



Year 9

Progress Statements

Term 1: December 2024

## Introduction

In your child's Progress Report, they have been awarded a *Current Performance Score* from 1 to 4 in each subject area.

This number represents a judgement of your child's progress against the subject criteria outlined in this booklet.

You will find each subject criteria in this booklet.

The definitions for these scores are as follows:

1	<p>Your child is able to demonstrate <b>all</b> of the statements for this term in this subject area.</p> <p>They are able to demonstrate these skills and this knowledge independently and with confidence.</p>
2	<p>Your child is able to demonstrate <b>most</b> of the statements for this term in this subject area.</p> <p>They are able to demonstrate these skills and this knowledge with increasing confidence and growing independence.</p> <p>At times they need some prompting from a teacher to fully demonstrate some of the statements.</p>
3	<p>Your child is able to demonstrate <b>several</b> of the statements for this term in this subject area.</p> <p>Whilst they are able to demonstrate some of the skills and knowledge independently, they require scaffolding from a teacher to demonstrate most of the statements.</p> <p>They will continue to develop their knowledge, skills and independence over the next term.</p>
4	<p>Your child is still working towards being able to meet the statements for this term in this subject.</p> <p>At this time, they are being supported by the teacher to develop their knowledge and skills in these statements.</p>

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## Core Curriculum: English Language and English Literature

**By the end of the first term in English, pupils in Year 9 should be able to:**

- understand and discuss how characters and themes are presented within a whole novel;
- write from the perspective of a fictional character, including techniques and varied sentences to engage the reader;
- analyse language choices and techniques used by writers to comment on atmosphere and/or character;
- present ideas about a novel orally, using notes only;
- confidently and independently write analytical essay based on a character/theme from a novel;
- understand how social and historical context informs writing and comment on this.

## Core Curriculum: Cymraeg

**By the end of the first term in Welsh, pupils in Year 9 should be able to:**

- use present, past and conditional tense sentence structures confidently; both positive and negative.
- identify and use verbs accurately in both past and present tenses.
- respond appropriately to their partner in Cymraeg

## Core Curriculum: Maths and Numeracy

**By the end of the first term in Maths and Numeracy, pupils in Year 9 should be able to:**

- understand and fluently apply addition, subtraction, multiplication and division to whole numbers, including long multiplication, long division and inverse operations;
- understand and fluently apply addition, subtraction, multiplication and division to negative numbers;
- fluently use the characteristics of a range of number types, including, multiples, factors, primes, squares, cubes, square roots, cube roots, and reciprocals;
- understand and write numbers in index form;
- find values of basic indices;
- fluently apply prime factors in index form to find square numbers, LCM and HCF;
- fluently apply BIDMAS to solve more complex calculations, ensuring they are done in the correct order;
- multiply and divide integers and decimals by multiples of 10;
- understand and fluently apply addition, subtraction, multiplication and division to decimals;
- fluently calculate fractions of quantities;
- express one number as a fraction of another;
- understand and fluently apply addition, subtraction, multiplication and division to fractions including mixed numbers and improper fractions;
- understand and calculate fractional increase and decreases;
- understand and fluently round numbers to any given number of decimal places or significant figures;
- estimate answers by rounding numbers to one significant figure;
- recall and confidently apply the metric conversions for length, weight and capacity;
- understand and use the relationship between metric units for area and volume;
- accurately draw straight lines, circles and angles;
- use construction to accurately draw an angle bisector, a perpendicular line bisector and 2-D shapes ;
- understand and fluently apply the basic angle facts including triangles and quadrilaterals to more complex problems;
- understand and fluently apply the conversion of fractions, decimals, percentages to order & compare sizes ;
- understand and fluently calculate percentages of quantities with and without a calculator;
- calculate decimal multipliers and use them to find a percentage increase and decrease;
- understand and fluently calculate one number as a percentage of another with and without a calculator;
- calculate profit/loss as a percentage of the original amount.

## Core Curriculum: Biology

**By the end of the first term in Biology, pupils in Year 9 should be able to:**

- explain and compare the structure and function of plant and animal cells;
- prepare and examine a microscope slide to observe a specimen;
- define diffusion, describe how it works, and provide real-life examples;
- experimentally investigate factors that affect enzyme activity and identify the food groups and foods they're found in;
- label components of the digestive system and state functions;
- perform food tests to identify different food groups in various samples;
- experimentally investigate the energy content in food using a scientific method.

## Core Curriculum: Chemistry

**By the end of the first term in Chemistry, pupils in Year 9 should be able to:**

- identify the independent, dependent and control variables in an experiment;
- construct results tables and graphs (bar and line graph);
- identify elements, compounds and mixtures;
- draw space filler diagrams;
- name and write chemical formula for different compounds;
- be able to identify elements and number of atoms in a chemical formula;
- locate elements in the Periodic table and describe how their position related to their electronic structure;
- describe the structure of an atom;
- draw the electronic structure of the first 20 elements.

## Core Curriculum: Physics

**By the end of the first term in Physics, pupils in Year 9 should be able to:**

- recall the definitions of the objects in the solar system including the order of the planets;
- understand our place in the universe including the relative sizes of stellar objects such as stars, planets, galaxies, and the universe as a whole;
- understand that the Sun will not remain in the main sequence phase forever and recall the lifecycle of a star;
- recall the components in an electrical circuit and their symbols;
- construct circuits based on circuit diagrams to explore electrical systems;
- experimentally investigate the rules for current and voltage in series and parallel circuits;
- calculate current, voltage and resistance using the equation  $\text{voltage} = \text{current} \times \text{resistance}$ ;
- investigate how the resistance of a wire depends on the length of the wire.

## Core Curriculum: Ethics

**By the end of the first term in Ethics, pupils in Year 9 should be able to:**

- describe what makes something a religion;
- explain why football could be considered a religion;
- evaluate the impact of religion on sport.

## Core Curriculum: Physical Education

In Core PE, pupils focus on enjoying a range of sports as part of a healthy lifestyle. No assessment is made in this subject.

## Core Curriculum: PSE

**By the end of the first term in PSE, pupils in Year 9 should be able to:**

Relationships and Sexuality Education (RSE) is taught as a statutory requirement in the Curriculum for Wales. It is not assessed.

The RSE curriculum focuses on **three** broad strands which are developmentally appropriate:

1. **Relationships and identity:** helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
2. **Sexual health and well-being:** helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
3. **Empowerment, safety and respect:** helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

PSE lessons are developed in accordance with:

- RSE policy guidance 2022
- Schools Health Research Network (SHRN) data 2023
- Needs that are individual to year group or class

PSE aims to support the holistic development of our students, create positive relationships, allowing learners to thrive in an environment that is consistent, positive and safe for all. There is no assessment, internally or externally, in PSE.



## Core Curriculum: Skills Challenge Certificate

**By the end of the first term in Skills Challenge, pupils in Year 9 should be able to:**

- explain what equality is and how it applies in everyday life;
- demonstrate an understanding of what diversity is and its importance in society;
- describe the effects of stereotyping and labelling on individuals and groups;
- explain the impact of prejudice and discrimination on people and communities;
- understand the ways in which people might choose to describe themselves, including aspects such as culture, identity, and beliefs;
- suggest ways to challenge prejudice, discrimination, stereotyping, and labelling in various contexts;
- explore how people's choices in describing themselves might reflect their values, experiences, or social identities;
- explain what equality is and how it applies in everyday life;
- demonstrate an understanding of what diversity is and its importance in society;
- describe the effects of stereotyping and labelling on individuals and groups;
- explain the impact of prejudice and discrimination on people and communities;
- understand the ways in which people might choose to describe themselves, including aspects such as culture, identity, and beliefs;
- suggest ways to challenge prejudice, discrimination, stereotyping, and labelling in various contexts;
- explore how people's choices in describing themselves might reflect their values, experiences, or social identities.

## Subject Pathways:

### Art and Design: Art, Craft and Design

**By the end of the first term in Art, Craft and Design, pupils in Year 9 should be able to:**

- independently investigate the work of natural forms Artists and document their own judgements and opinions about the work of others;
- explore ideas and experiment with a variety of materials, techniques and processes;
- review and refine their work, adding detailed annotation;
- use a range of media to carefully record ideas and observations from both primary and secondary sources.

### Art and Design: Graphic Communication

**By the end of the first term in Graphic Communication, pupils in Year 9 should be able to:**

- research and critical analyse sources (images, written text, observations) of artists/designer/illustrators/photographers to influence their practice, knowledge and skills;
- record their creative ideas through initial sketches/illustrations and experiment with a range of materials including digital tools;
- communicate their thoughts with written annotation and developmental design work;
- respond to research and develop creative, personal and meaningful designs and experiments in a variety of digital and hand techniques/tools/skills;
- reflect on their creative and design responses through written annotation, identifying the positives and improvements of their work;
- refine their creative and design ideas, through developed experiments and refined techniques/tools/skills;
- develop their experiments into finalised outcomes that suit their project;
- review and evaluate their progress and outcome rigorously for the project.

## Art and Design: Photography

**By the end of the first term in Photography, pupils in Year 9 should be able to:**

- understand how the elements and principles of Photography can be explored;
- research and critical analyse sources (images, written text, observations) of artists and photographers contributing to their creative development;
- respond to research through developing ideas using a wide range of sources as inspiration including artists and photographers;
- respond to research and develop independent creative, personal photoshoots and apply creative techniques including photography skills;
- experiment, record and apply a range of creative techniques including digital editing, digital experiments/hand techniques/tools/observational drawing skills;
- refine practical and technical skills, communicating artistic intent with purpose and with increasing sophistication and control;
- critically reflect on, refine, and evaluate their own work;
- review and evaluate their outcome rigorously demonstrating connections to research throughout the project.

## Art and Design: Textile Design

**By the end of the first term in Textile Design, pupils in Year 9 should be able to:**

- understand how the elements of Art can be explored through Textile Design;
- experiment, record and apply a range of creative techniques including hand sewing, fabric painting, applique, embroidery, beading and more;
- understand the design process and how this can be applied to individual projects;
- respond to research through developing ideas using a wide range of sources as inspiration including artists, designers, observational visits and first hand experiences;
- critically self-reflect upon work as it progresses and annotate next steps;
- refine skills to design and produce personal and imaginative outcome;
- consider opportunities to be sustainable within Textile Design;
- review and evaluate their outcome rigorously demonstrating connections to research throughout the project.

## Business

**By the end of the first term in Business, pupils in Year 9 should be able to:**

- demonstrate knowledge of what a business is, why and how businesses start;
- define the three sectors of industry and give examples of businesses that operate in each sector;
- identify different types of business in the local area and describe their operations;
- identify and distinguish:
  - Consumer and producer goods;
  - Durable and non-durable goods;
  - Personal and commercial services;
- recognise the purpose of the private and public sector;
- identify organisations in the private and the public sector;
- identify the types of goods and services provided by the private and the public sectors;
- explain the difference between an aim and an objective;
- identify the main types of business aims and objectives including; survival, profit maximisation, growth, market share, customer satisfaction, social/community and ethical and environmental;
- compose and analyse SMART objectives;
- define the three sectors of industry and give examples of businesses that operate in each sector;
- identify different types of business in the local area and describe their operations.

## Computer Science

**By the end of the first term in Computer Science, pupils in Year 9 should be able to:**

- identify, explain and convert between different number system. Including Binary, Denary and Hexadecimal;
- understand and calculate Binary addition and subtraction;
- understand, perform and analyse arithmetic shifts on binary numbers both left and right;
- recognise and explain the concept of overflow within a computer;
- identify, compare and explain different storage units within computers;
- explain, apply and calculate both lossless and lossy compression;
- recognise how computers can represent text, sound, image and video in binary and calculate storage requirements;
- recognise meta-data and the types of meta-data for different file types;
- apply logical operators for AND, OR, NOT, XOR, NAND, NOR, XNOR and construct and complete truth tables;
- apply Boolean Laws to simplify Boolean expressions;
- identify and explain different data types used within programming;
- create 'Python' programs that:
  - output via print;
  - receive inputs;
  - make use of variables;
  - make use of selection;
  - code annotation;
- identify and explain hardware components that make up a modern computer system including external peripherals (input and output) and a range of storage mediums;
- explain the Von-Neumann architecture and the fetch-decode-execute cycle;
- describe the purpose of specialist hardware and identify appropriate uses for them. E.g. Graphics Card, Sound Card, etc.

## Digital Technology

**By the end of the first term in Digital Technology, pupils in Year 9 should be able to:**

- identify and explain the differences of analogue and digital data;
- explain the main principles of analogue to digital conversion for recording, sampling and storing sound and light;
- identify advantages and disadvantages of storing data digitally for; data retrieval, efficiency, security, accessibility, scalability, loss of quality due to sampling, expense and management;
- explain how images are stored digitally in terms of; pixels, resolution, vector and bitmap graphics, moving image files and compression techniques;
- identify that computer systems can only store and process binary digits;
- describe the relationship between binary data storage units;
- identify and explain the following storage mediums and their applications; Magnetic, optical, cloud and solid state;
- identify and describe different digital devices, interfaces and their related applications, along with advantages and disadvantages of using them;
- identify and describe the meaning of the internet;
- explain how a web server works;
- explain the use of different network devices;
- explain the meaning of ISP and the role they play;
- explain how a search engine works;
- identify the meaning of WWW;
- explain the role and structure of a URL;
- explain how internet browsers request and display website;
- identify and explain the word demographic;
- explain the demographics of social media platforms;
- plan a digital media asset in terms of purpose, house style and target audience;
- create with the use of, different media, multiple timelines, layering, effects, text, a suitable digital asset that meets a scenario.

## Drama

**By the end of the first term in Drama, pupils in Year 9 should be able to:**

- create characters or scenes without a script;
- listen to fellow actors and react to what is happening in a scene;
- work in groups to create short, improvised scenes;
- use body language to communicate emotion, status and character traits;
- use movement to tell a story without words;
- understand how to use space effectively;
- use sounds to create an atmosphere;
- use techniques for projecting voice;
- use pitch, volume, pace and rhythm to add emotion and meaning to dialogue;
- use the techniques of hot seating, freeze frame, monologue, cross-cutting, narration and thought track effectively;
- demonstrate increasing confidence to perform in front of others.

## Engineering

**By the end of the first term in Engineering, pupils in Year 9 should be able to:**

- independently identify tools and equipment and use them safely in an Engineering environment;
- understand and apply risk assessments and emergency procedures;
- be able to mark out using a range of high accuracy marking out equipment;
- understand how to file and cut materials accurately and obtain a high level of finish;
- understand how to read a basic engineering drawing with dimensions;
- know how to read a vernier caliper and perform basic marking out;
- show an understanding of identifying risks and use PPE correctly.

## Food and Catering

**By the end of the first term in Food and Catering, pupils in Year 9 should be able to:**

- understand the importance of health and safety in the kitchen and demonstrate how to limit cross contamination;

- demonstrate a range of practical skills hygienically and with increasing independence including:

weighing and measuring wet and dry ingredients;

safe knife skills;

types of sauces e.g. reduction, blended etc.

the skills of mixing, combining and blending, boiling, frying and baking.

- understanding the nutritional needs of different groups of people and how factors can affect their nutritional need through life e.g. age, lifestyle and medical need;

- recognise how a range of ingredients can provide different nutrients and how these are used within the body;

- explain how a range of cooking methods can impact on the nutritional value of different ingredients. Select, adapt and scale a range of different recipes to trial. Explore the functional properties of different ingredients;

- evaluate the skills shown during practical cooking sessions and identify how to improve.



## French

**By the end of the first term in French, pupils in Year 9 should be able to:**

- describe yourself, including name, age, nationality, birthday, personality and physicality;
- describe family members, friends and pets, including names, ages, personality and physicality;
- use the present tense;
- use the past tense;
- talk about sporting and non-sporting hobbies, including opinions;
- use the future tense.

## Geography

**By the end of the first term in Geography, pupils in Year 9 should be able to:**

- understand the characteristics, features and processes of drainage basins;
- explain the formation of a variety of river landscapes;
- develop and apply map and graph skills;
- explain and analyse how humans benefit from rivers;
- evaluate the strategies to manage flooding and its impacts.

## Health, Social Care and Childcare

**By the end of the first term in Health, Social Care and Child Care, pupils in Year 9 should be able to:**

- empathise with others, demonstrate compassion and kindness to themselves and others;
- adjust diet in response to different contexts and apply their knowledge of a balanced diet to support others;
- evaluate the connection between physical and emotional changes. Selecting a range of strategies to improve physical and emotional health.

## History

**By the end of the first term in History, pupils in Year 9 should be able to:**

- understanding of the significance of the USA's treatment of black people and Native Americans and how it has shaped the nation;
- understand significance and impact immigration from Europe, including Wales has shaped the USA;
- examine historical sources from this period and their utility and reliability.

## King's Trust

**By the end of the first term in King's Trust, pupils in Year 9 should be able to:**

- understand what is expected of them when answering a 'describe' and 'explain' question;
- have created an imaginary business plan, involving their hobbies/interests (Enterprise Project);
- understand the advantages and disadvantages when working as a team, as well as demonstrating that they can work efficiently with peers during a variety of activities. (Teamwork Skills unit);
- understand the benefits of living a healthy lifestyle and understanding the importance of eating a balanced diet and the components that make our diet balanced.

## Music

**By the end of the first term in Music, pupils in Year 9 should be able to:**

- understand basic music terms and apply them when answering questions;
- identify the notes on the staff;
- develop their performance skills and have a piece ready to perform in class;
- show awareness of compositional devices and begin using these within composition lessons.

## Outdoor Learning

**By the end of the first term in Outdoor Learning, pupils in Year 9 should be able to:**

- explain the health benefits of outdoor learning, including its impact on physical fitness, mental well-being, and social skills;
- confidently demonstrate basic first aid skills such as treating minor injuries, and responding to outdoor emergencies;
- know how to assess risks, use tools safely, and plan for outdoor activities, while showing teamwork, problem-solving, and responsibility for the environment through Leave No Trace principles.

## PE and Sport

**By the end of the first term in PE and Sport, pupils in Year 9 should be able to:**

- understand and apply the tactical and technical factors that contribute toward invasion and net games and begin to coach and feedback on each other's performances;
- understand and apply the techniques needed to perform various strength and conditioning exercises and methods of training to develop identified areas of need;
- improve physical competence across all activities and understand the emotional and mental benefits of exercise;
- develop knowledge and understanding of how exercise can develop the physical, mental and social health of an individual;
- understand the negative effects of a sedentary lifestyle and understand ways to motivate someone into a healthy and active lifestyle;
- understand what the differences between health and fitness are and also know their mutual benefit to each other.

## Religious Studies

**By the end of the first term in Religious Studies, pupils in Year 9 should be able to:**

- describe different views on the existence of God;
- explain the nature of God in Christianity;
- evaluate the arguments for and against the existence of God;
- describe the life of Jesus;
- explain how Christians worship;
- evaluate the importance of Christian Rites of Passage.

## Spanish

**By the end of the first term in Spanish, pupils in Year 9 should be able to:**

- describe where they live;
- describe their house, including adjectives and rooms of the house;
- describe their bedroom, including prepositions;
- use a variety of verbs to say what they do in their house/bedroom;
- describe what they like to do in their free time;
- use a variety of opinions and justifications;
- understand and use times;
- use the future tense;
- use the past tense.

## Work Skills

**By the end of the first term in Work Skills, pupils in Year 9 should be able to:**

- explain what equality is and how it applies in everyday life;
- demonstrate an understanding of what diversity is and its importance in society;
- describe the effects of stereotyping and labelling on individuals and groups;
- explain the impact of prejudice and discrimination on people and communities;
- understand the ways in which people might choose to describe themselves, including aspects such as culture, identity, and beliefs;
- suggest ways to challenge prejudice, discrimination, stereotyping, and labelling in various contexts;
- explore how people's choices in describing themselves might reflect their values, experiences, or social identities.

