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Dear Parent

### **An introduction to our Key Stage 3 Assessment Process**

At Ponteland High School, we believe that the purpose of the curriculum is to gradually build up students' level of knowledge and understanding across all subject disciplines and then be able to apply this in a thoughtful and considered manner to suit the demands of any given task. The curriculum should excite, enthuse and develop within our students a love of learning that encourages them to pursue their studies away from school.

We have ensured that the curriculum is designed with student learning at the core. Subject leaders have thought carefully about what a young geographer, musician or scientist should know, understand and be able to do at various stages of their school life and used this to plan a curriculum that is progressive and challenging. We are committed to meaningful learning rather than superficial coverage of curriculum content, recognising that retention of new material requires regular practice, reinforcement and review.

We believe strongly that our curriculum should drive and determine our assessment processes, not the other way around. We are sharing with you our Key Stage 3 Assessment system where curriculum areas provide a series of carefully planned, bespoke assessment steps to allow students and parents to develop a more detailed understanding of their current progress levels. Students should be able to identify their achievements in each subject, and signpost the next stages for improvement.

We hope our assessment steps help you map your child's journey through each curriculum area over the next three years and they provide you with a useful insight and understanding of the range of knowledge, understanding and skills required across all subjects in Key Stage 3.

Yours faithfully

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## Key Stage 3 Assessment – Reporting to Parents

The Assessment framework aims to:

- Provide a clear language of assessment which students and parents can understand and revisit at key assessment points
- Enable departments to develop their own language of assessment, tailored to their specific skill sets, within a consistent framework across the school
- Allow for progression throughout the Key Stage 3 curriculum
- Enable students to understand where they are in their learning and what they need to achieve in order to make further progress
- Enable us to map and predict age expected progress so that teachers can implement appropriate support for students as and when necessary
- Build on the key concepts of our Great Teaching Model at Ponteland High School through a focus on developing knowledge, understanding and skills.

The Assessment Framework will be used by curriculum areas to inform parents of a student's progress at three key reporting points throughout the academic year (end of the Autumn, Spring and Summer terms). We have identified Age Expected Standards for Year 7, 8 and 9 which are described here.

In reporting a student's current performance, we will adopt the language familiar to students from the Key Stage 2 assessment framework.

If a student is not yet meeting the expected standards for their age at the time of reporting we would award a grade of "Working towards the expected standard" .

If a student is working at the expected standard we would report a grade of "Working at the expected standard".

For those students who are working significantly above the age expected standard at the time of reporting we would award a grade of "Working at Greater Depth".

The core subjects of Science and RE will be studied at GCSE level during Year 9. Students will be awarded a current GCSE (9-1) 'working at' grade in RE at the end of the Spring term. At the end of the Summer term students will be awarded 'working at' grades in both RE and Science.

## Key Stage 3 Assessment - Table of Contents

<b>Subject – Click on subject name for subject specific information</b>
<a href="#">Art</a>
<a href="#">Computing</a>
<a href="#">Design Purpose of the Design Technology/Food Studies curriculum &amp; Technology / Food Studies</a>
<a href="#">English</a>
<a href="#">Geography</a>
<a href="#">History</a>
<a href="#">Mathematics</a>
<a href="#">Modern Foreign Languages</a>
<a href="#">Music</a>
<a href="#">Physical Education</a>
<a href="#">Religious Education</a>
<a href="#">Science</a>

## Purpose of the Art curriculum

Our purpose is to provide a nurturing, supportive and inspiring space for students to thrive and express themselves. At the core of our teaching is a desire to share our passion for the subject area through our continued love of learning.

Our Department has three clear intentions to ensure all students can follow their own creative story.

- Deliver inspiring and challenging lessons developing active and engaged learners
- Develop recording skills with a clear understanding of the formal elements of Art, Craft & Design, so that students can communicate ideas with confidence
- Demonstrate a purposefully and exciting approach to experimentation to develop ideas with confidence so that students become independent & creative thinkers

Finally, an ability to make connections in their work to a range of artists, in order to gain a wider understanding of the role of Creative subjects in our society and develop a lifelong appreciation love of Art and Design.

Age Related Expectations	Key Stage 3 Art		
	Recording through drawing	Experimenting with media and materials	Making connections to Artists in a visual and written form.  Applying the use of specialist vocabulary
	Students can draw <b>simply</b> using the formal elements - line, tone & shape <b>to explore mark making</b> . Students can use a simple range of media to record with in a 2D form and are <b>beginning to draw natural objects from observation</b> .	Following teacher demonstrations students can <b>create simple</b> experimentation using given media and <b>materials begin to blend and show texture</b> . <b>Techniques used include monoprinting, painting and wire work</b> .	Students can <b>make simple written and visual connections</b> to Artists work using keyword. Students can <b>label</b> sketchbook page.
<b>Expected age related standard to be met by the end of Year 7</b>	Students can demonstrate <b>some ability</b> to draw using the formal elements line, tone & shape. Mark making is becoming <b>expressive and meaningful</b> . Students are beginning to <b>improve observational drawing</b> demonstrating some accuracy & detail using given media to record natural objects in a 2D/ 3D form.	Students can show <b>some ability</b> to use <b>basic</b> media and materials to <b>experiment with colour and textures</b> . Students are demonstrating <b>some imagination and creativity in their responses</b> . <b>Techniques used include monoprinting, painting and wire work</b> .	Students can <b>make some written and visual connections</b> to Artists work. Students can apply Art vocabulary and <b>description to extend their labelling</b> .
	Students can <b>competently</b> draw using the formal elements - line, tone & shape.	Students can <b>mostly experiment</b> using a <b>variety of colour, textures with creativity &amp; imagination</b> .	Students can <b>competently make visual and written connections</b> to Artists work.

	Mark making is now mostly <b>meaningful and controlled</b> . Students can generally with <b>increased accuracy &amp; detail</b> use a range of media to record natural and man-made objects in a 2D/ 3D form.	Students can <b>now select from a range of media</b> to <b>creatively experiment</b> with greater purpose. <b>Techniques include monoprinting, painting, I pastel and wire work.</b>	Students can <b>select</b> key vocabulary and use descriptive words to <b>write clear sentences</b> .
<b>Expected age related standard to be met by the end of Year 8</b>	Students can <b>competently and regularly</b> draw using the formal elements, exploring line, tone and shape. Mark making is now consistently <b>meaningful and controlled</b> . Students are now <b>developing skills</b> in pattern work, typography and illustration. Students can use a range of media to record natural and man-made objects with in a 2D/ 3D form with <b>increased accuracy &amp; detail</b> .	Students can <b>often experiment</b> using a greater <b>variety of tonal colour, textures with increased creativity &amp; imagination</b> Students can <b>explore a range of media to experiment with greater purpose</b> and <b>some independence</b> Techniques include monoprinting, painting, pastel and wire work.	Students can show a <b>competent ability</b> to make <b>personal and meaningful visual and written connections</b> to Artists work. Students will demonstrate an increased <b>understanding of key vocabulary and Sentences are now well structured and explain opinions</b> .
	Students can <b>consistently</b> draw using the formal elements - line, tone & shape, applying creative response to <b>font and composition</b> development. Students now have <b>improved skills</b> in pattern work, typography and illustration. Students can mostly use a range of media to record natural, manmade objects in a 2D/ 3D form with <b>increased accuracy &amp; detail</b> .	Students can show a <b>competent ability</b> to experiment using <b>wider selection colour, textures with increased creativity &amp; imagination</b> . Students can <b>purposefully &amp; thoughtfully</b> use a <b>wide range of media to experiment with</b> Techniques include mixed media, painting, pen and ink.	Students can show a <b>confident ability</b> to make <b>personal and meaningful visual and written connections</b> to artists' work, showing a <b>high level of understanding of key vocabulary and writing fluently</b> . Students can now <b>justify and explain</b> their ideas, referring to processes and materials in some detail.
<b>Expected age related standard to be met by the end of Year 9</b>	Students can demonstrate a <b>developed and independent</b> ability to draw using the formal elements - line, tone & shape. Font and letter development show a	Students can show a <b>highly developed and independent</b> ability to regularly experiment using colour & texture with creativity & imagination. Students can <b>purposefully &amp; thoughtfully</b> use any chosen media to experiment with. <b>Techniques include mixed</b>	Students can now show a <b>confident and highly developed</b> ability to make <b>personal and meaningful connections</b> to Artists work in a visual and written form. Students showing a high level of understanding of

	<p><b>clear understanding of creativity.</b> Students now have <b>increased confidence</b> in pattern work, typography and illustration. Students can use a range of media to record natural, manmade objects in a 2D/3D form with <b>increased accuracy &amp; detail.</b></p>	<p><b>media, painting, pen and ink.</b> Students are beginning to take creative risks in their work.</p>	<p><b>key vocabulary and writing fluently.</b> Students are also <b>beginning to research</b> artists who inspire them and using their research to enrich their creative responses.</p>
	<p>Students can demonstrate a <b>confident and independent</b> ability to draw using the formal elements - line, tone &amp; shape. Creativity and flair is evident throughout all drawing. Students now have <b>confident skills</b> in pattern work, typography and illustration. Detailed and accurate drawing is <b>integral</b> to all sketchbook responses and final outcomes.</p>	<p>Students can show a <b>fluent and independent</b> ability to experiment using colour &amp; texture with exceptional creativity &amp; imagination. Students can <b>purposefully &amp; skilfully</b> use any chosen media to experiment with. <b>Techniques include mixed media, painting, pen and ink.</b> Students are confident in taking creative risks in their work.</p>	<p>Students can show a <b>consistent, confident and highly developed</b> ability to make personal and meaningful visual and written connections to artists' work. Students can now demonstrate a <b>high level of visual understanding, use key vocabulary and can write fluently.</b> Students are <b>independently</b> researching artists who inspire them and using this research to <b>inspire their own artwork.</b></p>

## Purpose of the Computing curriculum

Computing is a varied, interesting and challenging subject that affects all aspects of our lives from the way we socialise and interact with one another to the apps and programmes we use daily in our homes and places of work. We want our students to thrive in this rapidly changing world. To do so they need to have the necessary skills to be able to gain a competitive advantage and to succeed in one of the fastest growing and most important industries in the world.

We have designed an engaging, well rounded Key Stage 3 programme which exceeds the demands of the National Curriculum and one which we hope will enthuse students towards a pathway of learning into employment in this vibrant, modern computing world. Key stage 3 computing contains three key learning aims:

**Online safety:** We aim to ensure all students can use computers and digital devices safely

**ICT (Digital literacy):** We aim for students to be highly effective and productive users of ICT

**Computing/programming:** We aim for students to have the skills to be able to fully engage in the modern digital economy.

The information in the table below in standard type refers to digital skills, in **Bold** type it refers to computing and in *Italics* e-safety.

Age Related Expectations	Key Stage 3 Computing		
	Knowledge	Understanding	Skills
	<p>Can describe uses of the technology around us.</p> <p><b>Knows how to create a logical sequence of steps to do something.</b></p> <p><i>Basic knowledge of how the internet functions, the risks of being online and knows some methods that can be used to protect yourself.</i></p>	<p>Understands how to use IT to solve design problems.</p> <p><b>Understands that a basic program is a sequence of steps the computer follows.</b></p> <p><i>Emerging understanding of how to use technology safely, respectfully, responsibly and securely.</i></p>	<p>Can create a mock-up of a Heads-up Display (HUD) using digital tools.</p> <p>Can create a future home design.</p> <p><b>Can produce a basic set of instructions to solve a problem.</b></p> <p><i>Is able to make simple judgements about internet function, ownership, reliability of online materials, searching, online risks and methods to stay safe and secure.</i></p>
<b>Expected age related standard to be met by the end of Year 7</b>	<p>Demonstrates knowledge of how technology can help combat climate change.</p> <p>Demonstrates knowledge of Smart Technology Systems.</p> <p>Demonstrates a strong grasp of Smart Technology Systems and the connection between technology and climate change.</p> <p><b>Knows how to create a logical sequence of steps that reacts to inputs and produces outputs.</b></p>	<p>Understands how technology can affect society.</p> <p><b>Understands how to represent a basic program in a flowchart.</b></p> <p><b>Understands and recognises basic conditional programming (IF/ELSE) and loops.</b></p> <p><i>Basic understanding of how to use technology safely, respectfully, responsibly and securely.</i></p>	<p>Can create a high quality future home technology budget using effective spreadsheet skills and some advanced skills and present these interactively..</p> <p><b>Can write a visual program (Scratch) that uses sequence and selection (IF/ELSE).</b></p> <p><i>Can make judgments and recommendations about internet function, ownership, reliability of online materials,</i></p>

	<p><b>Knows how digital content can be represented in many forms.</b></p> <p><i>Developed knowledge of how the internet functions, appreciates ownership of online material and can identify several specific risks and methods to stay safe online.</i></p>		<p><i>searching, online risks and methods to stay safe and secure.</i></p>
	<p>Good knowledge of HTML tags and how they are structured to create a basic web page.</p> <p><b>Knows how logic can be used to control a program. Knows how to represent a program in pseudocode.</b></p> <p><i>Is aware of what personal information is, how it is used when using digital devices online and is able to describe the importance to ourselves and others of using technology securely and responsibly.</i></p>	<p>Understands the need for a suitable folder structure and file names to support easy web design.</p> <p>Understand there are a range of ways to produce a functional website.</p> <p>Understands the impact that technology can have on society.</p> <p><b>Understands what is meant by a computational problem.</b></p> <p><i>Developing understanding of how to use technology safely, respectfully, responsibly and securely.</i></p>	<p>Can create a simple website, with links, using HTML code, supported by an appropriate file name and folder structure convention.</p> <p><b>Can develop basic algorithms that use conditional techniques (IF/ELSE, LOOPS).</b></p> <p><b>Can develop and test algorithms to a plan.</b></p> <p><i>Is able to reflect on own digital use, how to stay safe and minimise the associated risks.</i></p>
	<p>Has a developing knowledge of WYSIWYG software tools.</p> <p><b>Knows how problems can be solved in a variety of ways (approaches), and recognise which are more efficient for a certain task.</b></p> <p><i>Is fully aware of the implications of personal information being stored and of the importance of using technology securely and responsibly when using common online services.</i></p>	<p>Can identify the design choices for a given website and explain the reasons for those choices.</p> <p>Can understand the website requirements for a given brief, showing awareness of standard design templates and structure.</p> <p><b>Understands that programs are coded to specific digital devices (machine code).</b></p> <p><b>Understands basic BOOLEAN logic (AND, NOT, OR).</b></p> <p><i>Reasoned understanding of how to use technology safely, respectfully, responsibly and securely.</i></p>	<p>Can evaluate given webpages, effectively grading a website for a set of criteria.</p> <p>Can use WYSIWYG tools to create a professional looking website.</p> <p><b>Can debug errors in a program during design and testing. Can develop programs to accomplish simple tasks.</b></p> <p><i>Can thoughtfully analyse own digital use, can think critically and has some skills to manage their online image and personal information safely and securely.</i></p>
<b>Expected age related standard to be met by the end of Year 8</b>	<p>Has a good knowledge of WYSIWYG web design tools for more complex web design projects.</p>	<p>Good understanding of the design choices of web developers, explaining choices for interface, layout in relation to audience and purpose.</p>	<p>Can undertake a complex, creative project in web design, using WYSIWIG software.</p>

	<p><b>Knows how to analyse the end user needs to design an effective user interface.</b> <i>Good knowledge of your own digital footprint and of the main online risks and safety precautions.</i></p>	<p><b>Understands how algorithms may be combined to form complete solutions to a problem. Use basic data structures (strings and integers) via simple maths and concatenation.</b> <i>Good understanding of how to use technology safely, respectfully, responsibly and securely.</i></p>	<p><b>Can model a real world system and describe each stage of the program.</b> <i>Can evaluate own digital footprint, personal online risks and recommend key methods of staying safe online.</i></p>
	<p>Has a developing knowledge of a variety of software that can be used to create graphics for a given brief. Has a developed knowledge of layouts, layering and selections in photo manipulation software. <b>Knows how to produce programs that use multiple functions/procedures to accomplish a task and store data appropriately.</b> <i>Strong knowledge of your own digital footprint and of a wide range of online risks and precautions necessary to keep you and your devices safe.</i></p>	<p>Understands the requirements of a given graphics brief and can match this with the capabilities of a variety of software. Understands how 2D models can form 3D models and be able to create these digitally. <b>Recognises several key algorithms (search, sort).</b> <i>Strong understanding of how to use technology safely, respectfully, responsibly and securely.</i></p>	<p>Can use IT skills to create basic graphics in 2D. Can use photo manipulation software to create 2D and 3D graphics for a variety of needs. <b>Can use a range of advanced features to make a product easy to use, help reduce errors and improve efficiency.</b> <i>Can evaluate own digital footprint and confidently critique numerous ways that safety and security risks present themselves before recommending appropriate solutions.</i></p>
<b>Expected age related standard to be met by the end of Year 9</b>	<p>Has a developed knowledge of a range of photo manipulation tools and is able to choose the most appropriate for the task. <b>Knows that different algorithms can be used to accomplish the same task and can justify a particular choice.</b> <i>Full appreciation of the necessity to manage your own digital footprint and how to keep yourself and your devices safe.</i></p>	<p>Understands how to bring several graphical products together to form a composition. <b>Understands computational abstraction.</b> <i>Comprehensive understanding of how to use technology safely, respectfully, responsibly and securely.</i></p>	<p>Can use photo manipulation software to create effective graphics that work well with each other. <b>Can construct, test, debug and combine complex algorithms to form complete solutions to a problem.</b> <i>Can judge the risks of own digital footprint and recommend a package of safety and security precautions to mitigate against a wide range of online threats.</i></p>



## Purpose of the Design Technology/Food Studies curriculum

As a faculty we wish to nurture our students to become employable, creative and innovative citizens of the modern age that are equipped with the best skill sets to function in current and potential markets of the future.

Our subject's aims are to develop problem solving and reasoning skills by engaging in active learning and critical thinking, which is provided in a rich curriculum where students can manufacture by hand and by using the latest software and computer aided manufacturing tools. Exciting contexts and challenges offer opportunities to develop well-made products individually and in teams fostering collaborative, user-centred and iterative design methods used in the design industry.

Design and Technology is an inspiring and rigorous subject which draws on the other disciplines including mathematics, engineering, design history, computing and art; we aim to encourage links between other subjects wherever possible.

Design and Technologists are also powerful ambassadors for social, environmental and moral action. Projects are designed to work towards how we can be sustainable, conscientious and encourage students to build a better global future. Our subject is not only essential but practical and fun. All students are able to flourish and develop well in our care.

Key Stage 3 Design & Technology			
Age Related Expectations	Demonstrate and apply knowledge and understanding of: <ul style="list-style-type: none"><li>technical principles</li><li>designing and making principles.</li></ul>	Design and make prototypes that are fit for purpose.	Analyse and evaluate: <ul style="list-style-type: none"><li>design decisions and outcomes, including for prototypes made by themselves and others</li><li>wider issues in design and technology.</li></ul>
	Students can recall <b>simple facts</b> from Key Stage 1&2 Technology.	Students can <b>understand</b> and complete simple practical tasks following a teacher demonstration, and written instructions. Students are aware of <b>safety</b> measures.	Students can correctly <b>identify</b> key elements of a product or design and label the individual sections.
Expected age related standard to be met by the end of Year 7	Students can <b>recall</b> new knowledge from within a <b>lesson</b> .	Students can <b>understand, organise</b> and complete a more complex practical task, by following a more developed set of instructions/recipe.	Students can <b>describe</b> and <b>extend</b> key points, <b>identifying</b> suitability for the intended purpose by using adjectives to denote appearance, texture, aroma, sound and taste where applicable.

	Students can <b>recall</b> new knowledge from within a <b>topic</b> over time and <b>apply</b> this knowledge to questions or tasks.	Students can <b>compare</b> and select different materials/ingredients for the selected task based on further research and practical experience.	Students can <b>select</b> and <b>describe</b> the function and purpose of each key element selected; such as mechanical/physical properties and nutritional data correctly.
<b>Expected age related standard to be met by the end of Year 8</b>	Students can <b>recall knowledge</b> using correct terminology from current and previous topics and apply the knowledge in different contexts.	Students can <b>independently identify</b> and <b>select</b> different materials/Ingredients for the selected task and <b>justify</b> the use of components based on further research and practical experience.	Students can <b>summarise</b> and <b>reason</b> what the purpose and function of selected materials and nutrients are, from an extended resource or further reading.
	Students can use detailed subject knowledge from different topics to <b>provide explanations</b> to open questions.	Students can also <b>discuss</b> strengths and weaknesses in manufacturing/production and make <b>recommendations</b> for improvement.	Students can <b>justify</b> and <b>explain</b> how and why the details within the Technical data are necessary to the success or failure of a product or user.
<b>Expected age related standard to be met by the end of Year 9</b>	Students can use detailed knowledge to <b>make predictions</b> .	In addition to the above skills students can <b>determine</b> alternatives to solutions, ingredients and materials and manufacturing methods.	Students can formally <b>test, evaluate, justify</b> and refine their current and future ideas against a specification throughout the design and manufacturing process, taking into account the views of intended users and other interested groups.
	Students can recall and apply detailed knowledge to answer <b>written and numerical GCSE level questions</b> .	Students can <b>design/plan</b> their own practical tasks whilst reducing waste and considering social moral and environmental implications. Students can organise equipment lists, risk assessments and next steps.	Students can apply their detailed knowledge and understanding from different topics to <b>explain conclusions</b> based on data presented on a range of products and applications. Students are also aware of social moral and environmental implications of design.

Key Stage 3 Food Technology			
Age Related Expectations	<b>Demonstrate and apply knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>technical principles</li> <li>designing and making principles.</li> </ul>	<b>Design and make prototypes that are fit for purpose.</b>	<b>Analyse and evaluate:</b> <ul style="list-style-type: none"> <li>design decisions and outcomes, including for prototypes made by themselves and others</li> <li>wider issues in design and technology.</li> </ul>
	<p>Students can explain the layout of the food room and recognise, name and locate the tools and equipment.</p> <p>Students are able to name the key nutrients provided by <i>Eatwell Guide</i> food groups and can define the senses and how they are used in tasting food and drink.</p>	<p>Students can acquire and demonstrate weighing and measuring and demonstrate following a recipe step-by-step. Students can investigate the effects of cooking vegetables.</p>	<p>Students can evaluate practical outcomes (linked to a specific linked criteria to the product).</p>
<b>Expected age related standard to be met by the end of Year 7</b>	<p>Describe the expectations for working in the food room including food hygiene and safety practices</p> <p>Explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size</p> <p>Investigate some of the factors that affect food choice</p>	<p>Acquire and demonstrate grating, slicing, mixing and stirring, and using the oven (baking)</p> <p>Consider ways recipes can be modified to meet the nutritional needs of young people</p> <p>Modify a recipe to create a healthier option</p> <p>Describe sensory evaluation</p>	<p>Describe sensory analysis</p> <p>Evaluate practical outcomes (linked to a specific linked criteria to the product)</p>
	<p>Handling and cooking meat safely</p> <p>Explain and apply the 8 tips for healthy eating, the 5 A Day message and portion size</p> <p>Identify how lifestyle and culture can affect food choice</p> <p>Compare meals made in school with those in restaurants</p>	<p>Acquire and demonstrate, grating, rubbing in, assembling and layering, Focus on using knives, hob, grill and small electrical equipment safely</p>	<p>Evaluate practical outcomes and cooking experiences (linked to a specific linked criteria to the product)</p> <p>Compare and evaluate existing products</p>
<b>Expected age related standard to be met by the end of Year 8</b>	<p>Demonstrate draining boiling water and using the grill</p> <p>Describe energy, Identify sources of energy in the diet and Describe how energy needs change throughout life</p> <p>Define energy balance and relate to consequences of imbalance</p>	<p>Develop and demonstrate knife skills, rubbing in, forming and shaping a dough and using the oven (baking). Demonstrate the all-in-one sauce method.</p> <p>Modify a recipe to create a healthier option.</p>	<p>Compare and evaluate existing products</p> <p>Evaluate practical outcomes and cooking experiences (linked to a specific linked criteria to the product).</p>

	Explain the sources, types and functions of carbohydrates in the diet (including fibre).		
	Develop and demonstrate the principles of food hygiene and safety, using knives, the kettle (hot water) and the hob Explain the sources, types and functions of vitamins A, D, B-group and C Explain the sources, types of functions of calcium, iron, sodium	Prepare and cook, cookchill products focusing on handling meat Form, knead and shape yeast dough Consider ways recipes can be modified to meet the nutritional needs of young people	Evaluate the planning and making of their recipe designs.
<b>Expected age related standard to be met by the end of Year 9</b>	Explain the importance of the 4C's in relation to Food Hygiene List and explain the dietary needs of children and young people identify different special dietary needs (inc food allergens, food intolerance and religious/ cultural needs) Investigate the nutritional requirements for teenagers* Investigate the information that is provided on food packaging Explain the sources of HBV and LBV proteins.	Secure and demonstrate using the hob (frying, boiling and simmering), draining, portioning, forming and shaping, and using the oven (baking) Explain the science of aeration Demonstrate creaming method, and folding to make sponge cakes Create a practical plan for the preparation and cooking of a dish Plan a suitable dish for teenagers Research and explain different cooking methods.	Evaluate the planning and making of their recipe designs Evaluate their practical outcomes and cooking experiences (linked to a specific linked criteria to the product).
	Apply food safety information on food labels when buying storing and consuming food and drinks Investigate the relationship between physical activity and energy balance Identify and explain food certification and assurance schemes Investigate food choice, meal options available in supermarkets or for home delivery Research local food businesses, local chefs and food experts.	Secure the skill of shortcrust pastry and rolling out Demonstrate the use of a marinade to enhance the flavour of a dish Modify a dish for a person with a specific dietary need Create and plan a menu suitable for a festival Explain the science of shortening and coagulation.	Review the opportunities for future courses and career options and consider how their study of food can help them live healthier lives Compare and evaluate different types of pasta (dried and fresh) and pasta sauces (chilled, jar, longlife, homemade) Evaluate their practical outcomes and cooking experiences (linked to a specific linked criteria to the product).

### Purpose of the English curriculum

Our aim is for our students to relish the challenge within their English lessons and to experience a wide range of ideas and texts that help them to develop their knowledge, understanding and skills. We want our students to become articulate speakers; empathetic listeners; perceptive readers and skilled writers. Ultimately, we aim to empower our young people to be able to experience success, not only in their exams, but as they take their literacy skills forward into the world.

Age Related Expectations	Key Stage 3 English		
	Speaking and Listening	Reading	Writing
	<ul style="list-style-type: none"> <li>• Audible and can use some standard English.</li> <li>• Can express basic ideas, information and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify some key ideas on a topic within a text.</li> <li>• Can sometimes support topic sentences with appropriate evidence.</li> <li>• Can sometimes explain what the quotation suggests in relation to their topic sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather some basic ideas before writing.</li> <li>• Can write sections of a text which express information and ideas on a topic.</li> <li>• Can use simple sentences and some compound sentences.</li> <li>• Use a basic level of vocabulary and spell common words correctly.</li> <li>• Can use some basic punctuation accurately.</li> </ul>
<b>Expected age related standard to be met by the end of Year 7</b>	<ul style="list-style-type: none"> <li>• Makes some attempt to meet the needs of the audience through some body language and eye contact.</li> <li>• Can express straightforward ideas, information and feelings.</li> <li>• Attempt to structure their spoken contributions.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes several individual points about a text showing an understanding of the main ideas.</li> <li>• Supports topic sentences with relevant evidence</li> <li>• Explains how the quotation supports their point accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather straightforward ideas before writing.</li> <li>• Are beginning to write in accurate paragraphs.</li> <li>• Can use some different types of sentences.</li> <li>• Are selecting vocabulary with some thought and spell many common words correctly.</li> <li>• Use basic punctuation accurately.</li> </ul>
	<ul style="list-style-type: none"> <li>• Have some awareness of purpose achieved by expression, body language and eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes several individual points about a text showing an understanding of the main ideas.</li> <li>• Supports topic sentences with</li> </ul>	<ul style="list-style-type: none"> <li>• Gather a number of ideas before writing.</li> <li>• Using paragraphs which link in a mostly accurate sequence.</li> <li>• Are beginning to understand the</li> </ul>

	<ul style="list-style-type: none"> <li>Express straightforward information and feelings.</li> <li>Have some structure and organisation in their spoken contributions.</li> </ul>	<p>relevant evidence which is chosen from across a text.</p> <ul style="list-style-type: none"> <li>Explains in some detail how the quotation supports their point accurately. May explain some connotations of words or particular language methods.</li> <li>Consider an effect on a reader.</li> </ul>	<p>different purposes of their writing and engage with achieving these.</p> <ul style="list-style-type: none"> <li>Are using some varied sentence starters and structures such as subordinate clauses.</li> <li>Are beginning to use some less common vocabulary and spell most common words correctly.</li> <li>Use basic punctuation accurately and attempt some more varied punctuation.</li> </ul>
<b>Expected age related standard to be met by the end of Year 8</b>	<ul style="list-style-type: none"> <li>Sometimes achieve their purpose through expression, tone of voice, body language and eye contact.</li> <li>Can express a range of ideas using some techniques and considered vocabulary.</li> <li>Can mostly structure and organise their spoken presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Can discuss different parts of a text, theme or character showing an understanding of different ideas.</li> <li>Supports topic sentences with carefully selected evidence which are effective in clarifying ideas.</li> <li>Explains the quotation by zooming in on a key word or method used, and how these support their points.</li> <li>Explains the effects on a reader, potentially offering more than one reader reaction.</li> <li>Considers the writer's intentions and the relevance of historical context.</li> </ul>	<ul style="list-style-type: none"> <li>Gather and sequence ideas with some sense of logical progression before writing</li> <li>Paragraphing is accurate.</li> <li>Are aware of the different audiences and purposes of their writing and mostly achieve this.</li> <li>Are using some more challenging vocabulary and can spell irregular words correctly.</li> <li>Use a variety of sentence starters and structures.</li> <li>Are using a range of punctuation mostly accurately.</li> </ul>
	<ul style="list-style-type: none"> <li>Mostly achieve their purpose through expression, tone of voice, body language and eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>Are commenting on a range of aspects relating to a text, theme of character which demonstrates</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are sequenced appropriately before writing and are using some structural features.</li> </ul>

	<ul style="list-style-type: none"> <li>• Can express coherent ideas.</li> <li>• Can use some thoughtful vocabulary and language techniques.</li> <li>• Learners clearly structure and organise their spoken presentations.</li> </ul>	<p>a comprehensive understanding.</p> <ul style="list-style-type: none"> <li>• Quotations are effective at clarifying ideas and are precisely selected.</li> <li>• Explores quotations by a well developed explanation which zooms in on key words and methods used, and how these clarify their points.</li> <li>• May explain the relevance of the structure and form of a text and how this supports meaning.</li> <li>• Explains more than one reader reaction.</li> <li>• Makes a link to the writer's intentions and how context may have influenced their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs link together coherently.</li> <li>• Have a good awareness of audience and purpose and achieve their main purpose.</li> <li>• Are using a range of more challenging vocabulary and spelling most irregular words correctly.</li> <li>• Use a variety of sentence starters and structures, with some to create specific effects.</li> <li>• Accurately use a range of punctuation.</li> </ul>
<b>Expected age related standard to be met by the end of Year 9</b>	<ul style="list-style-type: none"> <li>• Achieve their purpose through some varied expression and tone, adapting body language, eye contact and thought out timings.</li> <li>• Can express challenging ideas.</li> <li>• Can use some sophisticated vocabulary and a variety of techniques for engagement.</li> <li>• Successfully structure and organise their spoken presentations logically.</li> </ul>	<ul style="list-style-type: none"> <li>• Are exploring a range of different parts of a text, theme or character which demonstrates a comprehensive understanding. Makes links between points using conjunctions.</li> <li>• All evidence is precisely selected to clarify ideas, and may be placed into context of where it is in the text and why this is important.</li> <li>• Explores quotations in depth, considering the methods used and the effects that these have, offering some more thoughtful interpretations of a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are sequenced with some thought before writing in coherent paragraphs and they attempt a variety of structural and grammatical features.</li> <li>• Have an increasing awareness of purpose and may be beginning to adapt their tone and style for effect.</li> <li>• Are carefully selecting some sophisticated vocabulary and spell most irregular words correctly.</li> <li>• Use a variety of sentence starters and structures with purpose for deliberate effect.</li> <li>• Accurately use a range of punctuation</li> </ul>

		<ul style="list-style-type: none"> <li>Explains how structural methods contribute to meaning to clarify language analysis.</li> <li>links to the writers' intentions and intended impacts on a reader, and how multiple readers may react.</li> </ul>	and some particularly advanced punctuation.
	<ul style="list-style-type: none"> <li>Fully achieve the purpose of the talk through expression, adapted tone, body language, timings for impact and thoughtful eye contact which is carefully timed.</li> <li>Can express some more sophisticated ideas.</li> <li>Can use a more complex range of vocabulary and techniques for engagement.</li> <li>Deliberately craft the order and organisation of their speech for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Are exploring a text with clarity and can track a theme or a characters' development and make links across a whole text, demonstrating a cogent awareness of a full text.</li> <li>All evidence is precisely selected and they are beginning to embed quotations across their answer to further support ideas.</li> <li>Detailed exploration of quotations, exploring multiple linguistic and structural techniques and the effects that these have. They may be identifying some patterns in the text.</li> <li>May consider the form and genre and the relevance of this to the meaning.</li> <li>Links coherently to the writer's intentions and the intended impacts on a reader. Historical context clearly informs this, and multiple reader reactions are explored.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are carefully selected and sequenced coherently before writing, with some thoughtful structural and grammatical features being used.</li> <li>Are aware of their purpose and can adapt their tone and style for particular effect.</li> <li>Are using a range of sophisticated vocabulary with most irregular words spelt correctly.</li> <li>Use a broad range of sentence structures to contribute positively to purpose and effect.</li> <li>Accurately use a full range of punctuation for clarity.</li> </ul>



## Purpose of the Geography curriculum

Our intent is to promote Geography so that our students see the subject as important in that it prepares them for life as global citizens in the modern world they will live in. We aim to instil within students a love of learning and a passion for Geography. We teach students to think carefully about the Earth and our relationship with it, creating confident, competent geographers.

The department will strive to deliver high quality lessons and will be committed to staff development and continual improvement of the curriculum. We have designed a curriculum where concepts are balanced between both physical and human geography and looking at how both aspects combine to create the world that we live in and our impact upon the planet – helping every pupil to become a good geographer.

We plan to equip students with a range of geographical skills such as map skills, investigative skills, evaluative and reasoning skills.

The curriculum is designed to challenge, inspire and be accessible to all groups of students.

Age Related Expectations	Key Stage 3 Geography		
	Geographical Skills	Location and Place	Human and Physical Geography
	Select and construct appropriate graphs and charts. Use and understand coordinates, scale and distance. Use common sources (maps, atlases and globes). Provide basic responses to geographical questions. Read data from graphs/charts and extract data. Make basic observations and ask basic questions (WWWWH). Have an awareness of the world that they live in.	Simple locational knowledge about the local area, eg: location of school, house, etc. Knowledge of the location of different counties and continents. Describe physical and human features in basic terms. Identify patterns of distribution. Identify some factors which impact upon place.	Identify a number of different landforms. Describe processes using examples and key terms, eg: 'erosion' and 'population'. To recognise both human and physical geography and be aware of how to make informed decisions. As global citizens students begin to develop a knowledge of sustainability.
<b>Expected age related standard to be met by the end of Year 7</b>	Interpret diagrams Use and understand gradient, contour and spot height on OS maps and other isoline maps Follow simple instructions to complete a fieldwork investigation. Have an awareness of the world that they live in and their impact upon it.	Describe connections between areas at the local, national and global level, eg: infrastructure, trade. Describe patterns of distribution. Identify a range of factors which impact upon place.	Describe how physical and human processes can lead to environments differing around the world Explain processes using key terms and how they lead to the formation of different landforms. To understand both human and physical geography and begin to make informed decisions. As global citizens students develop a knowledge of sustainability.

	<p>Use fieldwork data collection sheets and collect data</p> <p>Use a wide range of sources, including aerial photos and images</p> <p>Use appropriate geographical language to respond to questions</p> <p>Understanding of the range of techniques and methods used in fieldwork, including observation and different kinds of measurement.</p> <p>Attempts to understand and discuss the world that they live in and recognise their impact upon it.</p>	<p>Describe connections between areas at the local, national and global level, eg: infrastructure, trade</p> <p>Make comparisons between different places. Describe and explain patterns of distribution. Understand the significance of some of the factors which influence place.</p> <p>.</p>	<p>Describe how physical and human processes can lead to environments changing and effect the people living there.</p> <p>Identify a range of different landforms and can explain processes involved using key terms.</p> <p>Describe and explain some aspects of physical and human geography and have decision making skills.</p> <p>As global citizens learners can recognise a range of unsustainable practices.</p>
<b>Expected age related standard to be met by the end of Year 8</b>	<p>Interpret and extract information from different types of graphs and charts. Respond to geographical questions in detail using data. Understand and discuss the world that they live in and recognise their impact upon it..</p>	<p>Explain the links between areas at the local, national and global level Explain physical and human features in detail and with named examples.</p> <p>Understand the significance of a wide range of factors which influence place.</p>	<p>Link knowledge of processes to local, national and global exemplars to make comparisons and draw conclusions</p> <p>Comparing outcomes of processes between Developing, Emerging and Developed Countries.</p> <p>Describe and explain a range of physical and human geography and have decision making skills.</p> <p>As global citizens learners can discuss the ways we can live more sustainable lives.</p>
	<p>Draw informed conclusions from numerical data Draw evidenced conclusions and summaries from fieldwork data</p> <p>Able to use a range of geographical presentation techniques. Understand and discuss the world that they live in and recognise their impact upon it at a range of scales.</p>	<p>Explain the significance of connections between physical and human locations at a range of different scales. Understand the significance of a great range of factors which influence place.</p>	<p>Make predictions, linking knowledge of processes to detailed place-based exemplars at a variety of scales using a range of key terms.</p> <p>Describe and explain a wide range of physical and human geography and have decision making skills. As global citizens learners can analyse the effectiveness of sustainability in a range of locations.</p>
<b>Expected age related standard to be met by the end of Year 9</b>	<p>Reflecting critically on fieldwork data, methods used and conclusions drawn</p> <p>Able to use a wide range of geographical presentation</p>	<p>Uses detailed locational knowledge to analyse the impact that global events have at a local, national and global level.</p>	<p>Explain how physical and human processes work together and create patterns Explain how these processes between people</p>

	techniques. Understand and explain the world that they live in and their impact and ability to make geographical decisions.	Assess the significance of a wide range of factors which influence place.	and environments can result in changes to places and environments using a wide range of geographical terminology. Describe and explain the connections between physical and human geography and be able to justify decisions based upon evidence. As global citizens learners are encouraged to evaluate the ways we can live more sustainable lives.
	Carry out personalised geographical investigations independently at different scales (local, national, global) Evaluate sources of evidence critically and present coherent arguments and effective, accurate and well-substantiated conclusions Uses an extensive range of geographical presentation techniques. Understand and explain the world that they live in and their impact and ability to make informed geographical decisions.	Uses an extensive variety of locational knowledge to anticipate the potential causes, consequences and significance of events, making links between the local, national and global level. Assess the significance of a wide range of factors which influence place across a range of scales.	Evaluate and explain complex interactions within and between physical and human processes and show how these interactions help change places and environments using an extensive range of geographical terminology. Describe and explain the connections between physical and human geography and be able to justify decisions based upon a range of evidence. As global citizens learners are able to evaluate the ways we can live more sustainable lives.

## Purpose of the History curriculum

The objective of the History curriculum is to help every student understand how the past has shaped the present, as well as instilling in them how studying History as a subject remains as relevant as ever in today's modern world. Our plan is to ensure that all our students:

- Gain a full understanding of the role historical events have played in shaping our modern society
- Acquire a sophisticated understanding of historical content across the breadth of the subject, enabling them to make connections and links between different events and periods of time
- Develop excellent historical skills, such as the ability to critically evaluate historical interpretations and sources of evidence
- Can communicate their understanding of key events and concepts accurately in both written work and orally
- Are fully prepared for the demands of their GCSE exams through ongoing departmental assessment and monitoring

Key Stage 3 History			
Age Related Expectations	Historical Knowledge & Understanding	Historical Interpretations	Source Analysis Skills
	Show <b>basic</b> knowledge and understanding by <b>describing</b> events, people and features of past societies and periods, such as the Norman Conquest and Medieval Britain.	<b>Describe</b> some interpretations of the past on a <b>basic</b> level, with the ability to recognise that some events are more significant than others and that the past has been represented in different ways.	Use the content of sources in a <b>basic</b> manner to find answers to questions about the past and describe it.
<b>Expected age related standard to be met by the end of Year 7</b>	Show <b>simple</b> knowledge and understanding by <b>beginning to explain</b> the events, people and features of <b>further</b> past societies and periods, such as the Italian Renaissance. Show understanding of where these events fit within the context of a chronological framework.	<b>Identify</b> and <b>describe</b> different ways in which the past has been interpreted on a <b>simple</b> level, with <b>some explanation</b> why some people and changes might be judged as more historically significant than others.	Begin to evaluate sources in a <b>simple</b> manner to establish why they are <b>useful</b> in relation to the question.
	Show <b>developed</b> knowledge and understanding by <b>explaining</b> events, people and features of past societies and periods, to do this with <b>increasing confidence</b> and <b>accuracy</b> within the context of an <b>increasingly broad</b> chronological framework.	Suggest <b>developed</b> reasons for different interpretations of the past and <b>explain</b> with <b>increasing confidence</b> why some people and changes might be judged as more historically significant than others.	Evaluate sources in a <b>developed</b> manner to establish <b>evidence</b> for particular enquiries.
<b>Expected age related standard to be</b>	Show <b>increasingly developed</b> knowledge and understanding by providing clear explanations of a	<b>Explain</b> in an <b>increasingly developed</b> manner how and why	Evaluate sources in an <b>increasingly developed</b> manner to establish relevant evidence for

met by the end of Year 8	<p><b>range</b> of events, people and features of past societies and periods, including Twentieth Century Britain.</p> <p>Beginning to <b>analyse</b> key historical skills, such as historical change, continuity and causation and <b>understand</b> an <b>increasing range</b> of historical themes such as Migration and Movement.</p>	<p>different interpretations of the past have arisen or been constructed and <b>beginning to analyse</b> why some people and changes might be judged as more historically significant than others.</p>	<p>particular enquiries, whilst <b>beginning to analyse</b> and consider the issues surrounding the <b>nature, origin</b> and <b>purpose</b> of sources.</p>
	<p>Show <b>good</b> knowledge and understanding by providing <b>detailed explanations</b> of a <b>range</b> of events, people and features of past societies and periods, such as World War One &amp; the Treaty Of Versailles.</p> <p><b>Analysing</b> historical change, continuity and causation, based around a <b>secure</b> understanding of a <b>range</b> of key historical themes such as Conflict &amp; Resolution.</p>	<p><b>Explain</b> with <b>clarity</b> and <b>detail how</b> and <b>why</b> different interpretations of the past have arisen or been constructed, <b>analysing</b> why an <b>increasing range</b> of people and changes might be judged as more historically significant than others.</p>	<p>Evaluate critically an <b>increasing range</b> of sources, whilst <b>analysing</b> issues surrounding the <b>nature, origin</b> and <b>purpose</b> of sources.</p>
Expected age related standard to be met by the end of Year 9	<p>Demonstrate <b>very good</b> knowledge and understanding in relation to an <b>increasing range</b> of topics, such as the Causes of World War Two &amp; Democracy &amp; Dictatorship.</p> <p>Construct <b>substantiated analysis</b> about historical change, continuity and causation, based around a <b>developed</b> understanding of a <b>range</b> of key historical themes such as Power.</p>	<p><b>Analyse</b> a <b>range</b> of historical interpretations based on an understanding of the <b>historical context</b>, addressing why a <b>range</b> of people and changes might be judged as more historically significant than others.</p>	<p><b>Analyse</b> and <b>evaluate</b> critically a <b>range</b> of sources, reaching <b>conclusions</b> about the <b>value</b> of sources <b>independently</b>. Historical terminology is used <b>confidently</b>.</p>
	<p>Demonstrate <b>confident</b> and <b>extensive</b> knowledge and understanding of history in relation to a <b>diverse range</b> of topics, such as the America in the 1920s/30s.</p> <p><b>Independently</b> pursue enquiries about change, continuity &amp; causation and</p>	<p>Construct <b>convincing</b> and <b>substantiated arguments</b> and evaluations about historical interpretations based on an understanding of the historical context, reaching <b>judgements</b> about historical significance.</p>	<p><b>Analyse</b> and <b>evaluate</b> critically a <b>wide range</b> of sources, reaching <b>substantiated conclusions</b> about the <b>value</b> of sources <b>independently</b>. Historical terminology is used <b>confidently, reflectively</b> and <b>critically</b>.</p>

	construct, <b>evaluating</b> them in order to produce <u>well</u> <b>substantiated analytical arguments</b> , based around a <b>sophisticated</b> understanding of a <b>range</b> of key historical themes such as Ordinary Life & Culture and Science.		
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## Purpose of the Mathematics curriculum

Our aim is that our students will enjoy studying a challenging Maths curriculum. Students will develop their knowledge, understanding and skills in Number, Algebra, Geometry, Measure, Data Handling and Probability.

In Key Stage 3, students will:

- Follow a curriculum developed around the principles of 'Maths Mastery'
- All students will largely follow the same curriculum
- Develop their knowledge, understanding and skills learned in Key Stage 2 and extend it to prepare them for the demands of Key Stage 4
- Develop mathematical fluency
- Develop their ability to use different mathematical representations
- Develop their use of sophisticated mathematical language in order to communicate maths effectively
- Learn to think mathematically in order to solve problems

Age Related Expectations	Key Stage 3 Maths		
	Mathematical Fluency	Reason Mathematically	Problem Solving
	Can define key mathematical terms, recall times tables and perform basic calculations.	Can repeat basic mathematical procedures with support and guidance.	Can solve basic mathematical problems in familiar contexts with support.
<b>Expected age related standard to be met by the end of Year 7</b>	Can define key mathematical terms, demonstrate fluency in the fundamentals of mathematics and can use it to solve problems with support.	Can follow mathematical procedures and make some deductions based on their understanding of mathematics.	Can solve mathematical problems in familiar contexts.
	Can use their developed fluency in the fundamentals of mathematics and can apply them when solving problems.	Can formulate some mathematical relationships algebraically and can develop a mathematical argument with some support.	Can use mathematical knowledge and understanding to solve problems independently.
<b>Expected age related standard to be met by the end of Year 8</b>	Can use their knowledge and fluency in the fundamentals of mathematics and can apply them when solving multi step problems.	Can reason mathematically by following a line of enquiry and make basic generalisations. Can develop an argument or justification using mathematical language with minimal guidance and support.	Can apply mathematical knowledge and understanding to solve problems in unfamiliar contexts
	Can independently use and apply their high levels of fluency in the fundamentals of	Can reason mathematically by conjecturing relationships and by making generalisations.	Can identify and choose from a variety of methods to model and solve problems in unfamiliar contexts.

	mathematics to solve multi step problems.	Can develop a proof using mathematical language with minimal guidance.	
<b>Expected age related standard to be met by the end of Year 9</b>	Can independently use and apply their high levels of fluency in the fundamentals of mathematics to rapidly and accurately solve varied multi step problems.	Can reason mathematically by following a line of enquiry, conjecturing relationships and generalisations. Can develop an argument, justification or proof using mathematical language.	Can write their own complex multi-step problems that use a range of mathematical concepts with minimal support.
	Can independently use and apply their high levels of fluency in the fundamentals of mathematics to rapidly and accurately solve varied, complex problems in unfamiliar contexts	Can independently reason mathematically by following a line of enquiry, conjecturing relationships and generalisations. Can independently develop an argument, justification or proof using mathematical language.	Can independently write their own complex multistep problems that use a range of mathematical concepts and require evaluation of their results.



## Purpose of the Modern Foreign Languages curriculum

Our aim is that students will enjoy studying a challenging, engaging and progressive MFL curriculum, which will allow them to develop their knowledge, understanding and skills in a variety of topic areas relevant to their everyday lives. They will develop the concept of being a global citizen by increasing their understanding of the cultures where the languages are spoken. This will culminate in students gaining a GCSE/ A level in line with or better than their starting point.

In Key Stage 3 the aim is for our students to develop their independence in producing language, and use language creatively in both spoken and written forms. We want students to enjoy learning

French/German/Spanish, using a wide range of authentic resources, such as music, poetry and film.

Students will be able to read and understand spoken texts about a range of topics with some complex language. By the end of this key stage our aim is for our students to be able to produce language in 3 time frames and manipulate regular verbs. They will be able to give opinions and justify them, and they will have developed skills to enable them to complete GCSE style tasks.

Age Related Expectations	Key Stage 3 French		
	Knowledge	Understanding	Skills
	Students know vocabulary about personal information and family. They know vocabulary about opinions and why people like or dislike things. Students can recall some pronunciation and spelling rules. Students begin to learn about common aspects of cultural life.	Students understand information about people and their families including descriptions. They understand what people like and dislike. Students understand basic classroom instructions in the target language	Students can say and write information about themselves and their family with support. They can sometimes apply basic pronunciation and spelling rules, and can produce some high frequency language without support. Students can respond in the target language for classroom routines.
<b>Expected age related standard to be met by the end of Year 7</b>	Students know common verbs to talk about themselves including, I have, I am, I would like and I can. Students know a range of connectives, intensifiers, opinions phrases and adjectives, and other high frequency structures.	Students can understand common verbs and different subjects of verbs, including the verbs 'to be' and 'to have'. Students can translate sentences with familiar language accurately.	Students can produce language to express opinions and give reasons, and they can use the verbs 'to have' and 'to be' to talk about themselves and some other people, including using the negative sometimes. Students can ask and answer some questions in the target language, and write a paragraph without support, albeit with some errors.
	Students know a wider range of topic vocabulary including some question words, opinion phrases, and language for	Students understand language about topics studied, including comparisons, and they can pick out the correct	Students can speak and write about a variety of topics, including asking and answering questions and comparison. Spelling

	comparing. Students have a wider cultural knowledge and can express opinions about it in the TL.	information to answer questions. Students can translate familiar language accurately, and can recognise some common false cognates.	and pronunciation of common words are improving in accuracy and students can produce a wider range of high frequency structures and verbs accurately without support.
<b>Expected age related standard to be met by the end of Year 8</b>	Students can recall the meaning of a wide range of regular verbs, nouns, and adjectives, including some common irregular verbs such as 'to do'. Students know how to form a past and future tense with 'I'.	Students can understand texts or someone speaking about what they did last weekend, or about what they are going to do. They can identify some negative phrases and a range of time phrases.	Students can talk and write about what they did in the past and/or the future (regular verbs) though there may be some errors. Students can have a conversation and write more than one paragraph with little/no support, on a broader range of topics.
	Students can identify a range of vocabulary about topics studied so far. Students can recognise some language to express justified opinions, comparisons, questions and sequence.	Students can understand some language about all topics studied so far, and they can pick out correct information even though there may be simple distractors. Students can translate common past and future tenses, including some time phrases.	Students can write more than one paragraph or have a simple unprepared conversation without support, including using basic past or future, more accurately. Students can produce a wider range of language accurately, and independently.
<b>Expected age related standard to be met by the end of Year 9</b>	Students can recognise verbs in different tenses, including key verbs in the conditional, and imperfect forms.	Students can understand texts and spoken language with a wider range of verbs and tenses, including future, past and some common imperfect forms. Students can understand verbs about other people in a variety of tenses.	Students can produce a wider range of language accurately, and independently, sometimes spontaneously, or creatively. Students can include accurate verb forms in at least 3 time frames, extended sentences and pronounce language more consistently.
	There is little topic or general vocabulary studied, which students cannot recall. Students have a broader cultural knowledge and make comparisons between their culture and that of target language countries.	Students can make sense of most comprehension activities about the topics studied, including crosscontext. Students understand the gist of complex or unfamiliar language. Students translate familiar language with confidence.	The language students produce in spoken and written form is largely accurate, except when using complex structures. They can manipulate regular verb forms they have studied without support, including using some negatives. They can sometimes produce

			language about other people's past and future actions.
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Key Stage 3 Spanish/German			
Age Related Expectations	Knowledge	Understanding	Skills
	Students know language to use in the classroom to ask for equipment, or for routines. They can give basic information about themselves and know the numbers 1-20.	Students understand basic phonics. They understand Spanish/German people giving basic information about themselves.	Students will be able to use target language in the classroom for routine purposes, and take part in Q&A, or write short sentences about themselves with some support. They can ask basic questions.
<b>Expected age related standard to be met by the end of Year 7</b>	Students know language to express their opinions and to talk about their family, pets, likes and dislikes. They will learn about where German/Spanish are spoken in the World. They will learn about different Spanish festivals/the Berlin Wall.	Students will understand the most common principles of phonics. They will understand a range of high frequency language, including personal pronouns, intensifiers, common adjectives, and up to 20 regular verbs.	Students will begin to write longer sentences or a paragraph with minimal support. They will be able to use the irregular verbs 'to have' and 'to be', and use 2 verb sentences to say which activities they like/dislike doing. Some students will be able to make negative sentences.
	Students know a range of high frequency nouns, verbs, and adjectives related to the topics studied. They know the differences between Spanish/German and British schools..	Students understand a wider range of phonics related to the topics and language studied. They can understand comparisons such as more than/less than.	Students can take part in short conversations to talk about their school lives . They should be able to present their ideas to the class about their ideal school and sometimes without support.
<b>Expected age related standard to be met by the end of Year 8</b>	Students know a wider range of language to talk about school and family, including a description of their ideal school. They know about differences in culture and have explored a festival from the Spanish/German speaking world.	Students can decode spelling/sound links more accurately with familiar language. They understand a wider range of questions, some first person irregular verbs , and can use 2 verb structures more easily. They are beginning to use past and immediate future tenses with regular verbs.	Students can talk and write about what they did in the past and/or the future (regular verbs) though there may be some errors. Students can have a conversation and write more than one paragraph with little/no support, on a broader range of topics. Some students know the verb 'ir'/'werden' and can write about their future plans
	Students know language to talk about their hobbies. They also know language to have transactional conversations about their	Students have a broad understanding of phonics though this will need consolidation and practice with more complex sounds. Students have	Students can take part in transactional dialogues for medical situations. They can produce a wider range of language more

	health and eating out eg. at a pharmacy/restaurant.	consolidated their understanding of communicating in 3 time frames successfully	accurately, and independently.
<b>Expected age related standard to be met by the end of Year 9</b>	Students know transactional language to arrange a date. They know language to talk about activities they do in their hometown. Students know about films/ music from the Spanish/German speaking world.	Students understand most phonic rules and apply it more successfully to unfamiliar language now. They understand a wider range of questions, negatives, time phrases and connectives. Students understand key irregular verbs, common commands ( Spanish) and 'wenn/obwohl clauses (German).	Students can include accurate verb forms in 3 time frames in speaking or writing, and they can use extended sentences and pronounce language more consistently. They can use more high frequency irregular verbs in speech or writing, without support, in the first person.
	There is little topic or general vocabulary studied, which students cannot recall. Students have a broader cultural knowledge and make comparisons between their culture and that of TL countries, eg. in discussing current affairs starters.	Students can make sense of most texts and listening activities about the topics studied, including crosscontext. Students understand the gist of complex or unfamiliar language. Students translate familiar language with confidence.	The language students produce is largely accurate, except when using complex structures. They manipulate regular verb forms without support, including some negatives. They can sometimes produce language about other people's past and future actions. Complex language includes conditional tenses, reflexives, imperfect tenses.

### Purpose of the Music curriculum

Music is the universal language all around us. It engages and motivates, enables personal expression, builds confidence, encourages reflection, boosts emotional development, develops critical engagement, stimulates and inspires us every day. As students' progress, they should develop a critical engagement with Music, enabling them to perform, compose and listen with discrimination to wide range of musical cultures, genres and traditions from a large variety of great composers. By learning to perform individually and in groups it helps to increase their self-confidence, creativity and a sense of achievement, as well as increasing their cooperation, concentration and communication skills.

The planned curriculum is essentially a threefold conception: it is topic, theoretically and practically based, fostering both academic rigour and creativity through listening, appraising, composition and practical music making. Curriculum music lessons not only give a thorough grounding for those wishing to take music further, but also provide enjoyable experiences and opportunities in many types of music for all pupils, not just those with a specific musical interest.

Age Related Expectations	Key Stage 3 Music		
	Performing	Composing	Active Listening
	Repeat short rhythmic and melodic patterns.	Create and choose sounds in response to a given brief.	With support can state a strength and weakness in their own work.
<b>Expected age related standard to be met by the end of Year 7</b>	Perform simple patterns and accompaniments keeping to a steady pulse.	Carefully choose and order sounds within simple structures such as beginning, middle, end and in response to given starting points.	Able to identify improvements to their own work. With support can state a strength and weakness in their own and others work. Use of some musical language.
	Perform rhythmically simple parts with limited fluency and sensitivity.	Combine several layers of sound. Can compose to a simple brief.	Make improvements to their own work commenting on the intended effect. Able to describe the work of others to two musical elements.
<b>Expected age related standard to be met by the end of Year 8</b>	Perform maintaining own instrumental part. Beginning to show ability to listen to and recall phrases.	Compose by developing musical ideas with relevance within a given musical structure. Handling of instrumental / vocal forces is functional. Creative response to the brief.	Suggest improvements to their own and others work, commenting on how intentions have been achieved. Use of basic musical language.
	Ability to maintain Independent parts from notation and memory and to recall phrases including singing or playing a solo part.	Compose music using appropriate musical elements such as pitch, rhythm, chords and structures. Ability to produce compositions with some development of ideas to a given brief.	Can evaluate own and others work. Independently using musical vocabulary.

<b>Expected age related standard to be met by the end of Year 9</b>	<p>The use of tempo is usually appropriate and consistent. Some use of, dynamics phrasing and articulation. In ensemble performance there is good awareness of balance throughout.</p>	<p>Use harmonic and nonharmonic devices where relevant. The instrumental / vocal writing is idiomatic. The piece has some sense of balance and wholeness. Sustain and develop musical ideas.</p>	<p>Make improvements to their own and others work in the light of a chosen style. Good use of musical vocabulary.</p>
	<p>Evaluate how venue, occasion and purpose affects the way music is created, performed and heard. Perform different instrumental lines/parts within an ensemble.</p>	<p>Create coherent compositions. Adapt develop, extend and discard musical ideas within given and chosen musical structures, genres, style and traditions. Excellent ability to produce compositions with some development of ideas.</p>	<p>Evaluate and make critical judgements about the use of musical conventions and other characteristics which are reflected in own and others' work. Using subject vocabulary, make confident and consistent improvements to their own work and others in the light of a chosen style for authenticity.</p>

## Purpose of the Physical Education curriculum

Our curriculum has been designed to promote enjoyment but also develop and stimulate our students physically, socially, emotionally and cognitively. It aims to provide an equal opportunity of learning experiences through a wide range of activities to develop mastery and excellence in at least one activity.

Students will be encouraged to take on different roles and engage in physical activity as performers, leaders/coaches and referees/umpires/officials. Students will experience competition, and will be encouraged to cooperate with and be tolerant of each other. We will promote an understanding of how fitness and participation in sports can contribute to physical, social and emotional well-being.

Key Stage 3 Physical Education			
Age Related Expectations	Skills, techniques and performance	Knowledge and understanding	Health and wellbeing
	I understand why it is important to think responsibly for my learning by being safe and I know how to independently prepare appropriately for most situations.	I can demonstrate while performing basic fundamental skills such as evading, running, throwing, catching, kicking and striking effectively demonstrating basic levels of coordination in isolated activities. While participating I show basic levels of cardiovascular and muscular endurance and I take responsibility for trying to develop these.	I demonstrate that I am responsible in all types of lessons and deal with the expectations of collaborating with others to improve and make progress.
<b>Expected age related standard to be met by the end of Year 7</b>	I understand why it is important to deal with expectations and I understand why it is important to be persistent with my attitude and effort in lessons in order to improve and make progress.	I can apply while performing, basic fundamental skills such as evading, running, throwing, catching, kicking and striking effectively demonstrating improved levels of coordination in a greater range of situations. While participating I show increased levels of cardiovascular and muscular endurance and I am persistent while trying to develop and improve.	I demonstrate persistence consistently while I perform during a range of situations and cope with changes and new challenges that I am presented with
	I understand why it is important to be consistent with my behaviours and why it is important to be flexible when I am faced with a new challenge and collaborating with others.	I can demonstrate while performing a range of core skills with increased accuracy and consistently showing increasing levels of coordination in a range of activities. I demonstrate an increasing understanding of tactics and strategies to outwit an opponent. While participating have improved my levels of cardiovascular and muscular endurance and	When I perform I am consistently demonstrating appropriate behaviours appropriate to the environment as I strive to develop and improve as a performer



		can complete the challenges I am faced with, with greater ease.	
<b>Expected age related standard to be met by the end of Year 8</b>	I understand the importance of being honest and empathetic with myself and others. I am aware of the consequences that the actions of myself and others can impact on those around us.	I can apply while performing a range of core skills with accuracy, consistently and fluency showing good levels of coordination in wide range of activities. Tactical understanding is improving and I demonstrate creativity with strategies to outwit an opponent in more competitive situations. While participating I have good levels of cardiovascular and muscular endurance and understand how to exercise in order to develop further.	I demonstrate initiative when I perform and cooperate with the majority of my peers to work towards achieving an overall aim in a variety of environments
	I understand why it is important to set myself goals to remained focused on my learning and be creative and ambitious to improve and develop myself and my peers	I can demonstrate while performing a range of more advanced skills with control, accuracy and consistency showing demonstrating greater precision of coordination in a wider range of activities. I implement my knowledge of tactics and strategies effectively to perform consistently well in competitive and noncompetitive situations. While participating I have good levels of cardiovascular and muscular endurance and know how to improve my levels of fitness.	I perform I show good leadership traits in different situations including effective communication and collaborative skills into improve as an individual and support my peers.
<b>Expected age related standard to be met by the end of Year 9</b>	I understand the process of taking calculated risk taking and I am understanding the benefits that responding to new challenges can have on my self-confidence and leadership skills.	I can apply while performing a range of more advanced skills with an increased degree of accuracy, consistently, fluency and precision showing high levels of coordination in the majority of skills. I can apply tactics and strategies effectively through effective decision making to outwit opponents and perform well showing excellent levels of leadership. While participating I have excellent levels of cardiovascular and	I demonstrate that I can make effective decision making when I perform and can lead my peers by example in a range of situations to support and manage my peers

		muscular endurance and I know how to exercise in order to improve.	
	I understand the importance of being resilient and respectful and understand the impact this can have on my me and others around	I can demonstrate, while performing advanced skills and technique across a range of activities in competitive situations. Very few errors are evident and I can take calculated risks through effective decision making to outwit opponents and perform efficiently. My levels of physical fitness are high and I have a thorough understanding of how to improve these and the self-control to take responsibility for looking after my physical fitness.	As a person I am resilient and I demonstrates this consistently without fail. As a result, I am respectful of everyone I come into contact with regardless of the situation

## Purpose of the Religious Education curriculum

Our plan is to promote Religious Education (RE) so that our students view it as an esteemed subject acknowledged for its global relevance in a multicultural age. We aim to instil within our students a love of learning and a passion for questioning. We teach students to think carefully about their beliefs and the beliefs of others to help them reach justified conclusions and to have respect and tolerance for the alternative views they may be exposed to.

We have designed a curriculum where concepts are systematically revisited in order to build on prior learning but also developing new knowledge thereby creating expert learners in our subject. We plan to equip students with a range of skills by incorporating a balance of formative and summative assessments which will prepare them for their GCSE exams.

We will deliver engaging, passionate and challenging lessons with concepts students find tangible and meaningful.

Age Related Expectations	Key Stage 3 Religious Education		
	Beliefs & teachings	Practices	Skills
	Able to show some knowledge of key concepts within religious traditions. Able to show some understanding of the key foundations on which particular religions are built upon. Becoming familiar with religious terminology.	Able to explain some key religious beliefs, teachings and practices. Can occasionally identify key religious concepts in the actions of inspirational religious figures. Able to apply some key religious concepts and principles to daily life.	Able to make some statements about religious beliefs, teachings and practices. Able to show some understanding of key religious terminology. Can occasionally identify the meaning behind some religious concepts.
<b>Expected age related standard to be met by the end of Year 7</b>	Developed knowledge of multiple religious traditions and their key beliefs and teachings. Can apply mostly accurate terminology to questions testing knowledge. Able to compare a range of different religious and nonreligious beliefs under a key concept.	Can compare and contrast different religious and nonreligious beliefs and practices. Developed understanding of different religious traditions and their significance. Understanding of the ways different religious and nonreligious people may choose to live their lives based on their beliefs and teachings.	Can compare and contrast multiple religious and nonreligious views and use terminology mostly Accurately. Can apply religious and non-religious views to ethical issues. Can identify key teachings already learned through key religious traditions and the actions of key religious people.
	Able to argue from and explain coherently the beliefs of multiple religions and nonreligious positions such as Humanism. Can successfully elaborate on how different religious beliefs and teachings influence religious people.	Can make links between various religious viewpoints and nonreligious positions such as Humanism. Detailed understanding of key religious and inspirational figures and how their religious beliefs have led to their actions. Detailed understanding of the different ways religions	Beginning to provide explanations of multiple religious beliefs and practices and the significance behind them Can apply religious and non-religious views to ethical issues and give some justified reasons Can explain reasoning behind

	Developed understanding of how different religious beliefs and teachings can be identified in the real world.	express themselves through key events within their tradition.	beliefs through reference to sacred texts.
<b>Expected age related standard to be met by the end of Year 8</b>	<p>Good knowledge of differing religious and non-religious viewpoints and the links between them.</p> <p>Can address moral issues and questions concerning human life from a range of perspectives and give justified reasons.</p> <p>Developed a sound understanding of how different religious beliefs and teachings can be identified in the real world.</p>	<p>Good understanding of multiple faiths and can easily identify which key concepts and traditions belong to which world religion</p> <p>Comprehensive understanding of the differences and similarities between the many religious and non-religious viewpoints</p> <p>Can predict and identify how these viewpoints may manifest in terms of actions and practices.</p>	<p>Good ability to respond from more than one religious and nonreligious perspective and can explain reasons for certain beliefs in some detail</p> <p>Can compare and contrast multiple religious beliefs, teachings and practices with reference to sacred texts</p> <p>Terminology is often used accurately and is increasingly becoming more varied.</p>
	<p>Very good knowledge of religious and nonreligious viewpoints with the ability to make clear and coherent links between them.</p> <p>Able to use some evaluation points when making comparisons between two perspectives.</p> <p>Successfully able to add relevant examples and religious scripture into written work to support statements made.</p>	<p>Can confidently and accurately compare nonreligious theories and ways of thinking with a variety of religious beliefs and teachings.</p> <p>Can successfully apply religious and non-religious terminology to areas of discussion and can expand on points made.</p> <p>Can confidently tackle a variety of moral issues from a range of perspectives and come to a justified conclusion.</p>	<p>Very good ability to respond from more than one religious and nonreligious perspective and give justified reasons as well as embed religious scripture to justify points.</p> <p>Very good knowledge of a wide range of key terminology which is used accurately and effectively.</p> <p>Can reach a justified conclusion.</p>
<b>Expected age related standard to be met by the end of Year 9</b>	<p>Can skilfully discuss key religious concepts in a variety of ways and adapt explanations in order to be able to usefully apply them to moral or ethical issues.</p> <p>Can successfully evaluate key religious beliefs and teachings with the use of philosophical and ethical thinking.</p> <p>Outstanding ability to embed and discuss relevant examples and religious scripture to support statements made.</p>	<p>Can explain in detail key concepts from religious and non-religious viewpoints and make clear evaluative comparisons.</p> <p>Outstanding understanding of religious teachings and practices which are used effectively to identify traditions and actions of individuals and groups.</p> <p>Can successfully translate religious and non-religious teachings into potential responses to difficult questions to aid in problem solving.</p>	<p>Outstanding ability to compare and evaluate different religious traditions and nonreligious viewpoints.</p> <p>Can quickly and effectively identify what knowledge is required from a key question or piece of work.</p> <p>Can structure a strong argument and reached justified conclusions.</p>

	<p>Exceptional knowledge and understanding of key religious and nonreligious concepts which are used accurately and confidently. Can analyse in depth different religious teachings and make links between them.</p> <p>Exceptional ability to reference key religious teachings and scripture to support statements made, along with expert use of examples to demonstrate knowledge.</p>	<p>Exceptional ability to argue from differing viewpoints and able to successfully justify any points made with examples and religious teachings.</p> <p>Exceptional evaluation skills and philosophical thinking which add to the depth of argument in longer responses.</p> <p>Can successfully and expertly use key concepts to answer a range of questions and to identify religious and non-religious responses to particular moral and ethical issues.</p>	<p>Exceptional ability to critically assess and compare different religious traditions and non-religious viewpoints.</p> <p>Can successfully embed religious teachings and materials from sacred texts within written work.</p> <p>Can successfully write long answers which include clear logical chains of reasoning and lead to justified conclusions.</p>
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## Purpose of the Science curriculum

The aim is for all of our students to enjoy and be inspired by the challenging content they will study in science. They will develop deep knowledge and understanding of concepts in biology, chemistry and physics as well as skills to enable them to work scientifically through enquiry and investigation, both independently and collaboratively.

In Key Stage 3 students will:

- Gain a full understanding of the role that science plays in our society
- Acquire a sophisticated understanding of the content across the breadth of the subject to enable them to make connections and ultimately become 'expert' problem solvers
- Have misconceptions challenged and remedied
- Develop excellent practical, ICT and problem solving skills
- Communicate their understanding of key concepts accurately in both written work and during discussion
- Apply mathematical skills to solve scientific problems
- Be fully prepared for the demands of their final exams
- Have an awareness of the careers that science can lead to and that opportunities are available regardless of gender.

Age Related Expectations	Key Stage 3 Science		
	Scientific Knowledge	Scientific Understanding	Working Scientifically
	Students can recall <b>simple facts</b> from Key Stage 1&2 science.	Students can correctly explain familiar observations using <b>common sense</b> reasoning.	Students can complete simple practical tasks following a <b>teacher demonstration</b> . Students are aware of <b>safety</b> measures.
<b>Expected age related standard to be met by the end of Year 7</b>	Students can <b>recall</b> new knowledge from within a <b>lesson</b> .	Students can explain familiar observations using <b>correct scientific ideas</b> covered in current topic.	Students can complete a practical task by following a simple set of instructions.
	Students can recall new knowledge from within a <b>topic</b> .	Students can explain familiar observations using <b>correct scientific ideas and terminology</b> covered in the current topic.	Students can <b>identify</b> the factor that is <b>varied</b> in an investigation and the factors that are <b>controlled</b> .
<b>Expected age related standard to be met by the end of Year 8</b>	Students can recall scientific knowledge using correct terminology from <b>current and previous topics</b> .	Students can explain familiar observations using correct scientific terminology <b>and concepts</b> covered in the current and past topics.	Students can <b>collect and display results</b> in tables, charts and graphs. Students can carry out simple processing such as <b>averaging</b> .
	Students can use detailed scientific knowledge from different topics to <b>provide explanations</b> to open questions.	Students can explain <b>unfamiliar</b> observations that require scientific terminology and concepts from more than one topic.	Students can <b>analyse</b> their data to make <b>simple conclusions</b> .
<b>Expected age related standard to be</b>	Students can use detailed knowledge to <b>make predictions</b> .	Students can apply their detailed knowledge and understanding from different	Students can identify <b>strengths and weaknesses</b> in an experimental method

met by the end of Year 9		topics to <b>explain conclusions</b> based on data presented.	and make suggestions for <b>improvement</b> .
	Students can recall and apply detailed knowledge to answer <b>written and numerical GCSE level questions</b> .	Students can <b>identify relationships</b> in data and provide explanations based on detailed correct terminology, knowledge and understanding	Students can <b>design</b> their own experiments to investigate relationships, including equipment lists, risk assessments and tables.