



Plymstock  
School



YEAR 9

CURRICULUM PATHWAYS

## Curriculum Pathways To GCSE Outcomes For 9-1 GCSE Courses Which Start In 2015/16

(9-1 grade boundaries have only been defined for the GCSE results in summer 2017, these boundaries may change for 2018+)

KS2 SAT Level – prior to 2016	Yr7	Yr8	Yr9	Yr10	Yr11	Target Grade	Legacy GCSE Grades for summer 2017 only
					P	9	A*/A
				PL	L	8	
		PL	PL	PL	Y	7	
	PLY	LY	LY	LY	M	6	B/C
5/6		YM	YM	YM	S	5	
	YMS	MS	MS	MS	T	4	
		ST	ST	ST	O	3	D/G
4		TO	TO	TO	C	2	
	STO	OC	OC	OC	K	1	
		CK	CK	CK			
3/2	CK						

Dear Parent/Carer

This is our second year using the Plymstock Pathways and we are really pleased with the way the students, parents and staff have embraced this change. Students are confident talking about their pathway and have been assessed using this in all subjects.

From the beginning of the academic year, 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.

In Year 7 there are generally four pathways:

PLY  
YMS  
STO  
CK

In Years 8, 9 and 10 there are generally eight pathways:

PL  
LY  
YM  
MS  
ST  
TO  
OC  
CK

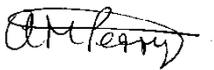
Due to the changes in both National Curriculum measures and GCSE grades, we developed a new way of measuring and reporting progress. This Year 9 booklet outlines the content and expectations for each pathway in each subject.

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 concern. For you to be clear as to the standard of work which is required, 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.

If you would like to ask any questions about the Plymstock Pathways, please don't hesitate to contact either Mrs R Wright (Assistant Headteacher) or myself.

Regards



Ms A Perry  
Deputy Headteacher, Curriculum

## Pathways for Art, Craft and Design in Years 7, 8, 9, 10 and 11

Whilst the generic skill sets in Y7, 8, 9, 10 and 11 are the same, the project themes and challenges, level of practical skills and types of media used, and the ideas addressed become progressively more advanced as students move up each year. As students progress through Y10/Y11 students will increasingly use the single letter pathways (P, L, Y etc.) matching these to final GCSE number grades (9, 8, 7 etc.).

Pathway	Expectations
<p><b>PL</b> <i>Confidently meets the criteria</i></p> <p><b>LY</b> <i>Just meets the criteria</i></p>	<ul style="list-style-type: none"> <li>• <b>Developing Ideas through Observations/Recordings; Drawing: From observation</b> – excellent shape, proportion and tone. <b>From imagination</b> – extremely varied and inventive ideas. <b>For planning</b> – exceptionally clear and detailed, showing a range of possibilities. <b>Photography:</b> Images will be in focus with excellent exposure: Imaginative variety in composition, angle of view and lighting; Use of contact sheets, showing excellent image selection; High quality printing and presentation of images; Exceptionally relevant choice of subject matter.</li> <li>• <b>Developing Ideas through Investigating Sources:</b> Extremely accurate shape and proportion; Excellent understanding of tone and colour values; Extremely relevant choice of media, matching media to the artwork studied; Creation of their own interpretation of the artist’s style using a relevant subject of their choice. <b>Written analysis:</b> Fluently written in student’s own words; Interesting, accurate and relevant facts about the artist/art studied; Confident and thorough use of Content/Form/Process/Mood or equivalent to discuss characteristics of the artwork studied; Clear understanding of the relationship between the project theme/their work and that of the artist studied; Strong ability to link the artist to the historical/cultural context in which they are making art. <b>Presentation:</b> Creative, eye-catching and visually inventive presentation, showing excellent attention to layout, background and titles; Excellent quality of printed examples of the artist’s work; Complete and well finished with a very high level of attention and care.</li> <li>• <b>Developing Ideas through Experimentation:</b> Excellent documentation of the process of exploration, with relevant visual imagery and fluent annotation; Clear evidence of taking risks, of learning from “mistakes”, and of reflecting on and improving practical skills in Art processes; A range of personal and imaginative possible ideas for outcomes.</li> <li>• <b>Final Response:</b> Personal, creative and imaginative solutions to the artistic challenge set; Skilful and accurate execution of final piece, with extremely successful control of art process/media and of the relevant formal elements; Evaluation of final piece showing fluent connections to both the sketchbook journey and to the artists studied; Very careful, successful completion and presentation of the final piece(s).</li> </ul>
<p><b>YM</b> <i>Confidently meets the criteria</i></p> <p><b>MS</b> <i>Just meets the criteria</i></p>	<ul style="list-style-type: none"> <li>• <b>Developing Ideas through Observations/Recordings; Drawing: From observation</b> – good shape proportion and tone. <b>From imagination</b> - varied and inventive ideas. <b>For planning</b> - clear and detailed, showing a range of possibilities. <b>Photography:</b> Images will be in focus with good exposure; Variety in composition, angle of view and lighting; Use of contact sheets, showing good image selection; Good quality printing and presentation of images; Relevant choice of subject matter.</li> <li>• <b>Developing Ideas through Investigating Sources:</b> Accurate shape and proportion; Good understanding of tone and colour values; Relevant choice of media, matching media to the artwork studied. <b>Written analysis:</b> Written in student’s own words; Accurate and relevant facts about the artist/art studied; Good use of Content/Form/Process/Mood or equivalent to discuss characteristics of the artwork studied; Understanding of the relationship between the project theme/their work and that of the artist studied; Good ability to link the artist to the historical/cultural context in which they are making art. <b>Presentation:</b> Eye-catching and visually interesting presentation, showing good attention to layout, background and titles; Good quality of printed examples of the artist’s work; Complete and finished with a good level of attention and care.</li> <li>• <b>Developing Ideas through Experimenting:</b> Good documentation of the process of exploration, with relevant visual imagery and good annotation; Evidence of taking risks, of learning from “mistakes”, and of reflecting on and improving practical skills in Art processes; Two or three interesting possible ideas for outcomes.</li> <li>• <b>Final Response:</b> Personal, and reasonably creative/imaginative solutions to the artistic challenge set; Skilful and accurate execution of final piece, with successful control of art process/media and of the relevant formal elements; Evaluation of final piece showing good connections to both the sketchbook journey and to the artists studied; Careful and successful completion and presentation of the final piece(s).</li> </ul>
<p><b>ST</b> <i>Confidently meets the criteria</i></p> <p><b>TO</b> <i>Just meets the criteria</i></p>	<ul style="list-style-type: none"> <li>• <b>Developing Ideas through Observations/Recordings; Drawing: From observation</b> – satisfactory shape, proportion and tone. <b>From imagination</b> - sometimes varied and occasionally inventive ideas. <b>For planning</b>-sometimes detailed, showing at least one or two possibilities. <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.</li> <li>• <b>Developing Ideas through Investigating Sources:</b> 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. <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. <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.</li> <li>• <b>Developing Ideas through Experimentation:</b> 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.</li> <li>• <b>Final Response:</b> 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).</li> </ul>



## Pathways for Computing and ICT in Year 9

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> - Demonstrate responsible use of technologies and online services, and know a range of ways to report concerns.</p> <p><b>ICT</b> - Make judgements about digital content when evaluating its use for a given audience. Use criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution.</p> <p><b>Computer Science</b> - Show an awareness of tasks best completed by humans and recognise 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> - Understand the difference between the internet and internet service e.g. the world wide web. Show an awareness of, and can use, a range of internet services e.g. VOIP. Recognise what is acceptable and unacceptable behaviour when using technologies and online services.</p> <p><b>ICT</b> – Collect, organise and present 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> - Design algorithms that use repetition and two-way selection i.e. if, then, else. Use logical reasoning to predict outputs based on given inputs. Can confidently convert binary numbers into 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. Know 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. Recognise 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 in Year 9

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 to 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. Draw 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 practice.</p> <p><b>Training</b> - You must take on different roles within a dance practice, 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 the body and why regular, safe activity is good for health and wellbeing. Show a determination to achieve.</p>

## Pathways for Design & Technology in Year 9

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

Pathway	Expectations	
<b>P</b>	<b>D</b>	Students work confidently with a wide range of contexts and produce creative and innovative ideas, taking account of detailed criteria, which are presented using a wide range of skills.
	<b>M</b>	Students are able to compare, contrast and defend their decisions of tools, materials and techniques, based on knowledge, in order to apply the most appropriate and create a high quality product.
	<b>E</b>	Students can appraise their products to suggest improvements for batch production and can analyse products with regard to LCA.
	<b>TK</b>	Students can evaluate and explain the full range of processes and materials used, make complex adjustments to equipment and work completely independently.
	<b>F&amp;N</b>	Students are able to evaluate the cost of a product and how to adapt according to budget. They independently demonstrate a safe working practice with an awareness of cleaning, cooking and chilling.
<b>L</b>	<b>D</b>	Students show good consideration of moral and social issues throughout their design work whilst confidently researching relevant information and using design tools to produce bespoke designs.
	<b>M</b>	Students can communicate their plans so that others can use them and be able to adapt the methods to any changes required.
	<b>E</b>	Students can analyse the positive and negative impacts of products and be able to appraise and summarise their own and other designers' work.
	<b>TK</b>	Students can model techniques to others, discriminate and justify different technical skills and material choices.
	<b>F&amp;N</b>	Students design a meal based on budget and cost. They are able to analyse food labels using nutritional tables.
<b>Y</b>	<b>D</b>	Students constantly reference the design criteria when producing ideas and confidently demonstrate a range of drawing, modelling and computer skills.
	<b>M</b>	Students can create production schedules that inform everyone's role in manufacturing and can recognise when to develop a new skill or technique. Students can produce a good quality product.
	<b>E</b>	Students can choose an appropriate method to evaluate their own and others' products and produce a report focusing on SMEE.
	<b>TK</b>	Students understand a wide range of materials, including smart materials. They can experiment with a wide range of materials and justify the outcomes.
	<b>F&amp;N</b>	Students are able to compare the cost of food when planning to cook. They know how to use a broad range of preparation and cooking methods.
<b>M</b>	<b>D</b>	Students' design work includes detailed measurements, material specifications and technical features. Students consider social, cultural and moral aspects when designing.
	<b>M</b>	Students must plan manufacture to include CAD/CAM where appropriate in order to produce a successful product.
	<b>E</b>	After testing and evaluating other products and their own ideas they can produce a short report outlining possible modifications.
	<b>TK</b>	Students understand the advantage of the properties of materials they are using and the impact they have on moral and ethical issues.
	<b>F&amp;N</b>	Students discuss the different food choices. They independently show how to store, prepare and cook hygienically.
<b>S</b>	<b>D</b>	Students can present their design ideas in an articulate way with consideration of the customer's needs whilst referencing the design criteria.
	<b>M</b>	Students can select appropriately from a wide range of materials and finishing techniques and exploit the use of CAD/CAM to increase standards of quality and consider scales of production.
	<b>E</b>	Students can test, evaluate and refine their ideas with respect to the intended user and analyse products that contain new technology.
	<b>TK</b>	Students can select appropriate vocabulary, have an understanding of the physical properties of materials, and be able to make adjustments to basic machinery.
	<b>F&amp;N</b>	Students demonstrate how to store, prepare and cook hygienically. They select suitable ingredients considering their function.
<b>T</b>	<b>D</b>	Students can carry out relevant and applicable research and then feel confident to present to a small group.
	<b>M</b>	Students can select appropriate techniques and equipment whilst considering a more complex range, in order to make a complete product.
	<b>E</b>	Students can evaluate their own designs against the original criteria and analyse products.
	<b>TK</b>	Students can apply a range of technical vocabulary and the full range of metric measurements.
	<b>F&amp;N</b>	Students are able to select a more complex range of ingredients. They are aware that people make different choices based on culture and religion.

## Pathways for Design & Technology in Year 9 *(continued)*

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

Pathway	Expectations	
<b>O</b>	<b>D</b>	Students can communicate design ideas from detailed design criteria in response to a 'real-life' context.
	<b>M</b>	Students can confidently use specialist tools, including CAD/CAM where appropriate, for manufacture with consideration for the quality of finish.
	<b>E</b>	Students can analyse products using basic ACCESSFM and then actively involve others when testing their own ideas.
	<b>TK</b>	Students should be able to understand and use a range of technical vocabulary, understand where materials come from and basic units of measurement.
	<b>F&amp;N</b>	Students use a broad range of ingredients. They discuss the factors that influence good choice.
<b>C</b>	<b>D</b>	Students can produce a range of design ideas from basic design criteria taking account of issues such as resources, time and the customer.
	<b>M</b>	Students can confidently use tools to mark out materials following a sequence for manufacture.
	<b>E</b>	Students can identify ways of improving products and test their own designs to suggest modifications.
	<b>TK</b>	Students should be able to use a range of basic technical language to discuss the classification of materials
	<b>F&amp;N</b>	Students make use of specialist equipment. They describe where food comes from and identify some factors that utilise good choice.
<b>K</b>	<b>D</b>	Students can carry out and use basic research to help generate design ideas for an end user.
	<b>M</b>	Students can select and justify the use of a range of tools and materials safely and accurately.
	<b>E</b>	Students should be able to analyse products and consider the views of others to improve their work.
	<b>TK</b>	Students select and use a range of technical vocabulary to identify basic properties of materials.
	<b>F&amp;N</b>	Students define where food comes from. They follow procedures for safety and hygiene.

## Pathways for Drama in Year 9

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>	<ul style="list-style-type: none"> <li>• Devise an engaging performance using a range of Tableaux, Mime and Physical Theatre skills, whilst focusing on a poem as a stimulus.</li> <li>• Learn lines and confidently deliver dialogue to an audience using a variety of tones and pitches.</li> <li>• Show full understanding of plays from different times and cultures (e.g. Greek Theatre).</li> <li>• Use a range of drama skills with confidence to deepen the meaning of a role or story.</li> <li>• Confidently recall and demonstrate skills needed to create a fully developed character, clearly different from themselves. These include - Voice, Gesture, Movement, Facial Expression.</li> <li>• Sustain a fully developed character for an impressive amount of time without corpsing, with a complete awareness of audience.</li> <li>• Draw out themes from a poem, analysing the meaning within the subtext.</li> <li>• Confidently recall and demonstrate a complete understanding of terminology including Tableaux, Mime, Physical Theatre, Mirroring and Flashback.</li> <li>• Lead a group with confidence, identifying areas of strength and weakness, and cooperate with others to solve problems (no coasting).</li> <li>• Analyse their own work and the work of others whilst giving constructive feedback to peer work.</li> </ul>
<b>YMS</b>	<ul style="list-style-type: none"> <li>• Devise an engaging performance using some Tableaux, Mime and Physical Theatre skills, whilst focusing on a poem as a stimulus.</li> <li>• Learn lines and confidently deliver dialogue to an audience.</li> <li>• Display a good understanding of plays from different times and cultures (e.g. Greek Theatre).</li> <li>• Use a range of drama skills to deepen the meaning of a role or story.</li> <li>• Recall and demonstrate skills needed to create a developed character, different from themselves. These include - Voice, Gesture, Movement, Facial Expression.</li> <li>• Sustain a character for a reasonable amount of time without corpsing, with an awareness of audience.</li> <li>• Draw out themes from a poem, discussing the meaning within the subtext.</li> <li>• Recall and demonstrate an understanding of terminology including Tableaux, Mime, Physical Theatre.</li> <li>• Co-operate with a group during rehearsals, focusing on areas of strength and weakness, and work with others to solve problems (no coasting).</li> <li>• Reflect on their own work and the work of others whilst giving constructive feedback to peer work.</li> </ul>
<b>STO</b>	<ul style="list-style-type: none"> <li>• Devise a performance using some Tableaux, Mime and Physical Theatre skills, whilst focusing on a poem as a stimulus.</li> <li>• Learn lines and deliver dialogue to an audience with help from a script.</li> <li>• Show some understanding of plays from different times and cultures (e.g. Greek Theatre).</li> <li>• Use drama skills to create a character and tell a story.</li> <li>• Recall and demonstrate skills needed to create a character. These include - Voice, Gesture, Movement, Facial Expression.</li> <li>• Sustain a character to an audience for a short amount of time.</li> <li>• Draw out themes from a poem, discussing who the characters are and their role within the story.</li> <li>• Recall and demonstrate an understanding of terminology including Tableaux, Mime, Physical Theatre.</li> <li>• Work as part of a group during rehearsals, and co-operate with others to solve problems.</li> <li>• Discuss their own work and the work of others focusing on areas for improvement.</li> </ul>
<b>CK</b>	<ul style="list-style-type: none"> <li>• Devise a performance using some Tableaux, Mime and Physical Theatre skills, whilst focusing on a poem as a stimulus.</li> <li>• Use basic drama skills to create a character and tell a story.</li> <li>• Deliver dialogue using a script.</li> <li>• Display a basic understanding of plays from different times and cultures (e.g. Greek Theatre).</li> <li>• Recall and demonstrate some basic performance skills.</li> <li>• These include – Voice, Gesture, Movement, Facial Expression.</li> <li>• Sustain a character to an audience for a limited amount of time.</li> <li>• Listen to a poem and recall who the characters are and their role within the story.</li> <li>• Recall an understanding of terminology including Tableaux, Mime, Physical Theatre.</li> <li>• Work in a group during rehearsals, and help others to solve problems.</li> <li>• Think of ways to improve their work to improve for the next performance.</li> </ul>

## Pathways for English in Year 9

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 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 in Year 9

Pathway	Expectations	
<b>PL</b>	Knowledge and Understanding	I show an excellent level of knowledge and understanding that goes beyond the curriculum and that takes into account independent research and reading. I consistently successfully analyse and evaluate a wide variety of religious and non-religious viewpoints. I confidently analyse the reasons for similarities and difference within religions and cultures and throughout history. I support my argument with a range of evidence including textual quotes, and I illustrate excellent reasoning.
	Personal ideas, values and arguments	My own view is very well-developed and illustrates the ability to be creative and open-minded in my thought. I regularly explore my own ideas in the light of my own research and wider reading. I make strong, justified links between EPiC and other areas of study. I reflect on the development of my own views over time and I am open to new ideas.
	Skills	I listen well to others and am respectful. I encourage others to ask 'deep' or 'ultimate' questions and I confidently share my own ideas in class discussion. I develop class discussion by supporting others to be open in their own views and to explore their own ideas.
	Literacy	My written work is well-structured, makes use of PEA paragraphs. I use key terminology very successfully.
<b>LY</b>	Knowledge and Understanding	I show a very good level of knowledge and understanding. I can look carefully at (analyse) and place a value on a wider variety of religious and non-religious viewpoints. I confidently use a wide range of evidence in supporting my explanation and in illustrating my understanding including the use of textual quotes. I use a wide range of carefully selected and relevant examples and evidence to very good effect in supporting my arguments.
	Personal ideas, values and arguments	I confidently express my own, well-supported viewpoint and I do this as a result of reasoned argument. I have justified a variety of views and I may begin to evaluate my own viewpoint by looking for strengths and weaknesses in my own views.
	Skills	I listen well to others and am respectful. I confidently ask 'deep' or 'ultimate' questions and I confidently share my own ideas in class discussion. I comment on the views of others by explaining if I agree or disagree and I evaluate these ideas. I am open to new ideas.
	Literacy	My written work is well-structured, makes use of PEA paragraphs. I have made very good use of a wide range of specialist key words.
<b>YM</b>	Knowledge and Understanding	I show an increasingly good level of knowledge and understanding. I can confidently explain a variety of different viewpoints from a range of religions, cultures and philosophies and apply them effectively. I select and effectively use relevant evidence to illustrate my understanding.
	Personal ideas, values and arguments	I compare and contrast my own views and the views of others by drawing out similarities and differences between them and I use this to build an argument. My arguments are increasingly successful.
	Skills	I listen well to others and am respectful. I ask 'deep' or 'ultimate' questions and I confidently share my own ideas in class discussion. I comment on the views of others by explaining if I agree or disagree and I give reasons for this.
	Literacy	I confidently use PEE paragraphs and I more regularly use PEA paragraphs in my extended writing. I use specialist key words and terminology.
<b>MS</b>	Knowledge and Understanding	I show a good level of knowledge and understanding. I describe in more detail ideas from more than two religions, cultures or philosophies and I support these with explanations and evidence. I can apply these ideas with increasing success.
	Personal ideas, values and arguments	I explain my own views (whether religious or non-religious) well and I provide reasons. I can compare and contrast these with other ideas and draw out similarities and differences. I might be able to explain why there are similarities and differences.
	Skills	I listen well to others and am respectful. I can ask 'deep' or 'ultimate' questions and I am increasingly confident in sharing my own ideas in class discussion. I am able to comment on the views of others by explaining if I agree or disagree.
	Literacy	I am using PEE paragraphs, I use a variety of connectives to help me develop an argument. I use some key words correctly.

**Pathways for Ethics, Philosophy in Culture in Year 9 (continued)**

<b>Pathway</b>	<b>Expectations</b>	
<b>ST</b>	Knowledge and Understanding	I show increasing knowledge and understanding of key ideas. I describe ideas from two or more religions, cultures or philosophies well, and I give reasons. I can make links with my learning from previous topics. I may use relevant examples to support my ideas.
	Personal ideas, values and arguments	I describe my own views well (whether religious or non-religious) and I identify if they are similar or different to other people's. I give reasons for my view and I may be able to support my ideas in response to questioning.
	Skills	I listen well to others and am respectful. I ask 'deep' or 'ultimate' questions and I am more confident in sharing my own ideas in class discussion.
	Literacy	I am confident in using PEE paragraphs, I use connectives well. I use some key words correctly.
<b>TO</b>	Knowledge and Understanding	I show some knowledge and understanding. I describe ideas from two or more religions, cultures or philosophies. I give reasons. I use examples to support my ideas.
	Personal ideas, values and arguments	I can describe my own views (whether religious or non-religious) and I identify if they are similar or different to other people's. I give reasons for my view.
	Skills	I listen well to others and am respectful. I may be able to ask 'deep' or 'ultimate' questions and I am becoming more confident in sharing my own ideas in class discussion.
	Literacy	I am becoming more confident in using PEE paragraphs, I use connectives well. I use more key words correctly.
<b>OC</b>	Knowledge and Understanding	I show some knowledge and understanding. I describe beliefs, ideas and practices from two or more religions, cultures or philosophies in a simple way. I can give a reason for an idea. I use examples.
	Personal ideas, values and arguments	I state my own views (whether religious or non-religious) simply and I identify if they are similar or different to other people's.
	Skills	I listen to others and am respectful. I ask relevant questions and share my own ideas in class discussion by identifying if I agree or disagree with the views of others.
	Literacy	I write in full sentences and I may be attempting to use PEE paragraphs. I use connectives like 'but' and 'yet'. I use simple key words correctly.
<b>CK</b>	Knowledge and Understanding	I show some knowledge and understanding. I can recall ideas from more than one religion, culture or philosophy.
	Personal ideas, values and arguments	I state my own views (whether religious or non-religious). I may be able to identify views that are both similar to and different from my own.
	Skills	I listen to other people and I am respectful of other ideas and views. I ask simple questions and I share my own ideas in class discussion.
	Literacy	I write in full sentences and I use simple connectives like 'and' and 'also'. I identify key words from a choice.

## Pathways for Geography in Year 9

**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> Accurate detail is recalled about physical and human environment at local, as well as, wider scale. Changes in environments are explained and students are able to predict changes in the characteristics of places over time across a wide range of locations, contexts and scales. Case study specific knowledge is increasingly used. Knowledge and understanding is used to make links, explaining specific characteristics between contrasting areas. Geographical writing is supported with accurate geographical terminology.</p> <p><b>PPEC:</b> A range of processes are discussed relating to both physical and human environments, demonstrating how they contribute to geographical patterns. How these processes interact and cause diversity and independence will be illustrated. Examination of how links are made between people and the environment, and appreciation that sustainable development will affect planning and management of environments will be demonstrated. Students will have a broader understanding that attitudes of people will vary, in regards to management, and how this causes change.</p> <p><b>GE:</b> A sequence of investigation is appropriately designed, supported by hypotheses and the collection of appropriate data (primary and secondary). Data is collated and presented using simplistic techniques, beginning to become more sophisticated. Findings are effectively communicated and plausible conclusions are offered. An evaluation for more than one aspect of the enquiry is provided.</p> <p><b>GS:</b> A clear understanding of cartographic and OS skills is demonstrated through using this to interpret patterns of both human and physical features at a local, national and worldwide scale. Good graphical skills will be demonstrated through being able to draw and interpret data on sophisticated graphs such as choropleth maps. Numerical and statistical skills are deployed to help interpret data sets, and to highlight trends and anomalous values.</p>
<b>LY</b>	<p><b>KLP:</b> Knowledge and understanding is demonstrated to analyse and compare characteristics between contrasting areas. Explanations are provided to explain the changes in the characteristics of places over time, drawing upon individual knowledge and understanding of a wide range of locations, contexts and scales.</p> <p><b>PPEC:</b> A range of processes relating to physical and human environments are discussed. Analyses of place characteristics are given. Explanations of changes in characteristics over time and how processes can create change is discussed. Awareness is shown that values and attitudes to environments will vary depending on the opinions of stakeholders.</p> <p><b>GE:</b> Geographical enquiry is underpinned by key questions or hypotheses. A sequence of investigation is designed and supported by the collection of data (primary and secondary), presented using simplistic techniques. Conclusions are reached and evaluation is basic.</p> <p><b>GS:</b> A range of graphical techniques are deployed and interpreted effectively. GIS is used to interpret and analyse patterns and trends of physical and human features. Students are able to interpret different types of photographs from a range of different landscapes, linking to OS maps. Statistical skills such as percentage change are used.</p>
<b>MS</b>	<p><b>KLP:</b> Links are demonstrated in geographical writing, when describing characteristics of contrasting regions. Analysis of physical and human characteristics of places, refer to a wider range of locations, contexts and scales. Some understanding and knowledge of the location of these environments is demonstrated through case study detail. Appropriate geographical terminology is used.</p> <p><b>PPEC:</b> Some understanding is demonstrated that processes interact with the environment. Descriptions illustrate how processes can help develop geographical patterns and that these areas will have specific characteristics. Students recognise that relationships between people and environments inter-link, and that trying to achieve sustainable development will affect planning and management.</p> <p><b>GE:</b> Appropriate geographical enquiries are designed, supported by a wider range of primary and secondary data. Data is presented using a wider range of simplistic data presentation techniques. Simple analysis of the data is made, but this is often brief, supported with a limited conclusion. Evaluation is attempted but this is limited to one aspect of the enquiry.</p> <p><b>GS:</b> A good understanding is demonstrated of OS skills that can be used to describe and interpret geographical patterns. A variety of methods will be used to present information both graphically and in writing. Numerical skills are good, effectively demonstrating the use mode, median, range.</p>
<b>TO</b>	<p><b>KLP:</b> Descriptions recall links between contrasting characteristics at a local level, but also the wider world, including physical and human characteristics of places. Simplistic knowledge of locations is demonstrated through the use of case studies. Geographical ideas are expressed in a brief and simple way, with limited examples. Basic geographical terminology is used.</p> <p><b>PPEC:</b> A simple understanding is demonstrated of physical and human processes; however, students show that they recognise that they help develop geographical patterns in a variety of environments. An emerging understanding is demonstrated about how the different views of people will have different effects on how environments are used and managed.</p> <p><b>GE:</b> Primary and secondary data (including fieldwork) can be collected to conduct a geographical enquiry. Information is collated and presented, using a range of simplistic techniques. Simple outcomes are reached, using simplistic terminology.</p> <p><b>GS:</b> Patterns and trends made between physical and human features are fully recognised, through cartographical skills, sophisticated cross sectional diagrams, and these are supported by labels. A range of OS skills are used with confidence. GIS is used to interpret geographical patterns and present geographical ideas. Students are able to evaluate sources of geographical information to support their writing. Statistical and numerical skills are used with increasing ease, as well as more sophisticated analysis techniques such as percentage increase.</p>

## Pathways for Geography in Year 9 *(continued)*

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

Pathway	Expectations
<b>CK</b>	<p><b>KLP:</b> Descriptions of the human and physical characteristics of a place are expressed in increasing depth, within wider location and contextual frameworks. Locational knowledge has developed through the use of specific case studies.</p> <p><b>PPEC:</b> Students can describe a range of physical and human features at a variety of scales. Descriptions illustrate how physical and human processes can change the features of places and how these changes affect the lives of people living there.</p> <p><b>GE:</b> Primary and secondary data (including fieldwork) can be collected to conduct geographical enquiries. Information is collated and presented, reaching simple outcomes.</p> <p><b>GS:</b> Labels support sophisticated cross sectional diagrams. OS skills are used with confidence. GIS is used to interpret geographical patterns and present geographical ideas. Statistical and numerical skills are used with increasing ease, as well as more sophisticated analysis techniques, e.g. percentage increase.</p>

## Pathways for History in Year 9

Pathway	Expectations	
<b>PL</b>	Extended Writing	My extended writing shows evidence of PEARL – my paragraphs have clear themes and will be ranked in order of importance. My argument will be balanced. I have successfully answered a variety of GCSE style questions.
	Interpretations of History	I can consider a range of different interpretations of the past and compare and contrast the strengths and weaknesses and make sophisticated judgments about usefulness and reliability. I can explain why interpretations change over time and between countries and cultures
	Using sources and evidence	I can use sources confidently and am able to consider the extent of similarity and difference between sources and make detailed inferences. I can ask sophisticated questions of sources and make sophisticated judgments.
	Reliability	I can reach detailed judgments about the reliability of historical sources based on the content and the nature of the source. I can confidently explain why some sources are more useful than others. I have an understanding of historiography.
	Independent Learning	I can carry out research in which I will set my own research questions and my work will show clear originality and independence. I may carry out my own projects and work and ask my teacher to mark it.
<b>LY</b>	Extended Writing	My extended writing shows evidence of PEARL – my paragraphs have clear themes and my argument will be balanced but the emphasis may be uneven.
	Interpretations of History	I can explain different interpretations of the past and compare and contrast the strengths and weaknesses and make sophisticated judgments about usefulness and reliability.
	Using sources and evidence	I can use sources really well. I can compare and contrast sources and make detailed inferences. I can ask sophisticated questions of sources and make sophisticated judgments.
	Reliability	I can reach detailed judgments about the reliability of historical sources based on the content and the nature of the source. I am able to explain why some sources are more useful than others.
	Independent Learning	I can carry out research in which I will set my own research questions and my work will show clear originality and independence. I may carry out my own projects and work and ask my teacher to mark it.
<b>YM</b>	Extended Writing	My extended writing will follow the PEA structure and will also discuss reliability. There will be linking of paragraphs, and paragraphs will be organised in order of importance. There will be evidence of wider reading.
	Interpretations of History	I can explain different interpretations of the past and compare and contrast their strengths and weaknesses and reach a judgment about the reliability of the interpretation.
	Using sources and evidence	I can make more detailed inferences from sources and begin to consider the strengths and weaknesses of the sources.
	Reliability	I can reach detailed judgments about the reliability and usefulness of historical sources based on the content and the nature of the source.
	Independent Learning	I can carry out research and begin to ask and set my own research questions. My work may utilise a number of different media sources and will have a bibliography with books and websites.
<b>MS</b>	Extended Writing	My extended writing will use the PEA structure and will also discuss source reliability. There may be some evidence of wider reading.
	Interpretations of History	I can explain different interpretations of the past and give a number of reasons why interpretations differ.
	Using sources and evidence	I can make detailed inferences and analyse sources with some detail.
	Reliability	I can reach limited judgments about the reliability and usefulness of historical sources based on the content and the nature of the source. I am starting to make comparisons between sources.
	Independent Learning	I can carry out research according to success criteria and begin to complete original work. My work will have a bibliography.
<b>ST</b>	Extended Writing	My extended writing will use the PEA structure and will be clearly structured. Each paragraph will have a clear theme. There will be a most important reason in conclusion.
	Interpretations of History	I can explain different interpretations of the past and give simplistic reasons why interpretations differ.
	Using sources and evidence	I can make inferences from one or more sources.
	Reliability	I can reach conclusions about the reliability and usefulness of historical sources based on the content and the nature of the source.
	Independent Learning	I can carry out research according to success criteria. I can use a range of multimedia. There will be little evidence of copying and pasting in my work.

### Pathways for History in Year 9 *(continued)*

Pathway	Expectations	
<b>TO</b>	Extended Writing	My essays will use the PEA structure and have detailed analysis throughout.
	Interpretations of History	I can explain different interpretations of the past and my own interpretation of the past.
	Using sources and evidence	I can compare and contrast sources and discuss similarities and differences.
	Reliability	I can discuss the reliability of different sources based on their nature or content, in some detail.
	Independent Learning	I can carry out my own research following success criteria and need little support.
<b>OC</b>	Extended Writing	My extended writing will have used the PEA structure with limited levels of analysis.
	Interpretations of History	I can explain more than one interpretation of the past.
	Using sources and evidence	I can use more than two sources and can quote from the sources and explain what the sources are saying.
	Reliability	I can explain if a source can be trusted and give detailed reasons why based on content or nature of the source. I can use words like biased to explain the reliability of a source.
	Independent Learning	I can complete simple copying and pasting tasks.
<b>CK</b>	Extended Writing	I can write in simple paragraphs and am confident in writing a point supported with evidence. I am not yet confident in writing analysis.
	Interpretations of History	I can explain my own interpretation of the past.
	Using sources and evidence	I can use more than two sources and explain what they say.
	Reliability	I can decide if a source can be trusted and give simple reasons why based on content or nature of the source. I can begin to discuss what makes a source reliable.
	Independent Learning	I can carry out simple research tasks which have clear instructions.

## Pathways for Mathematics in Year 9

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 expectation they will be able to do the following by the end of the year.

Pathway	Expectations
<b>PL</b>	<p>Apply all the LY content and complete enrichment activities which extend these concepts.</p> <p><b>Problem solving:</b> Refine and extend the mathematics used explaining their reasoning. Justify generalisations made and appreciate the difference between mathematical explanation and experimental evidence.</p> <p><b>Number and Algebra:</b> Formulate and solve equations including simultaneous equations. Brackets. <math>n</math>th term in a quadratic sequence. Recurring decimals and fractions. Set up and interpret growth and decay problems, including compound interest. Compound measures. Calculating with numbers between 0 and 1. Use calculators efficiently and appropriately</p> <p><b>Shape, Space and Measures:</b> Construct scale drawings. Similar shapes. Trigonometry. Enlarge by a negative scale factor. Effect on a graph of addition of (or multiplication by) a constant.</p> <p><b>Handling Data and Probability:</b> Compare two or more distributions. Determine the sample size and degree of accuracy needed. Use random stratified sampling. Know when to add or multiply two probabilities. Use tree diagrams to calculate probabilities. Harder Venn diagrams.</p>
<b>LY</b>	<p>Apply all the MS content and complete enrichment activities which extend these concepts.</p> <p><b>Problem solving:</b> Solve complex problems by breaking them down into smaller, more manageable tasks. Begin to give mathematical justifications, using mathematical vocabulary and symbols.</p> <p><b>Number and Algebra:</b> Formulate and solve equations. <math>n</math>th term in any sequence. Fractions, decimals and percentages to compare proportions. Calculate percentage increase or decrease.</p> <p><b>Shape, Space and Measures:</b> Construct scale drawings. Similar Shapes. Enlarge by a fractional/negative scale factor. Effect on graph of addition of (or multiplication by) a constant. Pythagoras' theorem.</p> <p><b>Handling Data and Probability:</b> Draw graphs. Design a survey. Use random stratified sampling. Estimate the mean, median and range of data. Find the median, quartiles and interquartile range and draw and interpret box plots. Calculate moving averages. Understand relative frequency. Simple Venn diagrams.</p>
<b>MS</b>	<p>Apply all the TO 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> Formulate and solve linear equations. <math>n</math>th term of a linear sequence. Fractions, decimals and percentages.</p> <p><b>Shape, Space and Measures:</b> Properties of angles, parallel and intersecting lines, triangles, other polygons. Area, surface area and volume. Circles. Ratio and proportion. Pythagoras' theorem. Transformations.</p> <p><b>Handling Data and Probability:</b> Construct and interpret graphs. Use two-way tables. Know the different types of data and design a statistical experiment. Find the mean, median, mode and range of data. Compare two distributions, using averages. Know that the sum of probabilities is 1.</p>
<b>TO</b>	<p>Apply all the CK 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 their own ideas.</p> <p><b>Number and Algebra:</b> Use a letter to stand for an unknown number. Solve simple equations. Describe the next term of a linear sequence. Fractions, decimals and percentages. Rounding. Negative numbers. Factors, common multiples and prime numbers. Ratio and direct proportion.</p> <p><b>Shape, Space and Measures:</b> Angle properties of triangles, quadrilaterals, intersecting and parallel lines. Construct triangles. Transformations. Quadrilaterals. 2-D representations of 3-D objects.</p> <p><b>Handling Data and Probability:</b> Construct and interpret graphs and diagrams. Construct and interpret stem-and-leaf diagrams. Be aware of set notation. Construct and interpret Venn diagrams. Calculate and use the mean and range of data. Estimate probabilities from experimental data.</p>
<b>CK</b>	<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> Simple rules and formulae expressed in words. Number patterns and sequences. Fractions and decimals. Rounding. Negative numbers. Factors, common multiples and prime numbers.</p> <p><b>Shape, Space and Measures:</b> Transformations. Angle properties of triangles, quadrilaterals (know all types), intersecting and parallel lines. Construct triangles.</p> <p><b>Handling Data and Probability:</b> Graphs, tables, and diagrams including simple pie charts. Frequency trees. Collect data. Grouping data in equal class intervals. Compare two simple distributions, use range, mode, median and mean. Probability and its simple vocabulary. Estimate probabilities from experimental data.</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 <i>je, tu, on</i> and <i>nous</i> from the infinitive. Understanding adjectives and describing; knowing correct word order and adjectival agreement. Using irregular verbs <i>être, avoir, vouloir</i> and <i>pouvoir</i>, 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 learnt 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 <i>je</i> from the infinitive in present tense. Using simple connectives: <i>et, et aussi, mais</i>, qualifiers and intensifiers: <i>très, assez, un peu</i>. 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 a 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 a 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 in Year 9

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><b>Performing</b> - 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><b>Composing &amp; Appraising</b> - Students will show a thorough understanding of the expressive use of musical elements. They will be able to simply develop their ideas.</p> <p><b>Knowledge &amp; Understanding</b> - 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><b>Performing</b> - 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><b>Composing &amp; Appraising</b> - 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><b>Knowledge &amp; Understanding</b> - 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><b>Performing</b> - 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><b>Composing &amp; Appraising</b> - 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><b>Knowledge &amp; Understanding</b> - 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><b>Performing</b> - 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><b>Composing &amp; Appraising</b> - Students will have some limited understanding of the elements of music and the expressive effect some of them can have. They will create simple musical ideas which may be a little disjointed.</p> <p><b>Knowledge &amp; Understanding</b> - 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 in Year 9

Pathway	Expectations
<b>PL</b>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• select from a wide range of more advanced techniques, applying them efficiently and effectively in games played with speed and precision;</li> <li>• plan, implement and adapt tactics and form game plans in a range of situations and games, making a significant contribution to team effectiveness in a variety of roles;</li> <li>• have a good understanding of the need to warm up and cool down using a good range of ideas and carrying them out thoroughly;</li> <li>• take the initiative to lead others in setting up practices and adjusting tactics to improve the quality of play;</li> <li>• adapt and modify their technique as a result of analysis of both their own and others' performances.</li> </ul>
<b>LY</b>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• make a positive contribution to team play in competitive games, playing in various positions;</li> <li>• use a range of techniques/tactics and adapt game plans as the game develops and situations change;</li> <li>• work confidently and collaboratively in groups/teams to design, implement and monitor programmes, helping to improve the quality of play;</li> <li>• evaluate the quality of their own and others' individual and team play and prioritise action that leads to improvement;</li> <li>• take a number of roles in a team and show some sound planning and leadership skills;</li> <li>• modify their technique in the light of changing circumstances;</li> <li>• analyse and judge the effectiveness of their own and others' performance, showing an understanding of the relationship between technique, fitness and quality performance in athletic activity.</li> </ul>
<b>MS</b>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• play the games, selecting and applying a sound range of specific techniques consistently and effectively with reasonable speed and precision;</li> <li>• put into operation the principles of attack and defence, recognising patterns of play, and say how they need to be adapted to increase the chances of success;</li> <li>• carry out a specific role in a team effectively;</li> <li>• warm up and cool down safely and effectively using their own ideas;</li> <li>• demonstrate good technique in chosen events;</li> <li>• plan appropriate warm ups and stretches for the events.</li> </ul>
<b>TO</b>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• make an effective contribution to parts of competitive games played;</li> <li>• understand and contribute to team strategies, demonstrate increased cardiovascular fitness leading to sustained activity;</li> <li>• take on a specific role;</li> <li>• react to situations in games using a small range of recognised responses;</li> <li>• recognise strengths and weaknesses in performance and have some suggestions about what to do to improve it;</li> <li>• assist others in planning and leading short practice and training sessions;</li> <li>• analyse and comment on their own and others' performance, identifying any aspect that needs to be improved.</li> </ul>
<b>CK</b>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• consistently use a small range of specific techniques in the games played, showing more precision when they have time and space;</li> <li>• play a supporting role in the planned starts and restarts organised by the groups they work in;</li> <li>• contribute to group planning, making sound observations and suggestions about how to improve the quality of play;</li> <li>• warm up and cool down safely drawing on ideas given to them;</li> <li>• plan with others and support them in organising small tournaments and leading short practice sessions, which link to parts of the games that need improving;</li> <li>• attempt to improve their abilities by observing and copying other students' performances.</li> </ul>

## Pathways for Science in Year 9

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 allows 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>MS</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 allows 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>
<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 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>

## Pathways for Science in Year 9 *(continued)*

Pathway	Expectations
<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. Look at simple data provided; 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 whether there is enough data to draw a conclusion.</p> <p>Suggest any extra data that might be needed. Check any data provided to see if it is appropriate. 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>