

Dear Parent/Carer

Each student's progress is regularly monitored throughout their time at Plymstock School. In the past, this has been done using National Curriculum Levels in years 7, 8 and 9 and GCSE grades in years 10 and 11. Due to the changes in both National Curriculum measures and GCSE grades, we are now developing a new way of measuring and reporting progress. These National changes have meant that National Curriculum Levels have been removed and GCSE lettered grades are being phased out to be replaced by numbered grades.

From the beginning of the academic year 2015/16, each student has been allocated to a pathway that will describe the skills and knowledge that will help them to achieve the highest standards that they can. These pathways describe the Learning Journey from the beginning of year 7 to the end of year 11 and link to the target grade that each student could achieve. We have used the letters of the word PLYMSTOCK to describe the journey. This year 9 booklet outlines the content and expectations for each pathway in each subject.

In year 7 there are four pathways:

PLY  
YMS  
STO  
CK

In years 8 & 9 there are eight pathways:

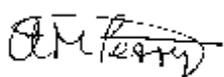
PL  
LY  
YM  
MS  
ST  
TO  
OC  
CK

Throughout the academic year, teachers regularly review, assess and record each student's progress. This may take the form of comments and discussions in class, as well as feedback in exercise books. In this way, parents should be able to see how students are progressing and the next steps they can take to continue to make progress in each subject. In addition, students will be involved in self and peer assessment to encourage them to engage with their learning and understand how to make progress. If teachers are particularly pleased with or concerned about any aspect of a student's work, they may contact home, and we would urge parents to let the school know if they have concerns.

Over the academic year you will get three Progress Checks, these will report on five generic skills: Behaviour for learning; Homework ; Organisation for learning in this subject; Ability to work in a group and Ability to work independently. The teacher will also report on whether your child is making the expected progress for their pathway, is producing work which is above the expected standard or is causing the teacher a concern. For you to be clear as to the standard of work which is required to meet the expectations of that pathway, we have developed this booklet which summarises the skills and knowledge for each pathway. If your child is regularly performing at a standard which is above the expected standard for a pathway they may be moved up to the next pathway. You will also get one Tutor Report per year.

As this is a significant change in how we are reporting on progress, the Achievement Leaders have held learning evenings for each year group to explain the change in further detail. If you were unable to attend but would like to ask any question please don't hesitate to contact us.

Regards



Ms A Perry  
Deputy Headteacher, Curriculum



## Art, Craft and Design Continued:

Pathway	Expectations
<p><b>ST</b> <i>Confidently meets the criteria</i></p> <p><b>TO</b> <i>Just meets the criteria</i></p>	<p><b><u>Observations/Recordings</u></b></p> <p><b>Drawing</b> - Reasonably accurate shape and proportion. Use of a range of tones. Use of a few different drawing media; Reasonably relevant choice of subject matter.</p> <p><b>Photography</b> - Images will usually be in focus with adequate exposure; Occasional variety in composition, angle of view and lighting; Some use of contact sheets, sometimes showing appropriate image selection; Adequate quality printing and presentation of images; Reasonably relevant choice of subject matter.</p> <p><b><u>Artist Studies</u></b></p> <p>Reasonably accurate shape and proportion; Adequate understanding of tone and colour values; Fairly relevant choice of media, and sometimes matching media to the artwork studied.</p> <p><b>Written Analysis</b> - Mostly written in student's own words; Accurate if not always relevant facts about the artist/art studied; Adequate use of Content/Form/Process/Mood or equivalent to discuss characteristics of the artwork studied; Some understanding of the relationship between the project theme/their work and that of the artist studied; Some ability to link the artist to the historical/cultural context in which they are making art.</p> <p><b>Presentation</b> - Reasonably interesting visual presentation, showing some attention to layout, background and titles; Adequate quality of printed examples of the artist's work; Often complete and finished with a reasonable level of attention and care.</p> <p><b><u>Development</u></b></p> <p>Adequate documentation of the process of exploration, with some relevant visual imagery and reasonable annotation; Occasional evidence of taking risks, of learning from "mistakes", and of reflecting on and improving practical skills in Art processes; At least one possible idea of their own for an outcome.</p> <p><b><u>Final Pieces</u></b></p> <p>Fairly personal outcomes, with adequate creative/imaginative solutions to the artistic challenge set; Reasonably skilful and accurate execution of final piece, with adequate control of art process/media and of the relevant formal elements; Evaluation of final piece showing some connections to both the sketchbook journey and to the artists studied; Fairly careful and mostly successful completion and presentation of the final piece(s).</p>
<p><b>OC</b> <i>Confidently meets the criteria</i></p> <p><b>CK</b> <i>Just meets the criteria</i></p>	<p><b><u>Observations/Recording</u></b></p> <p><b>Drawing</b> - Occasionally accurate shape and proportion; Use of a limited range of tones; Use of a limited number drawing media; Rely on teacher for choice of subject matter.</p> <p><b>Photography</b> - Images will sometimes be in focus with adequate exposure; Limited variety in composition, angle of view and lighting; Rare use of contact sheets, sometimes showing appropriate image selection; Low quality printing and presentation of images; Rely on teacher for choice of subject matter.</p> <p><b><u>Artist Studies</u></b></p> <p>Occasionally accurate shape and proportion; Limited understanding of tone and colour values; Occasionally relevant choice of media, rarely matching media to the artwork studied.</p> <p><b>Written Analysis</b> - Rarely written in student's own words; Partially accurate if not always relevant facts about the artist/art studied; Limited use of Content/Form/Process/Mood or equivalent to discuss characteristics of the artwork studied; Basic understanding of the relationship between the project theme/their work and that of the artist studied; Limited ability to link the artist to the historical/cultural context in which they are making art.</p> <p><b>Presentation</b> - Some attempt at interesting visual presentation, showing basic attention to layout, background and titles; Low quality of printed examples of the artist's work; Occasionally complete and finished with limited level of attention and care.</p> <p><b><u>Development</u></b></p> <p>Limited documentation of the process of exploration, with limited relevant visual imagery and infrequent, basic annotation; Little evidence of taking risks, of learning from "mistakes", and limited evidence of reflecting on and improving practical skills in Art processes; Reliance on the teacher for final ideas.</p> <p><b><u>Final Pieces</u></b></p> <p>Occasionally personal outcomes, with limited creative/imaginative solutions to the artistic challenge set; Partially skilful and accurate execution of final piece, with limited control of art process/media and of the relevant formal elements; Evaluation of final piece showing limited connections to both the sketchbook journey and to the artists studied; Occasionally careful and partially successful completion and presentation of the final piece(s).</p>

## Pathways for Computing and ICT

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, study topics from the pathway above the one they are studying as extension.

If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations
<b>PLY</b>	<p>Apply all the <b>YMS</b> content and complete enrichment activities which extend these concepts.</p> <p><b>Digital Literacy</b> - Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns.</p> <p><b>ICT</b> - Makes judgements about digital content when evaluating its use for a given audience. Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution.</p> <p><b>Computer Science</b> - Shows an awareness of tasks best completed by humans and recognises that different solutions exist to the same problem.</p>
<b>YMS</b>	<p>Apply all the <b>STO</b> content and complete enrichment activities which extend these concepts.</p> <p><b>Digital Literacy</b> - Understands the difference between the internet and internet service e.g. the world wide web. Shows an awareness of, and can use, a range of internet services e.g. VOIP. Recognises what is acceptable and unacceptable behaviour when using technologies and online services.</p> <p><b>ICT</b> - Collects organises and presents digital content. They can create digital content to achieve a given goal by combining software packages and internet services. They make appropriate improvements to solutions based on feedback received and can comment on the success of the solution.</p> <p><b>Computer Science</b> - Designs algorithms that use repetition and two-way selection i.e. if, then, else. Uses logical reasoning to predict outputs based on given inputs. Can confidently convert binary numbers in to denary.</p>
<b>STO</b>	<p>Apply all the <b>CK</b> content and complete enrichment activities which extend these concepts.</p> <p><b>Digital Literacy</b> - Can navigate the web and carry out simple web searches to collect digital content. Can demonstrate the use of computers safely and responsibly, knowing a range of ways to report unacceptable content and content when online.</p> <p><b>ICT</b> - Will use technology to create and organise digital content. Use a variety of software to manipulate and present digital content. Can talk about the uses of technology in school and outside of the classroom. They will be able to talk about their work and make improvements based on feedback.</p> <p><b>Computer Science</b> - Design simple algorithms (not required to be in a text based language) using loops and selection under guidance of their teacher. Can detect errors in a program and use logical reasoning to correct simple errors i.e. debugging. Can carry out simple binary to denary conversion.</p>
<b>CK</b>	<p><b>Digital Literacy</b> - Understand that computers require precise instructions to carry out tasks and have no intelligence to carry out tasks without instruction. Understanding the importance of communicating safely and respectfully online, and the need for keeping personal information private. They will know what to do when concerned about content or being contacted.</p> <p><b>ICT</b> - Obtain content from the world wide web using a web browser. Use software under the guidance of the teacher to create, store and edit digital content using appropriate file and folder names. Knows about the uses of information technology beyond the classroom. Can talk about their work and make improvements to it.</p> <p><b>Computer Science</b> - Know that programs can be developed by people and demonstrate this by creating a simple program that does not rely on text. Recognises that digital content can be stored in many forms and can distinguish between some of these e.g. text, images and number. Understand that computers operate using binary.</p>

## Pathways for Dance

You will follow one of the Pathways below. You will, if appropriate, perform elements from the pathway above as extension. If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations
<b>PLY</b>	<p>Apply all the <b>YMS</b> content and complete enrichment activities that extend these concepts.</p> <p><b>Performance</b> - You must be able to perform advanced skills with a growing sense of 'performance.' Demonstrate sophisticated sensitivity to accompaniment and performance space opportunities, always showing high standards of precision, control and fluency.</p> <p><b>Appreciation</b> - Be able to critically analyse your own and others' work showing that you understand the impact of skills, techniques and fitness on the quality and effectiveness of performance. You must use this information to refine the quality of your own and others' work. Be able Identify strengths and weaknesses in a group performance, using the correct technical vocabulary.</p> <p><b>Choreography/Composition</b> - You must be able to plan routines of differing complexities for yourselves and others to perform, select and combine highly advanced skills, techniques and ideas. Drawing on your knowledge of advanced choreographic and compositional devices, applying them with proficiency, flair and originality. You must improvise freely, individually and with a partner and translate ideas from a stimulus into movement.</p> <p><b>Training</b> - You must take on different roles within a dance and plan pathways to performance, choreography, etc. Be able to explain in detail the benefits dance has on the body. Show an increased confidence and determination to achieve.</p>
<b>YMS</b>	<p>Apply all the <b>STO</b> content and complete enrichment activities that extend these concepts.</p> <p><b>Performance</b> - Perform your work with a growing sense of style showing more complex movement patterns and an awareness of musical accompaniment i.e. rhythm. When performing, consistently show more precision, control and fluency in the movement.</p> <p><b>Appreciation</b> - Be able to analyse and comment on your own and others' work, showing that you understand how skills, techniques and fitness relate to the quality of your performance. You must plan ways to improve your own and others' performances and act on these in order to bring about improvements. Be able to evaluate your own strengths and weaknesses, using correct terminology, helping to correct faults in performances.</p> <p><b>Choreography/Composition</b> - You must plan phrases of at least ten moves for yourself and others to perform, select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately. You must apply advanced compositional and choreographic devices in your work confidently. Then carry out your own independent practise.</p> <p><b>Training</b> - You must take on different roles within a dance practise, showing an ability to organise and communicate effectively. Be able to explain the benefits of regular, safe and planned dance activities on physical, mental and social wellbeing. Be confident and determined to achieve.</p>
<b>STO</b>	<p>Apply all the <b>CK</b> content and complete enrichment activities that extend these concepts.</p> <p><b>Performance</b> - Be able to perform a good range of technical movements with expression and accuracy, showing some precision, control and fluency in performance.</p> <p><b>Appreciation</b> - Be able to analyse and comment on skills, techniques and ideas and how these are applied in your own and others' work. Be able to modify and refine skills and techniques to improve your performance. Identify strengths and weaknesses in your own performances and in that of others, using some correct terminology.</p> <p><b>Choreography/Composition</b> - Be able to plan phrases of at least seven moves for yourself and others to perform, select and combine skills, techniques and ideas and start to apply them appropriately in a dance. Be able to show that you can draw on what you know about choreographic devices and composition to start to produce outcomes that show different dance ideas.</p> <p><b>Training</b> - Be able to explain why physical activity is an essential component of a healthy lifestyle. Start to plan, organise and lead dance safely, helping others to improve their performance. Have some understanding and start to explain how the body reacts during different types of dance activity. Continue to display determination with confidence.</p>
<b>CK</b>	<p><b>Performance</b> - You need to perform in a solo or group sequence, showing some clarity in your moves. Be able to work on different levels showing basic precision, control and fluency in performances.</p> <p><b>Appreciation</b> - Be able to compare and comment on performance skills, techniques and ideas used in your own and others' work, evaluating your own strengths and weaknesses using basic terminology, though not always know how to improve.</p> <p><b>Choreography/Composition</b> - Be able to plan phrases of four or five moves, link basic skills, techniques and ideas, and begin to apply them appropriately to some basic dance ideas. Start to show that you understand basic choreographic devices and begin to incorporate and develop them with a partner.</p> <p><b>Training</b> - Start to explain and apply basic safety principles when preparing for dance. Be able to start to describe how dance affects your bodies and why regular, safe activity is good for health and wellbeing. Show a determination to achieve.</p>

## Pathways for Design & Technology

D=Design, M=Make, E=Evaluate, TK=Technical Knowledge, F&N=Food and Nutrition

Pathway	Expectations	
<b>PLY</b>	D	Students work confidently, researching relevant information, demonstrating a range of drawing, modelling and computer skills and the consideration of cultural, moral & social aspects.
	M	Students can create production schedules, including CAD/CAM and justify decisions on tools, materials and techniques. They can adapt techniques, experiment with materials and change schedules where necessary.
	E	Students can choose an appropriate method to test and evaluate their own and others' products, summarising their findings in a short report considering SMEE issues.
	TK	Students can understand and explain the full range of processes, materials, including 'smart' materials, and equipment used and model techniques to others.
	F&N	To analyse own diet and understand dietary excess and deficiency. To analyse cost and make reasoned judgement. To select appropriate techniques and equipment
<b>YMS</b>	D	Students can confidently demonstrate a range of design skills their design work includes detailed measurements, material specifications and the customers' needs.
	M	Students can plan their manufacture to include the use of CAD/CAM to increase standards of quality and select appropriately from a wide range of materials and finishing techniques.
	E	Students can test and evaluate their ideas, as well as analyse products that contain new technology and identify possible modifications.
	TK	Using appropriate vocabulary students understand the properties of the materials they are using, the impact they have on moral and ethical issues and demonstrate that they can make adjustments to machinery.
	F&N	To demonstrate a knowledge of healthy eating through planning own products. They can carry out the techniques using appropriate equipment.
<b>STO</b>	D	Students can present suitable design ideas in an articulate way for a detailed design specification after carrying out relevant research in response to a 'real-life' context. They can present to a small group.
	M	Following a sequence of manufacture students can select appropriate materials, techniques and equipment, confidently using specialist tools including CAD/CAM where appropriate.
	E	Students can analyse their own and others' products, through disassembly, against the design specification, using ACCESSFM. They actively involve others when testing and identify possible improvements.
	TK	Students can apply a range of technical vocabulary, understand units of measurement and understand the classification of materials, where they come from and their physical properties.
	F&N	To explain what is meant by healthy eating and a varied diet. To follow procedures hygienically and safely.
<b>CK</b>	D	Students can produce a range of design ideas, using basic research and consider the end user.
	M	Students can use tools and materials safely and accurately, following a sequence for manufacture.
	E	Students can test their own ideas and use the views of others' designs to improve their work.
	TK	Students should be able to select and use a range of basic technical vocabulary in their work when discussing materials.
	F&N	Recall what is meant by healthy eating. Basic understanding of tools and equipment.

## Pathways for Drama

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, study topics from the pathway above the one they are studying as extension. If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations
<b>PLY</b>	<p>Devise an engaging performance using a range of Tableaux, Mime and Physical Theatre skills, whilst focusing on a poem as a stimulus.</p> <p>Learn lines and confidently deliver dialogue to an audience using a variety of tones and pitches.</p> <p>Show full understanding of plays from different times and cultures (E.g. Greek Theatre).</p> <p>Use a range of drama skills with confidence to deepen the meaning of a role or story.</p> <p>Confidently recall and demonstrate skills needed to create a fully developed character, clearly different from themselves. These include - Voice, Gesture, Movement, Facial Expression.</p> <p>Sustain a fully developed character for an impressive amount of time without corpsing, with a complete awareness of audience.</p> <p>Draw out themes from a poem, analysing the meaning within the subtext.</p> <p>Confidently recall and demonstrate a complete understanding of terminology including Tableaux, Mime, Physical Theatre, Mirroring and Flashback.</p> <p>Lead a group with confidence, identifying areas of strength and weakness, and cooperate with others to solve problems (no coasting).</p> <p>Analyse their own work and the work of others whilst giving constructive feedback to peer work.</p>
<b>YMS</b>	<p>Devise an engaging performance using some Tableaux, Mime and Physical Theatre skills, whilst focusing on a poem as a stimulus.</p> <p>Learn lines and confidently deliver dialogue to an audience.</p> <p>Display a good understanding of plays from different times and cultures (E.g. Greek Theatre).</p> <p>Use a range of drama skills to deepen the meaning of a role or story.</p> <p>Recall and demonstrate skills needed to create a developed character, different from themselves. These include - Voice, Gesture, Movement, Facial Expression.</p> <p>Sustain a character for a reasonable amount of time without corpsing, with an awareness of audience.</p> <p>Draw out themes from a poem, discussing the meaning within the subtext.</p> <p>Recall and demonstrate an understanding of terminology including Tableaux, Mime, Physical Theatre.</p> <p>Co-operate with a group during rehearsals, focusing on areas of strength and weakness, and work with others to solve problems (no coasting).</p> <p>Reflect on their own work and the work of others whilst giving constructive feedback to peer work.</p>
<b>STO</b>	<p>Devise a performance using some Tableaux, Mime and Physical Theatre skills, whilst focusing on a poem as a stimulus.</p> <p>Learn lines and deliver dialogue to an audience with help from a script.</p> <p>Show some understanding of plays from different times and cultures (E.g. Greek Theatre).</p> <p>Use drama skills to create a character and tell a story.</p> <p>Recall and demonstrate skills needed to create a character. These include - Voice, Gesture, Movement, Facial Expression.</p> <p>Sustain a character to an audience for a short amount of time.</p> <p>Draw out themes from a poem, discussing who the characters are and their role within the story.</p> <p>Recall and demonstrate an understanding of terminology including Tableaux, Mime, Physical Theatre.</p> <p>Work as part of a group during rehearsals, and co-operate with others to solve problems.</p> <p>Discuss their own work and the work of others focusing on areas for improvement.</p>
<b>CK</b>	<p>Devise a performance using some Tableaux, Mime and Physical Theatre skills, whilst focusing on a poem as a stimulus.</p> <p>Use basic drama skills to create a character and tell a story.</p> <p>Deliver dialogue using a script.</p> <p>Display a basic understanding of plays from different times and cultures (E.g. Greek Theatre).</p> <p>Recall and demonstrate some basic performance skills. These include – Voice, Gesture, Movement, Facial Expression.</p> <p>Sustain a character to an audience for a limited amount of time.</p> <p>Listen to a poem and recall who the characters are and their role within the story</p> <p>Recall an understanding of terminology including Tableaux, Mime, Physical Theatre</p> <p>Work in a group during rehearsals, and help others to solve problems</p> <p>Think of ways to improve their work to improve for the next performance.</p>

## Pathways for English

Topic Content from SoW: Poetry, Grammar, Narrative writing, Shakespeare and Reading a novel.

Students on each pathway should/will:

Pathway	English Skills	Expectations
PLY	<b>Grammar</b>	Use the full range of sentences in their writing, employing a range of connectives to create coherent and cohesive texts. Use a good to full range of punctuation accurately. Consistently spell key words accurately and those which are increasingly sophisticated. Paragraph accurately over sustained writing.
	<b>Speaking &amp; Listening</b>	Articulate their ideas clearly and with confidence, using standard English consistently. Respond sensitively to the comments of others, building on ideas presented.
	<b>Reading</b>	Be comfortable reading independently. Follow the PEE format successfully when analysing texts. Comment closely on aspects of form, structure and language in their reading assessments; e.g. evaluating the impact of individual words within a text. Comment with insight on writers' ideas and attitudes. Perceptively discuss different layers of meaning within texts. Have a secure knowledge and understanding of key poetic and literary terms, using them in their own analyses of texts.
	<b>Writing</b>	Demonstrate a wide and varied vocabulary in their writing. Successfully / consciously craft their writing for different audiences and purposes in a range of different forms. Experiment with new structures, punctuation and language to produce more interesting texts. Fully engage their readers.
YMS	<b>Grammar</b>	Use a good range of sentences in their writing, employing a range of connectives. Use a range of punctuation accurately. Spell key words accurately and have some success with those which are increasingly sophisticated. Paragraph their writing accurately.
	<b>Speaking &amp; Listening</b>	Articulate their ideas clearly and with increasing confidence, using standard English where appropriate. Respond thoughtfully to the comments of others, building on ideas presented.
	<b>Reading</b>	Read independently. Follow the PEE format when analysing texts. Comment on aspects of form, structure and language in their reading assessments; e.g. becoming increasingly adept at commenting on the impact of individual words within a text. Comment with some insight on writers' ideas and attitudes. Discuss different layers of meaning within texts with increasing confidence. Have a sound knowledge and understanding of key poetic and literary terms, using them in their own analyses of texts.
	<b>Writing</b>	Demonstrate a varied vocabulary in their writing. Write in a range of different forms and craft their writing for different audiences and purposes. Begin to experiment with new structures, punctuation and language to produce more interesting texts. Engage their readers.
STO	<b>Grammar</b>	Use a range of sentences in their writing, employing connectives. Use a range of punctuation with increasing accuracy; use basic punctuation accurately (full stops, capital letters etc.). Spell key words accurately with increasing consistency (e.g. homophone spellings) and attempt more sophisticated spellings. Paragraph their writing accurately most of the time.
	<b>Speaking &amp; Listening</b>	Present their ideas with increasing confidence and clarity, using standard English most of the time. Respond to the comments of others with some understanding and appreciation of topics discussed.
	<b>Reading</b>	Read independently with increasing confidence. Follow the PEE format with some success when analysing texts. Comment with some success on aspects of form, structure and language in their reading assessments; for example developing their ability to discuss the impact of individual words within a text. Comment with some understanding on writers' ideas and attitudes. Discuss layers of meaning within texts with some success. Have a knowledge and understanding of key poetic and literary terms, using them in their own analyses of texts.
	<b>Writing</b>	Learn to vary their vocabulary choices when writing. Write in different forms and craft their writing with increasing success for different audiences and purposes. Consider the effect of different punctuation and structures in their writing. Aim to engage their readers.
CK	<b>Grammar</b>	Know their alphabet and know the difference between vowels and consonants. Learn to write increasingly accurate sentences, employing some connectives in their writing. Develop accuracy in basic punctuation use (capital letters and full stops etc.). Spell key words with increasing accuracy such as homophone spellings. Paragraph their writing accurately at least some of the time.
	<b>Speaking &amp; Listening</b>	Present their ideas to their audience and be able to use standard English some of the time. Respond to the comments of others with an understanding and appreciation of topics under discussion.
	<b>Reading</b>	Read with support in order to progress towards independent reading. Make points about texts and support with relevant evidence, developing their knowledge of how to analyse / explain. Comment with on some aspects of form, structure and language in their reading assessments. Comment with an understanding on writers' ideas and attitudes. Have a basic knowledge and understanding of key poetic and literary terms, using them in their own analyses of texts.
	<b>Writing</b>	Consider their vocabulary choices when writing. Consider the needs of the audience when writing for different purposes and in different forms. Be aware of the importance of accurate punctuation in shaping meanings within their writing. Aim to engage their readers.

## Pathways for Ethics, Philosophy in Culture

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, move to the pathway above the one they are studying. If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations	
<b>PLY</b>	Analyse the various ways that different religious beliefs and teachings impact on and affect: individuals, communities and society, and provide evidence and examples in support of this. Use vocabulary and specialist terms confidently and accurately in written and verbal responses. Engage an audience through coherent and detailed argument.	Place religious, non-religious and personal views of human identity and experience, the nature of reality, and religious and ethical theories concerning contemporary moral issues within a comprehensive religious and philosophical context. Empathise with diverse religious views and formulate a reasoned justification for their own views in the light of others.
<b>YMS</b>	Demonstrate the importance of key beliefs, teachings and practices. Evaluate the impact this has on believers. Use vocabulary and specialist terms confidently and accurately.	Form a range of questions on an ethical or philosophical topic. Evaluate religious and non-religious views on human identity and experience, questions of meaning and purpose and values and commitments, using appropriate evidence and examples. Apply these perspectives to different ethical issues.
<b>STO</b>	Describe and explain some of the key beliefs/teachings and show understanding of what belonging to religions involves for believers and how they express their practices in a variety of ways. Show understanding and examples of diversity. Use some key vocabulary and specialist terms.	Ask a variety of different questions about the experiences and feelings of others and understand why people can give a range of different views. Apply some of these perspectives to ethical issues. Suggest links with religious teachings to understand how this affects what is right or wrong. Begin to discuss their views compared to others.
<b>CK</b>	Remember and retell religious stories, Identify some religious beliefs, teachings and practices. Recognise religion is important in some people's lives	Respond sensitively to the experiences and feelings of others, even if they disagree with their view.

## Pathways for Geography

**Knowledge of locations and places: KLP; Patterns, processes and environmental change: PPEC; Geographical Enquiry: GE; Geographical Skills: GS**

Pathway	Expectations
<b>PL</b>	<p><b>KLP</b> - Detailed descriptions of physical and human geography around the local area and the UK are given, beginning to include the wider world. Physical and human characteristics of these environments are given on a local and more global scale.</p> <p><b>PPEC</b> - Descriptions of how different physical and human environments can have similarities and differences, influenced by a variety of physical and human processes are expressed. Simple understanding of how use and management of different physical and human environments can be made more sustainable, with a basic understanding of how these environments can change is demonstrated.</p> <p><b>GE</b> - Effective questions are formulated, addressed through the use of a range of skills to investigate physical and human environments. Simple evaluation of sources is deployed, supported by relevant and plausible conclusions. Work is presented both graphically and in writing.</p> <p><b>GS</b> - An increasing knowledge of OS skills is demonstrated and 6 figure referencing is used with greater confidence. GIS is beginning to be used. Data interpretation is more advanced, through statistical skills such as mode and modal class.</p>
<b>LY</b>	<p><b>KLP</b> - Descriptions of the physical and human features of different localities are provided, supported with some simplified explanations for the location of some of those feature(s).</p> <p><b>PPEC</b> - Descriptions of physical and human characteristics are provided, in addition to the ability to describe geographical patterns and attempt to simply explain them. Appreciation that human activity can have consequences on the environment is demonstrated.</p> <p><b>GE</b> - Geographical questions are deployed effectively using appropriate geographical skills. When undertaking a sequence of enquiry students are able to simply evaluate the sources acquired to undertake their investigation.</p> <p><b>GS</b> - Distributions of physical and human features are accurately supported through the use of maps and atlases. Students begin to use GIS to and interpret the information that is provided in this format.</p>
<b>YM</b>	<p><b>KLP</b> - Recognise and describe the physical and human features of places and begin to do this within a wider locational framework, however the feature(s) will be in limited detail.</p> <p><b>PPEC</b> - Recognition of physical and human features and how this may influence the lives and activities of people living there. Understanding this demonstrates that people can improve and damage environments. Reasons for students own views on changes to environments are expressed, however they will begin to recognise that other people have different opinions.</p> <p><b>GE</b> - Formulation of own geographical questions, drawing upon geographical knowledge and understanding about places and way physical and human processes interact. Appropriate deployment of a variety of geographical skills, including primary and secondary sources is used effectively to help investigate the environment.</p> <p><b>GS</b> - OS skills are used with increasing confidence and some begin to use 6 figure grid references accurately. Descriptions of human and physical features are accurate and annotations of maps and photographs are in increasing details.</p>
<b>MS</b>	<p><b>KLP</b> - Basic knowledge and understanding of some of the physical and human geography of an area is demonstrated, including UK examples. Some descriptions of places studied are communicated and may refer to a range of characteristics.</p> <p><b>PPEC</b> - Identification and descriptions of both physical and human features of places are provided, supported with observations about feature(s) that give places their character. Inter-relationships between people and the environment begin to recognise that humans will attempt to improve environments.</p> <p><b>GE</b> - Application of knowledge and understanding of environments is deployed to construct suitable geographical enquiry questions. A range of geographical skills (through use of primary and secondary sources) can be deployed to investigate physical and human geography. Ideas and thoughts are expressed through appropriate geographical terminology.</p> <p><b>GS</b> - Grid references and straight-line distances are accurately read and recorded. Graphs such as bar and line are constructed appropriately and accurately, supported by increasing statistical skills such as working out the mean and median values.</p>
<b>ST</b>	<p><b>KLP</b> - Understanding of the UK and wider world is limited and may only be described in a simplified way.</p> <p><b>PPEC</b> - Human and physical features are identified, supported with general descriptions about their characteristics. Processes begin to be described to illustrate how they lead to changes in places. Simple geographical patterns begin to be recognised through observation of features.</p> <p><b>GE</b> - Knowledge is used to suggest suitable geographical questions and begin to use a range of geographical skills to help investigate places and environments. Geographical terminology is used but this is basic, and can be inaccurate.</p> <p><b>GS</b> - Construct sketch maps, supported by simple observations and labels. 4 figure grid references are used accurately to locate places. Appropriate graphs are effectively selected to present information.</p>
<b>TO</b>	<p><b>KLP</b> - Descriptions of physical and human features are expressed, however these may be general or predominately linked to the local area.</p> <p><b>PPEC</b> - Recognition of some simple physical and human processes and how they can contribute to the changes of places and environments.</p> <p><b>GE</b> - Using knowledge about places, basic geographical questions are asked and begin to be responded to appropriately. Reasons for student's own observations of the local area, as well as, places and environments are given using some appropriate terminology.</p> <p><b>GS</b> - A range of sources e.g. globes, maps, aerial photos etc. are used to view and begin to describe the distribution of geographical features. OS symbols are used and recognised. Graphs are used effectively to present data.</p>
<b>OC</b>	<p><b>KLP</b> - Knowledge and understanding of the local area is demonstrated through exemplification of characteristics.</p> <p><b>PPEC</b> - Basic descriptions are provided of physical and human, supported by suggestions of processes that may cause their formation, and how this may result in change over time.</p> <p><b>GE</b> - Some explanations are given for observations and views about places, as well as physical and human environments. Skills and evidence enable response to a range of simple geographical questions. Some appropriate but simplistic terminology is used to communicate ideas.</p> <p><b>GS</b> - Accurate basic graphs are used to present findings. Students can recognise the highest and lowest values in a data set, as well as complete basic calculations e.g. range.</p>
<b>CK</b>	<p><b>KLP</b> - Demonstrates an ability to recognise an area that is being studied, predominately at a local scale and may require prompting.</p> <p><b>PPEC</b> - Basic identification of a physical and human feature of an area, using limited terminology.</p> <p><b>GE</b> - Basic explanations are provided about their observations and views about places. Using own observations and geographical information, students are able to begin to ask basic geographical questions.</p> <p><b>GS</b> - Globes, maps and atlases are regularly used to locate and describe the characteristics of a range places, at a variety of scales within the UK and the wider world.</p>

## Pathways for History

1. Communicating about the past   2. Using evidence   3. Interpretation and Significance   4. Cause and Consequence  
5. Change and Continuity

Pathway	Expectations
<b>PL</b>	<ol style="list-style-type: none"> <li>1. Students are thorough in approach. Research allows them to make substantiated analytical arguments. Work is original and accurate. They independently utilise a wide range of media and methods to present work and reflect on the relative success of such methods.</li> <li>2. Students can confidently navigate a wide range of source material. Remain comfortable with all the methods required to critically evaluate independently. Research remains continually focussed on the questions.</li> <li>3. They explore historical interpretations to construct convincing and substantiated arguments and evaluations. They are beginning to understand the basic concept of 'historiography' and why that is important. They are sensitive to how interpretations are constructed and I see value in both 'reliable' and seemingly 'unreliable'. They can confidently and independently explore judgements about significance to show a convincing argument and evaluation of events in relation to one another. They are sensitive to the complexities of how interpretations are formed.</li> <li>4. They pursue independent enquiries about cause and consequence and can appreciate the complexities of how events are interpreted by different people. They are reflective in their written work and can use evidence creatively to build and extend substantiated and analytical arguments. They can make relative judgements about events across time periods and cultures.</li> <li>5. They can independently research and refine my conclusions to draw sophisticated and well substantiated and analytical arguments.</li> </ol>
<b>LY</b>	<ol style="list-style-type: none"> <li>1. They produce coherent, well-structured explanations of the past and can classify historical material using various methods to ensure its usefulness and value. They are fully reflective learners who evaluate progress and seek challenges to test and refine existing skills.</li> <li>2. They can independently find and use my own sources of information critically and carry out historical research. I am able to consistently extract the suitable information from numerous sources and combine their collective information to construct more complex arguments.</li> <li>3. They are able to make clear and precise judgements about the value or importance of evidence to identify interpretations. They understand how they are made and how some are more 'reliable' than others. They can reflect on how they present my work and structure it to build more accurate arguments with clear, independent planning.</li> <li>4. They can write an answer that evaluates and is critical of the different interpretations of the causes of events. They can successfully incorporate interpretations of events into my arguments and understand why people offer them and take their bias into account.</li> <li>5. They can use detailed and factual knowledge and understanding to analyse relationships between events and people recognising the importance of interpretation when considering events</li> </ol>
<b>MS</b>	<ol style="list-style-type: none"> <li>1. They can utilise a wide range of source material and present findings in an independently creative way. They are increasingly confident to select, organise and deploy relevant information. They can confidently present findings using various forms of media or presentational styles. They can classify information and communicate its utility in my work.</li> <li>2. They can evaluate sources for reliability and successfully evaluate the merits of interpretation. They can apply methods to evaluate sources confidently and are beginning to pay more careful attention to the questions asked of sources in order to help them to structure written work more successfully.</li> <li>3. They can explain how and why different historical interpretations have been produced, how they have been made and why that is significant in relation to others.</li> <li>4. They can appreciate the significance of the multiple causes of events and how they are interlinked. They can write answers that categorise causes and consider the evidence to form balanced judgements with clear analysis.</li> <li>5. They can make sound use of factual knowledge to make links between events across a range of time periods to form a conclusion. They are beginning to analyse the nature and extent of change and continuity across different time periods. They can describe and analyse different types of events.</li> </ol>
<b>TO</b>	<ol style="list-style-type: none"> <li>1. They can confidently present their findings using various forms of media. They can successfully classify information. They always aim to use appropriate historical terminology to support and structure their work.</li> <li>2. They can evaluate sources to establish relevant evidence, can apply methods to evaluate sources confidently and they are beginning to pay more careful attention to the questions asked of sources.</li> <li>3. They are beginning to develop set approaches to successfully evaluate different types of media and apply that to form judgements. They are beginning to explain how and why different interpretations of the past have come about.</li> <li>4. They are beginning to explain relationships between different causes of historical events and can appreciate that the causes of events can be valued in different ways by different people.</li> <li>5. They can describe and analyse different types of events and changes and explore patterns. They can analyse the reasons for and results of events and changes upon the people in a particular time or place. They are beginning to recognise and describe the nature and extent of continuity and change.</li> </ol>
<b>CK</b>	<ol style="list-style-type: none"> <li>1. They aim to use appropriate historical terminology to support and structure work. They are becoming more successful in classifying sources.</li> <li>2. They can select and combine information from sources to produce a structured answer. They recognise that sources can come in different forms.</li> <li>3. They are beginning to appreciate that different types of media can give different interpretations. They understand that people have changed over time and can explain some of the reasons for those changes. They understand the term 'significance'. They can share their opinions to form better judgements. They can suggest reasons for different interpretations of events.</li> <li>4. They understand the terms 'cause' and 'effect' and how they are related. They can write descriptions of several reasons for the causes of an historical event using paragraphs to provide structure.</li> <li>5. They can pick out examples of change and continuity across different periods. They understand how life can be very different as a result of change and continuity.</li> </ol>

## Pathways for Mathematics

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, study topics from the pathway above the one they are studying as extension. If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations
<b>PLY</b>	<p>Apply all the <b>YMS</b> content and complete enrichment activities which extend these concepts.</p> <p><b>Problem solving</b> - Identify the mathematical aspects of the problem, calculate accurately, check results and consider whether they are sensible. Use mathematical symbols, words and diagrams. Draw conclusions and explain reasoning.</p> <p><b>Number and Algebra</b> - Ratio and direct proportion. Square, square root, cube, cube root. BODMAS. Fractions, decimals and percentages. Simplify and substitute in expressions. Formulae and linear equations. Solve equations. Plot and interpret graphs of linear functions and from real-life problems. Find and use a linear sequence.</p> <p><b>Shape, Space and Measures</b> - Angle properties of triangles, quadrilaterals, intersecting and parallel lines. Types of triangles and quadrilaterals. 2-D representations of 3-D objects. Construct triangles. Transformations and congruence.</p> <p><b>Handling Data and Probability</b> - Design collection sheets and two-way tables. Different types of data. Design a simple experiment. Find mean, median and mode of discrete data. Pie charts. Probability. Record events in a systematic way.</p>
<b>YMS</b>	<p>Apply all the <b>STO</b> content and complete enrichment activities which extend these concepts.</p> <p><b>Problem solving</b> - Develop strategies for solving problems when applying mathematics to practical contexts. Search for a solution by trying out ideas of their own.</p> <p><b>Number and Algebra</b> - Add, subtract, multiply and divide integers. Negative numbers. Mental calculations. Order of operations. Equivalent fractions, decimals, percentages. Order fractions and decimals. Fractions. Mental methods. Simple ratio. Number patterns and relationships. Rounding. Collect like terms. Geometric progressions. Use a letter to stand for an unknown.</p> <p><b>Shape, Space and Measures</b> - Properties of 2-D and 3-D shapes. Congruence. Read and interpret scales. Measure and draw angles.</p> <p><b>Handling Data and Probability</b> - Estimate probabilities from experimental data. Mean of discrete data. Calculate range, mode, median or mean. Graphs, tables and diagrams. Venn diagrams. Hypotheses and collecting data.</p>
<b>STO</b>	<p>Apply all the <b>CK</b> content and complete enrichment activities which extend these concepts.</p> <p><b>Problem solving</b> - Find different approaches to solving problems. Discuss work, explain thinking and use mathematical symbols and diagrams.</p> <p><b>Number and Algebra</b> - Order numbers and use all four operations. Multiply and divide by 10, 100 and 1000. Non-calculator methods. Conversion of units and estimating. Rounding. Number patterns and sequences. Ratio and proportion. Finding fractions and percentages of amounts.</p> <p><b>Shape, Space and Measures</b> - Lines and angles. Measure and draw angles. Estimating answers. Angle facts. Area and perimeter of rectangles. Symmetry. Solve problems involving converting units.</p> <p><b>Handling Data and Probability</b> - Use the probability scale from 0 to 1. Understand and use simple vocabulary associated with probability. Collect data. Calculate and use the mean and range of data. Produce and interpret graphs, tables and diagrams. Set notation. Construct and interpret Venn diagrams.</p>
<b>CK</b>	<p><b>Problem solving</b> - Select the mathematics that is to be used. Discuss work using mathematical language, explaining why an answer is correct.</p> <p><b>Number and Algebra</b> - Rounding. Number facts up to 20. Use times tables facts up to 10 x 10. Money problems. Add, subtract and multiply up to 1000. Number patterns. Function machines. Approximation. Use simple fractions and percentages. Order decimals to three decimal places. Negative numbers in contexts. Read, write and order whole numbers. Simple formulae expressed in words.</p> <p><b>Shape, Space and Measures</b> - Nets of familiar 3-D shapes. Perimeters of simple shapes and find areas by counting squares. Draw common 2-D shapes in different orientations on grids. 2-D and 3-D shapes. Measure length, mass, capacity and time. Analogue time and the date on a calendar.</p> <p><b>Handling Data and Probability</b> - Probability scale from 0 to 1; vocabulary such as certain, uncertain, impossible, etc. Mode and range, mean of discrete data, compare two simple distributions using the range, mode, median and mean. Collect, display and interpret data in pictograms and bar charts. Represent and interpret data using graphs, tables and diagrams including simple pie charts. Construct and interpret pictograms. Frequency trees. Collect and record discrete data. Group data in equal class intervals.</p>

## Pathways for Modern Foreign Languages

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, study topics from the pathway above the one they are studying as extension. If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations
<b>PLY YMS &amp; STO</b>	<p><b>Me and my family, animals, school, food, my local area, lifestyle.</b> Knowing what a noun, verb, adjective, preposition and personal pronouns are. Understanding verbs and how to conjugate –er,- re, -ir verbs in present tense for je, tu, on and nous from the infinitive. Understanding adjectives and describing; knowing correct word order and adjectival agreement. Using irregular verbs être, avoir, vouloir and pouvoir, as well as a range of other high frequency verbs. Using qualifiers and intensifiers, making comparisons, expressing opinions. Understanding and using negatives. Recognising the past tense, using some past tense with time expressions. Understanding basic infinitive constructions: <i>j'aime manger, je n'aime pas porter</i> etc. Using the partitive article. Using the correct form of prepositions at/to. Identifying letters and corresponding sounds: ç, é, e, oi, eu, ui, ou, gn, au and final silent consonants.</p>
<b>PLY</b>	<p><b>Speaking</b> - I can comment on things I read and hear. I can take part in a longer conversation or presentation without notes. I can use the grammar and vocabulary I have learned to create my own sentences and I can speak with good pronunciation and intonation.</p> <p><b>Listening and Understanding</b> - I can understand, respond to and/or translate spoken language and dialogues with different sentence patterns and structures at normal speed.</p> <p><b>Reading and Understanding</b> - I can understand all important ideas and some details in longer texts on familiar topics. I can translate short texts into English with good accuracy where language is familiar to me. I can translate simple sentences from English to French.</p> <p><b>Writing</b> - I can write independently and use my grammar knowledge to produce a short paragraph of about five sentences. I can form verbs accurately and show good accuracy with my spelling. I can express opinions and give simple justifications. I can transcribe a few sentences I hear on familiar topics with good accuracy.</p>
<b>YMS</b>	<p><b>Speaking</b> - I can give answers to a variety of questions on topics that are familiar to me. I speak with mostly correct pronunciation. I can ask questions and am starting to give more developed answers. I use a variety of ways to express my opinions.</p> <p><b>Listening and Understanding</b> - I understand and can translate short passages and dialogues (conversations) spoken at normal speed. I can follow instructions. I can write down the main points I hear.</p> <p><b>Reading and Understanding</b> - I can read and understand simple, short texts on familiar topics, including simple opinions. I can translate into English sentences containing familiar language, including opinions.</p> <p><b>Writing</b> - I can write three or more short sentences independently mostly from memory and show that I can express simple opinions, although there may be a few mistakes in my spelling. I can transcribe individual sentences that I hear although there may be a few mistakes in my spelling. I can translate individual sentences from English into the foreign language.</p>
<b>STO</b>	<p><b>Speaking</b> - I can give answers to simple questions on a variety of topics. I can pronounce familiar words correctly.</p> <p><b>Listening and Understanding</b> - I can understand and translate sentences spoken at near normal speed.</p> <p><b>Reading and Understanding</b> - I can understand familiar phrases and sentences on topics I am familiar with. I can translate sentences relating to what I have covered in class into English.</p> <p><b>Writing</b> - I can spell words I know from memory. I can write simple sentences in correct word order using words I have already learnt. I try to use simple template sentences I study in the lessons to write my own sentences.</p>
<b>OCK</b>	<p><b>Me and my family, animals, school.</b> Knowing what a noun, verb, adjective, preposition and personal pronouns are. Understanding what an infinitive is and what a conjugated verb is. Conjugating –er verbs for je from the infinitive in present tense. Using simple connectives: et, et aussi, mais, qualifiers and intensifiers: très, assez, un peu. Making comparisons. Identifying and understanding negatives. Recognising the different forms of prepositions at/to. Knowing and applying correct word order. Understanding and applying adjectival agreement. Punctuating sentences correctly, with capitals, commas and full stops.</p> <p><b>Speaking</b> - I can make short, simple statements and can use familiar words accurately and from memory i.e. I learn and embed new vocabulary after every lesson. I can link my sentences with simple connectives.</p> <p><b>Listening and Understanding</b> - I can understand and translate words that are familiar to me. I use range of strategies to try to understand new language.</p> <p><b>Reading and Understanding</b> - I can understand and translate single or small groups of words. I use range of strategies to try to understand new texts.</p> <p><b>Writing</b> - I can copy words correctly. I can copy phrases and short sentences with good accuracy.</p>

## Pathways for Music

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, study topics from the pathway above the one they are studying as extension. If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations
<b>PLY</b>	<p>Performing - Students perform with a good level of confidence and achieve a good level of fluency and accuracy. They will attempt pieces with some technical demand and will be starting to play the keyboard with both hands together. They will lead a group performance.</p> <p>Composing &amp; Appraising - Students will show a thorough understanding of the expressive use of musical elements. They will be able to simply develop their ideas.</p> <p>Knowledge &amp; Understanding - Students will have a thorough understanding of how to read both pitch and rhythm notation. They will understand how composers have created specific effects within their music.</p>
<b>YMS</b>	<p>Performing - Students perform with developing confidence, achieving a mostly fluent and accurate performance. They will have a good playing technique and will be ready to try to play with both hands together. They will play reliably in a group performance.</p> <p>Composing &amp; Appraising - Students will develop a good level of understanding of the expressive use of musical elements. There will be some simple development of ideas.</p> <p>Knowledge &amp; Understanding - Students will be able to read both pitch and rhythm notation. They will demonstrate some understanding of how composers have created specific effects in their music.</p>
<b>STO</b>	<p>Performing - Students will perform but may feel nervous about doing so. They will achieve a good level of accuracy and/or fluency. They will perform simple pieces of music well. They will contribute to group performances, playing more simple lines.</p> <p>Composing &amp; Appraising - Students will have some understanding of the expressive use of some of the musical elements. They will create simple musical ideas with little development.</p> <p>Knowledge &amp; Understanding - Students will be able to recall how to read pitch and rhythm notation with some prompting. They will understand how composers have created some expressive effects.</p>
<b>CK</b>	<p>Performing - Students will perform with some nerves, leading to a performance with some slips and inaccuracies. They will learn simple pieces of music and contribute to group performance with some support from peers/teacher.</p> <p>Composing &amp; Appraising - Students will have some limited understanding of the elements of music and the expressive effect some of the can have. They will create simple musical ideas which may be a little disjointed.</p> <p>Knowledge &amp; Understanding - Students will be able to recall how to read pitch and rhythm notation with some prompting. They will be able to describe simple features of music.</p>

## Pathways for Physical Education

Students should develop the follow attributes over the year:

Pathway	Expectations
<b>PLY</b>	<p>Take on a range of different roles and always have a strong impact.</p> <p>Use skills with speed, accuracy and control.</p> <p>Devise, carry out and adapt a wide range of strategies, tactics and ideas.</p> <p>Take the lead and be careful to involve others.</p> <p>Make good connections between ideas and structures in different games.</p> <p>Respond quickly to new and changing situations and contexts.</p> <p>Devise and develop practices to improve their own and others' play.</p> <p>Demonstrate a good understanding of the principles of effective athletic performance.</p> <p>Focus their efforts on specific aspects of their technique.</p> <p>Show a clear idea of what they can achieve and know how to practise to meet their goals.</p> <p>Explain how warming up and cooling down help performance.</p> <p>Have a good understanding of the way to perform in events.</p> <p>Help others to improve by giving effective, focused feedback.</p>
<b>YMS</b>	<p>Use a range of skills and techniques fluently and accurately.</p> <p>Devise and carry out a range of different tactics and practices.</p> <p>Work co-operatively in their groups, taking on a variety of roles within the group and the games played.</p> <p>Applying and adapting tactics and skills effectively.</p> <p>Identify what they need to do to improve, carry out and adapt ideas and suggestions given to them.</p> <p>Use sound basic techniques in a range of running, jumping and throwing activities and events.</p> <p>Apply a good knowledge of basic principles to specific events.</p> <p>Apply basic principles of warm up and cool down, using exercises appropriate for the event.</p> <p>Identify and describe elements of performance and technique which are effective.</p> <p>Explain what needs to be practised and improved.</p>
<b>STO</b>	<p>Use a small range of techniques with some accuracy and consistency.</p> <p>Make set responses with occasional variation.</p> <p>Co-operate with others and participate in the activities in specific roles.</p> <p>Carry out practices and ideas given to them by others to help improve their play.</p> <p>Be prepared to have a go with confidence and learn to cope with success and failure, recognising the need to Manage emotions.</p> <p>Use basic techniques in running, jumping and throwing.</p> <p>Identify some basic principles related to technique.</p> <p>Set themselves goals, which they achieve.</p> <p>Warm up and cool down safely with guidance.</p> <p>Recognise effective performance and identify some of the factors which make it effective.</p> <p>Select, with help, aspects that they need to practise.</p>
<b>CK</b>	<p>Choose and use skills that suit the games they play, showing greater strengths in some of the games than others.</p> <p>Work with others in small teams to attack and defend.</p> <p>Take on specific roles that suit their abilities.</p> <p>Contribute to the organisation of a team.</p> <p>Know that they need to prepare safely for games.</p> <p>Follow warm-up routines they are given with some care.</p> <p>Describe what they do best.</p>

## Pathways for Science

End of Year 9 – via the following content the skills below should be met

Content: Cells, Body systems, Periodic Table, Structure and Bonding of Atoms, Energy and Waves

Pathway	Expectations
<b>PL</b>	<p><b>All LY plus the following:</b></p> <p>Based on a researched hypothesis, make a prediction about the outcome of the experiment. The prediction will relate to measureable values and ranges of the variables and the best will include an attempt at quantification of outcomes. Justify selection of techniques and equipment in scientific detail.</p> <p>Evaluate the reliability of methods through preliminary tests and suggest improvements to techniques and equipment. Range will also be calculated. Draw a graph and include accurate plotting of a suitable line of best fit and range bars to indicate the spread of data. Discuss how much your prediction supports the data and explain any changes you may need to make to your prediction. Carry out full, detailed risk assessments on planned activities using hazard information for unfamiliar substances and techniques. Evaluate given data, look for accuracy, precision and repeatability. Evaluate impact of peer review on development of scientific ideas. Use compound SI units for any calculated values. Recall and manipulate more complex equations for data analysis.</p>
<b>LY</b>	<p><b>All YM plus the following:</b></p> <p>Based on a given hypothesis, make a prediction about the outcome of the experiment. The prediction will relate to measureable values and ranges of the variables and the best will include an attempt at quantification of outcomes. Select variables that can be accurately and precisely measured and justify choice of some for testing hypothesis. Justify selection of techniques and equipment from free choice in general terms. Justify each decision and relate choices in technique to accuracy, precision and repeatability. Suggest improvements to techniques and equipment. Draw a graph of mean data, having excluded anomalies, and include accurate plotting of a suitable line of best fit and range bars to indicate the spread of data. Discuss how much your prediction supports the data and describe any changes you may need to make to your prediction. Carry out full risk assessments on planned activities using hazard information for unfamiliar substances and techniques. Evaluate given data, look for accuracy and repeatability. Use compound SI units for specified calculated values. Recall all equations and manipulate more complex equations for data analysis.</p>
<b>YM</b>	<p><b>All MS plus the following:</b></p> <p>Based on a simple hypothesis, make a prediction about the outcome of the experiment. The prediction will relate to measureable values and ranges of the variables. Justify selection of techniques and equipment from free choice with limited direct experiences. Justify nearly all decisions and relate choices in technique to accuracy, precision and repeatability. Collect data systematically with attention to accuracy and precision. Anomalies will be identified during the experiment and repeats will be taken as appropriate. Draw a graph and include accurate plotting of a suitable line of best fit. Discuss how much your prediction supports the data. Use hazard information from known activities to recognise risk in unfamiliar examples and suggest methods to limit the risk. Review given data for accuracy and repeatability. Look at the equipment and techniques used and decide if they are the most appropriate, make suggestions as to how to improve. Discuss how publishing results and ideas allow scientific ideas to develop. Use compound SI units for many calculated values. Carry out analyses of data including averages and ranges. Recall and manipulate equations for data analysis.</p>
<b>S</b>	<p><b>All ST plus the following:</b></p> <p>Based on a simple hypothesis, make a prediction about the outcome of the experiment. Select variables that can be accurately and precisely measured.</p> <p>Justify selection of techniques and equipment from free choice. Describe steps in detail including aspects to improve accuracy, precision and repeatability. Create a suitable data table with space for all repeats and correct use of headings and units. Repeats will be carried out and recorded clearly. Include specific data points in your description of the trend. Explain the trend in line with the explanations given for your hypothesis. Explain any data values that are not as you would expect. Describe in detail any data points which are not as you expected and give specific reasons for the differences. Make comments on accuracy precision and repeatability. Outline any further questions, extensions or variations on the original question you could plan to investigate further. Use hazard information from known activities to recognise risk in unfamiliar examples. Review given data for accuracy. Look at the equipment and techniques used and decide if they are the most appropriate. Consider how publishing results and ideas allow scientific ideas to develop. Recall simple equations for deriving values and be able to rearrange them when necessary. Be able to compare data values looking for multiples or % changes.</p>

## Science continued:

Pathway	Expectations
<b>ST</b>	<p><b>All TO plus the following:</b></p> <p>Suggest a hypothesis of how the independent variable will affect the dependent variable based on explanations of prior knowledge and observations.</p> <p>Identify variables that can be measured or controlled. Select techniques and equipment from a broad range and suggest a suitable range based on related experiences. Describe steps in an investigation in a logical order, planning for repeats. Create a suitable data table with correct use of headings.</p> <p>Collect data with attention to accuracy and precision. Draw a graph with accurate plotting. Include specific data points in your description of the simple trend and explain the pattern based on prior knowledge. Compare your data to your hypothesis; identify where it matches and any points which do not match. Are there any there questions arising from your data that you might want to investigate further? Identify any necessary safety measures for a planned activity. Check there is only one independent variable and that control variables have been monitored. Recall simple equations for deriving values and be able to rearrange them with some guidance. Be able to compare simple data values.</p>
<b>TO</b>	<p><b>All OC plus the following:</b></p> <p>Ask questions that could be tested in a laboratory. Describe prior knowledge that may help with the questions. Suggest what might happen in the test.</p> <p>Select one independent variable and one dependent variable to make a valid test. Identify control variables. Identify equipment from a given selection.</p> <p>Recognise common ranges in familiar variables. Describe steps in an investigation planning for repeats. With some guidance, or clear links to previous experience, a data table will be created. Data will be collected and recorded clearly. Repeats will occur. Data will be recorded to a reasonable level of accuracy. Draw a graph with correct axes scaling with some errors in plotting. Comment on how closely your data matches what you expected. Discuss if you chose a range that allowed you to answer your original question. Identify some necessary safety measures for a planned activity. Students should look at simple data they are given; check it matches the question being investigated. Check there is only one independent variable and that control variables are appropriate. Give examples of how key scientific ideas have changed through history. Use given equations to calculate simple values.</p> <p>Calculate averages.</p>
<b>OC</b>	<p><b>All CK plus the following:</b></p> <p>Choose a variable to change and one to measure. Identify equipment from a given selection and order steps to plan an investigation. Follow a given plan and data table to collect data. A given table will include space for averages to be calculated and guidance given for these calculations. Graphs will be drawn on given axes with worked examples. Simple descriptions of the trend. Comment on if they have enough data to draw a conclusion.</p> <p>Suggest any extra data they might need. Students should check any data they are given to see if they think it is appropriate.</p> <p>Recognise that scientific ideas change through history. Use the correct units for familiar values. Be able to calculate an average with given examples.</p>
<b>CK</b>	<p>Describe simple observations of the real world and ask simple questions that could be tested.</p> <p>With guidance, choose a variable to change and one to measure.</p> <p>Identify basic equipment from a given selection. With guidance, order steps to plan an investigation.</p> <p>Follow a simple given plan and data table to collect data.</p> <p>With guidance, graphs will be drawn on given axes. With guidance, look for patterns in data.</p> <p>Identify simple risks in a planned activity.</p> <p>Recognise that scientific ideas change through history when given examples. Use the correct units for simple familiar values.</p>