Magpie Learning Centre

Year 9

Assessment Milestones

ENGLISH

	READING	WRITING	ORACY
MASTERING	**Knowledge** • My knowledge of plot is comprehensive. • My knowledge of themes is comprehensive. • My knowledge of language and structure is comprehensive. • My knowledge of the conventions of transactional texts is comprehensive. • My knowledge of the conventions of fiction is comprehensive. **Skills** • I can make precise and thoughtful comments on the meaning of a text. • I can construct responses which are personal and thoughtful. • I can select a range of quotations which are appropriate and meaningful. • I can use a wide range of subject terminology accurately and appropriately to explore a text.	**Knowledge** • My knowledge of the conventions of different forms of text is comprehensive. • My knowledge of the purpose of different forms of text is comprehensive. • My knowledge of rhetorical and persuasive devices is comprehensive. **Skills** • I can create form accurately and confidently. • I can demonstrate clear structure. • I can express myself clearly and purposefully. • I can craft a well-structured narrative. • I can adapt my register appropriately and creatively. • I can develop ideas creatively. • I can use imagery and descriptive devices creatively and confidently. • I can consistently demonstrate grammatic accuracy. • I can use a variety of sentence structures accurately and creatively. • I can spell all high frequency words accurately. • I can spell most complex and irregular words correctly.	**Knowledge** • My knowledge of rhetorical devices and their use in speech is evident. • My knowledge of persuasive devices is evident. **Skills** • I can speak confidently and independently. • I can respond to questions with detail and clarity. • I can ask thoughtful questions. • I can express my own views whilst respecting the views of others. • I can adapt my tone and vocabulary to suit the purpose and audience.
SECURING	**Knowledge** • My knowledge of plot is secure. • My knowledge of themes is secure. • My knowledge of language and structure is secure. • My knowledge of the conventions of transactional texts is secure. • My knowledge of the conventions of fiction is secure. **Skills** • I can make some thoughtful comments on the meaning of a text. • I can construct responses which are personal. • I can select a range of quotations which are appropriate. • I can use a range of subject terminology accurately.	**Knowledge** • My knowledge of the conventions of different forms of text is secure. • My knowledge of the purpose of different forms of text is secure. • My knowledge of rhetorical and persuasive devices is secure. **Skills** • I can create form accurately. • I can demonstrate structure. • I can express myself clearly. • I can craft a structured narrative. • I can adapt my register appropriately. • I can develop ideas. • I can use imagery and descriptive devices creatively. • I can generally demonstrate grammatic accuracy. • I can use a variety of sentence structures accurately. • I can spell most high frequency words accurately. • I can spell some complex and irregular words correctly.	**Knowledge** • My knowledge of rhetorical devices and their use in speech is becoming evident. • My knowledge of persuasive devices is becoming evident. **Skills** • I can speak independently. • I can respond to questions with detail. • I can ask some thoughtful questions. • I can express my own views. • I can sometimes adapt my tone and vocabulary to suit the purpose and audience.

DEVELOPING	**Knowledge** • My knowledge of plot is generally secure. • My knowledge of themes is generally secure. • My knowledge of language and structure is generally secure. • My knowledge of the conventions of transactional texts is generally secure. • My knowledge of the conventions of fiction is generally secure. **Skills** • I can make some comments on the meaning of a text. • I can give personal responses. • I can select some appropriate quotations. • I can use some subject terminology accurately.	**Knowledge** • My knowledge of the conventions of different forms of text is generally secure. • My knowledge of the purpose of different forms of text is generally secure • My knowledge of rhetorical and persuasive devices is generally secure **Skills** • I can often create form accurately. • I can often demonstrate structure. • I can express myself. • I can craft a basic structured narrative. • I can sometimes adapt my register. • I can often develop ideas. • I can use imagery and descriptive devices. • I can generally demonstrate grammatic accuracy with basic structures. • I can use a variety of sentence structures with minimal errors. • I can spell most high frequency words accurately with some phonetic errors. • I can spell some complex and irregular words correctly with some phonetic errors.	**Knowledge** • My knowledge of rhetorical devices and their use in speech is developing. • My knowledge of persuasive devices is developing. **Skills** • I can speak independently when prompted. • I can respond to questions. • I can ask some independent questions. • I can sometimes express my own views. • I can attempt to adapt my tone and vocabulary to suit the purpose and audience.
EMERGING	**Knowledge** • My knowledge of plot is basic but accurate. • My knowledge of themes is basic but accurate. • My knowledge of language and structure is basic but accurate. • My knowledge of the conventions of transactional texts is basic but accurate. • My knowledge of the conventions of fiction is basic but accurate. **Skills** • I can make some basic comments on the meaning of a text. • I can give basic responses. • I can select some quotations but lack accuracy. • I can use some subject terminology, but this is not always accurate.	**Knowledge** • My knowledge of the conventions of different forms of text is basic. • My knowledge of the purpose of different forms of text is basic. • My knowledge of rhetorical and persuasive devices is basic. **Skills** • I can sometimes create form accurately. • I can sometimes demonstrate structure. • I can express myself but may need support. • I can craft a basic narrative. • I can sometimes adapt my register with support. • My ideas are not fully developed. • I can use some basic imagery. • I can sometimes demonstrate grammatic accuracy with basic structures. • I can use some variety of sentence structures with several errors. • I can spell some high frequency words accurately with some phonetic errors. • I occasionally spell complex and irregular words correctly with quite frequent phonetic errors.	**Knowledge** • My knowledge of rhetorical devices and their use in speech is basic. • My knowledge of persuasive devices is basic. **Skills** • I can speak independently when prompted but this is not developed. • I can give basic responses to questions. • I can ask some basic questions. • I can sometimes express my own views with support. • I can attempt to adapt my tone and vocabulary to suit the purpose and audience but this is not consistent.

BEGINNING	**Knowledge** • My knowledge of plot is basic with some errors • My knowledge of themes is basic with some errors. • My knowledge of language and structure is basic with some errors. • My knowledge of the conventions of transactional texts is basic with some errors. • My knowledge of the conventions of fiction is basic with some errors. **Skills** • I can make some basic comments on a text. • I can give basic responses with support. • My answers are not yet supported with quotations. • I am not yet using subject terminology.	**Knowledge** • My knowledge of the conventions of different forms of text is basic with some errors. • My knowledge of the purpose of different forms of text is basic with some errors. • My knowledge of rhetorical and persuasive devices is basic with some errors. **Skills** • I can sometimes create basic forms. • I can sometimes demonstrate basic structures. • I can sometimes express myself with support. • I can create a basic narrative with some inconsistencies. • I struggle to adapt my register. • My ideas are not developed. • I can use some basic imagery with inconsistencies. • I lack grammatical accuracy. • I write in simple sentences with some errors. • I spell some high frequency words accurately with frequent errors.	**Knowledge** • I am beginning to show some knowledge of rhetorical devices. • I am beginning to show some knowledge of persuasive devices. **Skills** • I struggle to speak independently. • I struggle to give basic responses to questions. • I generally do not ask basic questions. • I find it difficult to express my own views. • I generally don't adapt my tone and vocabulary to suit the purpose and audience.

MATHS

	NUMBER, RATIO, PROPORTION AND RATES OF CHANGE	ALGEBRA	GEOMETRY	DATA HANDLING, PROBABILITY AND STATISTICS
MASTERING	• I can perform addition and subtraction calculations with multiple steps and including decimals. • I can multiply a 3-digit number by a 2-digit number. • I can divide a 4-digit number by a single digit number. • I can divide a 3-digit number by a 2-digit number. • I can divide a decimal by a single digit integer. • I can calculate with fractions. • I can convert fluently between FDP. • I can find percentage increases and decreases. • I can find HCFs and LCMs of pairs of numbers. • I can express a number as a product of primes. • I can perform harder calculations involving negatives. • I can work with ratio when given one value or the difference. • I can divide a decimal by a 2-digit number. • I can multiply with decimals. • I can divide with decimals. • I am able to reason when multiplying with numbers between 0 and 1. • I can round with significant figures. • I am able to work with standard form. • I can work with improper fractions. • I can work with recurring decimals. • I can do reverse percentage problems. • I understand and apply index laws.	• I can expand brackets involving indices. • I am able to solve equations involving brackets. • I am able to solve equations with the unknown on both sides. • I am able to use a table of values to plot graphs for simple functions. • I can find gradients and y-intercepts of linear graphs. • I can generate sequences from the nth term rule and find the nth term rule for linear sequences. • I can interpret real-life graphs. • I can form and solve linear equations from contexts. • I can solve simultaneous equations. I can rearrange formula. • I am able to use a table of values to plot graphs for complex functions e.g. quadratic. • I can work with quadratic sequences.	• I can explain the properties of the diagonals of quadrilaterals. • I can find missing dimensions in triangles from the given area. • I can find the areas of trapezia. • I can find the circumference and area of circles. • I can solve area and perimeter problems. • I can identify alternate and corresponding angles and use them to solve angle problems involving parallel lines. • I am able to work with compound measures (e.g. speed). • I can construct SSS triangles. • I can bisect lines and angles. • I can work with Loci. • I can reflect in diagonal lines. • I can work with fractional and negative scale factors. • I can describe transformation accurately. • I can use Pythagoras' theorem.	• I am able to construct pie charts. • I can find averages from frequency tables. • I can compare sets of data using averages and range. • I can find probabilities of multiple events. • I can calculate expected outcomes. • I can find averages from grouped frequency tables. • I can construct and interpret cumulative frequency diagrams. • I can calculate the probabilities of successive dependent events.
SECURING	• I can add and subtract with decimals. • I can multiply a 2-digit number by another 2-digit number. • I can order numbers expressed to 2 or 3 decimal places. • I can round numbers to 1 or 2 decimal places. • I can multiply decimals by 10, 100, 1000. • I can convert between mixed numbers and improper fractions. • I can find fractions of amounts. • I can find percentages of amounts. • I know key FDP equivalents.	• I am able to collect like terms to simplify expressions. • I can expand simple brackets. • I can substitute values into expressions. • I can solve simple one and two-step equations. • I can continue linear sequences including when the difference between terms is a decimal. • I can plot coordinates. • I can read off conversion graphs. • I can read off real-life graphs. • I can complete a simple table of values for linear graphs.	• I can explain the different properties of a range of quadrilaterals. • I recognise and understand the notation for parallel and perpendicular lines. • I can solve simple perimeter problems. • I can calculate areas of rectangles, triangles and rectilinear shapes. • I can find missing dimensions of rectangles from the given area. • I can calculate the volume of cuboids. • I can identify the different parts of a circle using appropriate terminology.	• I can classify types of data. • I can construct a grouped frequency table for continuous data. • I can find the mean, median, mode and range from lists of data. • I can construct bar charts and pictograms. • I am able to interpret pie charts. • I can find the probability of equally likely single events. • I can use mutually exclusivity to calculate probabilities. • I can list possible outcomes of events.

	Number	Algebra	Geometry & Measures	Statistics & Probability
	- I can identify factors and multiples of numbers. - I can recall square numbers and associated roots up to 10. - I understand and recall first 5 primes. - I can perform simple calculations (e.g. single digit numbers) involving negatives. - I can simplify ratio and find equivalent ratios. - I can convert a ratio into a fraction. - I can share a quantity in a given ratio. - I can solve simple problems involving proportional reasoning.	I can identify horizontal and vertical lines from a function.	- I am able to recall and apply angles facts, including questions involving geometric properties of triangles and quadrilaterals. - I am able to measure angles accurately using a protractor. - I am able to give appropriate units for measuring objects. - I can perform conversions with metric measurements. - I can construct ASA and SAS triangles. - I can identify lines of symmetry. - I can perform basic transformations.	
DEVELOPING	- I can add and subtract 4-digit numbers. - I can multiply 2 or 3-digit numbers by a single digit number. - I can divide 3-digit numbers by a single digit number. - I can multiply integers by 10, 100 or 1000. - I can divide by 10, 100 or 1000 to give an integer solution. - I can round numbers to the nearest 10 or 100. - I can order numbers written to 1 decimal place. - I can write equivalent fractions. - I can simplify fractions. - I can add and subtract fractions with common denominators. - I can find 50% of a number. - I can recognise simple divisibility tests e.g. for 5s and 10s. - I can order integers including negatives. - I can represent a ratio visually. - I can double and halve any number.	- I can solve missing number problems. - I can substitute positive integers into simple expressions. - I can find outputs for simple function machines. - I understand basic algebraic notation. - I can write a simple expression e.g. 4 more than a number. - I can find the next number in simple linear descending sequences. - I can plot coordinates in the first quadrant. - I can find missing numbers in linear sequences.	- I can identify 2D and 3D shapes. - I can explain the different properties of the different triangles. - I can understand notation for sides of equal lengths. - I can identify and classify different types of angles. - I am able to find the perimeters of simple shapes. - I am able to find areas of squares and rectangles by counting squares. - I can recall and use basic angle facts in simple problems e.g. angles on a line. - I know basic metric conversions facts. - I can make accurate measurements e.g. to the nearest millimetre. - I can complete a symmetrical drawing - I can recall the difference between regular and irregular polygons. - I can work with 24hr clock	- I can interpret pictograms. - I can construct a simple frequency table. - I can find the mode of a set of data. - I am able to order sets of data. - I can use describe probability with words. - I can place simple events on the probability scale.
EMERGING	- I can add and subtract 3-digit numbers. - I can multiply single digit numbers. - I can give the value of a digit within a 2 or 3-digit number. - I can order 2 or 3-digit numbers. - I know 2, 3, 5, 9 and 10 times table. - I understand simple visual representations of fractions. - I can halve any even 2-digit number. - I can complete simple money questions involving pounds and pence.	- I can find the next number in simple linear ascending sequences. - I can find missing numbers in simple problems.	- I can identify triangles, rectangles, squares and circles. - I can recall key time facts (minutes in an hour etc). - I can read simple times (3 o'clock). - I can make measurements with simple measuring apparatus such as rulers and thermometers. - I can understand AM and PM.	- I can read information from a simple table. - I can construct and interpret tally charts. - I can interpret a simple bar chart.

BEGINNING	- I know number bonds to 20. - I can count to 20. - I can order single digit numbers. - I can halve even numbers below 20. - I can double numbers. - I can count in 2s, 5s and 10s. - I can recognise coins. - I can add money (pence).	I can identify odd and even numbers.	- I can count the number of sides a shape has. - I know key time facts (e.g. days of the week, months etc).	I can find the highest result from a bar chart.

SCIENCE

MASTERING	- I can describe evidence for some accepted scientific ideas and explain how the interpretation of evidence by scientists leads to the development and acceptance of new ideas. - I can use scientific knowledge to identify an appropriate approach. - I can select and use sources of information effectively. - I can make enough measurements/observation/comparisons for the task. - I can measure a variety of quantities with precision, using instruments with fine-scale division. - I can choose scales for graphs and charts that enable them to show data effectively. - I can identify measurements and observations that do not fit the main pattern. - I can draw conclusions consistent with the evidence and use knowledge and understanding to explain them. - I am able to make reasoned suggestions about how their working method could be improved. - I can select and use appropriate methods for communicating qualitative and quantitative data.
SECURING	- I can describe how experimental evidence and creative thinking have been combined to provide a scientific explanation. - I can identify an effective approach when I try to answer a scientific question. - I can select from a range of sources of information and begin to make my own selections. - I can identify key factors to be considered in a fair test – begin to use IV, DV, CV. - I can make predictions based on my scientific knowledge and understanding and begin to justify/explain. - I can select equipment for a range of tasks and plan to use it effectively. - I can make observations/comparisons/measurements with appropriate precision, using a wide range of instruments. - I am beginning to repeat observations/measurements and offer simple explanations for differences. - I can record observations and measurements systematically. - I can present data as line graphs as appropriate and begin to consider appropriate scales. - I can draw conclusions consistent with the evidence and begin to relate these to knowledge. - I can make practical suggestions about how methods can be improved. - I use appropriate scientific language and conventions to communicate qualitative and quantitative data.
DEVELOPING	- I can recognise that scientific ideas are based on evidence. - I can decide on an appropriate approach to answer a question (i.e. using a fair test). - I can describe, or show in the way I perform a task, how to vary one factor while keeping others the same and begin to identify control variables. - I can make predictions and give simple justifications. - I can select relevant information from sources provided to them. - I can select suitable equipment and make observations/measurements that are adequate, using a range of instruments. - I can record my observations, comparisons and measurements using tables and bar charts with increasing independence. - I am beginning to plot points to form simple line graphs and use these to point out and interpret patterns. - I am beginning to relate my conclusions to pattens and scientific knowledge. - I can communicate conclusions with appropriate scientific language. - I suggest improvements and give understanding related reasons.
EMERGING	- I can respond to suggestions and put forward my own ideas about how to find an answer to a question. - I recognise why it is important to collect data to answer questions. - I use a range of simple texts to find information. - I make relevant observations and measurements using a range of simple equipment. - I can carry out a fair test, with some help, recognising and explaining why it is fair. - I record observations in a variety of ways. - I provide explanations for observations and for simple patterns in recorded measurements. - I can communicate what I have found out in a scientific way - I can suggest improvements in my work.

BEGINNING	• I can respond to suggestions about how to finds things out. • I can make my own suggestions about how to collect data. • I use simple texts to find information. • I use simple equipment provided. • I can make observations related to a task. • I observe and compare living things, objects or events. • I can describe observations using scientific vocabulary and record in simple tables. • I can say whether what happened was what I expected.

ART

MASTERING	• My work has gone above and beyond the classroom task to learn more about an artist and this is evident in my practical work in my book. • I can experiment with materials and techniques to produce outcomes that show exceptional skill and consideration. • I can draw challenging images with accuracy and my observational drawings are very realistic. • My ideas are focused, high quality and are presented in an exciting way. • My final piece shows exceptional skill through my use of selected materials and techniques. • I have worked independently to review and refine my idea and produce a high quality and meaningful outcome.
SECURING	• My work has gone above and beyond the classroom task to learn more about an artist and this is evident in my practical work in my book. • I can experiment with materials and techniques to produce outcomes that show exceptional skill and consideration. • I can draw challenging images with accuracy and my observational drawings are very realistic. • My ideas are focused, high quality and are presented in an exciting way. • My final piece shows highly developed skill and is a complex design/composition. I have used materials confidently, shown excellent use of the formal elements and have planned my outcome carefully.
DEVELOPING	• My work has gone above and beyond the classroom task to learn more about an artist and this is evident in my practical work in my book. • I can experiment with materials and techniques to produce outcomes that show exceptional skill and consideration. • I can draw challenging images, accurately from observation and my work is starting to look very realistic in most areas. • My designs are exciting and presented with high quality.
EMERGING	• My work has gone above and beyond the classroom task to learn more about an artist and this is evident in my practical work in my book. • I can independently select the most appropriate materials and techniques for my work and have used them carefully to produce high quality outcomes.
BEGINNING	• My work shows clear links to the artists we have, and I can describe verbally or through written annotation how I have been influenced by them. • I can analyse and explain my opinions clearly.

COMPUTING

	COMPUTER SCIENCE	INFORMATION TECHNOLOGY	DIGITAL LITERACY
MASTERING	• I can evaluate computational abstractions (effectiveness of code for example). • I can use at least one additional programming language (that must be textual) to solve real world problems (such as Python). • I make use of appropriate data structures. • I can design modular programs that use procedures or functions. • I understand uses of Boolean logic in programming. • I am able to carry out simple operations on binary numbers such as addition. • I understand the software components that make up computer systems, such as operating systems. • I understand how instructions are stored by computer systems. • I understand how text can be manipulated digitally in the form of binary digits. • I understand how sounds can be represented digitally in the form of binary digits. • I understand how pictures can be manipulated digitally in the form of binary digits.	• I can combine multiple applications to achieve challenging goals. • I know how to analyse data. • I can meet the needs of my audience when producing my project work. • I can list and explain the purpose of hardware associated with computer networks.	• I can improve digital artefacts for a given audience. • I attend to trustworthiness of digital artefacts. • I know/can protect my online identity. • I know how and can protect my online privacy.
SECURING	• I can use a programming language to solve computational problems. • I understand simple Boolean logic. • I understand how numbers can be represented in binary. • I understand how text can be represented digitally in the form of binary digits. • I understand how pictures can be represented digitally in the form of binary digits.	• I undertake creative projects with challenging goals. • I can use multiple [work with] applications across a range of devices. • I can effectively and carefully collect data for my work. • I can list various computer hardware components associated with networks. • I understand the hardware components that make up computer systems.	• I understand a range of ways to use technology respectfully. • I recognise inappropriate content. • I recognise inappropriate contact. • I recognise inappropriate behaviour. • I know how to report concerns. • I can reuse digital artefacts for a given audience. • I attend to usability of digital artefacts.
DEVELOPING	• I can solve problems by decomposing them into smaller parts. • I can work with variables. • I can explain logically how some simple algorithms work. • I use logical reasoning to detect and correct errors in algorithms. • I understand computer networks including the internet and what they're for. • I understand how search results are ranked.	• I can use more than one piece of software to accomplish given goals/tasks. • I can select, use and combine software on a range of digital devices. • I can analyse data. • I can evaluate data. • I can design and create systems.	• I understand the opportunities computer networks offer for collaboration. • I can effectively evaluate digital content and know what is plausible.

EMERGING	• I can design programs that can accomplish specific goals. • I can design and create programs in Scratch, Python or VB. • I can fix errors in my programs that accomplish specific goals. • I can create programs that contain basic loops. • I can use logical reasoning to detect and correct errors in programs. • I understand how computer networks can provide multiple services, such as the world wide web. • I know how search results are selected.	• I can select a variety of software to accomplish given goals. • I am able to select, use and combine internet services.	• I can evaluate the information that I get to use in my work. • I can collect suitable data for my work. • I can present data, such as using graphs. • I understand the opportunities computer networks offer for communication. • I can identify a range of ways to report concerns about content online. • I can recognise acceptable / unacceptable behaviour.
BEGINNING	• I can write programs in Scratch that accomplish specific goals. • I can use sequence in programs such as "If" and "Else". • I can work with various forms of input. • I can work with various forms of output.	• I can search the internet effectively using suitable keywords and operators. • I can use a variety of software programs to produce my work and complete projects. • I can collect information. • I can design and create content. • I can present information.	• I use technology responsibly. • I can identify a range of ways to report concerns about contact online.

DESIGN

MASTERING	• My designs and models are always fully justified and linked to a design brief, specification and market research. • I have the ability to find faults during a design or making stage and select tools and materials to fix them. • After evaluating and gaining feedback, I can make changes or amendments to improve products or final outcomes. • I can identify and fix problems with basic electronic products using the correct tools and materials. • I can compare and contrast my original design ideas with my finished product.
SECURING	• My designs and models can be fully justified and linked to the original specification and brief. • I can find faults and select methods to fix them. • I always evaluate my work and consider what I would need to do in order to improve it. • I can identify faults with electronic products. • I use my design to justify any materials and tools that I might need in their manufacture.
DEVELOPING	• I can use various methods including modelling to develop my design ideas linked to a brief and specification. • I have the ability to find and explore faults as part of the design process. • When I evaluate my work, I can make suggestions on how it could be improved. • I can design and manufacture a basic electronic product. • I can use software to help me present my design ideas.
EMERGING	• I can develop ideas that are directly linked to the user research and findings. • I have the ability to find faults as part of the design process. • I can use various methods to get feedback about my work. • I can design basic electronic products. • I use 2D and 3D designs to explore my ideas.
BEGINNING	• I consistently and confidently use key vocabulary to explain my ideas and work. • I can use a range of methods to explore and present my ideas.

DRAMA

MASTERING	• I can communicate effectively and make positive and detailed contributions to group work by developing effective ideas for performance. • I can add relevant and detailed meaning to performance ideas when working creatively in a group. • I can confidently apply performance skills to create convincing characters and demonstrate clear artistic intentions. • I can analyse and evaluate a performance or dramatic work. • I can use a range of dramatic terminology with confidence when discussing dramatic work.
SECURING	• I can make positive contributions to group work by developing ideas for performance. • I can often add meaning to group performance ideas (e.g. exploring themes, developing character or context). • I can generally apply performance skills effectively to portray a range of characters. • I am beginning to be able to analyse a dramatic work (e.g. discuss the intention of dialogue or performance). • I can use drama terminology in a thoughtful way to discuss a dramatic work.
DEVELOPING	• I am increasingly confident expressing ideas with other group members when working on pieces of collaborative drama. • I can encourage and develop the ideas of other group members when working on a piece of drama. • I can use performance skills with a sense of purpose to portray characters and tell a variety of stories. • I can comment on a piece of drama and share opinions – discussing them with staff and other. • I am able to use a range of drama specific vocabulary to comment upon a dramatic work.
EMERGING	• I can confidently share and develop a few simple ideas for performance when working with peers. • I am at ease working in a group setting and will, on occasion, take a more central role. • I will convey characters or stories, with increasing confidence, through the use of simple performance skills. • I demonstrate an emerging drama vocabulary and ideas when responding to performances. • I am increasingly able to respond to dramatic works, offering simple opinions and beginning to develop them.
BEGINNING	• I listen well to the ideas of others and am able to begin developing my own performance idea. • I can play an increasingly confident supporting role within a group context. • I can select basic performance methods to perform a simple character or story. • I can make simple comments relating to performance and demonstrate increasing awareness of narrative and character. • I demonstrate basic preferences and ideas when pressed, to respond to a piece of drama.

CITIZENSHIP

MASTERING

- I can explain how laws are created and discuss their relevance in the UK.
- I can explain how some countries are not seen to value human rights and what charities are doing to combat this.
- I can evaluate the effectiveness of different individuals and organisations within the civil and criminal justice systems.
- I can evaluate the effectiveness of some consumer rights and offer opinions about their importance.
- I can evaluate the effectiveness of tribunals in making judgements about unfair dismissal, discrimination in the workplace and the awarding of compensation/damages.
- I can explain the importance of different types of foreign aid and their impact on countries in crisis.
- I can explain what is meant by 'fairtrade' and why it is important.
- I can understand and explain what is meant by institutional racism.
- I am able to identify some of the laws around discrimination and their consequences and offer opinions about tackling discrimination.
- I can provide detailed examples of left wing and right-wing politics.
- I can explain opinions regarding how far it is acceptable to go to promote social change.
- I am able to offer a simple explanation of devolution and can identify where in the UK this has taken place.
- I can explain what is meant by an injunction and provide examples of when one has been issued.
- I can identify alternatives to some fossil fuels and explain how these will positively impact the environment.
- I can explain, and justify, opinions about the importance of student voice in schools and how this can impact on the education system.

SECURING

- I can explain how laws are created and why they are needed in society, with clear examples.
- I am beginning to compare how human rights are valued in some countries but not in others and provide examples.
- I can identify some organisations that campaign for human rights.
- I can explain the hierarchy of the civil and criminal justice systems, using examples.
- I can describe the hierarchy of the consumer rights system and provide examples of different processes.
- I can explain the differences between dismissal, redundancy and resignation and can identify potential grounds for unfair dismissal.
- I can explain, and provide examples of, some of the benefits of World Trade and the effect it has globally.
- I can identify the different types of aid that may be offered to countries in crisis.
- I can identify some of the processes asylum seekers must go through in order to be allowed to remain in the UK.
- I can identify some of the forms of discrimination experienced in society.
- I can identify ways in which the media can influence people's political beliefs.
- I can explain in detail the differences between local and national government; describing their impact on the public's lives and explain in detail the role of an MP.
- I can explain what is meant by freedom of expression and offer opinions about privacy vs freedom to publish.
- I can explain how climate change impacts on the earth (weather, habitats, disasters, etc).
- I can offer opinions, with explanations, of different types of schools (private, comprehensive, religious, etc).

DEVELOPING

- I am beginning to explain how laws are created and why we need them, with examples.
- I am beginning to explain how human rights are valued in the United Kingdom and the importance of them being protected by law.
- I can explain the importance of different roles within the justice system.
- I can identify the hierarchy in the consumer rights system.
- I can explain the effect of workplace discrimination and identify some consequences of it.
- I can begin to explain what is meant by World Trade and can identify some of the benefits and the drawbacks associated with it.
- I am able to offer opinions, with explanations, of asylum seekers and refugees.
- I understand what is meant by campaigning and can identify different ways in which this is done.
- I can offer opinions about whether protests are a good way of achieving change.
- I can identify the different parts of parliament and am able to start to explain the difference between the House of Commons and the House of Lords.
- I can explain in more detail, with examples, how the media influences our lives.
- I can explain what climate change is and give examples of the consequences of it.
- I can understand why authorities might step in when there are family concerns and identify reasons for this.
- I can explain why everyone has a right to an education while understanding that education can look different for different people.

EMERGING	- I can begin to explain how laws are created. - I can describe the court hierarchy of the civil and criminal justice systems. - I can explain how consumers are protected by law. - I can describe the role of trade unions. - I can identify some global businesses. - I can explain what is meant by asylum seekers and refugees. - I can identify the different parts of parliament and can identify the responsibilities of MPs. - I can identify at least three devices used by media to influence their audience. - I am able to explain what is meant by the term 'natural disaster'. - I can explain what climate change is. - I can understand why authorities might step in when there are family concerns and provide examples.
BEGINNING	- I can explain the differences between laws and rules, providing examples of each. - I can identify some human rights and provide examples of how these are demonstrated in our society. - I can describe the roles of some key individuals within the justice system. - I can describe why we need consumer rights and provide examples. - I can describe why workers' rights need protecting. - I can start to explain why we pay taxes in the UK and what the money is used for. - I can understand what is meant by 'economic migration' and am able to give examples of what this is. - I can offer an opinion on whether the voting age should be lowered to 16. - I can identify the differences between different types of government; namely dictatorships and democracies and provide examples of both. - I can begin to explain how the media influences our lives. - I can explain what pollution is, what contributes to it and how it impacts on our environment. - I can begin to explain what climate change is. - I can identify how changes in the law have impacted on families (same sex marriage, changes in divorce laws, custody). - I can offer opinions about parents' rights and responsibilities.

HISTORY

MASTERING	• I make extensive use of historical terms and vocabulary. • I can display a clear understanding of chronology, timelines and key dates and gain historical perspective by placing growing knowledge into different contexts. • I can explain and analyse change and continuity over time, making perceptive connections between areas of study. • I understand connections between cultural, economic, military, political, religious and social history. • I can analyse impact of different people on past events. • I understand facts and details as a coherent and chronological narrative with an understanding of how Britain has influenced, and been influenced by, the wider world. • I can compare how reliable different sources of evidence are and analyse potential bias. • I analyse cause and consequence alongside significance and interpretation.
SECURING	• I use correct historical terms and vocabulary widely and accurately. • I show confident understanding of chronology, timelines and key dates. • I know and understand key historical facts and details as a coherent, chronological narrative. • I can explain change and continuity over time and consistently make connections between areas of study. • I understand and analyse key features of past societies. • I can use a range of historical sources to make informed judgements. • I show an understanding of potential bias. • I gain and deploy a historically grounded understanding of abstract concepts such as empire/civilisation etc. • I am beginning to consider cause and consequence.
DEVELOPING	• I can use correct historical terms and vocabulary throughout written responses. • I show a clear understanding of chronology, timelines and some key dates. • I understand, know and remember some key historical facts and details. • I understand changes over time and consistently make connections between areas of study. • I understand a range of key features of past societies. • I understand the nature and beliefs of past societies. • I engage and analyse source materials. • I show an understanding of why a source may be biased. • I begin to analyse source materials critically.
EMERGING	• I can use correct historical terms and vocabulary consistently in written responses. • I show a secure understanding of chronology and timelines. • I understand and know key historical facts and details. • I show a secure understanding of a range of source materials. • I understand changes over time and make connections between areas of study. • I show a secure understanding of key features of past societies. • I understand the nature of past civilisations. • I begin to consider why a source may be biased.
BEGINNING	• I use correct historical terms in written responses. • I show an understanding of chronology and timelines. • I show an understanding of key historical facts and details. • I understand features of a range of source materials. • I understand changes over time. • I recognise key features of past societies. • I engage productively with source materials.

FRENCH

MASTERING	- I can speak spontaneously and initiate conversations without (much) preparation with good pronunciation, using connectives and a variety of tenses, grammar and vocabulary. I make very few mistakes. I give detailed reasons for my opinions. - I can understand or make sense of authentic spoken texts including language I haven't learnt. I am confident at working out the meaning of unfamiliar topics and vocabulary. - I can read and understand a whole range of long, complex and unfamiliar texts and I am generally confident at working out the meaning. - I can write texts containing more complex language and can use at least 4 tenses accurately. I can edit my work and am confident at using reference materials to redraft. - I use a range of subjects - il/elle/on/nous/ils/ells to make my intended meaning clear. - I use precise vocabulary to express my ideas.
SECURING	- I can adapt language to produce extended and detailed responses quite fluently and I am mostly accurate. I can speak using at least three tenses using at least 5 different verbs. - I can understand longer spoken texts, write down quite detailed notes/answers and can understand 3 time frames. - I can understand longer texts in unfamiliar topics using both the past and future tenses. - I am becoming more confident working out meaning of texts on unfamiliar topics. - I can write in paragraphs using a variety of language and vocabulary, using at least 3 tenses and 5 different verbs.
DEVELOPING	- I can talk about what I have done in the past or what I will do in the future. I can talk for quite a long time on familiar topics varying my vocabulary and syntax. - I can understand what people say about what happened in the past or what will happen in the future. - I can understand people's opinions and about events in the past or in the future. I can find out information on my own. - I can write short passages either using the past or future tenses and I can write about my opinions and feelings.
EMERGING	- I can take part in a longer conversation or presentation without (many) notes. I can use the grammar and vocabulary I have learned to create my own sentences with good pronunciation. - I can understand spoken language and dialogues with different sentence patterns and structures at normal speed. - I can understand longer texts and use context to work out unfamiliar words. - I can write short texts and adapt a model using my own words or phrases. I may tend to use cognates.
BEGINNING	- I can give answers to more difficult and longer questions with correct pronunciation using familiar words. I can also ask longer questions and give more developed answers to questions people ask me. - I understand short passages and dialogues (conversations) spoken at normal speed. I can follow instructions. I can write down the main points I hear in the target language. - I can understand simple texts and I can use a dictionary to look up new words and meanings. I can write down the main points I read in the target language. - I can write sentences with some help and begin to develop my ideas and give opinions.

PHYSICAL EDUCATION

MASTERING	• I can demonstrate a range of advanced, transferable skills that allow me to effectively outwit my opponent(s), often with originality and under high levels of pressure. • I can use advanced strategies and compositional ideas that are effective and, even under high levels of pressure, can make use of my own (and team's) strengths, whilst taking advantage of the weakness of my opponent. • I can utilise and communicate advanced ideas that demonstrate effective leadership within changing situations and under high levels of pressure. • I can analyse and evaluate performances, under high levels of pressure, using advanced observations to be effective in bringing about improvement in myself and others.
SECURING	• I can demonstrate complex and transferable skills consistently within drills and games to effectively outwit my opponents. • I can use and develop a range of complex strategies to consistently and effectively take advantage of my own (team's) strengths, whilst recognising the weaknesses of opponents. • I can consistently use my leadership and cooperation, to be an effective leader that ensures complex ideas are performed successfully. • I can consistently make more complex judgments on the strengths and weakness of my own performances and that of others, whilst justifying the effectiveness of my suggestions for improvements
DEVELOPING	• I can demonstrate more complex skills with greater control and consistency to help to outwit my opponent in either drills or conditioned games. These skills may sometimes deteriorate under pressure. • I can use and develop a range of complex strategies and compositional ideas to overcome opponents in team and individual games, whilst demonstrating control and consistency to take advantage of my own (team's) strength. • I can consistently show leadership skills, such as communication and cooperation, to develop my own or team performance to be successful whilst using more complex ideas with control. • I have a more complex understanding of a range of rules and safety considerations in PE and sport and consistently control myself accordingly. • I can consistently make more complex judgements on the strengths and weaknesses of my own performance and that of others, whilst taking control through suggesting improvements.
EMERGING	• I can demonstrate more complex skills with some control, although I might make mistakes, resulting in a deterioration of skill. I will be trying these skills in drills and conditioned games. • I can use a range of more complex strategies and compositional ideas to control my contribution to an activity and seek an advantage over others. • I can show leadership skills through communicating more complex ideas to help myself and others achieve success. I show control through listening and cooperating with others. • I have a more complex understanding of a range of rules and safety considerations in PE and sport and control myself accordingly. • I can take control over explaining more complex strengths and weaknesses of my own performance and that of others.
BEGINNING	• I can demonstrate a range of basic skills with more control, accuracy and some fluency within drills, although these can often deteriorate. • I can use basic strategies and compositional ideas within my play/performance to allow my contribution to be performed with control whilst reacting to others. • I can communicate basic ideas whilst demonstrating control (listening) to help solve problems. • I have a basic understanding of the rules regarding safety in PE and sport and can control myself accordingly. • I can take control over describing basic strengths and weaknesses of my own performance and that of others.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

MASTERING	• I can explain how different contraceptives work, factors that can affect their efficacy and how to negotiate use of contraceptives with a partner. • I can describe appropriate sources of advice and support for relationships, sexual health, and pregnancy and explain why, when and how to access them. • I can explain ways to benefit from positive online behaviours, assess and manage online risks and evaluate digital media sources. • I can explain the potential consequences of personal finance choices and suggest ways to manage influences on financial decisions.
SECURING	• I can explain the role of the media and social media in influencing lifestyle choices, the impact of other influences, and strategies to manage these. • I can describe different types of relationship and explain how to develop and maintain healthy, positive relationships. • I can describe ways to manage changing relationships, loss and bereavement, when and how to seek support and suggest ways to support others. • I can explain how online interactions are impacted by data, targeted advertising and personalisation
DEVELOPING	• I can identify how the media, social media and other influences might affect health choices and suggest how to manage this. • I can explain how to respond in emergency situations, including how to perform first aid techniques. • I can recognise the feelings associated with changing relationships, loss and bereavement and know where to get support. • I can explain the concept of consent in a variety of contexts; the legal and moral responsibility on the seeker of consent to ensure consent has been given; and the importance of respecting others' feelings about readiness for intimacy. I can describe how to recognise, ask for, give, not give and withdraw consent. • I can explain how to make informed decisions about next steps and career choices. • I can explain how to be ambitious and enterprising and challenge career stereotypes.
EMERGING	• I can explain a range of support and health services, can assess when to get help in different situations and describe how to access relevant services. • I can identify influences on relationship expectations. • I can justify my views and values on moral issues and effectively assess others' arguments, including critique of online content.
BEGINNING	• I can name and describe emotions, the features of mental wellbeing, and who to ask for help. • I can explain ways to maintain a healthy self-concept, and where relevant, promote self-confidence and self-esteem. • I can explain strategies to manage peer influence and pressure.

RELIGIOUS EDUCATION (RE)

MASTERING	• I can use a range of correct vocabulary and terminology thoroughly and discerningly. • I can identify, describe, explain and analyse beliefs and concepts. • I can examine and explain how and why people express belief in different ways. • I can recognise how and why sources of authority are used, expressed and interpreted in different ways and evaluate how it impacts the behaviour of believers. • I am able to express opinions, critical responses and personal reflections with clarity and understanding in a mature and thoughtful way. • I am able to explore how people put their beliefs into action in everyday lives, within communities and the wider world.
SECURING	• I can use a range of correct vocabulary and terminology confidently. • I show a detailed and comprehensive understanding of key religious facts and features of belief. • I can recognise how and why sources of authority are used, expressed and interpreted in different ways. • I can develop, express and explore personal opinions on moral concepts thoughtfully, appropriately and maturely.
DEVELOPING	• I can use a range of correct vocabulary and terminology consistently and accurately. • I show an extensive understanding of key religious facts and features of belief. • I can articulate, explain and make links between beliefs and concepts informed by religious teachings and sources of authority. • I am able to develop and express personal opinions on moral concepts thoughtfully and appropriately.
EMERGING	• I can use correct vocabulary and terminology consistently in written responses. • I show a secure understanding of key religious facts and features linked to belief. • I can articulate and explain beliefs and concepts informed by religious teachings. • I am able to develop and express personal opinions on moral concepts.
BEGINNING	• I can use correct vocabulary and terminology. • I understand key religious facts and features and link to beliefs. • I can identify and explain beliefs and concepts. • I am beginning to develop own opinions on moral concepts.