

# Year 9 Assessment Guide





The curriculum at St Leonard's Catholic School is planned to meet the needs of all pupils, with a comprehensive range of abilities, attending the school. It stems from our foundation as a Catholic School and our commitment to achieving "excellence in all, and for all". All pupils are encouraged to stretch themselves academically at Key Stage 3, with a broad and balanced curriculum in Years 7 to 9, providing the foundation for the GCSE programme of study.

Religious Education is at the core of the curriculum throughout the school, including a full GCSE, studied by all pupils and a general course followed in the Sixth Form. Within this academic subject, care is taken to foster respect and understanding of different world religions, and moral standpoints both within and beyond the Catholic faith. Through this, the spiritual life of the school and the cross curricular involvement of all subjects, pupils' values are discussed, embedded and developed.

Throughout the school our personal development curriculum concentrates on the development of the individual within society, covering key aspects of social, personal, spiritual, moral and physical development. This is the vehicle for specific areas such as sex and relationships, and careers. Programmes of study in English, Maths, Science, Computing, Modern Foreign Languages and the Humanities cover the National Curriculum, with an emphasis on the depth necessary to provide firm foundations for further study at GCSE and beyond.

Music and Art provide artistic and creative elements in Years 7 to 9, with courses available for continuation at GCSE and A level. Similarly core PE leads to options at Key Stage 4 and in Sixth Form. These subjects provide considerable "extra-curricular" opportunities for pupils throughout the school. The history of the school as a Technology College reflects the importance attached to providing pupils with practical and technical skills and knowledge. A varied experience of Food, Textiles, Product Design and Systems & Control throughout Key Stage 3, leads to several options at GCSE and A level. We recognise both the creative value of these subjects and their role in equipping pupils for life.

This booklet provides a learning journey of the topic's students will study in each curriculum area, alongside information about how these subjects will assess the progress your child is making.

Using a similar model to primary schools, departments have established the expected standard students are expected to reach at the end of Year 7, Year 8 and Year 9 in their subject. These standards are presented here as achievement ladders, which clearly explain the agreed milestones pupils will demonstrate to have achieved this level. The achievement ladder also details what pupils must do to demonstrate further progress and move up the ladder. This document should be read alongside your child's progress report to help you understand the standard they are currently at in each subject.



	Number	Algebra	Geometry and Measures	Statistics and Probability
Greater Depth	<p>Know and use the index laws for multiplication and division of positive integer powers as part of a larger calculation. Understand and use negative powers. Understand and use proportionality and calculate the result of any proportional change using multiplicative methods.</p> <p>Understand and use proportionality and calculate the result of any proportional change using multiplicative methods or in reverse problems.</p>	<p>Construct and solve linear equations with fractions and brackets Change the subject of a formula where the subject appears more than once. Square a linear expression and expand the product of two linear expressions of the form <math>x \pm n</math> and establish identities. Solve problems using the <math>n</math>th term of an arithmetic sequence and a geometric sequence. Begin to work with quadratic sequences. Solve a pair of simultaneous linear equations by eliminating one variable and by substitution. Link a graphical representation of an equation or pair of equations to the algebraic solution.</p>	<p>Know and use the formulae for the circumference and area of a circle and extend for use with sectors giving answers in terms of pi where required. Know that triangles given SSS, SAS ASA or RHS are unique and use these conditions to establish congruence. Know that if two 2D shapes are similar corresponding angles are equal and corresponding sides are in the same ratio. Understand and apply Pythagoras' Theorem to extended problems. Use measures of speed and other compound measures to solve problems. Recognise limits in the accuracy of measures and use to find upper and lower bounds for calculations.</p>	<p>Identify possible sources of bias in a statistical enquiry and plan how to minimise it. Examine critically the results of a statistical enquiry and justify conclusions using diagrams and measures. Recognise limits in the accuracy of data. Know that the sum of probabilities of all mutually exclusive outcomes is 1 and use to solve problems. Begin to work with conditional events.</p>
Advancing	<p>Know and use the index laws for multiplication and division of positive integer powers and powers of powers. Understand and use proportionality and calculate the result of any proportional change using multiplicative methods.</p>	<p>Construct and solve linear equations with fractions and brackets. Be able to change the subject of a formula. Expand the product of two linear expressions of the form <math>x \pm n</math> and establish identities. Solve problems using the <math>n</math>th term of an arithmetic sequence. Solve a pair of simultaneous linear equations by eliminating one variable. Be able to draw and interpret linear graphs and work with their equations in different forms.</p>	<p>Know and use the formulae for the circumference and area of a circle and extend for use with sectors. Use Pythagoras' Theorem in context. Use measures of speed and other compound measures. Recognise limits in the accuracy of measures and begin to use in context. Begin to work with similar and congruent shapes.</p>	<p>Design a survey or experiment to capture the necessary data, determine the sample size and degree of accuracy needed, suggest possible improvements. Communicate results of a statistical enquiry using tables, graphs and diagrams, including bivariate data. Know that the sum of probabilities of all mutually exclusive outcomes is 1 and use to solve problems. Begin to work with unconditional events.</p>
Securing	<p>Know and use the index laws for multiplication and division of positive integer powers. Confidently add, subtract, multiply or divide fractions. Use proportional reasoning to solve a problem, choosing the correct numbers to take as the whole. Make and justify estimates and approximations of calculations.</p>	<p>Construct and solve linear equations with integer coefficients, using an appropriate method. Expand the product of two linear expressions of the form <math>x \pm n</math>. Generate terms of a sequence using term-to-term and position-to-term. Write an expression to describe the <math>n</math>th term of an arithmetic sequence. Solve a basic pair of simultaneous linear equations by eliminating one variable. Know the gradient and <math>y</math>-intercept of a linear graph given the equation in the form <math>y = mx + c</math>. Construct functions arising from real life problems and plot their corresponding graphs, interpret graphs arising from real life situations</p>	<p>Know that translations, rotations and reflections preserve length and angle and map onto congruent shapes. Know and use the formulae for the circumference and area of a circle. Use Pythagoras' Theorem to find the hypotenuse and shorter sides. Calculate speed and other compound measures. Write error intervals for rounded values. Solve geometrical problems using properties of angles, of parallel and intersecting lines, and of triangles and other polygons.</p>	<p>Design a survey or experiment to capture the necessary data, determine the sample size and degree of accuracy needed. Communicate results of a statistical enquiry using tables, graphs and diagrams. Know that the sum of probabilities of all mutually exclusive outcomes is 1 and use to solve problems.</p>
Developing	<p>Begin to use the index laws for multiplication and division. Add, subtract, multiply or divide fractions. Be able to calculate percentage change. Estimate by rounding all values to 1sf. Be able to change between standard form and ordinary numbers and use them in calculations. Work with two variables in direct proportion</p>	<p>Solve linear equations where the unknown appears on both sides. Change the subject of a two step equation. Expand a single bracket and simplify the expression. Generate terms of a sequence using term-to-term and position-to-term. Write an expression to describe the <math>n</math>th term of an arithmetic sequence. Solve simple inequalities. Draw a graph from an equation in the form <math>y = mx + c</math></p>	<p>Use the formulae for the circumference and area of a circle. Use Pythagoras' Theorem to find the hypotenuse. Find the volume of a prism. Know what congruent and similar shapes are, find a missing side on a similar shape.</p>	<p>Be able to draw, pictograms, bar charts, pie charts, frequency polygons, stem and leaf diagrams and scatter graphs. Use averages to compare data sets. Know that the sum of probabilities of all mutually exclusive outcomes is 1.</p>
Emerging	<p>Understand powers and evaluate them. Add, subtract, or multiply fractions. Calculate the percentage increase of an amount. Estimate a calculation by rounding at least one value. Be able to change between standard form and ordinary numbers. Be able to decide on the best buy.</p>	<p>Solve one and two step equations. Change the subject of a one step equation. Expand a single bracket. Generate terms of a sequence using term-to-term and position-to-term. Represent inequalities on a number line. Draw graphs of <math>x = n</math> and <math>y = n</math>, begin to draw <math>y = mx + c</math> graphs.</p>	<p>Know the names of parts of a circle, substitute into the formula for area or circumference if given. Identify the cross-section of a prism. Know what congruent and similar shapes are.</p>	<p>Be able to draw, pictograms, bar charts, pie charts, frequency polygons, stem and leaf diagrams. Use averages to describe a data set. List all possible outcomes of an event, using a sample space if needed and use to find simple probabilities.</p>

### Term 1

Unit 1: Indices and Standard form

Unit 2: Algebra

Unit 3: Shape and Pythagoras'

Unit 4: Data Handling

### Term 2

Unit 5: Ratio and Proportion

Unit 6: Sequences and Inequalities

Unit 7: Trigonometry

### Term 3

Unit 8: Probability

Unit 9: Graphs and simultaneous equations

Unit 10: Quadratics

Year  
9

Year  
10

Unit 1: assessment in week 4

Unit 2: assessment in week 7

Unit 3: assessment in week 11

Unit 4: assessment in week 13

Units 1-4: assessment in week 14

Units 1-4: assessment in week 17

Unit 5: assessment in week 20

Unit 6: assessment in week 23

Unit 7: assessment in week 24

Unit 8: assessment in week 27

Unit 9: assessment in week 29

Unit 10: assessment in week 33

Units 1-10: assessment in week 34



	Assessment Objective 1	Assessment Objective 2:	Assessment Objective 3
	Demonstrate key foundational scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.	Develop understanding of the nature, processes and methods of science through different types of scientific enquiry techniques in order to answer scientific questions about the world around us.	Demonstrate ability to work scientifically by using scientific knowledge to understand the uses and implications of science today and for the future.
Greater Depth	Can apply and <b>use more abstract knowledge</b> and understanding to <b>explain a wide range</b> of processes using appropriate terminology and sequencing a number of points, in a <b>range of contexts</b> .	Can produce precise investigative plans unaided and explain how evidence supports some accepted scientific ideas.	Can explain, using abstract ideas where appropriate, the importance of a wide range of applications and implications of science on society.
Advancing	Can <b>demonstrate</b> detailed scientific knowledge and understanding to <b>explain</b> processes in both <b>familiar &amp; unfamiliar contexts</b> by drawing on abstract ideas.	Can hypothesize and plan investigations <b>independently</b> by using their scientific knowledge. They can produce scientific ideas through the application of scientific methods.	Can explain the importance of several applications and implications of science and are developing their understanding of their impact on society.
Securing	Can <b>apply</b> and use scientific knowledge, understanding and appropriate terminology to <b>describe</b> processes, <b>in familiar contexts</b> , by drawing on abstract ideas.	Can <b>hypothesize</b> and <b>plan</b> investigations <b>with guidance</b> by using scientific knowledge from other investigations Can recognise that both evidence and creative thinking contribute to the development of scientific ideas.	Can describe the importance of some applications and implications of science.
Developing	Can <b>describe</b> some processes when <b>in familiar contexts</b> , drawing on scientific knowledge and understanding and using appropriate terminology.	Can <b>develop an idea</b> into a <b>prediction with guidance</b> and suggest how it could be investigated. Can recognise that evidence can support or refute scientific ideas.	Can use scientific knowledge to recognise the importance of some applications and implications of science.
Emerging	Can <b>identify</b> some processes when <b>in familiar contexts</b> using some scientific knowledge and some appropriate terminology.	Can sometimes <b>make suggestions</b> on how ideas can be investigated and sometimes make predictions about what might happen. Can sometimes recognise that evidence can support or refute scientific ideas.	Can recognise simple applications and implications of science on society.

What topics will be taught?

### Term 1

**B1: Cell Biology**

**B2: Organisation**

**B3: Infection & Response**

**C1: Atomic Structure & Periodic Table**

**C2: Bonding**

**P1: Energy**

**P2: Electricity**

**P3: Particles**

### Term 2

**B4: Variation & Evolution**

**B5: Homeostasis & Response**

**C3: Acids & Salts**

**C4: Rates**

**P4: Forces**

**P5: Waves**

### Term 3

**B6: Ecology**

**C5: Mixtures**

**P6: Magnetism**

Year  
9

Year  
10

How is this assessed?

**Assessed Task  
End of Topic Test**

**Assessed Task  
End of Topic Test**

**Assessed Task  
End of Topic Test  
End of Year Test**



# Religious Education

## Grade Descriptors & Timeline

	Knowledge	Understanding	Application	Evaluation
Greater Depth	<p>Can <b>consistently</b> demonstrate outstanding knowledge of a topic of study and <b>recall all</b> key concepts.</p> <p>Can <b>clearly articulate</b> the main features of a topic and <b>describe</b> how they link to different areas of study.</p>	<p>Can <b>consistently</b> demonstrate secure understanding of a topic through an extended piece of writing.</p> <p>Can give <b>multiple examples</b> and use evidence that demonstrates a detailed understanding of a topic.</p> <p>Is <b>able to ask</b> critical questions of their own <b>with confidence</b>.</p>	<p>Can apply their learning to the world around them with <b>great confidence</b>.</p>	<p>Can <b>consistently</b> write clear and developed paragraphs which express their opinion of a topic and have a developed level of evaluation.</p>
Advancing	<p>Can <b>frequently</b> demonstrate excellent knowledge of a topic of study and <b>recall most</b> key concepts.</p> <p>Can <b>articulate</b> the main features of a topic and <b>describe</b> how they link to different areas of study.</p>	<p>Can <b>frequently</b> demonstrate secure understanding of a topic through an extended piece of writing.</p> <p>Can give <b>several</b> examples and use evidence that demonstrates a detailed understanding of a topic.</p> <p>Is <b>able to ask</b> critical questions of their own.</p>	<p>Can apply their learning to the world around them with <b>confidence</b>.</p>	<p>Can <b>frequently</b> write clear and developed paragraphs which express their opinion of a topic and have a good level of evaluation.</p>
Securing	<p>Can <b>occasionally</b> attempt to demonstrate knowledge of a topic of study and <b>recall some</b> key concepts.</p> <p>Can <b>occasionally</b> articulate the main features of the topic.</p>	<p>Can <b>occasionally</b> demonstrate secure understanding of a topic through an extended piece of writing.</p> <p>Can give <b>some</b> examples and use evidence that demonstrates a detailed understanding of a topic.</p> <p>Is <b>beginning to ask</b> critical questions of their own.</p>	<p>Can apply their learning to the world around them.</p>	<p>Can <b>occasionally</b> write clear and developed paragraphs which express their opinion of a topic and have some evidence of evaluation.</p>
Developing	<p>Can make <b>some attempt</b> to demonstrate knowledge of the topic of study and <b>may recall a</b> key concept.</p> <p>Can make <b>some attempt</b> to articulate features of a topic.</p>	<p>Can <b>make some attempt to</b> demonstrate understanding of a topic through an extended piece of writing.</p> <p>Can give <b>an example</b> and use evidence that demonstrates an understanding of a topic.</p>	<p>Can <b>begin to apply</b> their learning to the world around them.</p>	<p>Can <b>make some attempt</b> to write clear and developed paragraphs which express their opinion of a topic. May attempt to write and evaluative statement.</p>
Emerging	<p>Can demonstrate <b>limited</b> knowledge of the topic of study.</p>	<p>Can make <b>limited attempt to</b> demonstrate understanding of a topic through an extended piece of writing.</p>	<p>Can <b>apply</b> their learning to the world around them in a <b>limited manner</b>.</p>	<p>May be able to give their opinion of a topic in <b>one or two sentences</b>.</p>

## Term 1

### Messiah and Sacrifice

#### *The Historical Jesus, Messiah*

Pupils begin the year from a philosophical standpoint, considering how we know what is real and true. This leads to a discussion considering the person of Jesus. Historical and archaeological evidence is examined and evaluated to decide if Jesus existed as a historical person. Pupils then move on to consider different beliefs about Jesus as the Messiah from a Christian and Jewish perspective.

### Living the Christian Life

#### *Sacrifice, Agape*

This half term pupils consider the importance of sacrifice in daily life. They look at examples of people who have made sacrifices, in particular Sean Devereux. The focus then moves to Old Testament sacrifice and then the Sacrifice of Jesus in the New Testament. Sacrifice is then linked to Agape and pupils evaluate if it is possible for human beings to demonstrate agapeic love or if we always have selfish motives due to evolution.

## Term 2

### Conscience and Forgiveness

#### *Sin and Conscience, Sacrament of Reconciliation*

Pupils begin the new year considering the nature of sin, with reference to the Story of the Fall in Genesis. This leads to a discussion of conscience covering a range of philosophical, theological and psychological explanations. Having considered what conscience is, pupils move on to the Sacrament of Reconciliation, examining it's meaning and importance.

### Forgiveness and Apartheid

#### *Forgiveness, Apartheid*

Leading on from the Sacrament of Reconciliation, pupils focus on the importance of forgiveness. They use a range of case studies, as well as Jesus' teaching, to evaluate if Jesus' teaching on forgiveness is still relevant to the modern world. Pupils are introduced to the life of Steve Biko through the film "Cry Freedom" and then Nelson Mandela. They study the importance of the Truth and Reconciliation Commission and evaluate if Mandela was a Freedom Fighter or Terrorist.

## Term 3

### Study of World Faith - Judaism

#### *Jewish beliefs and teachings including; Nature of God, Messiah, Covenant, life on earth, the afterlife*

Pupils commence their GCSE studies during this final term. They begin with the study of Judaism which constitutes 25% of their GCSE course. During this term they will study the beliefs and teachings section of the course.

Year  
9

Year  
10

### End of term assessment

Assessment based on units of study using knowledge, understanding and evaluation GCSE style questions.

### End of term assessment

Assessment based on units of study using knowledge, understanding and evaluation GCSE style questions.

### End of Year Exam

Pupils will be assessed in class on all of the topics they have studied in Year 8 up to and including Covenant. Pupils will be assessed using GCSE style questions which assess knowledge, understanding and evaluation.



# History

## Grade Descriptors & Timeline

	Knowledge – I know	Change & Continuity – I can	Sources – I can	Causation – I can	Interpretations - I can
Greater Depth	<p>The history of Britain and the World as a coherent, chronological narrative, from the earliest times to the present day.</p> <p>How people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Confidently use an extensive bank of historical knowledge to agree and disagree about historical change and continuity, diversity and causation across a wide range of periods and contexts.</p>	<p>Interrogate a wide range of sources to support or challenge a hypothesis.</p> <p>Give reasons about sources usefulness by using detailed contextual knowledge of the time they were produced.</p>	<p>Evaluate different perspectives about the causes of events using historians and an awareness of other historical events.</p>	<p>Construct convincing and substantiated arguments and evaluations about historical significance based on detailed interpretations and an understanding of historical events.</p>
Advancing	<p>About an extensive range of events, people and places from 1066 to the present.</p> <p>How to use this knowledge of the past to help me understand wider issues and subjects.</p>	<p>Construct substantiated analyses about historical change and continuity, diversity and causation.</p> <p>Compare different periods or places to support a series of arguments.</p>	<p>Apply a valid criteria to make judgements on how useful sources are for an enquiry.</p> <p>Use developed reasoning which considers how the provenance affects the source’s content.</p>	<p>Construct well-substantiated, analytical arguments about causes.</p> <p>Use knowledge from wider historical events and link them to a question.</p>	<p>Assess a mixture of interpretations about what makes someone/ something significant and explain why these different judgements exist.</p>
Securing	<p>About an extensive range of events, people from history.</p> <p>How to analyse similarities and differences between different events, people and places to further my understanding of History.</p>	<p>Analyse the similarities and differences between events and developments that took place in different countries across history.</p> <p>Recognise the reasons why progress occurred at different rates in different contexts.</p>	<p>Critically evaluate a wide range of sources using their content and provenance and use these evaluations to support a judgement about an event or person from history.</p>	<p>Explain how events may be similar or different across time.</p> <p>Analyse how short- and long-term causes interact to explain events in the past.</p>	<p>Compare the significance of a number of interpretations of events and people across different time period and offer reasons for the differences.</p>
Developing	<p>About an increasingly extensive, deep and secure chronology of local, British and world history.</p> <p>How local, national and/or international events or people have influenced or been influenced by each other.</p>	<p>Explain links between a range of reasons why something has changed or stayed the same over time.</p> <p>Use language which illustrates the varying levels of change or continuity for an event.</p>	<p>Consider different perspectives on a source or sources.</p> <p>Evaluate the reliability of more than one source by considering their origin, nature and purpose.</p>	<p>Make a clear and well explained judgement of which causes were most influential/significant.</p> <p>Ask my own questions to investigate causes of historical events.</p>	<p>Analyse the merits and weaknesses of different viewpoints of yours or other people’s interpretations.</p>
Emerging	<p>About a wide range of local, British and international history by describing in detail some of the main events, people and periods studied.</p> <p>About what has influenced people/ events to make them significant.</p>	<p>Confidently analyse a period of history to identify and explain periods of change.</p> <p>Show a growing understanding of what has caused change or Continuity.</p>	<p>Evaluate sources using details from it.</p> <p>Begin to think critically about the reliability of sources by considering their origin, nature and purpose.</p>	<p>Group causes when explaining what caused an event to happen (e.g. chronologically or linking political or economic factors).</p> <p>Begin to consider which causes/groups were most influential.</p>	<p>Make judgements about the historical significance of events or people based on my own devised criteria.</p> <p>Begin to assess the merits and weaknesses of interpretations.</p>

## Term 1

### The First World War

Causes  
Propaganda  
Front line conditions  
Weapon advances

### Democracy & Dictatorship

Capitalism & Communism  
The rise of Hitler  
Significance of Stalin  
Importance of control & propaganda

## Term 2

### The Holocaust

Nazi ideology  
Life in the Ghettoes  
The Final Solution  
Jewish resistance  
Life in the concentration camps

### The Second World War

Causes  
Dunkirk & D-Day  
Battle of Britain  
Evacuation & the Home Front  
Role of the USSR  
Atomic bomb

## Term 3

### The Cold War

Causes  
Key conflicts & individuals  
East v West  
Collapse of the Soviet Union

### The 20th Century

Key conflicts  
Who shot JFK?  
Moon landings  
Thatcher's Britain

Year  
9

Year  
10

### End of first half term

Assessment 1 - focus on interpretations

### End of second half term

Assessment 2 – focus on change & continuity

### End of third half term

Assessment 3 – focus on source analysis

### End of fourth half term

Assessment 4 - focus on causation

### Start of fifth half term

Assessment 5 – focus on interpretations

### Start of sixth half term

End of Year Test – knowledge based



# Geography

## Grade Descriptors & Timeline

	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Skills and fieldwork
Greater Depth	<p>Accurately and independently use atlas maps to locate the continent of Africa and significant countries within it, such as Nigeria, to deepen their spatial awareness and physical characteristics of the countries.</p> <p>Accurately and independently use a range of map perspectives to locate and name tectonic plates.</p>	<p>Accurately and independently describe and explain relationships between the biomes and atmospheric circulation model and apply to the continent of Africa and its resultant ecosystems.</p> <p>Describe and explain with evidence how levels of development vary between countries across Africa.</p>	<p>Accurately describe and explain, using a wide range of key vocabulary and evidence, how economic activities of Nigeria has promoted development and improved the quality of life for the population. Able to evaluate the usefulness of numeric measures of development.</p>	<p>Accurately describe and explain, theories and processes of plate tectonics.</p> <p>Contrast effects and responses of two earthquake events in relation to their level of development.</p> <p>Accurately describe and explain the structure and formation of tropical storms.</p> <p>Able to apply Typhoon Haiyan case study knowledge.</p>	<p>Accurately apply a range of map and numeracy skills to identify and interpret patterns of data for development and hazards concepts.</p> <p>Independently and accurately draw and interpret a range of graphs.</p>
Advancing	<p>Accurately use atlas maps to locate the continent of Africa and significant countries within it, such as Nigeria, to deepen their spatial awareness and physical characteristics of the countries.</p> <p>Accurately use a range of map perspectives to locate and name tectonic plates.</p>	<p>Accurately describe and explain relationships between the biomes and atmospheric circulation model and apply to the continent of Africa and its resultant ecosystems.</p> <p>Describe and explain how levels of development vary between countries across Africa.</p>	<p>Describe and explain, using a range of key vocabulary and evidence, how economic activities of Nigeria has promoted development and improved the quality of life for the population. Suggest reasons for the usefulness of numeric measures.</p>	<p>Describe and explain, theories and processes of plate tectonics.</p> <p>Contrast effects and responses of two earthquake events in relation to their level of development.</p> <p>Describe and explain the structure and formation of tropical storms.</p> <p>Begin to apply Typhoon Haiyan case study knowledge.</p>	<p>Apply a range of map and numeracy skills, with some degree of accuracy, to identify and interpret patterns of data for development and hazards concepts.</p> <p>Accurately draw and interpret a range of graphs.</p>
Securing	<p>Use atlas skills to locate the continent of Africa and significant countries within it, such as Nigeria, to deepen their spatial awareness and physical characteristics of the countries.</p> <p>With some accuracy, use a range of map perspectives to locate and name tectonic plates.</p>	<p>Describe and explain relationships between the biomes and atmospheric circulation model and apply to the continent of Africa and its resultant ecosystems.</p> <p>Describe and begin to explain how levels of development vary across Africa.</p> <p>Knowledge and grouping of measures of development.</p>	<p>Describe and begin to explain, using key vocabulary and some evidence, how economic activities of Nigeria has promoted development and improved the quality of life for the population.</p> <p>Identify reasons for the usefulness of numeric measures of development.</p>	<p>Describe and explain, theories and processes of plate tectonics.</p> <p>Categories effects and responses of two earthquake events and understand how levels of development effect these.</p> <p>Describe and begin to explain the structure and formation of tropical storms.</p> <p>Begin to use Typhoon Haiyan case study knowledge.</p>	<p>Apply map and numeracy skills, with some degree of accuracy, to identify and interpret patterns of data for development and hazards concepts such as HDI.</p> <p>Accurately draw graphs.</p> <p>Interpret graphs with support.</p>
Developing	<p>Use an atlas to identify the continent of Africa and some significant countries, such as Nigeria, to deepen their spatial awareness.</p> <p>Able to label a familiar map (UK at the centre) the names of major tectonic plates.</p>	<p>Locate the different biomes across the continent of Africa.</p> <p>Label the characteristics of the atmospheric circulation model.</p> <p>Demonstrate awareness that levels of development vary across Africa.</p>	<p>Describe how economic activities of Nigeria have changed over time.</p> <p>Make connections between development and improvement in the quality of life of the population.</p>	<p>Describe with the support of diagrams the theory and processes of plate tectonics.</p> <p>Categories effects and responses of earthquake events.</p> <p>Label diagrams to show the structure of tropical storms.</p> <p>Categorise effects and responses of Typhoon Haiyan.</p>	<p>Apply basic map and numeracy skills.</p> <p>Identify patterns of data for development and hazards concepts such as GNI.</p> <p>Draw graphs with axis provided.</p> <p>Interpret graphs with support.</p>
Emerging	<p>With support, use an atlas map to identify the continent of Africa and label some significant countries within it on a base map.</p>	<p>Demonstrate an awareness of the different biomes across the continent of Africa.</p> <p>With support, label basic characteristics of the atmospheric circulation model.</p> <p>Demonstrates a basic awareness that levels of development vary across Africa.</p>	<p>Demonstrate knowledge of economic activities in the primary, secondary and tertiary sectors.</p>	<p>Label diagrams to show what happens at different plate boundaries.</p> <p>List effects and responses of earthquakes and a tropical storm.</p>	<p>Apply basic map skills. With support, identify patterns of data for development and hazards concepts.</p> <p>Complete graphs.</p>

### Term 1

#### Physical Africa

Climates across Africa  
Hot Deserts  
Tropical Rainforests

#### Human Africa

Measuring development  
Is development even across Africa  
Nigeria v's UK  
Industrial development of Nigeria

### Term 2

#### Challenges of Natural Hazards

Tectonic Hazards  
Geological Timescale  
What are Natural Hazards  
Plate tectonics  
Effects and responses of earthquakes  
Why live in areas of risk  
Management of tectonic events

### Term 3

#### Challenges of Natural Hazards - Atmospheric Hazards

Global atmospheric model  
Tropical Storms  
Typhoon Haiyan  
Management of tropical storms  
Extreme weather  
Somerset Level Floods

Year  
9

Year  
10

#### Physical Africa

End of unit assessment testing knowledge  
and understanding

#### Human Africa

End of unit assessment testing knowledge  
and understanding

#### Challenges of Natural Hazards - Tectonic Hazards

Individual exam questions regularly  
assessing concepts

#### Challenges of Natural Hazards – Atmospheric Hazards

Individual exam questions regularly  
assessing concepts

End of Year test assessing all assessment  
objectives



	Listening	Speaking	Reading	Writing
Greater Depth	<p>Can securely meet all statements within 'advancing' descriptor, with stronger performance in most aspects.</p> <p>Can respond to less-familiar contexts and some complex language</p>	<p>Can securely meet all statements within 'advancing' descriptor, with stronger performance in most aspects.</p> <p>Can respond accurately and fluently to unprepared questions using accurate and complex language</p>	<p>Can securely meet all statements within 'advancing' descriptor, with stronger performance in most aspects.</p> <p>Can respond to extended passages in both familiar and less familiar contexts</p>	<p>Can securely meet all statements within 'advancing' descriptor, with stronger performance in most aspects.</p> <p>Can write over 90 words, manipulate language to narrate, inform and interest a reader.</p>
Advancing	<p>Can obtain specific information on a range of topics including three tenses and at least two personal pronouns</p> <p>Can transcribe longer length sentences with reasonable accuracy</p>	<p>Can take part in a conversation covering a range of topics. Can refer to at least three tenses and can ask at least one question.</p> <p>Can speak with mainly accurate pronunciation, intonation and fluency</p>	<p>Can understand longer texts that contain some unfamiliar language and at least three tenses. Can translate longer length sentences on a range of topics that include three tenses</p>	<p>Can write at least 90 words which cover at least three tenses on a range of topics.</p> <p>Can translate longer length sentences that include at least three tenses into French</p>
Securing	<p>Can obtain specific information on a range of topics including two tenses and at least two personal pronouns.</p>	<p>Can take part in a conversation covering a range of topics. Can refer to at least two tenses and can ask at least one question.</p> <p>Can speak with reasonable pronunciation, intonation and fluency</p>	<p>Can read and understand material that includes at least two tenses. Can translate medium length sentences on a range of topics that include at least two tenses.</p>	<p>Can write at least 40 words, including a variety of opinions, connectives and which cover at least two tenses. Can translate medium length sentences on a range of topics with reasonable accuracy into French</p>
Developing	<p>Can understand longer passages and recognise people's points of view. Can understand some complex sentences and some unfamiliar language.</p>	<p>Can answer at least one unprepared question. Pronunciation and intonation are reasonably accurate. Language is usually accurate.</p>	<p>Can understand detail in longer texts that contain some unfamiliar language. Can translate short sentences on a range of topics with reasonable accuracy</p>	<p>Can write at least 40 words including opinions and connectives. Can use the first and third person forms. Can accurately translate short sentences on a range of topics into French</p>
Emerging	<p>Can understand main points and opinions in spoken passages made up of familiar material. Can transcribe short sentences with reasonable accuracy</p>	<p>Can take part in a conversation with reasonable confidence. Can express opinions and use connectives.</p>	<p>Can show reasonable understanding of a range of material. Can translate short sentences with reasonable accuracy.</p>	<p>Can write at least 20 words with reasonable accuracy. Can justify opinions and use some connectives.</p>

## Term 1

### Autumn 1

- Free time as a teenager: Facebook and present tense verbs.
- Revision of opinions and tenses.
- Arranging to go out.
- Direct object pronouns.

### Autumn 2

- Parts of the body
- Sport and fitness: recap of il faut
- Healthy and unhealthy lifestyles
- Making plans to get fit
- Bringing tenses together.

## Term 2

### Spring 1

- Talking about jobs and careers
- Masculine and feminine nouns.
- The importance of learning languages
- The imperfect tense – saying what you used to do.

### Spring 2

- Discussing holidays in all tenses
- Conditional mood – talking about a dream holiday.
- Talking about what you take with you on holiday.

## Term 3

### Summer 1

- Human rights issues
- What makes you happy?
- Tense reinforcement and recap of rules.

### Summer 2

- EOY exam preparation and topic revision.
- Cultural topics and project work..

Year  
9

Year  
10

### Autumn 1

Weekly vocabulary tests  
End of Unit assessment (speaking and writing)

### Autumn 2

Weekly vocabulary tests  
End of Unit assessment (listening and reading)

### Spring 1

Weekly vocabulary tests  
End of Unit assessment (speaking and writing)

### Spring 2

Weekly vocabulary tests  
End of Unit assessment (listening and reading)

### Summer 1

Weekly vocabulary / grammar tests

### Summer 2

EOY Examination (reading and writing)



# Computing

## Grade Descriptors & Timeline

	Data Representation	Programming & Development	Computer Systems, Hardware & Software	Information Technology/Digital Literacy
Greater Depth	<p>Know how to perform operations using bit patterns e.g. conversion between binary and hexadecimal, binary subtraction etc.</p> <p>Can tell how data is represented using the Hexadecimal method and know why the hexadecimal system is used.</p> <p>Can explain the need for data compression, and be able to describe simple compression methods.</p> <p>Can combine different logic gates and construct their Truth Tables.</p>	<p>Know the need for, and can write, custom functions including use of parameters and I can use nested selection statements.</p> <p>Knows the difference between, and I can use, both pre-tested e.g. 'While', and post-tested e.g. 'Until' loops. Can design and write nested modular programs that enforce reusability utilising sub-routines wherever possible.</p>	<p>Knows that processors have instruction sets and that these relate to low-level instructions carried out by a computer.</p>	<p>Able to explain in great detail cybersecurity issues and ways in which data and online identity can be protected.</p> <p>Knows the ethical issues surrounding the application of information technology, an existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Copyright etc.</p>
Advancing	<p>Can solve more complex Boolean logic expressions.</p> <p>Know the relationship between resolution and colour depth, including the effect on file size.</p> <p>Know how to perform simple operations using bit patterns e.g. binary addition.</p> <p>Can use the ASCII coding system to write simple coded messages.</p>	<p>Able to use nested if statements in programs.</p> <p>Knows the reason why functions and procedures are used in a program</p> <p>Knows the reason why standards are used in developing computer programs.</p> <p>Has practical experience of a high-level textual language, including using standard libraries when programming.</p>	<p>Knows the computer hardware required for building computer networks</p> <p>Understands how hardware has evolved overtime.</p>	<p>Know how to protect online identify and privacy.</p> <p>Knows that persistence of data on the internet requires careful protection of online identity and privacy.</p> <p>Can explain and justify how the use of technology impacts on society, from the perspective of social, economical, political legal, ethical and moral issues.</p>
Securing	<p>Know the reason why characters are coded using the ASCII and other coding systems.</p> <p>Can convert data from hexadecimal to denary and binary systems.</p> <p>Know the relationship between data representation and data quality.</p>	<p>Know how and why values are data typed in many different languages when manipulated within programs.</p> <p>Can use variable and relational operators within a loop to govern termination.</p>	<p>Knows the function of the main internal parts of basic computer architecture.</p>	<p>Understands how changes in technology affect safety.</p> <p>Recognises inappropriate content, contact and conduct and know a range of ways to report concerns.</p>
Developing	<p>Know how to analyse and evaluate data and information.</p> <p>Know the relationship between binary and file size</p> <p>Know that poor quality data leads to unreliable results, and inaccurate conclusions.</p> <p>Know that digital computers use binary to represent all data.</p>	<p>Knows the difference between, if and if then else statements.</p> <p>Knows why comments are used in a program.</p> <p>Can Use the if-then else statements in a High Level Language.</p>	<p>Know that a range of digital devices can be considered a computer.</p> <p>Knows and can use a range of input and output devices.</p>	<p>Recognises acceptable and unacceptable online behavior,</p> <p>Understands a range of ways to use technology securely,</p>
Emerging	<p>Can explain how data is represented as ones and zeros in the computer.</p> <p>Can tell the different units of data storage such as nibble, bit, byte etc.</p> <p>Is able to use Logic Gates to draw Truth Tables.</p> <p>Can name the different types of numbering systems.</p>	<p>Can write simple programs in a High Level Language.</p> <p>Knows why there is need for programs to be translated from High Level Language to Machine Code.</p> <p>Knows the reasons for planning and designing programs before implementing them.</p> <p>Knows the meaning of data types and why different data types are used in different situations.</p>	<p>Knows that computers have no intelligence and that computers can do nothing unless a program is run.</p> <p>Knows that computers need precise instructions.</p> <p>Knows that all software executed on digital devices is programmed</p>	<p>Use technology safely, respectfully and responsibly,</p> <p>Understand the basic security measures when using computer systems e.g. not sharing passwords,</p> <p>Identify how to report concerns about content and where to go for help e.g. CEOP, report abuse buttons, in school support,</p>

What topics will be taught?

**Term 1**

**Unit 9.1**  
Python

**Unit 9.2**  
Cyber Security

**Term 2**

**Unit 9.3**  
Computer Games Design

**Unit 9.4**  
Binary

**Term 3**

**Unit 9.5**  
Physical Computing

**Unit 9.6**  
KS3 > GCSE transition

Year  
9



Year  
10

How is this assessed?

**Unit 9.1**  
End of topic assessment

**Unit 9.2**  
End of topic assessment

**Unit 9.3**  
End of topic assessment

**Unit 9.4**  
End of topic assessment

**Unit 9.5**  
End of topic assessment

**Summer Assessment**



# Physical Education

## Grade Descriptors & Timeline

	Head	Heart	Hands
	<ol style="list-style-type: none"> <li>1. Leadership</li> <li>2. Knowledge</li> <li>3. Analysis</li> <li>4. Decision Making</li> <li>5. Tactical</li> </ol>	<ol style="list-style-type: none"> <li>1. Effort</li> <li>2. Resilience</li> <li>3. Respect</li> <li>4. Motivation</li> <li>5. Commitment</li> </ol>	<ol style="list-style-type: none"> <li>1. Skill Development.</li> <li>2. Skill Application.</li> <li>3. Fitness Levels.</li> <li>4. Technique.</li> <li>5. Competitive.</li> </ol>
Greater Depth	<ul style="list-style-type: none"> <li>• I have extensive knowledge of how the components of fitness, principles of training and the effects of exercise can improve performance.</li> <li>• Evaluate the technical and tactical demands of performance.</li> <li>• I can plan, lead, and justify an effective coaching session.</li> </ul>	<ul style="list-style-type: none"> <li>• I embrace challenges, I am resilient to setbacks and always give 100%.</li> <li>• I have an exceptional range of effective communication skills and demonstrate these when leading large groups of performers.</li> <li>• I demonstrate outstanding confidence, authority and respect when officiating leading and participating.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with outstanding precision, control and fluency, an extensive range of appropriate skills, techniques, and tactics in complex and challenging activities.</li> <li>• I can complete a 30-minute run</li> </ul>
Advancing	<ul style="list-style-type: none"> <li>• I have knowledge of different training methods and can analyse for performers sporting needs.</li> <li>• I display excellent understanding and can analyse ways how skills and tactics could improve the quality of performance.</li> <li>• I can lead others in activities and warmups to enhance students learning.</li> </ul>	<ul style="list-style-type: none"> <li>• I am hardworking and helpful in lessons and at after school clubs.</li> <li>• I have great leadership qualities and am an active leader; I apply this in lessons and after school.</li> <li>• I am a positive role model, I demonstrate commitment, I participate in school sport and I am inspiring to others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with consistent precision, control and fluency, an extensive range of appropriate skills, techniques and tactics in very challenging activities.</li> <li>• I can complete a 20-minute run</li> </ul>
Securing	<ul style="list-style-type: none"> <li>• I can describe many short and long-term effects of exercise on physical, mental and social wellbeing.</li> <li>• I can lead an effective warm up to the whole class.</li> <li>• I can identify problems with technique and can apply teaching points to correct these mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• I am confident and competent when leading large groups of performers.</li> <li>• I can effectively apply methods of communication to different ages, abilities, experiences and situations.</li> <li>• I often inspire others to participate and progress in sporting activity.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate, with consistent accuracy and success, a range of appropriate skills, techniques, and tactics in challenging activities.</li> <li>• I can complete a 10-minute run.</li> </ul>
Developing	<ul style="list-style-type: none"> <li>• I can describe how the body adapts and benefits from regular exercise.</li> <li>• I can take responsibility for leading a small group warm up.</li> <li>• I have good knowledge of skills &amp; technique and understand how this improves my own and others practical performance.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate confidence and leadership qualities, often volunteer to lead large group warmups or activities.</li> <li>• I am hardworking resilient and eager to accept challenges.</li> <li>• I have developed respectful relationships with my peers.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate with some accuracy and success skills, techniques and tactics across a variety of sports in competitive activities.</li> <li>• I can complete a 5-minute run</li> </ul>
Emerging	<ul style="list-style-type: none"> <li>• I can lead an effective self-led warm up.</li> <li>• I can recall most major muscles in the body.</li> <li>• I can describe some skills and rules in some sports.</li> <li>• I can identify techniques, helping me to begin to improve my own performance.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate leadership of a small group of peers with some confidence.</li> <li>• I can demonstrate communication skills within discussions and activities.</li> <li>• I often demonstrate respect for equipment and others.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate with some accuracy and success, skills, techniques and tactics across a variety of activities in moderately pressured practices.</li> <li>• I can complete a 3-minute run</li> </ul>

What topics will be taught?

### Term 1 & 2

Netball  
Football  
Rugby  
Hockey  
Table Tennis  
Badminton  
Climbing  
Fitness

### Term 3

Athletics  
Cricket  
Rounders  
Tennis  
Fitness

Year  
9

Year  
10

How is this assessed?

Pupils will perform both individually and in a team.

They will be assessed at the end of each half term in small sided or fully competitive situations.

They will be assessed against the “Head, Heart and Hands” criteria below, this will support the mindset that being a confident performer is more than just displaying physical attributes.



# Technology

## Grade Descriptors & Timeline

	Assessment Objective 1 Designing	Assessment Objective 2 Making	Assessment Objective 3 Analysing and Evaluating
Greater Depth	Can research deeply into a topic, drawing conclusions from the research and using the research findings when designing. Can draw varied, detailed and imaginative ideas, labelled with key features, reference to research and criteria	Can plan independently with confidence. Can select and use the correct equipment safely, with accuracy using a range of skills, to produce an excellent product of high quality.	Can analyse a product drawing detailed conclusions as to good and bad features, suggesting improvements and using findings in their work. Can evaluate a product against a set design criteria and suggest suitable improvements that go beyond the criteria.
Advancing	Can research more widely into a topic, using research findings in their designing. Can draw varied ideas, labelled with key features, referenced to research and criteria.	Can plan independently. Can select and use the correct equipment safely and with accuracy to produce a product of a high standard.	Can analyse a product drawing detailed conclusions as to good and bad features, suggesting improvements. Can evaluate a product against a set design criteria and suggest suitable improvements.
Securing	Can research a topic and use this research in their designing. Can draw different ideas with key features labelled and reference to design criteria.	Can plan independently for some tasks. Can select and use the correct equipment safely and with increased accuracy to produce a good quality product.	Can analyse a product drawing some conclusions as to good and bad features. Can evaluate a product against a set design criteria and suggest suitable improvements.
Developing	Can research a topic. Can draw different ideas with some labelling of key features	Can select and use the correct equipment with some accuracy to produce a simple product.	Can analyse a product. Can evaluate a product and suggest some simple improvements.
Emerging	Can draw simple ideas with some labels	Can follow instructions to use materials/components to make a simple product.	Can suggest some simple improvements to a product.

## Cooking

### Cooking and Nutrition

#### Food science and skills

This module builds on knowledge gained in previous KS3 years. Students will explore food science and why ingredients react in the way that they do. Students will also complete a range of high skilled dishes. These areas strongly feature in the GCSE Food Preparation and Nutrition specification.

Students will use different methods to analyse products, identifying which method is best depending upon desired outcome. They will experiment with ingredients and cooking methods, analysing how each affects the final outcome.

Students will study a range of ingredients and the science behind what happens when they are mixed with other ingredients and cooked.

Students will demonstrate a range of high-level skills, producing creative and well-presented products.

## Product Design

### MP3 Dock – electronic systems – iterative design

This module builds on knowledge of materials and techniques in Year 7 and 8 by considering the work of other designers and focusing on development with a client. These areas provide a strong foundation for further study in KS4.

Students will develop a user centred product, beginning with a standard frame and amplifier circuit. The product will be designed creatively, taking inspiration from others and influenced by the clients' needs and wants.

Students will collect consumer feedback throughout development, and present ideas in different ways (presenting ideas in orthographic and isometric, also using CAD).

Stages of the design process will be followed (strong link to KS4) in terms of looking at the work of others, concept ideas, initial ideas, product specification, testing, evaluating and environmental impact, etc.

## Systems & Control

### Product Design

#### Designers-mechanical systems-mathematical modelling-Automata

This module builds on the user centred design and iterative design work in Yrs 7 and 8 by considering the work of other designers and mathematical modelling of simple mechanical systems. These areas provide a strong foundation for further study in KS4.

Students will appreciate how other designers can influence their ideas and help to create a range of solutions

Students will decide client needs to ensure that modelled solutions are comfortable, easy to operate and include good levels of reliability achieved through testing

Students will consider anthropometrics, and through primary research, establish some mathematical decisions based on CAM mechanics and frame size constraints

Year  
9

Year  
10

Cooking and Nutrition– Food science and skills  
 Research – properties of ingredients and recipes  
 Research – special diets  
 Designing – specification  
 Designing – recipe development  
 Evaluation – investigation outcomes relating to properties of ingredients

Product Design – MP3 Dock – electronic systems – iterative design  
 Initial investigation – Research and analysis  
 Designing – Design specification  
 Designing – Design development  
 Making – Plan of making  
 Evaluation – final evaluation against specification

Systems & Control-Designers-mechanical systems-mathematical modelling-Automata  
 Designing – independent research skills, learning from other designers  
 Making – accurate measuring/marketing out/cutting  
 Making – Accurate frame assembly  
 Designing – 1:1 scale drawing, accurate and complete.  
 Designing – Forward planning skills  
 Evaluating – Final evaluation against specification



# Music

## Grade Descriptors & Timeline

	Assessment Objective 1 Listening	Assessment Objective 2 Composing	Assessment Objective 3 Performing
Greater Depth	Exceptional and insightful analysis of music, referring to all of the elements of music, as well as social and historical context	Exceptional composition work, using more than two staves and a wide range of techniques, including dynamics and phrasing	Fluent and expressive performance of more complex pieces (above Grade 2)
Advancing	Excellent ability to describe music, referring to all of the elements of music and the historical context	Excellent compositions, using more than two staves with a range of advanced techniques used, such as passing notes	Able to perform with fluency and expression
Securing	Secure ability to describe music, referring to most of the elements of music and the historical context	Correct notation, using chords and melody, with some attempt to use more advanced composition techniques	Able to perform correctly
Developing	Some ability to describe music, referring to some of the elements of music	Some attempt to use chords, pitch and rhythm correctly, but there will be several errors in the notation	Some ability to perform, with generally accurate notes
Emerging	Limited ability to describe music, referring to very few of the elements of music	Limited ability to compose music, with many errors in notation	Limited ability to perform, with frequent errors and hesitations

What topics will be taught?

**Term 1**

**Reggae**

**Term 2**

**The band project**

**Term 3**

**Music and ICT**

**Year 9**

**Year 10**

How is this assessed?

**Homework booklets**

**Listening work**

**Composition**

**Performance**

**Homework booklets**

**Listening work**

**Composition**

**Performance**

**Homework booklets**

**Listening work**

**Composition**

**Performance**



	Assessment Objective 1: IDEAS	Assessment Objective 2: ANALYSIS	Assessment Objective 3: CONTEXT	Assessment Objective 4: CONTENT & ORGANISATION	Assessment Objective 5: TECHNICAL ACCURACY
Greater Depth	<p><b>Perceptive, assured</b> detail of CHOICES/IDEAS Communicate confidently with impact on the reader</p> <ul style="list-style-type: none"> <li>• produce confident, well-structured and purposeful texts.</li> <li>• use a range of sentence types and structures and use vocabulary appropriate to purpose and effect.</li> <li>• spell, punctuate and use grammar accurately with occasional errors on more complex elements.</li> </ul>	<p>Perceptive, assured details of ANALYSIS</p> <ul style="list-style-type: none"> <li>• Sustain a convincing, informed personal response to explicit and implicit meanings of texts.</li> <li>• Sustain a perceptive critical analysis of the ways in which writers use language, form and structure.</li> <li>• Use judicious and well-integrated textual references to develop personal responses.</li> </ul>	<p>Perceptive, assured details of CONTEXT</p> <ul style="list-style-type: none"> <li>• show perceptive understanding of how contexts shape texts and responses to texts.</li> <li>• make illuminating comparisons between texts.</li> </ul>	<p>Perceptive, assured details of CONTENT &amp; ORGANISATION.</p>	<p>Perceptive, assured details of TECHNICAL ACCURACY</p> <ul style="list-style-type: none"> <li>• use judicious and well-integrated textual references to develop other interpretations.</li> </ul>
Advancing	<p><b>Coherent/thorough</b> detail of CHOICES/IDEAS Communicate effectively, sustaining the reader's interest.</p> <ul style="list-style-type: none"> <li>• Produce coherent, well-structured and purposeful texts.</li> <li>• Vary sentence types and structures and use vocabulary appropriate to purpose and effect.</li> <li>• Spell, punctuate and use grammar accurately with occasional errors.</li> </ul>	<p><b>Coherent/thorough</b> detail of ANALYSIS</p> <p>Develop a cogent and detailed personal response to explicit and implicit meanings of texts.</p> <ul style="list-style-type: none"> <li>• Analyse in some detail the ways in which writers use language, form and structure.</li> <li>• Use relevant and well-selected textual references to support responses.</li> </ul>	<p><b>Coherent/thorough</b> detail of CONTEXT</p> <ul style="list-style-type: none"> <li>• Show clear understanding of contexts to inform responses to texts.</li> <li>• Make developed comparisons between texts.</li> </ul>	<p><b>Coherent/thorough</b> detail of CONTENT &amp; ORGANISATION.</p>	<p><b>Coherent/thorough</b> detail of TECHNICAL ACCURACY.</p>
Securing	<p><b>Clear/straightforward</b> detail of CHOICES/IDEAS Communicate clearly to engage the reader's interest</p> <ul style="list-style-type: none"> <li>• Produce texts with a clear overall structure and understanding of purpose.</li> <li>• Vary sentence types and structures and use vocabulary for some purpose and effect.</li> </ul>	<p><b>Clear/straightforward</b> detail of ANALYSIS:</p> <p>Develop a generally coherent and engaged response to explicit and implicit meanings of texts.</p> <ul style="list-style-type: none"> <li>• Develop a clear understanding of the ways in which writers use language, form and structure.</li> <li>• Use apt textual references to support responses.</li> </ul>	<p><b>Clear/straightforward</b> detail of CONTEXT</p> <p>Use understanding of contexts to inform responses to texts.</p> <ul style="list-style-type: none"> <li>• Make credible comparisons between texts.</li> </ul>	<p><b>Clear/straightforward</b> detail of CONTENT &amp; ORGANISATION.</p>	<p><b>Clear/straightforward</b> detail of TECHNICAL ACCURACY</p> <p>Spell, punctuate and use grammar accurately overall, with some errors.</p>
Developing	<p><b>Some</b> detail of CHOICES/IDEAS Some attempt to engage with the task and the reader</p> <ul style="list-style-type: none"> <li>• Use of structure and understanding of purpose is insecure.</li> <li>• Writing will have some varied sentence types and structures but with limited awareness of purpose and effect.</li> </ul>	<p>Some detail of ANALYSIS</p> <p>Develop a reasonable personal response showing understanding of texts.</p> <ul style="list-style-type: none"> <li>• Develop a reasonable understanding of the ways in which writers use language, form and structure.</li> <li>• Use some textual references to support responses.</li> </ul>	<p>Some detail of CONTEXT</p> <ul style="list-style-type: none"> <li>• Explain some relevant understanding of contexts to inform responses to texts.</li> <li>• Make obvious, relevant comparisons between texts.</li> </ul>	<p>Some detail of CONTENT &amp; ORGANISATION</p> <p>Writing will have some varied sentence types and structures but with limited awareness of purpose and effect.</p>	<p>Some detail of TECHNICAL ACCURACY</p> <p>There will be some accuracy in spelling and the use of punctuation and grammar but errors will be more frequent.</p>
Emerging	<p>Identifying the relevant, <b>but limited CHOICES/IDEAS</b> Communicate simply with some clarity for the reader</p> <ul style="list-style-type: none"> <li>• Produce texts with basic structures and some awareness of purpose.</li> <li>• Show some control over sentence type and structure and use familiar vocabulary to some effect.</li> </ul>	<p>Identifying the relevant, <b>but limited ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• Make straightforward comments about explicit meanings of texts.</li> <li>• Describe straightforward aspects of language, form or structure.</li> <li>• Make general references to obvious details of texts.</li> <li>• Show awareness that texts are related to contexts.</li> <li>• Make basic links between texts.</li> </ul>	<p>Identifying the relevant, <b>but limited CONTEXT</b> Show awareness that texts are related to contexts.</p> <ul style="list-style-type: none"> <li>• Make basic links between texts.</li> </ul>	<p>Identifying the relevant, <b>but limited CONTENT &amp; ORGANISATION</b> Show some control over sentence type and structure and use familiar vocabulary to some effect.</p>	<p>Identifying the relevant, <b>but limited TECHNICAL ACCURACY</b> Spell, punctuate and use grammar with limited accuracy.</p>

## Term 1

- **Reading:** focus is Aspects of Narrative: what is the story How is it told?
  - 1: Selection of Fear short Stories & gothic genre
  - 2: *The Woman in Black*
  - Texts used to reinforce 'Reading to Writing' frame: APP: *Imagined Fears/The Red Room*
  - **Writing:** 1: Scary story
  - 2: Literature essay – using *Woman in Black*
  - **Drama: S&L:** Drama stills
  - **Reading:** Challenges and Accelerated Reader support
  - **Literacy/Retrieval:**
- Randomised TOPIC LIST of words  
Post assessment intervention green slide: focus on specific vocabulary, structural skills of the unit to make a difference.

## Term 2

- **Reading 1:** AoN/drama genre *Much Ado About Nothing, Macbeth*
  - **Reading:** Fiction exam practice
  - **Writing:** 1 letter to RSC director using *Much Ado*
  - **Drama: S&L 1:** modern transformation task based on *Much Ado*.
  - **Reading 2:** Denotation and connotation of images: audience and purpose
  - **Writing 2:** monologue using *Macbeth*
  - **S&L 2:** deliver monologue
  - **Reading:** Challenges and Accelerated Reader support
  - **Literacy/Retrieval:**
- Randomised TOPIC LIST of words  
Post assessment intervention green slide: focus on specific vocabulary, structural skills of the unit to make a difference.

## Term 3

- **Reading:** 1. selection of non-fiction and fiction extracts
- R&W: exam practice using SAT papers
2. GCSE Poetry Anthology: 6 poems
- **Writing:** 1. *Curious Incident/Mice and Men:* transformation writing
2. GCSE literature essay
- **S&L:** formal debate
  - **Reading:** Challenges and Accelerated Reader support
  - **Literacy/Retrieval:**
- Randomised TOPIC LIST of words  
Post assessment intervention green slide: focus on specific vocabulary, structural skills of the unit to make a difference.

Year  
9

Year  
10

- **Reading:** APP: *Red Room/ Imagined Fears* retrieval, deduction and WORD/SENTENCE level analysis and evaluation
  - **Writing:** 1. Scary story: vary linguistic and structural choices for variety and effect; create imaginative, interesting and thoughtful text
2. Woman in Black Literature essay: Sequencing/structuring whole texts and cohesion between and in paragraphs. Appropriate and effective analysis choices. /25
- **S&L:** Drama stills: peer assessed
- Effective, confident collaborative planning and application/highlighting of essential details

- **Reading:** Shakespeare; Range of strategies to decode/read for meaning – responding to Shakespeare's use of extended imagery. Identification and comment on language choices and authorial PoV/intention. Relate text to cultural context
  - **Writing:** 1. Letter to RSC director; Organise response effectively & imaginatively; use correct spelling
2. Monologue; Vary structural and linguistic choices for clarity, purpose and effect. Create thoughtful text through structural choices
- **S&L 1:** *Much Ado* transformation task; Shape choices confidently. Link to skills of Year 7 and 8
- 2 Formal Debate; confidently communicate; emphasise key points; shape talk in Standard English

- **Reading:** 1. selection of non-fiction and fiction extracts
- R&W: exam practice using SAT papers & MSs
2. GCSE Poetry Anthology: 6 poems
- **Writing:** 1. *Curious Incident/Mice and Men:* transformation writing
- Select, understand and explain ideas/references in texts: – assessed using 5 KS3 new words /25
- GCSE Poetry: short comparative analytical poetry response: B,B,H.
- Select, understand and explain ideas/references in texts. Assessed using GCSE Bands
- **S&L:** formal debate



Grade Descriptors & Timeline

	Drawing Google logos	Using tone, gradation, colour, blending & edging effectively to create 3D lettering & imagery	Annotation & Research	Breadth & use of Media	Designing original Google Logos
Greater Depth	Highly developed ability to draw Google logos accurately.	Highly developed use of tone, colour, blending & edging to create 3D lettering.	A highly developed ability to research & select appropriate images & information, with very detailed presentation & annotation.	Highly developed ability to use a wide range of materials & processes.	Be able to produce designs that have highly developed visual balance & originality.
Advancing	Consistently good ability to draw Google logos accurately.	Consistently good use of tone, colour, blending & edging to create 3D lettering.	A consistently good ability to research & select appropriate images & information, with detailed presentation & annotation.	Consistently good ability to use a wide range of materials & processes.	Be able to produce designs that have consistently good visual balance & originality.
Securing	Competent ability to draw Google logos accurately.	Competent use of tone, colour, blending & edging to create 3D lettering.	A competent ability to research & select appropriate images & information, with competent presentation & annotation.	Competent ability to use a range of materials & processes.	Be able to produce designs that have competent visual balance & originality.
Developing	Some ability to draw Google logos accurately.	Some use of tone, colour, blending & edging to create 3D lettering.	Some ability to research & select appropriate images & information, with improving presentation & annotation.	Some ability to use a range of materials & processes.	Be able to produce designs that have some visual balance & originality.
Emerging	Minimal ability to draw Google logos accurately.	Limited use of tone, colour, blending & edging to create 3D lettering.	A minimal ability to research & select appropriate images & information, with basic presentation & annotation.	Minimal ability to use a range of materials & processes.	Be able to produce designs that have limited visual balance & originality.

**Term 1**

**Unit 1.1 Google Logos**

**Term 2**

**Unit 1.4 Fashion Illustration**

**Term 3**

**Unit 1.4 Fashion Illustration  
(1.2 Murals – extension project)**

**Year  
9**

**Year  
10**

**According to the Dept Marking schedule –  
Baseline test & Sketchbook**

The ability to develop ideas through purposeful investigations and demonstrate critical understanding of sources.

The ability to refine ideas, select and experiment with appropriate media, materials, techniques and processes.

The ability to record ideas, observations and insights through drawing and annotation, and other appropriate media relevant to intentions as work progresses.

The ability to present a personal and meaningful response and realise intentions, demonstrating understanding of visual language.

**According to the Dept Marking schedule  
- Sketchbook**

The ability to develop ideas through purposeful investigations and demonstrate critical understanding of sources.

The ability to refine ideas, select and experiment with appropriate media, materials, techniques and processes.

The ability to record ideas, observations and insights through drawing and annotation, and other appropriate media relevant to intentions as work progresses.

The ability to present a personal and meaningful response and realise intentions, demonstrating understanding of visual language.

**According to the Dept Marking  
schedule - Sketchbook**

The ability to develop ideas through purposeful investigations and demonstrate critical understanding of sources.

The ability to refine ideas, select and experiment with appropriate media, materials, techniques and processes.

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