify the nth term of a quadratic sequence
A6 - Coordinates	Know how to find the midpoint of two coordinates	Know how to find the area of shapes created by coordinates	Be able to calculate the equations of lines from two coordinates	Know how to calculate the distance between two coordinates	
A7 – Expanding and Factorising		Multiply out expressions with brackets such as $5(3x - 2)$ Factorise expressions	Factorise expressions involving powers	Expand and simplify two expressions Factorise quadratic expressions Factorise quadratic expressions	Know how to factorise more complex quadratic expressions involving a coefficient of x^2
A8 - Graphing	Read from a conversion graph for negative values Interpret distance-time graphs	Draw lines such as $y = 2x - 3$ Solve problems involving straight lines	Recognise the equations of straight-line graphs such as $y = 3x - 5$ Find the gradients of straight-line graphs	Understand that parallel lines have the same gradient and how to identify equations of parallel lines	Understand how to identify the equations of perpendicular lines
A9 - Inequalities	Understand what the different inequalities symbols means Know how to identify integer solutions to single inequalities	Know how to express single inequalities on a number line	Know how to identify the integer solutions to two-part inequalities Know how to express two-part inequalities on a number line	Be able to solve single inequalities	To be able to represent inequalities graphically

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Geometry and Measures	I can:	I can:	I can:	I can:	I can:
G1 – Units of measurement	Change between: <ul style="list-style-type: none"> mg, g and kg ml and l Use map scales to find distance	Change between metric and imperial units <i>e.g. what is 12km in miles?</i>	Convert between units of area and volume <i>e.g. what is 3m² in cm²?</i> Recognise accuracy in measurements given to the nearest whole unit		
G2 – Perimeter	Find the perimeter of a compound shape	Be able to find the perimeter of a compound shapes with missing dimensions	Be able to find the perimeter of compound shapes including parts of circles	Distinguish between formulae for perimeter, area and volume by considering dimensions	To be able to apply Pythagoras' theorem and trigonometry to perimeter
G3 – Area	Find the area of a compound shape	Find the area of a triangle, parallelogram, kite and trapezium	Compare the areas of an enlarged shape with the original shape	Distinguish between formulae for perimeter, area and volume by considering dimensions	Calculate the areas of sectors Find the area of a 2-D shape given the area of a similar shape and the ratio
G4 – Volume and Surface Area	Find the volume of a cube or cuboid Find the height of a cuboid given volume, length and breadth	Construct and recognise the nets of 3-D solids such as pyramids and triangular prisms Identify reflective symmetry in 3-D solids Draw plans and elevations of 3-D solids	Calculate volumes of triangular prisms, parallelogram-based prisms and cylinders Solve problems involving surface areas of prisms and cylinders	Distinguish between formulae for perimeter, area and volume by considering dimensions	Calculate the surface areas of cylinders, cones and spheres Calculate the volume of cylinders, cones and spheres Find the volume of a 3-D solid given the volume of a similar solid and the ratio
G5 – Properties of shapes	Investigate tessellations	Explain that the lengths of two sides and a non-included angle	Classify a quadrilateral by geometric properties		Prove that two triangles are congruent

		do not define a unique triangle	Solve problems using angle and symmetry properties of polygons and properties of intersecting and parallel lines		
G6 – Angles	<p>Know the key angle rules:</p> <ul style="list-style-type: none"> • On a straight line • Around a point • In a triangle <p>Calculate interior and exterior angles of a quadrilateral</p>	<p>Show that the exterior angle of a triangle is equal to the sum of the interior opposite angles</p> <p>Use angle properties of equilateral, Isosceles and right-angled triangles</p> <p>Calculate interior and exterior angles of a quadrilateral</p>	<p>Calculate interior and exterior angles of a regular polygon</p>	Use the angle properties of a circle	Prove the angle properties of a circle
G7 - Transformations	<p>Reflect any shape in any vertical or horizontal line on a pair of axes</p> <p>Enlarge a shape by a positive scale factor</p>	<p>Reflect any shape in any line on a pair of axes <i>e.g. reflect this shape in the line $y = -x$</i></p> <p>Rotate shapes around the origin</p> <p>Translate a shape using a description such as 4 units right and 3 units down</p> <p>Enlarge a shape by a positive scale factor from a given centre</p>	<p>Describe a reflection fully</p> <p>Rotate shapes about any point</p> <p>Describe fully reflections and rotations about any point</p> <p>Find the centre of rotation and describe it fully</p> <p>Combine reflections and rotations</p> <p>Translate a shape by a vector such as $\begin{pmatrix} 4 \\ -3 \end{pmatrix}$</p>	Enlarge a shape by a negative scale factor	Compare areas and volumes of enlarged shapes

			Transform shapes by a combination of translation, rotation and reflection		
G8 - Circles	Identify different parts of a circle	Calculate the circumference of a circle Calculate the area of a circle	Solve problems involving circles such as a finding the perimeter of a semicircle Solve problems involving circle such as finding the area of a sector	Use the angle properties of a circle Use the tangent/chord properties of a circle	Calculate the lengths of circular arcs Calculate the areas of sectors Prove the angle properties of a circle Prove the tangent and chord properties of a circle Use the alternate segment theorem
G9 - Constructions		Draw a quadrilateral such as a kite or a parallelogram with given measurements	Construct the perpendicular bisector of a line Construct the perpendicular from a point to a line Construct angles of 60° and 90° Construct the bisector of an angle	Prove the construction theorems	
G10 – Speed, Distance, Time (Compound Measures)	Solve simple speed problems	Calculate simple average speeds from distance-time graphs	Solve more difficult speed problems Understand and use compound measures such as speed and density	Discuss and interpret graphs modelling real situations Interpret velocity-time graphs	Apply bounds to speed, distance, time questions Solve SDT questions involving time as a decimal

			Calculate complex average speeds from distance-time graphs		
G11 – Pythagoras’ Theorem			Use Pythagoras’ Theorem to find the hypotenuse of a right-angled triangle Use Pythagoras’ Theorem to find any side of a right-angled triangle Use Pythagoras’ Theorem in practical problems	Use Pythagoras’ Theorem to find the height of an isosceles triangle Use Pythagoras’ Theorem to calculate the distance between two coordinates Use two step Pythagoras’ theorem to find missing sides	Use Pythagoras’ Theorem in 3-D problems
G12 - Trigonometry				Use sine, cosine and tangent to calculate an angle in a right-angled triangle Use sine, cosine and tangent to calculate a side in a right-angled triangle	Sketch and draw trigonometric graphs Use the sine rule to find the missing sides and missing angles of any triangle Use the cosine rule to find the missing sides and missing angles of any triangle Use the formula to find the area of a non-right-angled triangle

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Data Handling & Probability	I can:	I can:	I can:	I can:	I can:
S1 – Presenting Data	Construct a pie chart	<p>Draw and interpret a scatter graph</p> <p>Interpret a time-series graph</p> <p>Design and use data collection sheets and questionnaires</p> <p>Use a variety of different sampling methods</p>	<p>Draw a line of best fit on a scatter graph by inspection</p> <p>Identify possible sources of bias in the design and use of data collection sheets and questionnaires</p> <p>Specify hypotheses and test them</p>	<p>Construct a time-series graph and plot the moving average</p> <p>Use the trend line to estimate other values</p> <p>Construct and interpret a cumulative frequency diagram</p> <p>Construct and interpret a box plot</p>	Construct and interpret a histogram including unequal class intervals
S2 – Processing Data	<p>Compare the mean and range of two distributions</p> <p>Calculate the 'fx' column for a frequency distribution</p>	Calculate the mean for a frequency distribution	<p>Find the mean for grouped data</p> <p>Find the median class for grouped data</p> <p>Find the modal class for grouped data</p> <p>Use measures of average and range to compare distributions and make inferences</p>	<p>Use a cumulative frequency diagram to estimate the median and interquartile range</p> <p>Compare two sets of a data using box plots</p>	Use stratified sampling
S3 - Probability	Draw and interpret a sample space diagram	Use a two-way table to find a probability	Understand relative frequency as an estimate of probability	<p>Use relative frequency to find probabilities</p> <p>Complete a tree diagram</p>	Understand dependent and independent outcomes

	<p>Understand the difference between experimental and theoretical probabilities</p> <p>Understand and use relative frequency</p>	<p>Understand mutually exclusive events</p> <p>Use the fact that the probabilities of mutually exclusive events add up to 1</p>	<p>Use relative frequency to compare outcomes of experiments</p> <p>Draw and interpret Venn diagrams (2 circles)</p>	<p>Draw and interpret Venn diagrams (3 circles)</p> <p>Calculate probabilities from Venn diagrams</p>	<p>Understand probabilities associated with mutually exclusive events</p> <p>Use tree diagrams to find probabilities of successive independent events</p>
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Biology					
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Genetics 2 B	<p>I can describe specialised cells and link their adaptations to their function (1)</p> <p>I can describe how organisms are organised (1,2)</p> <p>I can describe the types of variation seen in organisms (5)</p>	<p>I can explain that variation can be caused by Inherited or Environmental factors or a mixture of both (5)</p> <p>I can explain the process of development that leads to a new organism (3,4)</p> <p>I can identify variation as continuous and discontinuous (6)</p> <p>I can define DNA and suggest its' importance in variation (7)</p>	<p>I can explain how Inherited Variation occurs and relate to DNA (5)</p> <p>I can explain the difference between Natural and Artificial Selection (and between cross and Selective breeding) (9)</p> <p>I can present discontinuous and Continuous Variation appropriately (6)</p>	<p>I can correctly apply the terms Dominant and Recessive to inheritance (8)</p> <p>I can use Punnet squares to predict outcomes of crosses (8)</p> <p>I can apply ideas to suggest how to produce specific individuals through selective and or cross breeding (9)</p> <p>I can apply ideas about Asexual reproduction to explain Cloning methods (10)</p>	<p>I can compose Punnet Squares to speculate on possible outcomes of crosses (8)</p> <p>I can evaluate the practices of cloning (10)</p> <p>I can describe the work of Watson, Crick and Franklin in the discovery of the structure of DNA (7)</p>

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Photosynthesis 1 B	I can state that all Food Webs start with the Sun (1) I can identify plant organs and tissues (2) I can test food and leaves for Starch (3) I can correctly use the terms; Producer, Consumer, Carnivore, Herbivore, Trophic level, Omnivore (11) I can link food chains to produce a food web (11)	I can describe functions of plant organs and tissues (2) I can explain how green plants use the sun to photosynthesize (1,3,4,5,) I can write a method for Starch testing (3,4) I can state the conditions necessary for Photosynthesis (3,4) I can draw pyramids of biomass (11,12)	Explain how plant cells are adapted for their function (1,2) I can draw pyramids of numbers and Biomass and interpret them to explain the effects of changes in the environment (11) I can recall reactants and products of Photosynthesis (3,4,5) I can explain the role of guard cells in limiting water loss (2) I can explain why various steps of Starch testing have to be completed (3,4) I can plan to investigate which factors that affect the rate of photosynthesis (7,8,9)	I can compare and contrast Photosynthesis and respiration in plants (10) I can write a word equation for Photosynthesis (3,4) I can interpret results from Starch testing experiments (3,4) I can explain why other minerals/nutrients are required for healthy plant growth (6) I can explain factors that affect photosynthesis (3,4) I can apply knowledge to explain energy loss from Food Webs(11,12)	I can write a balanced symbol equation for Photosynthesis (3,4) Generate ideas to explain why Green plants are green in relation to their energy source (4) I can describe and explain how humans impact upon food chains (12)

Chemistry					
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Metals and Acids 1 C	<p>I can separate a mixture using filtration, evaporation, crystallisation, distillation and chromatography (1)</p> <p>I can give examples of metals and non-metals (2)</p> <p>I can define the terms atom, element, compound and mixture (4)</p> <p>I can explain what we use the Periodic Table for (5,6)</p> <p>I can state the pH range of acids, alkalis and neutral substances (9)</p> <p>I can observe how acids and metals react (10)</p> <p>I can observe how acids and carbonates react (11)</p> <p>I can use universal indicator to investigate neutralisation reactions (13)</p>	<p>I can use physical properties to explain the best method for separating a mixture (1)</p> <p>I can describe the properties of metals and non-metals (2)</p> <p>I can describe an alloy as a mixture of metals or a metal and a non-metal (3)</p> <p>I can compare elements, compounds and mixtures (4)</p> <p>I can use the Periodic Table to find metals and non-metals (6)</p> <p>I know that most metals found in the earth are in compounds (8)</p> <p>I can state the colour universal indicator turns in an acid, alkali and a neutral solution (9)</p>	<p>I can compare the properties of metals and non-metals (3)</p> <p>I can describe how alloying can change the properties of a metal (3)</p> <p>I can explain why mixtures can be separated by physical methods but compounds cannot (1)</p> <p>I can name Group 1 of the Periodic Table the Alkali metals and describe the reactivity of the Alkali metals (6)</p> <p>I know that the reactivity series is a list of metals in order of their relative reactivity (7)</p> <p>I can write word equations for reactions (8-14)</p> <p>I can describe rusting and oxidation as reactions between metal and oxygen (8)</p>	<p>I can explain how Mendeleev created the Periodic Table (6)</p> <p>I can name Group 7 of the Periodic Table as the Halogens (7)</p> <p>I can use the Reactivity series to make predictions (7)</p> <p>I can write chemical equations for reactions (13)</p> <p>I can explain why mass of a metal increases when it is burned in air (14)</p> <p>I can explain the methods of electrolysis and reduction with carbon to extract metals (7)</p> <p>I can explain the difference between complete and incomplete combustion (14)</p>	<p>I can describe displacement reactions in terms of reactivity (7)</p> <p>I can write balanced symbol equations for reactions (8 on)</p> <p>I can use the reactivity series to predict how a metal is extracted (7)</p>

	<p>I know that combustion is burning (14)</p>	<p>I can state that acid + metal makes salt + hydrogen (9)</p> <p>I can state that acid + carbonate makes salt + water + carbon dioxide (11)</p> <p>I can state that an acid + base makes salt + water (12)</p> <p>I can state the products of combustion as carbon dioxide + water (14)</p>	<p>I can use universal indicator and the pH scale to determine whether a substance is acidic, alkaline or neutral (12)</p> <p>I can predict salt formed from acid + metal reactions, acid + carbonate reactions and acid + base reactions (13)</p> <p>I can describe neutralisation as the reaction between acid and base (12)</p> <p>I know that incomplete combustion happens in a lack of oxygen and forms carbon monoxide + carbon + water (14)</p>	<p>I can test for chlorine, hydrogen, oxygen and carbon dioxide gas (15)</p>	
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Physics					
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Electricity 2 2 P	I can calculate current in series and parallel circuits (3) I can describe Electricity as energy transfer (1) I can model electricity (2)	I can state that electrical appliances have power ratings (W, kW) (5) I can use Sankey diagrams (1) I can construct electromagnets (8)	I can calculate resistance when given potential difference and current (4) I can discuss resistance in terms of electrical conductors and insulators (3,4) I can describe the uses of electromagnets (8)	I can describe how power ratings relate to energy transfer and explain the effect of a higher power rating on the cost of running an appliance (5) I can link electric current as the flow of charge with the structure of atoms (2)	I can calculate electrical power, current and potential difference (5) I can calculate the energy transferred, power and time (6) I can calculate cost of electricity in domestic fuel bills when given energy transferred and cost per unit (7) I can compare and contrast energy efficiencies and I can evaluate appliances in terms of their energy efficiency (7)

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<p>Speed, Pressure, moments and maths.</p> <p>1 P</p>	<p>I can calculate Speed using distance/time (5)</p> <p>I can describe friction as a force which acts against motion (11)</p> <p>I know that when forces are equal and opposite they are balanced (13)</p> <p>I can explain what causes pressure in gases, liquids and solids (15,16)</p> <p>I can describe turning Forces as Moments (13,14)</p> <p>I can calculate averages-mean, mode and median (1)</p> <p>I can calculate uncertainty (2)</p> <p>I can define scalar and vector quantities (7)</p> <p>I can draw graphs (8)</p>	<p>I can explain factors that may affect an object's speed (5)</p> <p>I can describe ways of changing friction (11)</p> <p>I can calculate resultant forces (13,14)</p> <p>I can calculate pressure when given the force and area (15)</p> <p>I can state that pressure in liquids increases with a depth. (16)</p> <p>I can calculate Moments from given data (14)</p> <p>I can show error bars on a graph (8)</p> <p>I can give values to a given number of significant figures (3)</p> <p>I can convert between large and small numbers and standard form</p>	<p>I can interpret distance-time graphs to describe changes in motion and calculate speed (9)</p> <p>I can describe the effects of balanced and unbalanced forces on movement (13)</p> <p>I can explain some ways of increasing or decreasing pressure (15)</p> <p>I can explain how levers can increase moment (12)</p> <p>I can compare vector and scalar (7)</p> <p>I can calculate a gradient from a straight line graph (8)</p>	<p>I can interpret Velocity – time graphs to describe change in motion and calculate distance (10)</p> <p>I can use knowledge of Moments to predict effects of changing turning forces (14)</p>	<p>I can rearrange formulae for pressure, speed and moment calculations (6)</p> <p>I can draw a tangent to a curve and calculate its gradient (8)</p> <p>I can describe how to affect air pressure (16)</p> <p>Type in bold – assessed throughout all topics and classwork, taught discretely as a Math/Numeracy Skills booster where most likely to be applied BUT not assessed directly within this topic...</p>

		I can use equation triangles (6) I can give examples of vector and scalar quantities (7) I can identify patterns from a graph (8)			
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Geography					
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Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
1) LOCATIONAL KNOWLEDGE World's countries, maps of world, environmental regions, key characteristics, key cities	I can: recall vague detail (often without facts and figures) relating to the issue and to the location being studied	I can: recall specific facts relating to the issue and to the location being studied, these may include facts and figures	I can: recall a range of specific detail relating to the issue and to the location being studied, this will include facts and figures	I can: can recall a wide range of specific detail relating to the issue and to the location being studied, this will include facts and figures and my own knowledge	I can: can offer an outstanding knowledge of the world's countries and major cities, often learned independently
2) PHYSICAL PROCESSES geological timescales, tectonics, rocks, weathering and soils, weather & climate, climate change from Ice Age to present, hydrology, coasts	I can: recognise and describe physical processes and landforms, although detail might be vague	I can: explain physical processes in detail using a variety of key words explain fully how a variety of landforms have been formed	<i>I can:</i> use named examples and place knowledge to explain physical processes with specific detail using a wide range of key words and definitions. confidently explain in detail how the landforms have been formed using both key words and definitions	<u>I can:</u> use named examples and place knowledge to explain physical processes with specific detail using a wide range of key words and definitions. can explain changes in the characteristics of landforms over time in terms of physical processes	I can: use named examples and place knowledge to explain physical processes with specific detail using a wide range of key words and definitions. understand that complex interactions can cause physical processes and landforms to change over time
3) HUMAN PROCESSES population and urbanisation, international development,	I can: recognise and describe human processes, although detail might be vague	I can: explain human processes in detail using a variety of keywords	I can: use named examples and place knowledge to explain human processes with specific detail using a wide	I can: use named examples and place knowledge to explain human processes with specific detail using a wide	I can: use named examples and place knowledge to explain human processes with specific detail using a wide

economic activity, the use of natural resources			range of key words and definitions.	range of key words and definitions. can explain changes in the characteristics of societies over time in terms of human processes	range of key words and definitions. understand that complex interactions can cause human processes and societies to change over time
4) GEOGRAPHICAL SKILLS Globes, maps (including OS) and atlases in the classroom and in the field, map skills, aerial & satellite photographs, GIS	I can: view and describe the distribution of geographical features using 4-figure grid references, scale and the eight points of the compass	I can: fully explain the distribution of geographical features using 6figure grid references accurately	I can: use a range of map skills, including GIS, topographical and thematic mapping to view places and data	I can: can use a wide range of map skills, including GIS, topographical and thematic mapping to view and analyse places and data	I can: use multiple sources of complex information, including GIS, topographical and thematic mapping to view, analyse and evaluate places and data

History KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Knowledge, Understanding and Explanation	<p>I can: write developed explanation</p> <p>use some specific facts and detail</p> <p>provide an unsupported judgement</p>	<p>I can: write more developed explanation</p> <p>use specific facts and detail</p> <p>provide a supported judgement</p>	<p>I can: write fully developed explanation</p> <p>use specific facts and detail throughout my answer</p> <p>provide a supported judgement</p>	<p>I can: write fully developed explanation and make links between different factors</p> <p>use specific facts and detail throughout my answer</p> <p>provide a supported judgement that prioritises factors</p>	<p>I can: write fully developed explanation and make links between different factors</p> <p>use specific facts and detail throughout your answer</p> <p>provide a well-supported judgement that prioritises factors</p>
Source Evaluation	<p>I can: show a good understanding of the sources</p> <p>directly refer to and quote the sources in my answer</p> <p>include basic own knowledge to evaluate the sources</p>	<p>I can: show a good understanding of the sources</p> <p>directly refer to and quote the sources in my answer</p> <p>include more developed own knowledge to evaluate the sources</p>	<p>I can: show a good understanding of the sources</p> <p>directly refer to and quote the sources in your answer</p> <p>include developed own knowledge to evaluate the source</p> <p>include basic evaluation of the provenance of the source (N.O.P)</p>	<p>I can: show a good understanding of the sources</p> <p>directly refer to and quote the sources in my answer.</p> <p>include developed own knowledge to evaluate the source</p> <p>include developed evaluation of the provenance of the source (N.O.P)</p>	<p>I can: show a good understanding of the sources</p> <p>directly refer to and quote the sources in your answer</p> <p>include developed own knowledge to evaluate the source</p> <p>include developed evaluation of the provenance of the source (N.O.P)</p> <p>explain the limitations of the source</p>

Modern Foreign Languages KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Listening (Yr 9)	I can: respond to most questions in English	I can: give some responses in the target language from a list of answers	I can/I am: give some responses in the target language	I can: give a range of responses in the target language	I can:
	pick out a few of the main points and simple opinions (positive and negative) and some reasons from a short spoken passage made up of familiar language, including the third person	pick out the main points, opinions, reasons and a few key details from a longer spoken passage of familiar language	confidently understand a spoken passage in the first and third person and pick out key details	pick out the main points, opinions, and most/all specific details from a longer and more complex spoken passage on different topics, including the past, present AND future tenses	pick out information from longer spoken passages on unfamiliar topics
	translate short phrases I hear into English	understand and translate sentences containing unknown words into English	understand and translate longer sentences into English	understand and translate short passages into English	understand language spoken at near normal speed
	transcribe short phrases	transcribe phrases containing unknown words	transcribe whole sentences	transcribe whole sentences containing two tenses and unknown words	transcribe whole sentences containing three tenses and unknown words
	begin to identify when 2 different tenses are used in texts with familiar verbs (present AND past OR future)	identify when two different tenses are used in texts with familiar verbs	recognise 2 different tenses well starting to recognise when 3 tenses are being used with familiar language and key verbs.	recognise 3 different tenses well	understand detailed passages which contain a wide variety of tenses, structures and topic areas
		beginning to use context/clues to help me work out some unfamiliar language	use context and my own knowledge to work out the meaning of unfamiliar words I hear		understand a range of material that contains some complex sentences, idioms and unfamiliar language
					listen to authentic material of my own choosing to improve my listening skills

Modern Foreign Languages KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Reading (Yr 9)	I can: look up unfamiliar words in a dictionary	I can:	I can: use context and my own knowledge to work out the meaning of unfamiliar words	I can:	I can:
	read and translate a few sentences into English	read and translate a short text containing two tenses into English with the help of a dictionary or my exercise book	read and translate a short text into English without much help	read and translate sentences into English using the past and future tenses	
	pick out a few of the main points and simple opinions from a short text made up of familiar language, including the third person	pick out the main points, opinions, reasons and a few details from a longer text made up of familiar language in the first and third person	pick out the main points, opinions and details from a longer text containing some unknown words and a different tense	pick out the main points, opinions, and most/all specific details from a longer and more complex text on different topics, including the past, present AND future tenses used with a range of personal pronouns	scan much longer texts to pick out information on unfamiliar topics
	understand words from different topics in new contexts. recognise negative statements	understand phrases from different topics in new contexts.			understand detailed passages containing a variety of tenses, structures and topic areas understand some target language idioms
	recognise whether texts refer to the present AND the past OR future tense	recognise 2 tenses with a range of different personal pronouns	recognise 3 tenses in texts	translate a text containing complex structures and a variety of tenses and vocabulary, with fair accuracy	translate a text containing complex structures, and a variety of tenses and vocabulary, with good accuracy

Modern Foreign Languages KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
		read and understand key points from authentic or online texts	<p>approach authentic texts with confidence and resilience</p> <p>understand the finer detail in authentic or online texts</p>	understand the finer detail in authentic and online texts	choose texts that interest me to read on my own
Speaking (Yr 9)	I can/I am:	I can/I am:	I can:	I can:	I can/I am:
	pronounce words and phrases correctly most of the time especially with familiar language	pronounce phrases and verb endings correctly most of the time with familiar and unfamiliar language	pronounce words and phrases well using some intonation	-speak with a good accent and my intonation shows some confidence -sound natural, even if my accuracy is not perfect	<p>speak with a very good and my intonation shows confidence</p> <p>-sound natural</p>
	take part in a longer conversation of prepared questions using connectives	-take part in a longer conversation containing an unprepared question -vary the language I use -use my knowledge of grammar to create my own sentences with some help from my teacher	<p>take part in a longer, more spontaneous conversation</p> <p>create my own sentences more independently</p>	give a presentation or take part in a longer conversation	imaginative when describing what I see
	ask and answer more difficult questions, sometimes spontaneously	respond spontaneously to an unprepared question. I might be hesitant or make a few mistakes	quite spontaneous with my questions and answers, and classroom interaction	spontaneous with my spoken language and classroom interaction	initiate and develop conversations and discuss matters of personal interest
	use classroom language more often	beginning to use the target language meaningfully for classroom routine purposes			
	use simple sentences to describe a photograph	use longer sentences to describe a photograph	use more complex structures to describe a photograph	-use a variety of vocabulary, complex structures and tenses to create detailed and extended answers	-use a wider variety of structures to create detailed, extended answers which show a secure knowledge of grammar -use idioms in my speech

Modern Foreign Languages					
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
	starting to talk about other people using the third person	quite confidently speak in the first and third person	confidently speak in the first and third person	occasionally narrate events	-narrate events -improvise and paraphrase
	use key verbs in the present tense with confidence	beginning to speak about events in two tenses	-speak confidently in two tenses -begin to use 3 tenses when speaking	refer to something in the past and the future tense as well as the present	speak confidently in the present past and the future tenses without making mistakes in pronunciation
	give opinions	give and justify my own opinions	give and justify my opinions using different conjunctions	use a wider variety of structures and conjunctions to give and justify opinions	convey information clearly, giving and explaining opinions
Writing (Yr 9)	I can/I am: -write longer sentences from memory and give opinions, sometimes spontaneously -My spelling is easily understandable	I can: -write a short paragraph -use my knowledge of grammar to create my own sentences with some help from my teacher -My spelling is usually good	I can/I am: -write a longer paragraph -write sentences with increasing spontaneity, without the help of resources - use my knowledge of grammar to create my own sentences independently, with help from dictionaries and glossaries -My spelling is consistently good	I can: produce a detailed, extended piece of writing using a variety of structures, tenses and vocabulary show confidence when using more complex grammar	I can: produce a detailed, extended piece of writing using a wider range of tenses and idioms use more complex grammar securely
	translate short paragraphs using “I” into the target language with some accuracy	translate sentences using “I” in two tenses into the target language	translate a short paragraph using “I” containing two tenses into the target language	translate sentences using “I”, “he” and “she” in three tenses into the target language	translate complex sentences using “I”, “she”, and “he” in three tenses into the target language accurately
		give my own opinions and justify them	give my own opinions and justify them		write creatively to express and justify ideas and opinions
	use connectives, intensifiers and adverbs of frequency to make my sentences more complex	use conjunctions to make my sentences more complex			

Modern Foreign Languages KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
	getting more accurate when I transcribe what I hear or translate in the target language	transcribe and translate into the target language. Even though I may still make mistakes, my work is mainly correct	transcribe and translate into the target language. My work is mainly correct	transcribe and translate more difficult sentences into the TL. My work is mainly correct – I only make a few mistakes with verb forms	transcribe and translate more difficult sentences into the target language. My work is correct, I only make minor mistakes with verb forms
	use at least 5 different verbs accurately	write sentences with increasing spontaneity	incorporate a wider range of structures and vocabulary	ask questions in my writing	write about real and imaginary subjects adapt previously learnt language for my own purposes
	starting to write about other people using the third person	write about other people using the third person	confidently write in the first and third person		
	starting to write and translate a second tense (present AND past OR future) but there may be errors with verb endings -introduce changes of tense with time phrases	use two different tenses accurately with a range of verbs	starting to write in 3 tenses	make several references to something in the present, past and the future	use a wider range of tenses and idioms

Art KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus & Discipline + projects	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
DEVELOP <i>Developing ideas through research and investigations from a variety of sources (online, in books and from viewing art at galleries or museums)</i>	I can: show a secure development of several ideas from investigating other artworks I can show a secure understanding of other artists' work in relation to my own	I can: verbally discuss, write and generate several ideas from investigating other artworks or artefacts understand other artists' work and talk about their work relating this to my own work	I can: talk to peers, verbally discuss and write to develop a range of ideas through investigating other artworks or artefacts make judgements and critically relate my work to the work of other artists'	I can: discuss, write and develop a range of ideas linking to a tasks or project make contact with other artists/complete art lessons in their own time to develop their practice	I can: develop a range of high quality ideas, linking to theme which would normally be seen at GCSE level communicate these complex developed ideas with peers and source a range of linking artists/artworks
Drawing (1,3,4,5,6)					
Ceramic (2)					
Mixed media (1,3,5,6)					
Sculpture (3,6)					
REFINE <i>Making work by experimenting with a variety of media, materials, techniques and processes.</i>	I can: securely refine my work through looking at others work, and my own securely explore ideas through using a range of processes of experimentation and review	I can: consistently refine my work, through feedback, viewing other artworks and my own consistently explore ideas through using a range of processes of experimentation and review consistently select the correct media, techniques and	I can: competently and consistently refine my work through feedback, viewing other artworks and my own competently and consistently explore ideas through using a range of processes of experimentation and review	I can: consistently refine and seek opportunities to refine their own work independently and through home learning take work home to refine through exploring a range of other medias, or collaborating with others	I can: Experiment fluently with a range of materials competently, with eagerness and a willingness to take risks through experimentation GCSE level enquiry into how materials work together, to produce a high quality reponse/s

	select appropriate media, techniques and processes which relate to my intentions	processes which relate directly to my intentions			
Drawing (1,3,4,5,6)					
Ceramic (2)					
Mixed media (1,3,5,6)					
Sculpture (3,6)					
RECORD <i>Drawing to record ideas, observations and insights relevant to intentions as work progresses.</i>	I can: Produce an accurate drawing showing some understanding of line, or shape or tone Use appropriate mark-making techniques, showing skill and purpose write independently about my artwork and use DIRT time to effectively develop my skills in art	I can: consistently draw accurately using a variety and range of mark-making techniques, showing skill and purpose write independently and give an opinion about my artwork use DIRT time, to develop my skills in art	I can: produce some accurate drawings, showing some good use of line, shape, tone and texture which makes the object/s appear 3D Produce some clever and visually interesting designs, linking to my theme	I can: show creative flair and imagination in my drawings write independently and critically about my artwork draw in own time to develop, refine and practice these skills	I can: accurately explore a range of mark-making techniques and processes for purpose and with direction write fluently about own ideas, critical links to other artworks and own life draw for pleasure and perhaps share online or in an exhibition
Drawing (1,3,4,5,6)					
Mixed media (1,3,5,6)					
Sculpture (3,6)					
PRESENT <i>Present a personal and meaningful response that realises intentions and demonstrates</i>	I can: present a secure and purposeful response to the tasks set in and outside of lessons	I can: consistently present a purposeful and meaningful response to all tasks set in and outside of lessons	I can: competently and consistently present a purposeful and meaningful response to all tasks set in and outside of lessons	I can: Present a high-quality outcome showing a high level of accuracy through an informed and personal response to subject matter	I can: present an outcome/s which truly reflects a range of risks, bold direction or a clever interpretation of the subject matter

<i>understanding of visual language.</i>	show a secure understanding of using the formal elements, such as painting, drawing, sculpture and mixed media techniques	show a consistent understanding of using the formal elements to communicate my ideas	show a competent and consistent understanding of using the formal elements to communicate my ideas	exhibit work independently outside of school	show skills seen at GCSE level
Drawing (1,3,4,5,6)					
Ceramic (2)					
Mixed media (1,3,5,6)					
Sculpture (3,6)					

Computer Science
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
C1 - Programming, Development and Algorithms	<p>I / I can:</p> <p>design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else</p> <p>use flowcharts to express solutions.</p> <p>use logical reasoning to predict outputs, having an awareness of inputs.</p> <p>Create programs that take an input, process data and give a meaningful output.</p> <p>declare and assigns variables</p> <p>use post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an "if, then and else" statement</p>	<p>I/I can:</p> <p>design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else</p> <p>use flowcharts to express solutions.</p> <p>use logical reasoning to predict outputs, having an awareness of inputs.</p> <p>Create programmes that take an input, process data and give a meaningful output.</p> <p>declare and assigns variables</p> <p>use post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an "if, then and else" statement</p>	<p>I/I can:</p> <p>design solutions by decomposing a problem and creates a sub-solution for each of these parts</p> <p>recognise that different solutions exist for the same problem</p> <p>selects the appropriate data types</p> <p>create programs that implement algorithms to achieve given goals</p>	<p>I/I can:</p> <p>Understand that iteration is the repetition of a process such as a loop</p> <p>identify similarities and differences in situations and can use these to solve problems (pattern recognition)</p> <p>be able to create a basic search and bubble sort algorithm</p> <p>practical experience of a high-level textual language, including using standard libraries when programming</p> <p>use a range of operators and expressions e.g. Boolean, and applies them in the context of program control.</p>	<p>I/I can:</p> <p>evaluate the effectiveness of algorithms and models for similar problems</p> <p>recognise where information can be filtered out in generalising problem solutions</p> <p>use logical reasoning to explain how an algorithm works</p> <p>represent algorithms using structured language</p> <p>understand and apply parameter passing</p> <p>understand the difference between, and uses, both pre-tested e.g. 'while', and post-tested e.g. 'until' loops</p> <p>applies a modular approach to error detection and correction</p>
Topic 1					
Topic 2					
C2a - Hardware & Processing	<p>I/I can:</p> <p>recognise that a range of digital devices can be considered a computer</p>	<p>I/I can:</p> <p>know that computers collect data from various input devices, including sensors and application software</p>	<p>I/I can:</p> <p>understand why and when computers are used</p> <p>understand the main functions of the operating system</p>	<p>I/I can:</p> <p>recognise and understands the function of the main internal parts of basic computer architecture</p>	<p>I/I can:</p> <p>knows that processors have instruction sets and that these relate to low-level instructions carried out by a computer</p>

	recognise and can use a range of input and output devices understand how programs specify the function of a general purpose computer	understand the difference between hardware and application software, and their roles within a computer system	know the difference between physical, wireless and mobile networks	understand CPU components and their functions, and how they relate to memory understands the concepts behind the fetch-execute cycle	
Topic 1					
Topic 2					
C2b - Communication & Networks	<p>I/I can:</p> <p>navigates the web and can carry out simple web searches to collect digital content</p> <p>demonstrate use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online</p>	<p>I/I can:</p> <p>understand the difference between the internet and internet service e.g. world wide web</p> <p>shows an awareness of, and can use a range of internet services e.g. VOIP</p>	<p>I/I can:</p> <p>understand how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'</p> <p>select, combine and uses internet services</p>	<p>I/I can:</p> <p>understand how search engines rank search results</p> <p>understand how to construct static web pages using HTML and CSS</p> <p>understand data transmission between digital computers over networks; Including the cloud and the concept of virtual networks including the internet i.e. IP addresses and packet switching</p> <p>understand the difference between a LAN and WAN and can explain the function of the main components</p> <p>recognise star and mesh network topologies</p>	<p>I/I can:</p> <p>knows the purpose of the hardware and protocols associated with networking computer systems</p> <p>understand the client-server model including how dynamic web pages use server-side scripting and that web servers process and store data entered by users</p> <p>recognises that persistence of data on the internet requires careful protection of online identity and privacy</p>
Topic 1					

Topic 2					
C3 - Information Technology	<p>I/I can:</p> <p>use technology with increasing independence to purposefully organise digital content</p> <p>show an awareness for the quality of digital content collected</p> <p>use a variety of software to manipulate and present digital content: data and information</p> <p>share their experiences of technology in school and beyond the classroom</p> <p>talk about their work and makes improvements to solutions based on feedback received</p>	<p>I/I can:</p> <p>collect, organise and present data and information in digital content</p> <p>creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging</p> <p>make appropriate improvements to solutions based on feedback received, and can comment on the success of the solution</p>	<p>I/I can:</p> <p>make judgements about digital content when evaluating and repurposing it for a given audience</p> <p>recognise the audience when designing and creating digital content</p> <p>understand the potential of information technology for collaboration when computers are networked</p> <p>use criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions</p>	<p>I/I can:</p> <p>evaluate the appropriateness of digital devices, internet services and application software to achieve given goals</p> <p>recognise ethical issues surrounding the application of information technology beyond school</p> <p>design criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution</p>	<p>I/I can:</p> <p>undertake creative projects that collect, analyse, and evaluate data to meet the needs of a known user group</p> <p>effectively designs and creates digital artefacts for a wider or remote audience</p> <p>document user feedback, the improvements identified and the refinements made to the solution</p> <p>explain and justify how the use of technology impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues</p>
Topic 1					
Topic 2					

Design and Technology
KEY STAGE 3 YEAR 9 ASSESSMENT MATRIX

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Investigating 1. Brainstorming, examining objects, drawings and models	I can: Use information gathered to propose some changes to the product to improve its function. Some limited modelling	I can: Collect and Use information gathered to propose changes to the product to improve its function and appeal.	I can: Collect and Use information gathered to propose changes to the product to improve its function, appeal and aesthetic.	I can: Collect and Use information gathered to propose changes to the product to improve its function, appeal and aesthetic.	I can: Collect and Use information gathered to propose changes to the product to improve its function, appeal and aesthetic and manufacture.
Designing and Making 2. Use line, shape, form, light, colour, measurement 3. recognise, handle and use a variety of tools safely 4. select and use correct tools and equipment for the purpose intended	I can: produce annotated drawings and sketches with limited success using some reference to my research and demonstrating limited techniques . use tools, machinery and safety equipment correctly with little prompting . With occasional prompting select the most appropriate tools and equipment.	I can: produce annotated drawings and sketches with good success using good reference to my research and demonstrating good drawing techniques (isometric), thick and thin lines, 3 tone shading considering the constraints of materials. With no prompting select the most appropriate tools and equipment.	I can: produce annotated drawings and sketches with excellent success using detailed reference to my research and demonstrating excellent drawing techniques (isometric, exploded views), thick and thin lines, 3 tone shading considering the constraints of materials and some user preference . predict the most appropriate tools and	I can: produce annotated drawings and sketches with excellent success using detailed reference to my research and demonstrating excellent drawing techniques (isometric, section views, exploded views), thick and thin lines, 3 tone shading considering constraints of materials and their properties and clear reference to user preference	I can: produce annotated drawings and sketches with excellent success using detailed reference to my research and demonstrating excellent drawing techniques (isometric, section views, exploded views), thick and thin lines, 3 tone shading and texture , considering constraints of materials and their properties and clear reference to user preference

<p>5. apply the appropriate techniques, processes & safety using tools and equipment</p> <p>6. understand the materials for the task.</p>	<p>shape materials during making with satisfactory accuracy and with some assistance. A satisfactory level of finish.</p> <p>explain with some prompting the materials chosen and why.</p>	<p>shape materials during making with good accuracy and with no assistance. A good level of finish.</p> <p>with some prompting combine different materials to improve the aesthetic of the product</p>	<p>equipment and safety measures.</p> <p>shape materials during making with excellent accuracy and with no assistance. An excellent level of finish.</p>	<p>plan and predict the most appropriate tools and equipment and safety measures. Find alternative orders of work to avoid queuing.</p>	<p>plan and predict the most appropriate tools and equipment and safety measures. Find alternative orders of work to avoid queuing. Avoid design fixation.</p>
<p>Designing through CAD</p> <p>7. Perform basic functions using 2D Design</p> <p>8. Make changes to settings such as paper size, line colour.</p>	<p>I can:</p> <p>load 2D design and use the basic functions to draw detailed 2D shapes</p> <p>with little prompting, change basic settings. Alter paper size with minimal prompting.</p>	<p>I can:</p> <p>load 2D design and use the advanced functions to draw complex 2D shapes</p> <p>with no prompting, change advanced settings. Alter paper size to suit the task without prompting.</p>	<p>I can:</p> <p>load 2D design and use the advanced functions to draw complex 2D shapes and simple 3D forms.</p> <p>Automatically change advanced settings to suit. Alter paper size to suit the task without prompting.</p>	<p>I can:</p> <p>load 2D design and use the advanced functions to draw complex 2D shapes and complex 3D forms.</p> <p>Automatically change advanced settings to suit. Help others to set up their work. Alter paper size to suit the task without prompting.</p>	<p>I can:</p> <p>load 2D design and use the advanced functions to draw complex 2D shapes and complex 3D forms.</p> <p>Automatically change advanced settings to suit. Help others to set up their work. Alter paper size to suit the task without prompting.</p>

<p>9. Edit drawings using the tool bar.</p> <p>10. Duplicate drawings using tool bar.</p>	<p>with little prompting, edit simple shapes to make more complex ones and combine two shapes.</p> <p>with little prompting, copy images to save time.</p> <p>Apply flat colour</p>	<p>with no prompting, edit simple shapes to make more complex ones and combine two shapes.</p> <p>with no prompting, copy images to save time.</p> <p>Apply more than one flat colour.</p>	<p>edit simple shapes to make more complex ones and combine two or more shapes to speed up the drawing process.</p> <p>copy images to save time.</p> <p>Apply flat colour and graduated fills and change line colour. Importing images for editing.</p>	<p>edit complex ones and combine two or more shapes to speed up the drawing process.</p> <p>Copy and mirror images to save time. Apply flat colour and graduated fills and change line colour. Import images for editing.</p>	<p>edit complex ones and combine two or more shapes to speed up the drawing process.</p> <p>Copy and mirror images to save time. Apply flat colour, graduated fills and change line colour. Produce highlights. Import images for editing</p>
<p>Evaluation</p> <p>11. Evaluate their finished products or prototypes in order to test whether they work well and if the design can be corrected or improved</p>	<p>I can:</p> <p>propose at least one modification to improve effectiveness of solution.</p> <p>Some reference to the original task.</p>	<p>I can:</p> <p>propose a few basic modifications to improve effectiveness of solution with reference made to the location of intended use.</p> <p>Some reference to the original task and user need.</p>	<p>I can:</p> <p>propose detailed modifications to improve effectiveness of solution with fairly detailed reference made to the location of intended use and few references to the design specification. Testing is superficial.</p> <p>detailed reference to the original task and user need.</p>	<p>I can:</p> <p>propose detailed modifications to improve effectiveness of solution with detailed reference made to the location of intended use and some reference to the design specification. Testing is good and demonstrates a working product.</p> <p>detailed reference to the original task and user need</p>	<p>I can:</p> <p>propose detailed modifications to improve effectiveness of solution with detailed reference made to the location of intended use and design specification. Testing is detailed and demonstrates a working product.</p> <p>detailed reference to the original task and user need</p>

Drama
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
1.Rehearsal and preparing to perform	<p>I/I can:</p> <p>work with anyone else in the class</p> <p>volunteer to work with people who I would not usually choose to spend time with</p> <p>use all rehearsal time available to prepare for performance. I get started on practical work quickly</p> <p>offer my own ideas to the group. Some of my ideas are creative and imaginative.</p> <p>play both lead and minor roles. The characters I create are both stereotypical and realistic</p> <p>always consider where my audience will be when I am rehearsing. I make sure that I do not have my back to the audience.</p>	<p>I/I can:</p> <p>work effectively with any member of the class to create pieces of work for performance</p> <p>have a reasonable understanding of the content of the performance</p> <p>use rehearsal time effectively to prepare for performance within the limits of the genre or style</p> <p>respond to and develop the ideas of others. Most of my ideas are creative and imaginative.</p> <p>play both lead and minor roles and have original ideas for characters.</p> <p>consider blocking, entrances and exits in my work</p>	<p>I/I can:</p> <p>work with any member of the class offering ideas and can take on a leadership role without overpowering the group</p> <p>make others feel comfortable in group work and involve them by listening to their ideas and offering advice independently</p> <p>always use rehearsal time effectively to create, complete and rehearse the tasks that I have been set</p> <p>share many ideas which demonstrate excellent creativity and imagination that benefits my work and the work of others</p> <p>use the influence of Stanislavski or Brecht (theatre practitioners) to develop my work</p>	<p>I/I can:</p> <p>work effectively with any member of the class. I share ideas often, take on a leadership role without dominating the group and can follow directions from others maturely and effectively.</p> <p>work in a highly mature way so that myself and others make great levels of progress. I make other people feel comfortable in group work and involve them by listening to their ideas and offering advice independently.</p> <p>use all moments in rehearsal effectively to complete all tasks set to a high standard. I know exactly what effect I want the piece to have on the audience.</p> <p>share a wide range ideas which demonstrate excellent creativity and imagination that benefits all parts of my work.</p>	<p>I/I can:</p> <p>work effectively with any member of the class in a highly mature way. I share ideas often, take on a leadership role without dominating the group and can follow directions from others effectively. I frequently challenge myself to trial new ideas often.</p> <p>work in a highly mature way so that myself and others make great levels of progress. I make other people feel comfortable in group work and involve them by listening to their ideas and offering WWWs and EBIs independently.</p> <p>use all moments in rehearsal effectively to complete all tasks set to a high standard. I know exactly what effect I want the piece to have on the audience and spend extra time outside of lessons preparing to perform.</p>

			make good use of the stage space by spreading my performance out. I use a range of different levels to make my work look interesting.	use the influence of a wider range of theatre practitioners or theatre companies to develop my work transition smoothly between all staging positions and scenes	research and share a wide range of ideas which help to improve the overall quality of my work. research a wider range of techniques, theatre practitioners or theatre companies to develop my work use creative and imaginative transitions which are performed smoothly and effectively
2. Performing	I/I can: stay in role for all of the performance create a well organised performance. I am aware of my responsibilities when I am performing in front of an audience use movement and dialogue (speech) which is appropriate to my character in improvised drama use my voice with attention to detail when playing a character choose vocabulary to suit my character and their situation,	I/I can: stay in role for all of the performance, even when mistakes happen communicate with members of the audience, other performers and the examiner when performing use movement and dialogue to effectively show a character in improvised drama. I consistently avoid blocking others make good use of pitch, pause, pace and tone when using vocal skills for my character	I/I can: stay in role for all of the performance. It is clear to my audience that I am thinking as my character when performing. communicate to an excellent standard with other performers, audience members and the examiner use improvisation successfully when working from a stimulus or to develop new ideas for devised scenes. make excellent use of pitch, pause, pace and tone when	I/I can: stay in role for all of the performance. I am beginning to recognise when to give and when to receive attention. communicate sensitively and subtly with other performers, audience members and the examiner at times within the play use improvisation successfully when working from a stimulus. I can improvise new characters and ideas for devised scenes at the same time. make excellent use of pitch, pause, pace, tone and accent	I can/I am: stay in role for all of the performance. I give and receive attention at appropriate moments in the play. communicate sensitively and subtly with other performers, audience members and the examiner throughout the play use improvisation successfully when working from a stimulus. I can improvise new characters and ideas for devised scenes at the same time, without having to discuss them with my group first.

	<p>including the place and time period</p> <p>use movement with attention to detail when playing a character</p> <p>use a range of drama techniques or strategies carefully and effectively</p>	<p>choose vocabulary to suit my character and their situation, including the place and time period. This is very subtle in the performance.</p> <p>make good use of gesture, stillness, fluency and expression when using my movement skills to play a character</p> <p>use a range of strategies and a range of genres, styles and stage types with some control</p>	<p>using vocal skills for my character</p> <p>use vocal pauses to create tension or comedy, or to communicate character</p> <p>make excellent use of gesture, stillness, fluency and expression when using my movement skills to play a character. My ideas for characters are usually original.</p> <p>perform using any strategies and in any genre, style, or on any style of stage with excellent control</p>	<p>when using vocal skills for my character</p> <p>research new vocabulary to use in order to develop my character</p> <p>take risks with the characters I play and rehearse them in a number of ways in order to develop them. Most of my ideas are original.</p> <p>perform using any strategies and in any genre, style, or on any style of stage with excellent control and with consideration to my audience.</p>	<p>make excellent use of pitch, pause, pace, tone, accent and accentuation when using vocal skills for my character.</p> <p>research a range of new vocabulary to use in order to develop my character</p> <p>take risks with the characters I play and rehearse them in a number of ways in order to develop them. The majority of my ideas are original.</p> <p>perform using any strategies and in any genre, style, or on any style of stage with excellent control and with consideration to my audience. My work looks professional.</p>
3. Evaluation and Written Work	<p>I/I can:</p> <p>use drama vocabulary in written and verbal feedback. My work proves that I have a good understanding of drama.</p> <p>evaluate my own work and the work of others</p> <p>usually try to discuss strengths and areas for improvement</p>	<p>I/I can:</p> <p>use a range of drama vocabulary in written and verbal feedback. My work proves that I have a great understanding of drama.</p> <p>always evaluate my own work and the work of others</p> <p>discuss strengths and areas for improvement. I usually try to</p>	<p>I/I can:</p> <p>use a wide range of drama terminology in written and verbal feedback. My work demonstrates an excellent understanding of drama. I evaluate using a high level of detail.</p> <p>always evaluate my own work and the work of others without needing to be prompted to do so</p>	<p>I/I can:</p> <p>use a wide range of drama vocabulary and more ambitious language in my written and verbal feedback. My work demonstrates an excellent understanding of drama. I evaluate using a high level of detail.</p> <p>always evaluate my own work and the work of others. I apply</p>	<p>I/I can:</p> <p>always use a wide range of drama vocabulary and more ambitious language in my written and verbal feedback. My work demonstrates an excellent understanding of drama. I evaluate using a high level of detail and usually discuss symbolism.</p> <p>always evaluate my own work and the work of others. I apply</p>

	<p>usually always use SPAG accurately in my work</p> <p>write evaluations which explain some of my thoughts in reasonable detail. I occasionally offer examples to support my argument.</p> <p>research fairly well. Some work is copied from the internet and some is written in my own words.</p>	<p>improve my work independently</p> <p>always use SPAG accurately in my work. I sometimes challenge myself to use more ambitious language.</p> <p>write fairly detailed evaluations and explain most of my thoughts. I offer examples to support my argument.</p> <p>use research well to improve my learning. Most of my ideas are written in my own words.</p>	<p>always discuss strengths and areas for improvement and always try to improve my work independently</p> <p>always use SPAG accurately in my work. I usually challenge myself to use more ambitious language.</p> <p>show commitment and effort in my evaluations. I explain all of my thoughts using a high level of detail and usually provide examples to support my argument.</p> <p>use research incredibly well to improve my learning. All of my ideas are written in my own words.</p>	<p>great effort to improving my work independently.</p> <p>always discuss strengths and areas for improvement using complex drama vocabulary. I suggest both subtle and significant improvements for my work.</p> <p>always use SPAG accurately in my work. I always challenge myself to use more ambitious language.</p> <p>show commitment and effort in my evaluations. I explain all of my thoughts using a high level of detail. I analyse subtle and significant aspects of my work and provide examples to support my argument.</p> <p>use research incredibly well to improve my learning. I cross reference my work to make sure that my research is accurate. All of my ideas are written in my own words and link clearly to the topic of study.</p>	<p>great effort to improving my work independently. All of my comments are specific and detailed.</p> <p>always discuss strengths and areas for improvement using complex drama vocabulary. I suggest both subtle and significant improvements for my work and explain the impact that they would have on my audience.</p> <p>always use SPAG accurately in my work. I check my work for mistake and always challenge myself to use a wide range of more ambitious language.</p> <p>show commitment and effort in my evaluations. I explain all of my thoughts using a high level of detail. I analyse subtle and significant aspects of my work. I provide and justify examples to support my arguments.</p> <p>use research incredibly well to improve my learning. I cross reference my work to make sure that my research is accurate. All of my ideas are written in my own words. I</p>
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					discuss my own opinions and justify them.
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Food Preparation & Nutrition KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
1.Food safety	<p>I can:</p> <p>Work with a range of meats safely.</p> <p>I know when mince and chicken are fully cooked.</p> <p>I can boil and simmer pasta and rice.</p>	<p>I can:</p> <p>Cook and prepare chicken safely, without support and using a knife safely.</p> <p>Fry, oven cook, grill and prepare a number of meats and vegetables</p>	<p>I can:</p> <p>Safely cut, wash and prep a number of foods for main meals, including meat and vegetables.</p> <p>I know when foods are cooked through</p>	<p>I can:</p> <p>Explain different stages of cooking meat, including which meats are ok to eat raw/rare.</p> <p>I can explain the breakdown of bacteria on food and suitable food temperatures.</p>	<p>I can:</p> <p>Use a probe to test meat is cooked through, food is ready to move to the fridge/freezer and to reheat foods safely.</p>
2.Food preparation	<p>I can</p> <p>Use the correct chopping board for foods, but need to improve knowledge of cross contamination.</p>	<p>I can</p> <p>Select the right chopping board for the job. I.e red for uncooked meat.</p> <p>I can work with both uncooked and cooked foods and know what is and isn't safe.</p>	<p>I can</p> <p>Check food is cooked through using my 5 senses.</p> <p>I understand the importance of hygiene and safety when using set food groups</p> <p>I can explain the at risk foods.</p>	<p>I can</p> <p>Explain the temperature range of a fridge and freezer and can explain the DANGER ZONE when cooking.</p>	<p>I can</p> <p>Test food temperatures, use the correct boards and equipment for foods and can explain cross contamination and its results.</p>
3.Evaluation	<p>I can</p> <p>Plan and evaluate my work after demonstrations have been given,.</p>	<p>I can</p> <p>Plan a step by step with diagrams to help me in practical sessions.</p>	<p>I can</p> <p>I can produce a number of styles of evaluation including star diagrams, RAGGING and full sentence answers to questions.</p>	<p>I can</p> <p>Plan and evaluate my work in full, considering timing, equipment and safety in the plan</p>	<p>I can</p> <p>I can evaluate my work in full, using an essay format and no prompts to produce an in depth report of my practical work.</p>
4.SPAG	I can	I can	I can	I can	I can

	<p>Spell key words and use key language to explain my work</p>	<p>Talk about food and methods in detail, and follow written recipes without help.</p>	<p>Watch a demonstration and write a plan based on what I watched without support, I can use key equipment and explain the use of each ingredient in a method. I.e eggs to set/glaze.</p>	<p>I can read and write a full report about what I cooked each lesson and can RAG and grade my efforts.</p> <p>I can Produce detailed reports of the work I produce and list both improvements and alternatives, I.e for a vegan diet.</p>	<p>Review my work and cross refer the eat well guide considering nutritional value of my food.</p>
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Music																				
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9																				
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5															
	Emerging	Developing	Securing	Mastering	Beyond															
Listening, Appraising and Reading Music	<p>I can:</p> <p>11 Identify musical features in listening tasks using appropriate vocabulary</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>I can:</p> <p>16 Identify and describe the use of musical features and music elements in listening tasks using appropriate Vocabulary</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>I can:</p> <p>19 Evaluate and make critical judgements about the use of the music elements and/or music devises in listening tasks</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>I can:</p> <p>22 Display excellent knowledge and understanding of key words for topics covered and can use this musical terminology to write detailed descriptions of musical features identified in listening tasks and evaluate its effect on the music and listener</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>I can:</p> <p>25 Identify primary chords used in simple chord progressions aurally</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>			
<p>12 Notate known rhythmical symbols (semibreves, minims, crotchets, quavers, semiquavers, dotted note values and their rest signs) and pitches in the Treble Clef using simple time signatures</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>17 Read and notate music in the Bass Clef</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>20 Identify and write the major key signatures up to four sharps and four flats</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>23 Identify primary and secondary chords using the traditional Roman Numeral system of figuration</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>26 Complete the rhythm of a short section of music aurally</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				
<p>13 Construct and recognise the difference between major, minor and chromatic scales</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>18 Notate known rhythmical symbols (semibreves, minims, crotchets, quavers, semiquavers, dotted note values and their rest signs) and pitches on the Grand Staff using simple and compound time signatures</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>21 Identify and write the minor key signatures up to four sharps and four flats</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>24 Identify Cadences aurally</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				<p>27 Complete the pitch of a short section of music in a major key aurally</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>				
<p>14 Determine tonality by ear</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>							<p>28 I can identify simple and compound duple time signatures aurally</p> <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table>													

	<p>15 Construct major and minor chords</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>																																																				
Performance	<p>I can:</p> <p>11 Perform fluently and accurately on the keyboard without a note guide</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>12 Adjust my part showing awareness of the needs of others during ensemble playing</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>13 Read/play from tab notation</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>14 Demonstrate a high level of confidence during performances</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>													<p>I can:</p> <p>15 Perform longer parts with reasonable technical skill using expression, tempo, timbre, dynamics and phrasing</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>16 Play from a musical score without the letter names written on to assist me</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>17 Add a chordal accompaniment to a melody using both hands to play the keyboard</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>										<p>I can:</p> <p>18 Play more challenging parts on my own instrument or the keyboard (ABRSM Grade 1)</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>19 Read a musical score coherently</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>20 Make appropriate adjustments to my part within an ensemble considering sound balance</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>										<p>I can:</p> <p>21 Perform extended pieces of music in different styles using relevant notations</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>22 Demonstrate good performing skills and demonstrate secure technical ability on the keyboard or my own instrument (ABRSM Grade 2)</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>23 Collaborate effectively with other performers as part of an ensemble</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>										<p>I can:</p> <p>24 Perform challenging music with a high degree of fluency and sensitivity (ABRSM Grade 3 or higher)</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>25 Show effective communication sustaining audience interest throughout the performance</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>26 Show effective rapport with other performers, resulting in a balanced performance</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>									

Composition	<p>I can:</p> <p>9 Create/compose music which explores 7-8 music elements and some musical devises</p> <table border="1" data-bbox="387 424 696 459"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>10 Score my composition using existing musical symbols</p> <table border="1" data-bbox="387 620 696 655"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>11 Use computer software to compose</p> <table border="1" data-bbox="387 788 696 823"> <tr> <td></td> <td></td> <td></td> </tr> </table>										<p>I can:</p> <p>12 Create/compose musical compositions using a range of music elements and devices</p> <table border="1" data-bbox="743 392 1072 427"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>13 Compose complementary parts</p> <table border="1" data-bbox="743 557 1072 592"> <tr> <td></td> <td></td> <td></td> </tr> </table>							<p>I can:</p> <p>14 Create/compose musical compositions exploiting the music elements and devices</p> <table border="1" data-bbox="1099 392 1429 427"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>15 Explore a range of different styles, genres and traditions in my compositions</p> <table border="1" data-bbox="1099 588 1429 624"> <tr> <td></td> <td></td> <td></td> </tr> </table>							<p>I can:</p> <p>16 Compose extended, memorable pieces with a clear structure and a sense of direction and shape</p> <table border="1" data-bbox="1456 424 1765 459"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>17 Adapt, improvise, extend and discard musical ideas within a chosen musical style</p> <table border="1" data-bbox="1456 620 1765 655"> <tr> <td></td> <td></td> <td></td> </tr> </table>							<p>I can:</p> <p>18 Compose well-organised pieces of music with highly effective presentation of ideas which are skilfully developed throughout the piece</p> <table border="1" data-bbox="1812 488 2069 523"> <tr> <td></td> <td></td> <td></td> </tr> </table> <p>19 Compose pieces of which the style and character is highly effective in response to the chosen brief and musically fully coherent</p> <table border="1" data-bbox="1812 751 2069 786"> <tr> <td></td> <td></td> <td></td> </tr> </table>						

Physical Education

KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Skills and Techniques 1 Demonstrate skills in physical activity and sport (individual and team), applying appropriate technique(s)	I can: Convert the basic skills into a competitive situation Skills are performed inconsistently in a game situation with inconsistent application	I can: Sometimes perform the basic skills in a competitive situation with varying success These skills may sometimes break down under pressure	I can: Demonstrate skills to a high level within conditioned drills	I can: Demonstrate skills to a high level within conditioned drills and competitive games	I can: Consistently demonstrate skills to a high level within conditioned drills and competitive games

<p>Tactical Awareness</p> <p>2</p> <p>Demonstrate and apply appropriate decision- making skills, tactics within PE</p> <p>Understanding players strengths and weaknesses</p>	<p>I can:</p> <p>Use two basic tactics or ideas within a competitive situation</p>	<p>I can:</p> <p>Use a range of tactics and ideas within a competitive situation, with some success</p>	<p>I can:</p> <p>Use a full range of tactics and ideas within a competitive situation, to sometimes gain an advantage over others</p>	<p>I can:</p> <p>Use a full range of tactics and ideas within a competitive situation, to gain an advantage over others</p>	<p>I can:</p> <p>Confidently implement tactics and strategies to peers to gain an advantage over opponents</p>
<p>Coaching and Leadership</p> <p>3</p> <p>Using communication and leadership skills, demonstrate ideas and problem-solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport</p>	<p>I can:</p> <p>Project my voice working towards communicating clearly and effectively within leading a warm up</p>	<p>I can:</p> <p>Lead a warm up on my own without any teacher support, consistently use my leadership skills, such as communication and cooperation.</p>	<p>I can:</p> <p>Demonstrate my leadership skills within drill situations, and games; demonstrating captaincy</p>	<p>I can:</p> <p>Demonstrate my leadership skills through referring and umpiring, but with some mistakes</p>	<p>I can:</p> <p>Consistently demonstrate my leadership skills through referring and umpiring</p>
<p>Evaluation of Knowledge</p> <p>4</p>	<p>I can:</p> <p>Describe how to perform</p>	<p>I can:</p>	<p>I can:</p> <p>Explain the long-term effects of exercise</p>	<p>I can:</p> <p>Explain the short- and long-term effects of exercise</p>	<p>I can:</p>

<p>Explain the rules and regulations of a sport, evaluate the effect and exercise, and to demonstrate and show an understanding of the sport</p>	<p>some of the basic skills</p> <p>Name two fitness components (e.g. Agility and Coordination)</p>	<p>Identify some of the immediate effects of exercise</p> <p>Describe a consequence of a rule break within this sport</p>	<p>Implement the rules in a practical environment/game</p>	<p>Confidently implement the rules in a game through referring/umpiring</p>	<p>Explain the impact of training within this sport on components of fitness involved</p> <p>Consistently implement the rules in a game through referring or umpiring</p>
<p>Analysis of Performance</p> <p>5</p> <p>Analyse and evaluate performance to bring about personal improvement in physical activity and sport</p>	<p>I can:</p> <p>Describe basic strengths and weaknesses of my own performance and that of others</p>	<p>I can:</p> <p>Explain the strengths and weaknesses of my own performance, explaining the impact it will have on my overall performance</p>	<p>I can:</p> <p>Explain the strengths and weaknesses of my peer's performance, explaining the impact it will have on their performance</p>	<p>I can:</p> <p>Analyse team game performances, identifying strengths and weaknesses of a few players</p>	<p>I can:</p> <p>Confidently analyse team game performances, and explain the impact for the team</p>
<p>Health and Safety</p> <p>6</p> <p>Understand 'rules', health and safety guidelines and 'fair play' in physical activity and sport</p>	<p>I have:</p> <p>a better understanding of the rules and safety aspects in PE and control</p>	<p>I have:</p> <p>a higher understanding of the rules and safety aspects in PE and apply myself in sensible manner</p>			

Textiles					
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 9					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<p>DEVELOP</p> <p><i>Developing ideas through research and investigations from a variety of sources (online, in books and from viewing art at galleries or museums)</i></p>	<p>I can:</p> <p>show the development of one idea from my own textile investigations</p> <p>show a verbal or written ability to understand other textile work, in relation to my own textile work</p>	<p>I can:</p> <p>show a development of one or more ideas from investigating other textile pieces</p> <p>show a basic verbal or written ability to understand other textile artists' work in relation to my own</p>	<p>I can:</p> <p>show a secure development of several ideas from investigating other textiles pieces</p> <p>I can show a secure understanding of other textile artists' work in relation to my own</p>	<p>I can:</p> <p>verbally discuss, write and generate several ideas from investigating other textile artworks or artefacts</p> <p>understand other textile artists' work and talk about their work relating this to my own work</p>	<p>I can:</p> <p>talk to peers, verbally discuss and write to develop a range of ideas through investigating other textile artworks or artefacts</p> <p>make judgements and critically relate my work to the work of other textile artists'</p>

Literacy skills (1)					
Design skills (1)					
Making skills (1)					
REFINE <i>Making work by experimenting with a variety of media, materials, techniques and processes.</i>	I can: make a decision about my own work, from being able to look at my previous work select media/materials, techniques and processes which sometimes relate to my intention finish a textile outcome with some loose threads, and uneven edges	I can: show an ability to develop my own textile samples, and outcome through looking at previous work I have completed explore ideas through using a few processes of experimentation and review select some textile medias, techniques and processes which relate to my intentions	I can: securely refine my work through looking at others work, and my own to develop samples and outcomes securely explore ideas through using a range of processes of experimentation and review select the appropriate media, techniques and processes which relate to my intentions	I can: consistently refine my work, through feedback, viewing other textiles and my own consistently explore ideas through using a range of processes of experimentation and review consistently select the correct media, techniques and processes which relate directly to my intentions	I can: competently and consistently refine my work through feedback, viewing other artists' textiles and my own competently and consistently explore ideas through using a range of processes of experimentation and review
Design skills (1)					
Making skills (1)					
RECORD <i>Drawing to record ideas, observations and insights relevant to intentions as work progresses.</i>	I can: draw designs using some mark-making techniques write about what I have done in the lesson through DIRT time	I can: draw designs through using an appropriate set of mark-making techniques for purpose write about my artwork and use DIRT time effectively to develop my skills	I can: produce an accurate designs showing some understanding of line, or shape or pattern Use appropriate mark-making techniques, showing skill and purpose write independently about my textile work and use DIRT time	I can: consistently draw accurate designs using a variety and range of mark-making techniques, showing skill and purpose produce some accurate designs showing good use of line/shape and pattern	I can: produce some accurate designs, showing some good use of line, shape, pattern and texture produce some clever and visually interesting designs, linking to my theme show creative flair and imagination in my designs

			to effectively develop my skills in textiles	write independently and give an opinion about my artwork use DIRT time, to develop my skills in textile	write independently and critically about my textile work
Literacy skills (1)					
Design skills (1)					
PRESENT <i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</i>	I can: produce an emerging personal response to the tasks set in and outside of the textiles lessons show an emerging understanding of using the textile techniques, such as fabric construction and manipulation methods, hand embroidery and hand/machine stitching	I can: develop a personal response to the tasks set in and outside of lessons show a basic understanding of using the textile techniques, such as fabric construction and manipulation methods, hand embroidery and hand/machine stitching	I can: present a secure and purposeful response to the tasks set in and outside of lessons show a secure understanding of using the textile techniques, such as fabric construction and manipulation methods, hand embroidery and hand/machine stitching	I can: consistently present a purposeful and meaningful response to all tasks set in and outside of lessons show a consistent understanding of using the textile techniques, such as fabric construction and manipulation methods, hand embroidery and hand/machine stitching	I can: competently and consistently present a purposeful and meaningful response to all tasks set in and outside of lessons show a competent and consistent understanding of using the textile techniques, such as fabric construction and manipulation methods, hand embroidery and hand/machine stitching
Making skills (1)					

