

ART

Autumn 1 and 2



TOPIC: ORIENTAL ART

In this unit, pupils will learn about Oriental art and explore this theme through different artists old and new. They will develop their drawing skills looking at Japanese artist Hokusai. They will look at the design and structure of kimonos and learn about pattern and colour. Through an extended homework students will look at contemporary artist Nanami Cowdroy and experiment in their style. Students will learn the different stylistic elements of traditional and contemporary oriental art and will make connections between artists, history and other cultural factors.

Standard of work

Working towards the expected standard

- I can recognise the work of Hokusai and Nanami Cowdroy
- I can create an adequate kimono design
- I can adequately use ink to create tone and line
- I can create a final piece that relates to the theme but could have more detail
- I can present my sketchbook work to an adequate standard but need to work on taking more care with my presentation

Working at the expected standard

- I can recognise the work of Hokusai and Nanami Cowdroy and talk about the different features in their work
- I can create a good kimono design with good pattern and detail
- I can use ink effectively to create tone and line
- I can design and create a final piece that relates to the theme and shows the skills I have acquired
- I can present my sketchbook work to a good standard and take care with presentation

Working at greater depth

- I can recognise the work of Hokusai and Nanami Cowdroy and am able to confidently talk and write about the features and style of their work
- I can design and create an excellent, exciting and colourful kimono design
- I can use ink effectively and precisely to create tone and line
- I can create a final piece that relates to the theme and clearly shows the range of skills I have acquired to a high level
- I can present my sketchbook work to a high standard showing care and consideration of layout and composition

Computing

Autumn 1

Computer Science - Data Representation - Y9

Learning Objective	<p>Data Rep Unit builds on knowledge learnt in Y7 binary and extends it to HEx, Images and Sound. Binary representation of integers and real numbers and conversion of integers between denary, binary and hexadecimal are explained. Representation of text and dates, images and sound are covered in separate lessons.</p> <p><i>NC Strands</i></p> <ul style="list-style-type: none">understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]	
	Theory	Practical
Working at greater depth	<ul style="list-style-type: none">Explain why all data needs to be converted to binary before the computer can process itName different types of data such as text, image, sound, integer, date and real number that can be stored using binary codes in a computerConvert positive denary whole numbers (0-255) into 8-bit binary numbers and vice versaConvert between binary and hexadecimalExplain the use of binary codes to represent characters using ASCIIExplain the representation of an image as a series of pixels represented in binary	<ul style="list-style-type: none">Apply conversions from denary, binary & Hex in 8 bitRepresent Images in binary using more than 2 coloursFinding a file size of an image based on the bit depth
Working at the expected standard	<ul style="list-style-type: none">Describe why all data needs to be converted to binary before the computer can process itName different types of data such as text, image, sound, integer, date and real number that can be stored using binary codes in a computerConvert positive denary whole numbers (0-128) into 4-bit binary numbers and vice versaConvert between binary and hexadecimalUnderstand and describe the use of binary codes to represent characters using ASCIIUnderstand and describe the representation of an image as a series of pixels represented in binary	<ul style="list-style-type: none">Convert between denary, binary, hex in 4 bitsRepresent a 4 colour image in binaryUnderstand bit depth & how it affects quality & size of image
Working towards the expected standard	<ul style="list-style-type: none">Understand why all data needs to be converted to binary before the computer can process itName different types of data such as text, image, sound, integer, date and real number that can be stored using binary codes in a computerConvert positive denary whole numbers (0-128) into 4-bit binary numbers and vice versa	<ul style="list-style-type: none">Convert between denary, binary in 4 bitsRepresent a simple black & white image in binaryUnderstand the definition of bit depth

Computer Science - Python Programming - Y9

Learning Objective	<p>Python 2 unit assumes that pupils already have some prior experience in Python (which we cover in Y8), and the first lesson has a series of tasks designed to revisit the basic skills already covered. Pupils then use for loops and compare their use with while loops, before moving on to arrays (lists), which are introduced as a new data structure and are used in conjunction with for loops. Procedures and functions with parameters are covered to help pupils understand the concept and benefits of modular programming.</p> <p><i>NC Strands</i></p> <ul style="list-style-type: none"> • Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. • understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem • understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal] 	
	Theory	Practical
Working at greater depth	<ul style="list-style-type: none"> • Use data types correctly and convert between them when necessary • Write programs that use a loop to repeat a section of code • Write programs that use lists (known as 'arrays' in some languages) • Create and call a function or procedure • Find and debug syntax errors 	<ul style="list-style-type: none"> • Be able to create a python program based on a problem given • Be able to transfer pseudocode to code • Create programs that use lists • Create a simple function and use it within a program • Identify errors in code and fix them • Use Sequence Selection & iteration in python • Declare variables from different data types
Working at the expected standard	<ul style="list-style-type: none"> • Understand how to use data types correctly and convert between them when necessary • Write simple programs that use a sequence, selection & loop to repeat a section of code • Understand the meaning and uses of lists (known as 'arrays' in some languages) • Call a function or procedure • Find and debug syntax errors 	<ul style="list-style-type: none"> • Be able to convert between string & integer (casting) • Write a program using sequence, selection & iteration • Transfer simple pseudocode to code • Be able to find a syntax error and fix it
Working towards the expected standard	<ul style="list-style-type: none"> • Understand how to use data types correctly and convert between them when necessary • Write simple programs that use a sequence, selection & loop to repeat a section of code • Find and debug syntax errors 	<ul style="list-style-type: none"> • Be able to convert between string & integer (casting) • Write a program using sequence, selection & iteration • Transfer simple pseudocode to code

Design and Technology - 3D

All Terms

Knowledge and Understanding: 3D Design Focus – Designer Clock.		Literacy
Working at greater Depth-	<p>Show a highly developed ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> I can investigate my designer clock theme and produce three or more purposeful pieces of research e.g. a mood board. I can explain my choice of research and give my opinions both positive and negative. I can use my research to clearly develop my designer clock ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> I can create four or more different clock design ideas. I can review my clock designs, explaining my choices in detail. I can further refine my chosen clock design several times to improve it. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> I can present my work to a high level. Including, colour, shading and annotation where required. I can reflect on my decisions and articulate them clearly using appropriate vocabulary. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> Finish my designer clock practical to a high standard, using the laser cutter and the drilling machine. Demonstrate a wide variety of skills and techniques using the internet, 2D Design software and the laser cutter. Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary. 	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p>
Working at the expected standard	<p>Show a consistent ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> I can investigate my designer clock theme and produce two pieces of purposeful research e.g. a mood board. I can explain my choice of research. I can use my research to develop designer clock ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> I can create three different clock design ideas. I can review my clock designs, explaining my choices. I can further refine my chosen clock design to improve it. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> I can present my work to a good level. Including, colour and annotation where required. I can reflect on my decisions and explain them using appropriate vocabulary. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> Finish the practical work to a good standard. Demonstrate a variety of skills and techniques using the internet, 2D Design software and the laser cutter. Explain and evaluate the outcome in sentences and using appropriate vocabulary. 	<p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of techniques.</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p>

Working towards the expected standard	<p>Show some ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> • I can produce a piece of research linked to my designer clock theme e.g. a mood board. • I can explain my research. • I can use my research to produce designer clocks ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> • I can create two clock design ideas. • I can label my clock ideas. • I can choose a final designer clock idea. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> • I can present my work neatly and use colour and some annotation. • I can briefly explain my designer clock ideas. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> • Finish the designer clock practical work using the laser cutter. • Demonstrate some techniques joining the clock parts together. • Explain if you have met the requirements for your design. 	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p>
---------------------------------------	--	---

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.

Design and Technology - Food

All Terms

Year 9 Knowledge and Understanding: Food Focus: Food Skills and Ethical Food choices		Literacy Below are for Student and Teacher
<p>Working at a greater Depth</p> <p>(Expert Chef)</p>	<p>Show a highly developed ability to meet the listed requirements.</p> <p>A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> I can create my own recipe sheets with a high level of detail, plus sensory analysis and evaluate my dishes with at least 13 points of reference. <p>A02: Improvement over time</p> <ul style="list-style-type: none"> I can clearly show use of knowledge and skills to a high level as noticeably improved from the start to end of the rotation, getting 75% or more in the end of rotation test. <p>A03: Safety</p> <ul style="list-style-type: none"> I can be trusted to work independently and safely in the food room to a high standard. (6 different safety skills) <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> I can demonstrate a wide variety of hand skills and techniques in food preparation and nutrition, plus evaluating my own dishes. Understanding the basic knowledge of food choices and ethics. Producing 4 excellent dishes. 	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p> <p>Completed analysis and evaluation on most homework set</p>
<p>Working at the expected standard</p> <p>(Sous-chef)</p>	<p>Show a consistent ability to meet the listed requirements.</p> <p>A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> I can create my own recipe sheets with a good level of detail, plus sensory analysis and evaluate my dishes with at least 10 or more points of reference. <p>A02: Improvement over time</p> <ul style="list-style-type: none"> I can clearly show use of knowledge and skills to a good level and improve from the start to end of the rotation, getting 55% or higher in the end of rotation test. <p>A03: Safety</p> <ul style="list-style-type: none"> I can be trusted to work independently and safely in the food room to a very good standard. (5 different safety skills). <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> I can demonstrate a good variety of cooking skills and techniques in food preparation and nutrition, plus evaluating my own dishes. evaluating my own dishes. Understanding the basic knowledge of food choices and ethics. Producing 3 excellent dishes. 	<p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of required vocabulary</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p> <p>Completed analysis and evaluation on most homework set</p>
<p>Working towards the expected standard</p> <p>(Novice Chef)</p>	<p>Show some ability to meet the listed requirements.</p> <p>A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> I can create my own recipe sheets with some detail, plus sensory analysis and evaluate my dishes with at least 8 or more points of reference. <p>A02: Improvement over time</p> <ul style="list-style-type: none"> I can clearly show use of knowledge and skills and make some improvement from the start to end of the rotation, getting 40% or more in the end of rotation test. <p>A03: Safety</p> <ul style="list-style-type: none"> I can be trusted to work safely in the food room possibly with supervision. (3 or more safety skills). <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> I can demonstrate a variety of cooking skills and techniques in food preparation and nutrition, plus evaluating my own dishes. evaluating my own dishes. Understanding the basic knowledge of food choices and ethics. Produce 2 or more excellent practical dishes). 	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p> <p>Completed some evaluation on some homework set</p>

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.

Design and Technology - Textiles

All Terms

Knowledge and Understanding: Textiles Focus - Festival themed promotional wallet and graphics materials.		Literacy
Working at greater Depth-	<p>Show a highly developed ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> I can investigate a theme and produce three or more pieces of purposeful research e.g. a mood board. I can explain my choice of research and give my opinions on the research, both positive and negative. I can use my research to clearly develop design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> I can create four very different design ideas. I can review my designs, explaining my choices in detail. I can further refine my chosen design several times to improve it. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> I can present my work to a high level. Including, colour, shading and annotation where required. I can reflect on my decisions and articulate them clearly using appropriate vocabulary. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> Finish the practical work to a high standard. Demonstrate a wide variety of skills and techniques. Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary. 	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p>
Working at the expected standard	<p>Show a consistent ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> I can investigate a theme and produce at least two pieces of purposeful research e.g. a mood board. I can explain my choice of research. I can use my research to develop design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> I can create three different design ideas. I can review my designs, explaining my choices. I can further refine my chosen design to improve it. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> I can present my work to a good level. Including, colour and annotation where required. I can reflect on my decisions and explain them using appropriate vocabulary. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> Finish the practical work to a good standard. Demonstrate a variety of skills and techniques. Explain and evaluate the outcome in sentences and using appropriate vocabulary. 	<p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of techniques.</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p>

<p>Working towards the expected standard</p>	<p>Show some ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> • I can produce a piece of research linked to a theme e.g. a mood board. • I can explain my research. • I can use my research to produce design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> • I can create two design ideas. • I can label my ideas. • I can choose a final design. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> • I can present my work neatly and use colour and some annotation. • I can briefly explain my ideas. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> • Finish the practical work. • Demonstrate some techniques. • Explain if you have met the requirements for your design. 	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p>
--	--	---

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.

Drama

Autumn 1



The Paper Birds

TOPIC: INTRODUCING THE PAPER BIRDS

ASSESSMENT FOCUS: CREATING

This unit is a creative introduction to creating drama in a specific style.

The overall aim of this topic is to explore a verbatim theatre style by introducing you and your classmates to the work of The Paper Birds, and to encourage you to explore techniques to help you create short devised pieces. The aim of this scheme of work is to prepare year 9 students to create devised work using the format of the Component 1 unit of the Edexcel GCSE Drama course, whilst exploring and developing techniques in a verbatim style.

It is a six- week unit on how to start and create verbatim performance work from a stimulus and how to link certain aspects of the devising log.

Whilst exploring social issues that affect us all, we will follow The Paper Birds' own exploration of money in Britain today through studying their performance 'BROKE'.

Your assessment will be based on the process of creating and rehearsal in class and by the end of the unit you will have studied and explored:

- PROCESS & DEVELOPMENT
- SOCIAL, HISTORICAL & CULTURAL CONTEXT
- VERBATIM & POLITICAL THEATRE
- THEMES, MOTIFS & TECHNIQUE
- TECHNICAL THEATRE: SET & PROJECTION

Standard of work

Working towards the expected standard

- I can share and develop a range of ideas for performance to convey meaning
- I can explore issues and relationships
- I can offer more detailed explanations of the creative intentions for performance
- I am engaged throughout the process of collaboration, rehearsal and refinement

Working at the expected standard

- I can devise dramas in various forms, based on a range of issues and themes
- I can refine and develop my own complex and clearly defined role(s)
- I make regular and important contributions
- I can participate in sound practical creation, development and refinement of ideas from stimuli to communicate meaning
- I incorporate a range of styles and techniques in my performance work

Working at greater depth

- I can communicate effectively and make a positive contribution to group work by contributing and developing ideas for performance to convey meaning
- I can give and accept direction during the rehearsal process
- I can offer coherent explanations of the creative intentions for performance
- I can demonstrate clear engagement throughout the process of collaboration, rehearsal and refinement



TOPIC: DEVISING

ASSESSMENT FOCUS: PERFORMING

This unit is a creative introduction to performing drama in a specific style.

This scheme dives into the work of a renowned theatre company: either Paper Birds or Kneehigh.

This scheme follows an introductory unit. The focus is on practical, creative and rehearsal learning activities. Your assessment will be based on performance in class and by the end of the unit you will:

- Have applied an ethical approach to interviews for verbatim theatre
- Have explored a devising approach for a chosen stimulus inspired by Paper Birds or Kneehigh, using relevant key stylistic features, strategies, values and theatrical conventions
- Have created a short piece of 3 – 8 minutes demonstrating the working methods and techniques of this influential and recognised theatre company.

Standard of work

Working towards the expected standard

- I can apply appropriate performance skills to portray a character and tell a story
- I can demonstrate adequate vocal and physical control
- I have achieved success in a range of roles and can remain in role throughout a performance
- I have experimented with a range of styles and techniques

Working at the expected standard

- I can apply performance skills effectively to portray a range of characters
- I can demonstrate sound vocal control when applying use of clarity, pace, inflection, pitch and projection
- I can display sound physical control when applying use of space, gesture, stillness and stance
- I have mastered a range of styles and techniques
- I can remain in role for extended periods
- I have a good rapport with fellow performers and the audience

Working at greater depth

- I can apply performance skills effectively to portray convincing characters and artistic intentions
- I can adapt my performance work to suit a range of purposes, styles and audiences
- I can demonstrate consistently strong vocal control, and can apply a fair range of skills, including clarity, pace, inflection, pitch and projection
- I can display excellent control when applying a fair range of physical skills, including use of space, gesture, movement, stillness and stance

English

Autumn 1

Gothic Fiction Creative Writing

Assessment: Write a Gothic Story which incorporates Gothic language and structural devices.

Greater Depth	<p>Content and Organisation:</p> <ul style="list-style-type: none">• I can use linguistic devices such as similes and metaphors accurately• I can use more complex linguistic devices such as personification• My ideas are linked• I can produce paragraphs, with some discourse markers to show how they link• I show awareness of matching tone, style and register to purpose and audience more than once (eg: using 'once upon a time' to start a fairy tale and 'happily ever after' to end it) <p>Technical Accuracy:</p> <ul style="list-style-type: none">• I can use full stops, commas and capital letters accurately at all times• I can use some higher-level punctuation such as colons and semi-colons, with some accuracy• All of my high frequency words are spelled accurately• I can write in Standard English accurately• I can use simple, complex and compound sentences• I can use fragmented and minor sentences, although they are not always effective• I can vary some of my adjective choices to be more interesting (eg: using 'awful' instead of 'bad')• I can select appropriate verbs (eg: saying 'marching' instead of 'walking angrily')	<p>Terminology I can use correctly:</p> <ul style="list-style-type: none">• Retelling• Exposition• Pathetic Fallacy• Show Not Tell
Working At	<p>Content and Organisation:</p> <ul style="list-style-type: none">• I can use some linguistic devices such as similes or metaphors, although these might not always be accurate or interesting• My ideas are partially linked• I can produce paragraphs, although their structure might not always be accurate• I can use some structural features• I show some awareness of matching tone, style and register to purpose and audience at least once (eg: using 'once upon a time' to start a fairytale) <p>Technical Accuracy:</p> <ul style="list-style-type: none">• I can use full stops and capital letters accurately at all times• I can use commas, with some accuracy• All of my high frequency words are spelled accurately• I can write in Standard English mostly accurately• I can use simple and compound sentences, and am starting to use complex sentences• I can use adverbs to make my writing more interesting (eg: by describing someone as 'quickly hiding')	<p>Terminology I can use correctly:</p> <ul style="list-style-type: none">• Metaphor• Simile• Personification• Climax• Conventions• Sensory

Working Towards	<p>Content and Organisation:</p> <ul style="list-style-type: none"> ● I can make some occasional sense of matching tone, style and register to purpose and audience ● Some of my vocabulary choices might be specific/effective ● I can provide one or two ideas, although they might not be linked ● I can produce an extended piece of writing, but not in paragraphs <p>Technical Accuracy:</p> <ul style="list-style-type: none"> ● I can mostly use full stops and capital letters accurately, with some errors ● I can use simple and compound sentences ● I can write in Standard English with some errors ● My spelling of basic vocabulary is accurate although there are errors in high frequency words and homophones eg: there/their/they're ● I can use simple vocabulary to make my writing clear 	<p>Terminology I can use correctly:</p> <ul style="list-style-type: none"> ● Protagonist ● Nouns ● Verbs ● Adjectives ● Adverbs
--------------------	--	---

English

Autumn 2

Celebrating Diverse Voices

Assessment: Comparison Writing - writing a GCSE English Language Question 4 Styled Response.

QUESTION 4				
	Comparison of ideas	Understanding of ideas and perspectives	Use of textual detail (quotes)	Identification and analysis of the writer's methods (language and structure)
1-4	Simple, limited cross reference	Simple awareness of ideas and/or perspectives	Simple, limited from one or both texts	Simple identification
5-8	Attempts to compare ideas and perspectives	Identifies some different ideas and perspectives	Some, appropriate, not always supporting from one or both texts	Some comment on how writers' methods are used
9-12	Clear and relevant comparison	Clear understanding of different ideas and perspectives in both texts	A range, relevant from both texts	Explains clearly how writers' methods are used
13-16	Critical and perceptive/detailed	Detailed understanding of different ideas and perspectives in both texts	A judicious (well-chosen) range from both texts	Analyses how writers' methods are used





French

Autumn 1

Year 9 French Learning Journey - Autumn Term 1 Assessment criteria

	Communication (Content / Key message / Spontaneity) 		Quality (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures) 
LE MEILLEUR DES MONDES To be able to understand & talk about different diets and their environmental impact. To be able to describe what I do to help the environment, what I have done in the past and what I would like to do in the future. (Present, past & conditional tenses) Assessed piece: Listening & Dictation Assessment 	(G) WORKING AT GREATER DEPTH	<ul style="list-style-type: none">- I can confidently understand and talk about what people eat and drink, including the benefits and disadvantages of different diets and the impact that diet choices can have on the environment- I can give and produce more detailed descriptions of what I do at home and at school to help the environment.- I can understand and describe changes that I would make in the future to help the environment using the conditional tense.- I can accurately produce an extended piece of written French using 3 tenses (past, present. Conditional)	<ul style="list-style-type: none">- I can accurately use verbs in first and third person singular and plural to describe different diets and their advantages/disadvantages- I can confidently adapt sentences to describe how I help the environment- I can use my sentence builder or my vocabulary list to create longer phrases independently- I can successfully use a variety of verbs in 3 timeframes to produce an extended piece of writing.
	(A) WORKING AT THE EXPECTED STANDARD	<ul style="list-style-type: none">- I can understand and talk about what people eat and drink, including the benefits and disadvantages of different diets and the impact that diet choices can have on the environment- I can give some descriptions of what I do at home and at school to help the environment.- I can understand changes that I would make in the future to help the environment using the conditional tense.- I can accurately produce a short piece of written French using 3 tenses (past, present. Conditional)	<ul style="list-style-type: none">- I can accurately use verbs in first and third person singular to describe different diets and their advantages and disadvantages- I can adapt sentences to describe how I help the environment- I can use my sentence builder or my vocabulary list to create phrases independently- I can successfully use some key verbs in 3 timeframes to produce an extended piece of writing.
	(T) WORKING TOWARDS THE EXPECTED STANDARD	<ul style="list-style-type: none">- I can understand vocabulary used to describe different diets- I can give simple descriptions my diet and why it is good or bad for the environment.- I am beginning to identify phrases that describe what I would do in the future using the conditional tense.- I can write some simple sentences using key verbs in the present and conditional tense. I am beginning to add some sentences using the past tense with support.	<ul style="list-style-type: none">- I can use simple present tense descriptions of different diets and their advantages or disadvantages.- I can adapt simple sentences to describe how I help the environment.- I can use my sentence builder or my vocabulary list to create my own simple sentences about what I do to help the environment an what I would like to do in the future.

Year 9 French Spanish Learning Journey - Autumn Term Assessment criteria

	Communication (Content / Key message / Spontaneity) 		Quality (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures) 
Projets d'avenir To be able to understand & talk about different jobs, where they take place, to talk about what you do to earn money, to talk about plans for the future as well as successfully describe a photo. (Present, past & future tenses) Assessed piece: Writing Assessment 	(G) WORKING AT GREATER DEPTH	<ul style="list-style-type: none">- I can confidently understand and talk about many jobs, my plans for the future as well as what I do to earn money in the present and the past.- I can give and produce more detailed descriptions of many people's jobs and where they take place.- I can give justified opinions about me and others- I can successfully describe a photo of different jobs in detail	<ul style="list-style-type: none">- I can accurately use verbs in the past, present and future tenses to talk about jobs and plans for the future.- I can confidently adapt sentences to describe my own job and others, where they work as well to give opinions.- I can use my sentence builder or my vocabulary list to create longer phrases independently.
	(A) WORKING AT THE EXPECTED STANDARD	<ul style="list-style-type: none">- I can understand and talk about many jobs, my plans for the future as well as what I do to earn money in the present and the past mainly successfully.- I can give some descriptions of some people's jobs and where they take place.- I can give justified opinions about me.- I can describe photos of jobs with some detail	<ul style="list-style-type: none">- I can say where I work and some things that you can do in a job- I can adapt some sentences to describe different jobs.- I can use some verbs in three tenses to talk about jobs in the first and third person.- I can use my sentence builder or my vocabulary list to create my own descriptions of different jobs.
	(T) WORKING TOWARDS THE EXPECTED STANDARD	<ul style="list-style-type: none">- I can understand and talk about many jobs, my plans for the future as well as what I do to earn money in the present and the past mainly successfully.- I can give some descriptions of a few jobs and where they take place.- I can give some justified opinions about me.- I can start to give simple photo descriptions of job.	<ul style="list-style-type: none">- I can use simple present tense descriptions jobs- I can adapt simple sentences to describe different jobs with some accuracy- I can use my sentence builder or my vocabulary list to create my own simple descriptions of different jobs- I can successfully copy simple words and simple phrases from my sentence builder.

Geography

Autumn 1

TECTONICS



KNOWLEDGE AND UNDERSTANDING

GEOGRAPHICAL SKILLS (LITERACY AND NUMERACY)

Working
at
Greater
Depth

- You can explain, in detail, the structure of the Earth.
- You have a detailed understanding of the tectonic plates, can name them and explain how and why they move.
- You can explain how destructive, constructive and conservative boundaries work and add accompanying labelled diagrams.
- You can explain the different types of crust and evaluate the evidence for continental drift.
- You can explain in detail the features of an earthquake, how they are measured and evaluate the factors that worsen the impact of earthquakes.
- You can explain and use the two scales; Mercalli and Richter.
- You can give a detailed account of the methods used to plan, predict and prepare for earthquakes
- You can effectively evaluate the impacts of two contrasting earthquakes in different areas of the world. You can apply this knowledge to answer GCSE-style questions.
- You often go above and beyond with classwork or homework

- Evidence of the use of appropriate secondary sources gained from independent learning.
- Use of a wide range of specialised terms to enhance explanations.
- Clear understanding shown through the application of knowledge to unseen scenarios.
- Ideas expressed clearly, logically and fluently with accurate use of SPaG.
- Location skills and terminology are precise.
- Use of an atlas is accurate

Working
at the
Expected
standard

- You can describe, in detail, the structure of the Earth.
- You have a good understanding of the tectonic plates, can name them and describe how and why they move.
- You can describe how destructive, constructive and conservative boundaries work and add accompanying diagrams.
- You can describe the different types of crust and explain the evidence for continental drift.
- You can explain the features of an earthquake, how they are measured and explain the factors that worsen the impact of earthquakes.
- You can describe and use the two scales; Mercalli and Richter.
- You can give an account of the methods used to plan, predict and prepare for earthquakes
- You can evaluate the impacts of two contrasting earthquakes in different areas of the world. You can apply this knowledge to attempt GCSE-style questions.
- You usually complete your work to a good standard.

- Evidence of independent learning to research and extend learning.
- Appropriate specialised terms have been used correctly.
- Ideas expressed clearly, logically and fluently with a good use of SPaG.
- Location skills and descriptions are useful.
- Use of an atlas is good

<p><u>Working towards the expected standard</u></p>	<ul style="list-style-type: none"> You can describe the basic structure of the Earth. You have a basic understanding of the tectonic plates, can name them and begin describe why they move. You can recognise destructive, constructive and conservative boundaries and add basic diagrams. You can name the different types of crust and describe some evidence for continental drift. You can describe the features of an earthquake, how they are measured and describe some of the factors that worsen the impact of earthquakes. You can name some of the methods used to plan, predict and prepare for earthquakes You can describe the impacts of two contrasting earthquakes in different areas of the world. You usually complete your work to a good standard. 	<ul style="list-style-type: none"> Some researching of the topic to find information using independent learning. Application of Information is correct. Simplistic geographical terminology is used to describe a place. Some accuracy in the use of spelling, punctuation and grammar but there are many errors. Use of an atlas is basic
---	--	---

WHAT TO REVISE	WHERE TO FIND RESOURCES/EXTRA RESEARCH	HOW YOU WILL BE ASSESSED
<p>All content covered in your first unit: Tectonics, specifically:</p> <ul style="list-style-type: none"> Structure of the Earth The plates Convection currents Plate boundaries (constructive, destructive, conservative and collision) Earthquakes and their impacts How we measure earthquakes (Richter and Mercalli scales) 	<p>The best place to start your revision is with your exercise book. You <u>might also find the following websites of use:</u></p> <p>Powerpoints on Google Classroom</p> <ul style="list-style-type: none"> Structure of the Earth and the plates https://www.bbc.co.uk/bitesize/guides/zwcfxsg/revision/1 Convection currents https://www.bbc.co.uk/bitesize/guides/zss8rwx/revision/3 Plate boundaries https://www.bbc.co.uk/bitesize/guides/zyhv4wx/revision/2 Earthquakes https://www.bbc.co.uk/bitesize/guides/z3sg87h/revision/1 Impacts of earthquakes https://www.bbc.co.uk/bitesize/guides/ztp2k7h/revision/3 Measuring earthquakes https://www.bbc.co.uk/bitesize/guides/zp46sg8/revision/2#:~:text=The%20Richter%20scale%20measures%20the,there%20is%20no%20upper%20limit. 	<p>You will sit an assessment which is GCSE-style - it will have some shorter questions ranging to one longer extended writing-style response.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <p><i>-Working towards expected standard</i></p> <p><i>-working at expected standard</i></p> <p><i>-greater depth.</i></p>

8 BILLION AND COUNTING (POPULATION)



KNOWLEDGE AND UNDERSTANDING

GEOGRAPHICAL SKILLS (LITERACY AND NUMERACY)

Working at
Greater
Depth

- You can explain, in excellent detail, the population structure and distribution of the Earth.
- You have a detailed understanding of the impacts of population growth on the Earth.
- You can explain in detail how birth rate, death rate, infant mortality and development can affect population.
- You can draw and analyse accompanying population pyramids to a high standard.
- You can explain in detail why NEE and LIC countries are experiencing rapid population growth.
- You can explain in detail why HIC countries are experienced ageing and in some cases, declining populations.
- You can identify and explain a case study where a country tries to restrict population growth.
- You can give a detailed account of the methods used to try and control population growth.
- You can effectively evaluate the impacts of two contrasting countries in different areas of the world. You can apply this knowledge to answer GCSE-style questions.
- You often go above and beyond with classwork.
- You often go above and beyond with homework.

- Evidence of the use of appropriate secondary sources gained from independent learning.
- Use of a wide range of specialised terms to enhance explanations.
- Clear understanding shown through the application of knowledge to unseen scenarios.
- Ideas expressed clearly, logically and fluently with accurate use of SPaG.
- Location skills and terminology are precise.
- Use of an atlas is accurate
- Excellent drawing of Population Pyramids

Working at
the Expected
standard

- You can describe, with good detail, the population structure and distribution of the Earth.
- You have a good understanding of the impacts of population growth on the Earth.
- You can explain in good detail how birth rate, death rate, infant mortality and development can affect population. and draw / analysis accompanying population pyramids.
- You can explain to a good standard why NEE and LIC countries are experiencing rapid population growth.
- You can explain to a good standard why HIC countries are experienced ageing and in some cases, declining populations.
- You can give a good account of the methods used to try and control population growth.
- You can evaluate the impacts of two contrasting countries in different areas of the world. You can apply this knowledge to answer GCSE-style questions.

- Evidence of independent learning to research and extend learning.
- Appropriate specialised terms have been used correctly.
- Ideas expressed clearly, logically and fluently with a good use of SPaG.
- Location skills and descriptions are useful.
- Good drawing of population pyramids.

<p><u>Working towards the expected standard</u></p>	<ul style="list-style-type: none"> • You can describe the basic population structure of the Earth. You have a basic understanding of the impacts of population growth on the earth. • You have a basic understanding of the impacts of population growth on the Earth. • You can explain in basic detail how birth rate, death rate, infant mortality and development can affect population. and draw / analysis accompanying population pyramids. • You can explain to a basic standard why NEE and LIC countries are experiencing rapid population growth. • You can explain to a basic standard why HIC countries are experienced ageing and in some cases, declining populations. • You can give a basic account of the methods used to try and control population growth. 	<ul style="list-style-type: none"> • Some researching of the topic to find information using independent learning. • Application of Information is correct. • Simplistic geographical terminology is used to describe a place. • Some accuracy in the use of spelling, punctuation and grammar but there are many errors. • Basic drawing of population pyramids.
---	--	--

History

Autumn 1

The Suffragettes and the vote

(Suffragettes essay)

Topic: Twentieth Century World/Suffragettes	Learning Objective: analyse and evaluate reasons for a historical event; demonstrate precise historical knowledge; make and support a judgement
--	--

Question: “Women gained the vote in 1918 because of the campaigning of the Suffragettes”. How far do you agree with this statement?

	Key skills and assessment criteria	Suggested content/examples <i>(other relevant content will be credited)</i>
Greater depth	<ul style="list-style-type: none">-shows precise and wider ranging knowledge and understanding that covers a range of factors including the role of the Suffragettes, the war and political factors.-produces well-structured work with a consistent analytical focus on the question-gives a clear judgement on the question which is effectively backed up valid criteria	<p>“Some historians think the Suffragettes helped as they raised awareness about the issue and acts such as hunger strikes showed how passionately they felt about the vote. A Sunday Times report at the time of Emily Davison’s funeral referred to her as a martyr. In addition, acts such as....</p> <p>However, others think they hindered the cause, especially politicians at the time. It can be argued that extreme tactics made it more difficult for the PM as he couldn’t be seen to be giving in to violent acts, even if he did sympathise with the issue. In a source at the time he refers to the tactics as ‘blackmail’ and says it was the worst way of winning the vote.</p> <p>A further factor which was key were political factors such as a new government which... Also changes to the voting laws which needed to be made in 1918...</p> <p>I agree that violent acts may have given off a bad image of women in some cases, but without the WSPU the issue of women’s votes would never even have been discussed in parliament. It was the WSPU and their attention grabbing tactics that publicised the issue of women’s suffrage. The fact that other groups like the NUWSS had been campaigning peacefully for years and got nowhere proves that it was the militant tactics that were needed to get the issue noticed.”</p>
Working at expected standard	<ul style="list-style-type: none">-the answer demonstrates good and largely accurate knowledge and understanding and goes beyond the role of the Suffragettes by examining some other factors leading to the vote-has a generally analytical focus and some organisation but may contain narrative/descriptive passages.-gives a judgement, and attempts to support this, but criteria may not be clear or developed.	<p>“The WSPU are only one reason women got the vote. Their high-profile stunts such as.... certainly raised the profile of the issue and made the public think about how serious the issue was, for example the death of Emily Davison...</p> <p>However, the war was also a major factor. This gave women a chance to show that they were responsible and trustworthy. They worked in a range of different jobs e.g.....By the end of the war men’s attitudes had changed....</p> <p>.</p> <p>The WSPU did raise the profile of the issue but the war played a major role in changing attitudes to women. Through their hard work and commitment they earned the right to vote and showed they were not hysterical and irresponsible.”</p>
Working towards	<ul style="list-style-type: none">-demonstrates some valid knowledge on the role of the Suffragettes, although this may be generalist and	<p>“The WSPU used many tactics to get the vote such as....</p> <p>The war also helped because women could work and they got more respect.</p>

expected standard	<p>contain some inaccuracies. May refer briefly to other factors leading to the vote such as the war.</p> <p>-analytical focus is present but limited/simple and there will be descriptive passages</p> <p>-gives a simple judgement on the question - reasons will be simple or lacking, or judgement may be missing.</p>	<p>Some people thought they did help because they got attention. But you could say they were bad because they made women look too violent....</p> <p>I think the Suff were the main reason because they got lots of attention for the cause.'</p>
--------------------------	--	---

KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>Women and the Suffragettes</u></p> <ul style="list-style-type: none"> The role of women at the start of the Twentieth Century The aims, methods and successes of the Suffragettes (WSPU) and the Suffragists (NUWSS) The death of Emily Davison How and why women got the vote in 1919 	<p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <p>Webpage on the position of women in 1900</p> <p>BBC bitesize site with 2 learner guides - on the fight for the vote for women, and how the vote was won.</p> <p>TV timelines clip covering the key groups and events that led to the vote.</p> <p>BBC Teach clip on how the vote for women was won.</p> <p>Channel 4 clip - the debate on whether violent protest actually helped win the vote.</p>	<p>You will write an essay to answer question about why women won the vote in 1918 and will be assessed on your ability to:</p> <ul style="list-style-type: none"> -write an essay to answer the question -agree and disagree with the statement (show both sides) -use precise evidence to back up your ideas -make and support a judgement on the statement <p>Use the advice from the preparation lesson you did with your history teacher – you can look at the PowerPoint again at home which has all the key guidance and examples.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none"> -<i>Working towards expected standard</i> -<i>working at expected standard</i> -<i>greater depth.</i>

Autumn 2

The Treaty of Versailles

Topic: Twentieth Century World/Versailles

Learning Objective: analyse and evaluate historical interpretations; give and support a judgement

Question 1: What is the main difference between the views of historian 1 and 2 on the impact of the Treaty of Versailles?

Question 2: How far do you agree with Historian 2 about the impact of the Treaty of Versailles?

	Key skills and assessment criteria	Suggested content/examples <i>(other relevant content will be credited)</i>
Greater depth	<ul style="list-style-type: none"> -Valid evaluation comment to agree with/counter the interpretation. -Some analysis and selection of details from both interpretations -Some relevant contextual knowledge included and linked to the evaluation. -An overall judgement given but this is insecure/undeveloped 	<ul style="list-style-type: none"> --you give a valid view on how far you agree with historian 2 with a well-supported explanation which reviews the views of both historians -you make developed inferences which are clearly supported and you are able to summarise the key differences between the 2 historians -your knowledge is wide-ranging on several aspects of Versailles, accurate and specific in its details, and you use it effectively to support your comments on the historians. -your judgement on historian 2 is well supported with developed reasoning and your answer to question 2 is well organised with a sustained focus on the question.
Working at expected standard	<ul style="list-style-type: none"> -Explained evaluation, agreeing or disagreeing with the interpretation. -Good analysis of the interpretations to show difference of view -Relevant contextual knowledge used directly to support the evaluation. -Overall judgement given with some justification. 	<ul style="list-style-type: none"> -you give a valid view on how far you agree with historian 2 with some explanation -you make valid inferences about each historian which are supported with details from each historian. -you provide knowledge that is more wide-ranging over a few different points and which is more detailed -more developed judgement on historian 2 with some reasons given.
Working towards expected standard	<ul style="list-style-type: none"> -Explained evaluation reviewing the alternative views in coming to a substantiated judgement. -Precise analysis of the interpretations shown, indicating how the differences of view are conveyed -Relevant contextual knowledge is precisely selected to support the evaluation. -Overall judgement is justified and the line of reasoning is coherent, sustained and logically structured 	<ul style="list-style-type: none"> you give a valid view on how far you agree with historian 2 but with little explanation -you select a couple of details from each historians/make a simple inference -you give some limited knowledge about Versailles beyond the historians -simple final judgement which on historian 2 with limited back up

KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>The Treaty of Versailles</u></p> <ul style="list-style-type: none"> • How did World War I end? • Why did the Big Three (Britain, France, USA) have different views on how to treat Germany at the end of the war? • What were the main terms of the Treaty? • What was the impact of the Treaty on Germany? 	<p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <p>-BBC bitesize page on the Treaty and its impact on Germany</p> <p>-Bitesize summary of the terms of the Treaty and reactions to it</p> <p>-clip on the aims of the Big Three at Versailles</p> <p>-20 minute documentary 'Make Germany Pay' with background on the end of the war, terms of the Treaty and its impact.</p>	<p>You will answer 2 questions to evaluate the views of 2 historians (interpretations) on the Treaty of Versailles. You will be assessed on how well you</p> <p>-explain how there are different views about the Treaty of Versailles.</p> <p>-Give a judgement on which historian you most agree with.</p> <p>Use the advice from the preparation lesson you did with your history teacher – you can look at the PowerPoint again at home which has all the key guidance and examples.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <p>-<i>Working towards expected standard</i></p> <p>-<i>working at expected standard</i></p> <p>-<i>greater depth.</i></p>

Maths

Autumn 1 and 2

	Working at greater depth	Working at the expected standard	Working towards the expected standard
Straight line graphs	I can: <ul style="list-style-type: none"> Write and use an equation in the form $y=mx + c$ Find the equation of a line from a graph 	I can: <ul style="list-style-type: none"> Use a table of values to plot straight line graphs Compare gradients and y intercepts 	I can: <ul style="list-style-type: none"> Plot and read coordinates Identify and plot lines parallel to the x and y axis
Algebraic equations	I can: <ul style="list-style-type: none"> Solve equations and inequalities with unknowns on both sides Change the subject of a formula Expand triple brackets 	I can: <ul style="list-style-type: none"> Substitute into a formula Solve 2 step equations and inequalities Expand double brackets 	I can: <ul style="list-style-type: none"> Collect like terms Expand and simplify single brackets Factorise expressions Solve one step equations
2D and 3D shape	I can: <ul style="list-style-type: none"> Find the surface area of prisms Find the surface area of cylinders Calculate the volume of cones, pyramids and spheres 	I can: <ul style="list-style-type: none"> Draw plans and elevations of a 3D shape Find the surface area of cubes and cuboids Find the volume of prisms Find the area and circumference of circles 	I can: <ul style="list-style-type: none"> Identify and name 2D and 3D shapes Identify properties of 3D shapes Draw accurate nets of cubes and cuboids Find the area of 2D shapes (squares, rectangles, parallelograms, triangles, trapeziums)
Constructions and congruency	I can: <ul style="list-style-type: none"> Construct a perpendicular bisector Construct an angle bisector Find the locus of distance from a point or straight line Find the locus of points equidistant from 2 points Identify congruent triangles 	I can: <ul style="list-style-type: none"> Construct ASA, SAS, SSS triangles Identify congruent shapes Construct and interpret scale drawings 	I can: <ul style="list-style-type: none"> Draw and measure lines and angles Draw circles

Music

Autumn 1 and 2



TOPIC: MUSIC FOR FILMS

This unit is about you becoming a film composer!

Part 1: This unit covers a wide variety of different styles of film score and allows you to develop your skills as a film composer (this is one of skills you will need for GCSE Music next year). You will start by exploring what makes a film score sound '**heroic**' (using 'Gladiator' by Hans Zimmer and other heroic film scores) and performing a heroic sound track using instruments. If you play an instrument at home, let your teacher know so they can provide you with a part for your instrument. You then go on to look at **horror** film scores and how to make music sound 'scary' using different key elements (**chromatic notes, dissonant chords, ostinato bass lines** etc.). You will use a trailer from a horror film to create your own **film score** using Logic X on the Macs.

Your assessment for the end of Part 1 of Film Music (end of half term 1) will be a performance of your horror film music from your computer to the rest of the class. You will have worked on this with your partner.

Part 2: You will learn about **leitmotifs** and how they are used in film music. Using keyboards you will learn the **James Bond leitmotif and themes** and use them as a basis for your own **film trailer** for 'Skyfall'. You will learn about **sync points** and how to match your music to the chosen trailer on the screen.

Your assessment for the end of Part 2 of Film Music (end of half term 2) will be a live performance of your James Bond trailer with your partner to the rest of the class (this will be recorded).

Key vocabulary for this topic is in **bold** above.

Standard of work	
Working towards the expected standard	<ul style="list-style-type: none"> • I understand that film music has different genres and different music is used for different genres • I can perform as part of the 'heroic' film music performance with the rest of the class • I understand some features of horror music • I can start coming up with some 'horror ingredients' to go with the horror trailer • I can perform the James Bond leitmotif • I can help create a James Bond trailer playing the leitmotif at suitable places
Working at the expected standard	<ul style="list-style-type: none"> • I understand features that makes film music sound heroic, describing them with musical language • I can perform as part of a heroic film performance (having learnt a heroic bass line and melody) • I understand 'horror ingredients' and how to use these in my horror composition • I can compose my own music (with my partner) to a horror film trailer with an awareness of sync points • I can perform the James Bond leitmotif in time (with an awareness of sync points) and with different sonorities to suit the trailer • I can perform different Themes and combine them with the James Bond leitmotif to create trailer music (with a partner)
Working at greater depth	<ul style="list-style-type: none"> • I understand <u>why</u> different musical features are used for heroic film music and can describe them using musical language • I can perform multiple parts for the heroic film class-performance including extension parts • I can compose using sync points and various 'horror ingredients' to a horror trailer • I can create original ideas for the horror trailer using different musical ideas • I can perform the James Bond leitmotif <u>at the same time as</u> different Themes (using both hands on the keyboard) • I can develop and changed the leitmotif and Theme to sync with the trailer, including original ideas and a range of different sonorities, textures, dynamics and tempi.

Physical Education

Autumn 1 and 2

	Athletics	Gymnastics	Dance	Team / Invasion Games	Net / Striking	Health & Fitness	Outdoor & Adventurous Activities
Grades 1-5	<p>Their techniques are refined and remain accurately replicated on each attempt. Scores are maximised through correct application and high levels of physical fitness. Their skills are imaginatively applied across a range of activities. They evaluate their own work and that of others consistently and accurately and refine skills based on their own analysis of performance. They support others and will take a lead in group and team performances.</p>	<p>Each discipline is executed with high levels of precision and with perfect techniques on each attempt. Skills are appropriately and accurately applied to maximise their performance. Movements flow together and are at the right pace demonstrating control and precision in all activities. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make informed suggestions on how to develop further and provide feedback.</p>	<p>Multiple styles can be replicated and produced with high levels of precision and with perfect technique. Can perform to a faultlessly in all performances standard in group and individuals elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p>	<p>All techniques for a variety of roles and positions are produced to a perfect standard with high levels of precision. Influence within the game situation is high consistently and can respond to adaptations. Will outwit opponents with ease and regularity. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness.</p>	<p>All strokes and techniques are highly accurate and performed with perfect technique and application of fitness. High level game play showing precise control and accuracy throughout winning games with ease. Has the ability to be an influence within a game and can respond to change effectively. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness.</p>	<p>Full range of components of fitness are displayed with maximum efficiency throughout tasks and tests. Scores are "EXCELLENT" in comparison to the National Average for Ks3 scores. Faultless knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can work within and explain the 'target HR zone' when aerobic training and can describe the differences between aerobic and anaerobic activities. Understand and explain what is needed within a fitness programme to improve their performance and that of others.</p>	<p>Can complete all tasks with ease using high levels of skill, communication and teamwork regardless of challenge or time pressure. Mastered techniques in all events whilst demonstrating a secure understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand and know ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p>
Grades 6-8	<p>They perform with confidence and style. Their techniques are refined and remain consistent under pressure. Their skills are imaginatively applied across a range of activities. Decision-making is constantly changing situations. They evaluate their own work and that of others consistently and accurately and refine skills based on their own analysis of performance. They support others and will take a lead in group and team performances.</p>	<p>Able to select and combine a range of techniques, skills and apply them appropriately and accurately. Movements flow together and are at the right pace demonstrating control and precision in all activities. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make informed suggestions on how to develop further and provide feedback.</p>	<p>Mastered a range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a very high standard in group and individual elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p>	<p>Can perform and replicate skills to a high level showing flair and originality. Has the ability to be an influence within the game situation and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.</p>	<p>Can perform and replicate strokes to a high level showing control and accuracy throughout. Has the ability to be an influence within a game and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.</p>	<p>Can work and maintain maximum level for of duration of ALL fitness activities Very high levels of knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can work within and explain the 'target HR zone' when aerobic training and can describe the differences between aerobic and anaerobic activities. Understand and explain what is needed within a fitness programme to improve their performance and that of others. Can analyse the relationship between their own fitness and performance levels in other sports</p>	<p>Mastered techniques in all events whilst demonstrating a secure understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand and know ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p>
Grades 9-11	<p>Able to replicate techniques to a high level and confidently compete in a wide range of events Show a sound knowledge of the relationship between fitness, technique and strategy. Can work independently on own training programme and monitor own performance. Can adapt and modify technique through analysis of their own and others performance.</p>	<p>Able to select and combine a range of techniques, skills and apply them appropriately with a good degree of accuracy. Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.</p>	<p>Able to perform an outstanding range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a high standard in group and individual elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p>	<p>An advanced level of skill and technique is evident most of the time even under pressure. Can select an excellent range of skills to outwit an opponent. Is able to demonstrate a very good level of tactical awareness and can apply these to suit both defensive and attacking situations. Can analyse their opponent's play using sound technical knowledge, and plan ways to improve team/ individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out.</p>	<p>Can use and replicate an excellent range of shots to outwit an opponent. An advanced level of skills/shot selection and consistent technique even under pressure. Is able to demonstrate a very good level of tactical awareness and can adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out</p>	<p>Can work at maximum level for the most of the duration of ALL fitness activities High levels of knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can apply the principles of training to an action plan. Can perform in activities showing high levels of fitness and determination. Plan and carry out warm up and cool down activities with support. Can explain in detail the relationship between their own fitness and performance levels in other sports</p>	<p>Confidently replicate techniques in a wide range of events whilst demonstrating a solid understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p>

Expects to progress +	Replicate techniques in a wide range of events They demonstrate a good understanding of the principles of effective athletic performance. Can focus on aspects of their technique to improve and understand ways to perform in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance	Able to select and combine a range of techniques, skills and apply them appropriately. Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.	Able to perform a wide range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a good standard in group and individual elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.	Good skill level and shows accurate replication within game situations. Becoming more influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Will understand how different types of exercise help with health and fitness and can suggest ways of warming up and cooling down.	Good shot selection and shows very accurate replication within game situations. Is influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Will understand how different types of exercise helps with health and fitness and can suggest ways of warming up and cooling down.	Can work at maximum level for the duration of MOST fitness activities .Good levels of knowledge when planning an action plan, using key concepts and some key words consistently and correctly. Can analyse fitness test results and create an action plan for improvement. Can perform in activities showing above average levels of fitness. Plan a relevant warm up and cool down programme including exercises for specific muscle groups used in that activity. Can make good links between their fitness levels and other sports	Replicate techniques in a wide range of events whilst demonstrating a good understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance.
Expects to progress	Demonstrates clear replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve including tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Can suggest and undertake an appropriate training programme for specific events.	Able to perform all of the basic techniques, agility's and balances with little help. Style and control are present but sometimes variable, however sequences do show fluency. Able to experiment and plan own sequences and help others with their work. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.	Able to perform an excellent range of choreographed movements smoothly and accurately with a good knowledge of rhythm and timing with little or no help. Able to experiment and plan group sequences and help others with their work. Can perform in a group or in individual elements of the dance routine with some levels of accuracy, style or emotion. Can identify good performances and suggest ways to improve dance routines. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.	Control is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.	Can select and accurately replicate a good range of skills to outwit an opponent. Control of the shots are consistent and performed fairly quickly in response to opposition pressure. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their stroke selection. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.	Can work at maximum level for the duration of SOME fitness activities Basic levels of knowledge when planning an action plan, using key concepts and some key words correctly. Undertake fitness tests and explain which component is being assessed. Can make basic links between components of fitness, their fitness levels and other sports.Can show responsibility for personal warm up programme	Demonstrates clear replication of all techniques and can explain the different demands of various skills. Can identify, adapt and refine team tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.
Expects to progress -	Good replication of skills across throws, jumps and runs and applies a reasonable knowledge of the principles related to athletics. Can describe parts of their performances which are effective and explain what they can improve with practice. Can describe the effects of athletic exercise on their body. Applies basic safety principles. Can explain how athletics improves overall fitness levels.	Able to perform most of the basic agility movements and developed some advanced routines. Sometimes requires support, showing increased precision and control and fluency. Able to link movements together with reasonable precision. Demonstrates creativity with partner sequences and balances. Can see the difference between their performances and others and use this knowledge to improve. Applies basic safety principles. Can explain how gymnastics improves overall fitness level.	Able to perform dance movements with good timing and has choreographed some movements to the set music. Sometimes requires support, showing increased fluency of movement and rhythm and able to link 6 to 7 various movements together with reasonable precision. Demonstrates creativity within their group often leading others. Can see the difference between their performances and others and use this knowledge to improve. Can explain how dance improves overall fitness levels.	Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Maintain skills and techniques in conditioned/ modified games. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise.	Can use skills and techniques together with accuracy to outwit an opponent and maintains a controlled rally. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance to badminton	Can work at maximum level for part of the duration of SOME fitness activities. Can explain key terms linked to components of fitness consistently and accurately .Can explain why it is important to lead a balanced activity healthy lifestyle. Able to link different components of fitness to a variety of sports/athletes. Demonstrate activities for specific aspects of warm up – stretching, joint mobility, raising heart and breathing rates.	Good replication of skills and applies a reasonable knowledge of the underpinning principles related to outdoor education. Display improving teamwork and leadership skills. Can describe the effects of exercise on their body. Applies basic safety principles. Can explain how OAA can improve individual interpersonal skills.

T O W A R D S P R O G R E S S +	Can accurately replicate techniques for running, jumping and throwing activities but some mistakes as challenge increases Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.	Can accurately replicate techniques for running, jumping and throwing activities but some mistakes as challenge increases. Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.	Able to perform a number of movements with reasonable control and timing within a group sequence. Requires support, showing some fluency of movement and rhythm and able to link a 4 to 5 various movements together with some precision. Tries to improve own performance after seeing others and can suggest ways they may improve. Often follows others lead offering little creativity. Can suggest why it is important to warm up before dance and understands the importance of making health lifestyle options.	Can use basic techniques in a small sided game and can replicate skills with good accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health.	Can use basic techniques in a small sided game and can replicate shots with reasonable accuracy and can maintain a rally with few mistakes. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health.	Can work at moderate level the duration of SOME fitness activities. Can describe key terms linked to components of fitness with some support needed. Can briefly explain why taking part in exercise is good for you. Able to make a basic link to different components of fitness to a variety of sports/athletes. Demonstrate all round safe practice, including handling of equipment, safety of self and others. Can describe changes in body temperature, HR and breathing.	Can accurately replicate map reading techniques. Can identify some of the basic principles of techniques showing some teamwork skills. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.
T O W A R D S P R O G R E S S	Can replicate basic techniques of for running, jumping and throwing with occasional success Demonstrate some relevant knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language. Interpret a range of information about performance to draw simple conclusions. Safely apply basic techniques, strategies and/or compositional ideas demonstrating some control in their performance.	Able to perform a number of agility rolls and balances with reasonable control and can use these to make up a simple sequence. Can hold basic balances and some low level partner balances. Tries to improve own performance after seeing others and can suggest ways they may improve. Can suggest why it is important to warm up before gymnastics. Understands need to warm up and the importance of making health lifestyle options.	Able to perform a number of movements with some control and timing within a sequence. Requires frequent support, showing moderate fluency of movement and rhythm and able to link 2 or 3 movements together with moderate precision. Tries to improve own performance after seeing others and needs help to recognise good technique. Can suggest why it is important to warm up before dance and understands the importance of making health lifestyle options.	Can use basic techniques in a small sided game and can pass and shoot with some accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Can verbally explain rules and concepts of the game. Can see the differences between their performances and others. Understands need to warm up and the importance of making health lifestyle options.	Can use basic techniques in a small sided games and can replicate shots with some accuracy but makes mistakes with more complicated shots. Can demonstrate techniques usually applied with some co-ordination and control to gain an advance over an opponent. Can verbally explain basic tactics and rules. Uses basic game strategy occasionally. Understand why activity is good for health.	Can work at moderate level the duration of a FEW fitness activities. Can describe basic key terms linked to components of fitness with support needed. Can briefly describe why taking part in exercise is good for you. Can link a component of fitness to a single example of an athlete/ sport/ performer. Demonstrate safe practice, including handling of equipment, safety of self and others Recognise changes in body temperature, HR and breathing.	Can map read with some degree of accuracy. Can identify some of the basic principles of techniques showing some teamwork skills. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.
T O W A R D S P R O G R E S S -	Can occasionally replicate basic techniques of for running, jumping and throwing with limited success. Demonstrate some knowledge and understanding of some factors affecting performance using everyday language. Interpret a simple range of information about performance to draw some conclusions on event Safely apply basic techniques, strategies and/or compositional ideas demonstrating limited control in their performance.	Able to perform a few basic number of agilities rolls and balances with limited control and requiring support, and can use these to make up a simple sequence. Balances need support to complete them Tries to improve own performance after feedback and can suggest basic ways others may improve. Can suggest how to warm up before gymnastics. Understands the basic need to warm up and the importance of making health lifestyle options.	Able to perform a number of movements with some control and timing within a sequence. Requires frequent support, showing limited fluency of movement and rhythm and able to link 1 or 2 movements together with limited precision. Limited attempt to improve own performance after seeing others and needs lots of help to recognise good technique. Can suggest how to warm up before dance and understands the importance of making health lifestyle options.	Can use basic techniques in a small sided game and can pass and shoot with little accuracy. Can demonstrate a few techniques usually applied with limited co-ordination and control to use against an opponent. Can verbally explain basic rules and concepts of the game. Can see the differences between their performances and correct technique. Understands the basic need to warm up and the importance of making health lifestyle options.	Can use some basic techniques in a small sided games and can replicate shots with limited accuracy and makes mistakes with some basic shots. Can demonstrate limited techniques usually applied with moderate co-ordination and control to hit the shuttle. Can verbally state basic tactics and rules. Uses basic game strategy rarely. Can state in basic terms why activity is good for health.	Can work at low level for the duration of a FEW fitness activities. Can state basic key terms linked to components of fitness with support needed. Can state why taking part in exercise is good for you. Can link a component of fitness to a single example of an athlete/ sport/ performer with support Demonstrate safe practice, including handling of equipment, safety of self and others	Can map read with limited degree of accuracy. Can identify some of the basic principles of techniques showing some teamwork skills with support and guidance. Can warm up safely with guidance. Can comment on some of the basic factors which make an effective performance.

Philosophy, Religion, Ethics

Autumn 1 and 2

Crime and Punishment

Topic: Crime and Punishment

Learning Objective: to explain abstract philosophical arguments regarding truth; to compare arguments on crime and punishment aims; to identify and evaluate strengths and weaknesses; to accurately explain philosophical arguments; to precisely use keywords

Question 1: MCQ. **Question 2:** Give two short examples or reasons. **Question 3:** Explain two ideas or reasons in detail. **Question 4:** As above but with a supporting religious belief or teaching.

Question 5: A short essay, aiming for roughly a page of A4. This should include 2x arguments both for and against in the PEEL style, along with at least one religious teaching and your own view.

	Key skills and assessment criteria	Suggested content/examples (<i>other relevant content is credited</i>)
Greater depth	<ul style="list-style-type: none">-Makes a sound judgement on whether an argument is successful with justified reasoning-Evaluates the strengths and weaknesses of arguments-Makes comparisons between different arguments (including those of religious nature) for the use of a particular punishment confidently and accurately-Confidently and accurately explains the argument in question and how it reaches its conclusion-Uses keywords where possible and accurately	<p>Developed reasoning leading to justified conclusions <i>What this idea suggests is that...</i></p> <p>Accurate and detailed explanations of arguments <i>One argument that some people make is... They use the idea of... to show... The argument they make says that... For example</i></p> <p>Considered evaluation of strengths and weaknesses and comparisons <i>The argument some Christians may give about... has a strong point because However the criticism of Y challenges this because...</i></p> <p>Relevant interpretations and inferences <i>I think that X is convincing because...</i></p>
Working at expected standard	<ul style="list-style-type: none">-Attempts a conclusive judgement on whether an argument is successful with some reasoning, although not always justified-Identifies some strengths and/or weaknesses, but doesn't critically evaluate these themselves-May reference a religious teaching, but does not fully integrate or compare.-May describe a general idea of the argument without making specific arguments, premises or conclusions-Attempts to use keywords with some precision	<p>Some justified reasoning leading to a conclusion <i>The idea is...</i></p> <p>Descriptions of strengths and weaknesses <i>This argument isn't the best because of X... which is...</i></p> <p>Attempted descriptions of arguments <i>Some people think that... For example</i></p> <p>Some use of interpretation <i>This is a good/bad argument because...</i></p>
Working towards expected standard	<ul style="list-style-type: none">-May give their opinion on the essay question, but does not utilise sound judgement, evaluation or relevant arguments from lessons, and is basic-May list some strengths or weakness but provides no further detail or reasoning-Describes some general ideas behind the argument without explaining the reasoning-May attempt to use keywords, although not always accurate	<p>May make simple descriptions of arguments <i>They said...</i></p> <p>Simple and unjustified conclusions and inferences <i>I think...</i></p>

KEY ADVICE AND GUIDANCE






What to revise	Where to find resources/extra research	How you will be assessed
<ul style="list-style-type: none"> Keywords used in lessons Examples of types of crimes, aims and types of punishment Different religious perspectives towards the treatment of criminals Strengths and weaknesses of each usage and type of punishment 	<p><u>The best place to start your revision is with your exercise book. You might also find the following of use:</u></p> <ul style="list-style-type: none"> Your Google Classroom website (your lessons along with any resources will be uploaded here before assessments, including a knowledge organiser) As this is a topic studied at GCSE, you can find assessment resources such as past papers and mark schemes on the AQA website. This is based on Unit E: Crime and Punishment. Link available here: https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/assessment-resources 	<p>You will complete a GCSE-style set of exam questions totalling 24 marks. This will include 1, 2, 4, 5, and a 12 mark short essay.</p> <p>Use the advice from the revision lesson you have with your PRE teacher – you can look at the PowerPoint again at home which has all the key guidance and examples, as well as the lessons we have covered.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <p><i>-Working towards expected standard</i></p> <p><i>-working at expected standard</i></p> <p><i>-greater depth.</i></p>

Spanish

Year 9 Spanish Learning Journey – Autumn term 1 Assessment criteria

	Communication (Content / Key message / Spontaneity) 		Quality (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures) 
Interests, Daily lives and Stories To be able to talk about likes and dislikes To be able to describe your weekly routine To be able to discuss films and cinema To be able to discuss the plot, characters, and themes of " El libro de la vida " Assessed pieces: Writing (based on film) 	(G) WORKING AT GREATER DEPTH	I can confidently talk about my likes and dislikes using a variety of verbs and adjectives. I can describe my weekly routine using reflexive verbs and time expressions. I can discuss films and cinema listings, giving detailed opinions and reasons. I can discuss the plot, characters, and themes of "El libro de la vida" using appropriate vocabulary and grammar. I can engage in spontaneous conversations on familiar topics, responding appropriately and expanding on ideas.	I can use a wide range of vocabulary and complex sentence structures accurately. I can pronounce words clearly with correct intonation. I can use the present, near future, and preterite tenses accurately in context. I can use the present tense of regular -ar, -er and -ir verbs fluently. I can use ir, hacer and ser in the present tense. I can use three tenses together to form complex sentences. I can demonstrate a strong understanding of grammatical rules and apply them correctly. I can maintain a high level of accuracy in both spoken and written Spanish.
	(A) WORKING AT THE EXPECTED STANDARD	I can talk about my likes and dislikes using basic verbs and adjectives. I can describe my weekly routine using reflexive verbs. I can discuss films and cinema listings with simple opinions. I can summarize the main events and characters of "El libro de la vida" using simple sentences. I can participate in conversations on familiar topics, asking and answering questions appropriately.	I can use a good range of vocabulary and sentence structures with some accuracy. I can pronounce most words clearly with generally correct intonation. I can use the present and near future tenses correctly to talk about plans. I can use irregular verbs in the present tense. I can use the preterite tense of hacer correctly. I can use three tenses together to form sentences. I can use the present tense of regular -ar, -er and -ir verbs correctly. I can use ir, hacer and ser in the present tense. I can demonstrate a good understanding of grammatical rules and apply them with some errors. I can maintain a reasonable level of accuracy in both spoken and written Spanish.
	(T) WORKING TOWARDS THE EXPECTED STANDARD	I can talk about a few things I like using simple sentences. I can describe my weekly routine with basic reflexive verbs. I can mention films and cinema listings with basic opinions. I can identify key characters and events in "El libro de la vida" with basic descriptions. I can engage in simple conversations on familiar topics, using memorized phrases and expressions.	I can use a limited range of vocabulary and simple sentence structures. I can pronounce basic words clearly with some correct intonation. I can use the present tense of regular -ar, -er, and -ir verbs. I can use the present tense of ir, hacer and ser with some accuracy. I can use the present tense correctly and make simple sentences in the near future tense. I can use three tenses together to form simple sentences. I can demonstrate a basic understanding of grammatical rules with frequent errors. I can use the definite and indefinite articles correctly. I can maintain basic accuracy in both spoken and written Spanish.
			I can use a limited range of vocabulary and simple sentence structures. I can pronounce basic words clearly with some correct intonation. I can use the present tense of regular -ar, -er, and -ir verbs. I can use the present tense of ir, hacer and ser with some accuracy. I can use the present tense correctly and make simple sentences in the near future tense. I can use three tenses together to form simple sentences. I can demonstrate a basic understanding of grammatical rules with frequent errors. I can use the definite and indefinite articles correctly. I can maintain basic accuracy in both spoken and written Spanish.

Year 9 Spanish Learning Journey – Autumn term 2 Assessment criteria

		Communication (Content / Key message / Spontaneity) 		Quality (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures) 	
Healthy living To be able to talk about illness and injury. To be able to describe healthy diets and lifestyles. Assessed pieces: Speaking in class –		(G) WORKING AT GREATER DEPTH	I can give a range of information about what is wrong with me. I can give and understand a range of advice for different illnesses. I can give a detailed description of a healthy diet compared to an unhealthy diet. I can write a longer paragraph about what I do to keep fit. I can give a detailed description of my daily routine.		I can use Me duele(n) to say what is wrong with me. I can take part in a conversation giving someone a range of advice. I can write a short paragraph in the present tense to describe my food and drink preferences and what constitutes a healthy and unhealthy diet. I can recognise direct object pronouns (it/them) in a reading or listening text. I can use direct object pronouns in my writing/speaking to say how often I eat or drink something or how often I do a sport. I can use reflexive verbs in the first person singular (I) to describe my daily routine and the third person singular (he/she) and plural (they) to describe someone else's routine.
		(A) WORKING AT THE EXPECTED STANDARD	I can give a range of information about what is wrong with me. I can give and understand a range of advice for different illnesses. I can give a longer description of a healthy diet. I can write a short paragraph about what I do to keep fit. I can give a description of my daily routine.		I can use Me duele(n) to say what is wrong with me. I can take part in a conversation giving someone a range of advice. I can write a short paragraph in the present tense to describe my food and drink preferences and a healthy diet. I can recognise direct object pronouns (it/them) in a reading or listening text. I can use direct object pronouns in my writing/speaking to say how often I eat or drink something or how often I do a sport. I can use reflexive verbs in the first person singular (I) to describe my daily routine and the third person singular (he/she) to describe someone else's routine.
		(T) WORKING TOWARDS THE EXPECTED STANDARD	I can give simple information about what is wrong with me. I can give and understand simple advice for different illnesses. I can give a short description of a healthy diet. I can write a short sentence about what I do to keep fit. I can give a short description of my daily routine.		I can use Me duele(n) to say what is wrong with me. I can take part in a short conversation giving someone advice. I can write some short sentences to describe my food and drink preferences and a healthy diet. I can recognise direct object pronouns (it/them) in a reading or listening text. I can use reflexive verbs in the first person singular (I) to describe my daily routine.