Year 9

Progress Statements

Term 2: July 2025

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

Contents

Core Curriculum: English Language and English Literature

By the end of the first term in English, pupils in Year 9 should be able to:	By the end of the second term in English, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● read complex non-fiction texts with understanding; ● explore orally and in writing a range of poetry; ● independently analyse and annotate a poem in detail; ● confidently construct analytical paragraphs that explore the ideas, language and techniques used in a poem; ● plan and write an engaging and evocative narrative, purposefully choosing appropriate nouns, verbs and adverbs to suit their story; ● use techniques such as similes, metaphors, onomatopoeia and personification to achieve deliberate effects; ● redraft effectively, showing reflection and improvement.	● conduct research independently to inform opinion; ● convey opinions creatively and in detail and support them with research; ● respond and interact with peers when discussing a given stimulus; ● understand how spoken language texts differ to other written texts; ● identify and explain key features in spoken language texts; ● analyse how spoken language features can be used to have an impact on the audience.

Core Curriculum: Cymraeg

By the end of the first term in Welsh, pupils in Year 9 should be able to:	By the end of the second term in Welsh, pupils in Year 9 should be able to:	By the end of the third term in, 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	● use third person sentences confidently in the past tense; ● express opinions clearly using a range of adjectives and sentence starters; ● use a range of idioms within their work; ● confidently express their opinions in Cymraeg	● hold a discussion on a range of different topics using a variety of tenses; ● extend their written work with accuracy using a range of connectives; ● respond confidently to their partners; ● listen to and respond to video clips in Cymraeg.

Core Curriculum: Maths and Numeracy: Maths and Numeracy Sets 1, 2 and 3

By the end of the first term in Maths and Numeracy, pupils in Year 9 should be able to:	By the end of the second term in Maths and Numeracy, pupils in Year 9 should be able to:	By the end of the third term in, 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;	● Understand and apply the rules of indices, including multiplication/division of index numbers, zero index, powers and roots, negative indices, fractional indices and brackets with indices ● Fluently collect like terms, simplify expressions, expand single brackets, two single brackets and double brackets ● Form and solve linear equations including ones with brackets and letters on both sides ● Fluently substitute positive & negative whole numbers, fractions & decimals into expressions ● Coordinates, including finding the coordinates of the midpoint of a line ● Understand and fluently use the rules of angles in parallel lines and interior & exterior angles of polygons ● Use the nth term to generate a sequence	● Use the nth term to generate a sequence ● Find the nth term of a linear or quadratic sequence ● Calculate theoretical probabilities using scale 0-1 ● Understand and apply the use of P(event not occurring) = 1 – P(event occurs) to probability questions ● Accurately listing all possible outcomes from a probability event ● Accurately complete a sample space diagram and calculate basic probabilities ● Apply the AND & OR rules to probability questions ● Solve problems with or without probability tree diagrams ● Conditional probability (with and without replacement)

● 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 ofdecimal 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;	● Find the nth term of a linear or quadratic sequence ● Calculate theoretical probabilities using scale 0-1 ● Understand and apply the use of P(event not occurring) = 1 –P(event occurs) to probability questions ● Accurately listing all possible outcomes from a probability event ● Accurately complete a sample space diagram and calculate basic probabilities ● Apply the AND & OR rules to probability questions ● Solve problems with or without probability tree diagrams ● Conditional probability (with and without replacement)	

● 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: Maths and Numeracy Sets 4 and 5

By the end of the first term in Maths and Numeracy, pupils in Year 9 should be able to:	By the end of the second term in Maths and Numeracy, pupils in Year 9 should be able to:	By the end of the third term in, 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;	● 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; ● 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,	● understand and apply the rules of indices, including multiplication/division of index numbers, zero index, powers and roots. ● Fluently collect like terms, simplify expressions, expand single brackets, two single brackets ● Form and solve linear equations including ones with brackets ● Fluently substitute positive & negative whole numbers, fractions & decimals into expressions ● Coordinates, including finding the coordinates of the midpoint of a line

● 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;	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:	By the end of the second term in Biology, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● describe types of variation, providing examples and explaining causes; ● evaluate information sources critically to research genetic mutations; ● investigate how mutations can be beneficial to species; ● create a timeline to illustrate key theories of evolution; ● identify the parts of human reproductive organs; ● explain the physical changes in the body caused by hormones; ● describe the fertilisation process and explain its significance; ● critically assess different treatments for infertility; ● outline the stages of baby development from conception to birth.	● construct food webs to demonstrate the flow of energy; ● draw pyramids of number and biomass for various ecosystems; ● calculate energy efficiency in a food chain and explain why not all energy is transferred between trophic levels; ● use invertebrate indicators to scientifically assess water pollution; ● evaluate the impacts and practices of intensive farming; ● describe how pollution affects different organisms and ecosystems.

Core Curriculum: Chemistry

By the end of the first term in Chemistry, pupils in Year 9 should be able to:	By the end of the second term in Chemistry, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● use analytical techniques to investigate pH; ● investigate the reactions of acids; ● understand the terms accuracy and precision and apply this to neutralisation reactions; ● investigate the reactions of acids in everyday lives; ● evaluate limitations of experiments in terms of reliability and repeatability; ● write word equations for chemical reactions; ● write risk assessments for experiments; ● construct line graphs using appropriate scales and lines of best fit.	● develop scientific explanations and understanding of familiar and unfamiliar facts; ● explain Wegener's theory of continental drift using evidence to support; ● explain plate movements and use this to explain natural disasters; ● sequence the evolution of the atmosphere; ● use data to evaluate our impact on the environment; ● evaluate measures used to address the problems of global warming and acid rain.

Core Curriculum: Physics

By the end of the first term in Physics, pupils in Year 9 should be able to:	By the end of the second term in Physics, pupils in Year 9 should be able to:	By the end of the third term in, 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 voltage = current x resistance; ● investigate how the resistance of a wire depends on the length of the wire.	● determine the advantages and disadvantages of different methods of generating electricity; ● compare two power stations to identify which power station is better for the environment and supplying reliable electrical power; ● recall the components of the National Grid, including the purpose of step-up transformers and step-down transformers; ● investigate domestic electricity including the use of live wires, neutral wires, earth wires and fuses; ● calculate the cost of electricity using the power of the device and the time it was used for; ● describe conduction in a solid, including conduction in metals in terms of free electrons; ● describe and experimentally calculate the density of objects using the mass and the volume of the object; ● explain how heat is transferred by convection in a liquid and a gas; ● explain how heat loss from homes is reduced by using insulation.	● calculate the efficiency of a system; ● construct Sankey diagrams to visually display energy transfers and their efficiency; ● experimentally calculate the efficiency of a heater; ● describe a wave in terms of wavelength, frequency, and amplitude; ● recall the order of the waves in the electromagnetic spectrum in order of frequency and wavelength; ● explain the dangers of ionising radiation; ● experimentally determine the law of reflection; ● use knowledge of refraction to predict wave movement when travelling across a boundary between two substances where the wave speed is different.

Core Curriculum: Ethics

By the end of the first and second terms in Ethics, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● describe the concept of human rights; ● explain a range of human rights issues in sport; ● evaluate whether sport should do more to defend human rights.

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

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:	By the end of the second term in Skills Challenge, pupils in Year 9 should be able to:	By the end of the third term in, pupils in Year 9 should be able to:
● explain what equality is and how it applies in everyday life; ● demonstrate an understanding 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;	● recognise the extent of diversity within a community by identifying examples of cultural, social, and economic differences; ● explain the value of creating and maintaining a diverse environment in fostering inclusivity and mutual respect; ● identify and explain the potential inequalities that can occur within a community, including their causes and effects on individuals and groups; ● describe the benefits that diversity brings to a community, such as innovation, collaboration, and social cohesion; ● explore and evaluate the role of support services and groups in promoting equality and diversity within a community; ● suggest practical ways to address inequality and strengthen diversity in their own communities; ● apply their understanding of community diversity to propose solutions for real-world challenges related to inequality.	● define what equality and diversity mean in the context of the workplace; ● identify examples of equality and diversity practices in different workplace settings; ● explain how equality and diversity are monitored in the workplace, such as through policies, procedures, and reporting mechanisms; ● describe the importance of monitoring to ensure fair treatment and inclusivity in the workplace; ● explain how the rights of individuals, such as employees and employers, are protected in the workplace through legislation and workplace policies; ● evaluate the effectiveness of workplace practices in promoting equality and protecting individual rights; ● suggest ways workplaces can improve their approach to equality, diversity, and rights protection.

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:	By the end of the second term in Art, Craft and Design, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● create a detailed Art analysis for their chosen artist; ● review and refine their work as it progresses, adding detailed annotation; ● se a range of media to carefully record ideas and observations from both primary and secondary sources; ● resent personal, creative and imaginative ideas and outcomes; ● make clear connections between their work and the researched artists' work.	● use a range of media to carefully record ideas and observations from both primary and secondary sources; ● explore ideas and experiment with a variety of materials, techniques and processes; ● independently review and refine their work as it progresses, adding detailed annotation; ● present personal, creative and imaginative ideas and outcomes.

Art and Design: Graphic Communication

By the end of Year 9 pupils in Graphic Communication 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 Year 9 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 Year 9 in Textile Design, pupils 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:	By the end of the second term in Business, pupils in Year 9 should be able to:	By the end of the third term in, 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.
	• explain what is meant by job, batch and flow (mass) production;
	• explain the reasons why businesses decide on their chosen method of production such as; cost, quality and quantity;
	• explain the potential disadvantages associated with each method of production;
	• apply knowledge of methods of production to different business contexts;
	• identify the reasons for business growth including; increase profit, improve market share, reduce competition, diversification, spreading risk and the benefits of internal economies of scale;
	• explain how businesses benefit from the above reasons for growth;
	• define internal economies of scale including; purchasing, marketing, technical, financial and administrative;
	• define internal and external growth;
	• identify and explain how business can grow internally and externally;
	• explain the benefits and costs of forward / backward integration and diversification;
	• define the terms franchising, franchisor and franchisee.
		• suggest how a business can be affected by the changing business environment;
		
		• identify factors influencing the siting or location of a business;
		
		• apply their knowledge of location to select suitable locations and sites;
		
		• define the term business ethics;
		
		• identify and explain the types of ethical issues that impact on business activity;
		
		• evaluate the implementation of adopting ethical policies on business and its stakeholders;
		
		• identify the environmental costs of business activity;
		
		• define the term sustainability;
		
		• identify and explain how businesses can respond to environmental issues;
		
		• evaluate the implementation of environmental policies on businesses and their stakeholders.

Computer Science

By the end of the first term in Computer Science, pupils in Year 9 should be able to:	By the end of the second term in Computer Science, pupils in Year 9 should be able to:	By the end of the third 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;	• 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;	• 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: o output via print; o receive inputs; o make use of variables; o make use of selection; o code annotation; o make use of a graphical user interface including: • Windows • Labels

• 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:
   o output via print;
   o receive inputs;
   o make use of variables;
   o make use of selection;
   o code annotation;
 	
• identity 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.
	• 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:
	   o output via print;
	   o receive inputs;
	   o make use of variables;
	   o make use of selection;
	   o code annotation;
	   o make use of a graphical user interface including:
	• Windows
	• Labels
	• Entry (textboxes)
	• Buttons
	
	• identity 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.
		• Entry (textboxes)
		• Buttons
		• identity 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;
		• identify and explain the different registers within a CPU and the purpose of each
		• describe the purpose of specialist hardware and identify appropriate uses for them. E.g. Graphics Card, Sound Card, etc;
		• evaluate and compare different storage mediums whilst giving advice based around specific needs of a scenario;
		• evaluate and compare different hardware components of a computer system whilst giving advice based around specific needs of a scenario;
		• identify and explain the different network topologies and compare the benefits and drawbacks of each one;
		• identify and explain the different types of networks the use of each one;
		• calculate the cost of routing data identifying lowest cost routs;
		• identity 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;
		• identify and explain the different registers within a CPU and the purpose of each
		• describe the purpose of specialist hardware and identify appropriate uses for them. E.g. Graphics Card, Sound Card, etc.
		• evaluate and compare different storage mediums whilst giving advice based around specific needs of a scenario.
		• evaluate and compare different hardware components of a computer system whilst giving advice based around specific needs of a scenario.

	- evaluate and compare different storage mediums whilst giving advice based around specific needs of a scenario. - evaluate and compare different hardware components of a computer system whilst giving advice based around specific needs of a scenario. - explain and evaluate the different types of User interaction and the advantages and disadvantages to different types of interfaces including: - Command Driven Interface - Menu Driven Interface - Graphical User Interface - Touch Driven Interface - Natural Language Interface - Biometric Interface - identify and explain the different tools that Integrated Development Environments have to support a software developer with creation and error checking of code. - identify and explain and correct different types of programming errors within code including: - Syntax Errors Runtime Errors Logical Errors Rounding and Truncation Errors	explain and evaluate the different types of User interaction and the advantages and disadvantages to different types of interfaces including: o Command Driven Interface o Menu Driven Interface o Graphical User Interface o Touch Driven Interface o Natural Language Interface o Biometric Interface · identify and explain the different tools that Integrated Development Environments have to support a software developer with creation and error checking of code. • identify and explain and correct different types of programming errors within code including: o Syntax Errors o Runtime Errors o Logical Errors o Rounding

Digital Technology

By the end of the first term in Digital Technology, pupils in Year 9 should be able to:	By the end of the second term in Digital Technology, pupils in Year 9 should be able to:	By the end of the third term in, 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 dur 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;	● identify and explain the advantages and disadvantages of different connection methods; ● explain the purpose and function of an operating system; ● describe different features of an operating system; ● explain the use, advantages and disadvantages of different HCIs; ● identify and state the purpose of different types of software and utility applications; ● identify and describe the different types of back up processes; ● describe the use and suitability of different storage medium; ● identify the meaning of a disaster recovery plan and explain suitable options for recovery; ● describe cloud services and identify the different between cloud computing and cloud storage; ● explain the advantages of cloud services; ● identify and explain the six parts of the systems development life cycle; ● explain the characteristics and features of a range of social media platforms;	● identify and explain the key contributions to IT made by; Lady Ada Lovelace, James Gosling, Admiral Grace Hopper, Alan Turing, Steve Jobs, Sir Tim Berners-Lee; ● describe the main impacts on society, the economy and culture for different developments in digital technology that have evolved over time; ● research and discuss, emerging technologies, trends and future developments and drivers in the digital technology world; ● create a storyboard / template for a game design ensuring consistency in terms of structure and appearance; ● create a game with several layers by using game development software; ● review and make changes to working designs based on feedback.

● 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.	● discuss the key risks, benefits and opportunities of online marketing communications; ● use tools such as sketching or wireframes to establish website design solutions; ● create a structured web pages using web authoring software; ● evaluate design solutions to select a design based on target audience feedback and needs.	

Drama

By the end of Year 9 in Drama, pupils 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:	By the end of the second term in Engineering, pupils in Year 9 should be able to:	By the end of the third term in, 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.	- independently identify a wider range of tools and equipment and use them safely in an Engineering environment; - independently construct engineering products working to engineering drawings and the correct specified tolerances; - complete work with a good surface finish and high levels of dimensional accuracy; - be able to read and identify the symbols and conventions used on the orthographic projections; - set up machines safely and independently and use them within specified tolerances; - recognise a range of methods of communicating technical information in an engineering environment; - use the correct terminology when working in an engineering environment; - construct basic engineering drawings and nets of products before production.	- independently plan a sequence of operations to follow when completing tasks; - understand the symbols and conventions used on orthographic projection; - understand how to complete basic fabrication using sheet materials and use appropriate tools and equipment associated with this safely; - identify and work within tolerances set on the working drawings; - be familiar with Health and Safety legislation and what steps should be taken to identify and minimize risk; - set up machines safely and independently whilst working to specified tolerances; - identify technical information and apply it correctly in an engineering environment; - use the correct terminology when working in an engineering environment; - outline the importance of feedback and how feedback is used in performance reviews; - be conversant with the Health and Safety at Work Act; - identify a hazard and use risk assessments in order to reduce risk.

Food and Catering

By the end of the first term in Food and Catering, pupils in Year 9 should be able to:	By the end of the second term in Food and Catering, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● recognise how a range of ingredients can provide different nutrients and how these are used within the body; ● identify the range of cooking methods available and identify their advantages and disadvantages ; ● explain how a range of cooking methods can impact on the nutritional value of different ingredients; ● identify the difference between high risk and low risk foods; ● understand how contamination works; ● analyse how bacteria can cross contaminate different foods and how this can be prevented; ● continue to develop practical skills	● conduct primary and secondary research in relation to a given scenario; ● identify a range of suitable dishes; ● choose one dishes and list the nutrients; ● explain how cooking methods affect the nutrients of the dish; ● modify the chosen dish and give reasons for their choice; ● produce a time plan and equipment and ingredient list; ● safely and hygienically prepare and cook a nutritious dish of their choice; ● complete a sensory analysis and evaluation of their dish; ● continue to develop practical skills.

French

By the end of the first term in French, pupils in Year 9 should be able to:	By the end of the second term in French, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● talk about using social media, including opinions; ● talk about using technology, including opinions; ● use the conditional tense; ● talk about exercise and lifestyle, using past, present and future tenses; ● talk about food and drink, using past, present and future tenses.	● give a summary of a French film; ● describe main characters; ● give a personal response to the film with justifications.

Geography

By the end of the first term in Geography, pupils in Year 9 should be able to:	By the end of the second term in Geography, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● understand the physical + human (both push and pull) factors for a variety of different types of migration, to both source and host countries; ● confidently use a variety of graphical skills and techniques to understand patterns of migration; ● explain the impacts to both host and source countries of different types of migration; ● to empathise with the experiences and contributions of those who have migrated; ● analyse and evaluate the impacts of migration ; ● develop an understanding of the role in the media in influencing public perceptions on migration ; ●explain and evaluate strategies used to manage international migration.	● understand coastal processes of erosion, transportation, deposition; ● explain the formation of a variety of coastal landforms; ● confidently use key geographical terminology; ● analyse the rate of coastal change based off physical and human factors; ● evaluate the different strategies used to manage coastal erosion; ● develop an understanding of how climate change may impact coastal areas in the future.

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:	By the end of the second term in Health, Social Care and Child Care, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● 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; ● understand the effects of health harming behaviours.	● empathise with others, demonstrate compassion and kindness to themselves and others; ● form and maintain healthy relationships with a wider circle of people.

History

By the end of the first term in History, pupils in Year 9 should be able to:	By the end of the second term in History, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● explain why the 1920s became known as the 'roaring twenties'. ● outline how the changes and in US society between 1910 and 1930s ● reach a judgement about the most significant change in this period	● describe the changes in popular entertainment in the USA and explain its impact on the world; ● identify changes in the role and status of women between 1910 and 1929. .

King's Trust

By the end of the first term in King's Trust, pupils in Year 9 should be able to:	By the end of the second term in King's Trust, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● understand key command words and confidently differentiate between them; ● become more aware of their own wellbeing and can focus on different aspects to support understanding and techniques to keep it in good condition; ● understand the benefits and importance of Digital Skills in today's world of work; ● identify strengths and weaknesses, and set targets for personal development.	• understand how physical activity can support emotional and physical wellness; • understand different types of physical activity; • plan and participate in physical activity.

Music

By the end of the first term in Music, pupils in Year 9 should be able to:	By the end of the second term in Music, pupils in Year 9 should be able to:	By the end of the third term in, pupils in Year 9 should be able to:
● understand basic music terms and apply them when answering questions; ● identify the notes on the stave; ● 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.	● utilise the terminology learnt in term one and continue to learn more vocabulary; ● identify the notes on the bass stave; ● develop their performance skills further and have a piece ready to perform in class; ● further their awareness of compositional devices and continue to use these within composition lessons.	● confidently use the terminology learnt in relation to the elements of music; ● identify key signatures and their relative minors ● develop their performance skills further and have a piece ready to perform in class; ● decide on a brief for their first composition and begin work on this.

Outdoor Learning

By the end of the first term in Outdoor Learning, pupils in Year 9 should be able to:	By the end of the second and third terms 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.	● demonstrate safe practices in fire lighting, whittling, and tool use, including writing and following risk assessments; ● identify and describe basic flora and fauna; ● demonstrate the proper use of personal protective equipment (PPE) and tie a variety of knots; ● design, plan, sow, and grow a range of fruits and vegetables in the school garden; ● assess soil quality and plant health, understanding key factors that influence growth; ● demonstrate a basic knowledge of permaculture principles and sustainable gardening practices.

PE and Sport

By the end of the first term in PE and Sport, pupils in Year 9 should be able to:	By the end of the second term in PE and Sport, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● show better technical and tactical application in invasion and net games in order to demonstrate efficiency and impact on/in the activity; ● understand and apply position specific knowledge and awareness of invasion games; ● understand and apply the techniques needed to perform various strength and conditioning exercises and develop the ability to apply this to others; ● start to understand the Psychology of exercise and sport and factors that affect personal performance; ● develop better emotional control through understanding of Psychological aspects that affect performance.	● understand and apply the technical and tactical factors that contribute toward striking and fielding games and demonstrate improving quality in competitive situations; ● understand how to perform, coach and officiate a range of track and field activities; ● start to understand the roles and responsibilities of a coach; ● develop an understand of factors that affect participation of groups and individual in sport and exercise.

Religious Studies

By the end of the first term in Religious Studies, pupils in Year 9 should be able to:	By the end of the second term in Religious Studies, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● describe how moral decisions are made from a religious and non-religious perspective; ● explain Christian beliefs about the use of wealth and how they work to support others in the community; ● evaluate the problem of evil.	● describe the key features of holy buildings; ● explain how Christians worship; ● explain the nature of God in Islam

Spanish

By the end of the first term in Spanish, pupils in Year 9 should be able to:	By the end of the second term in Spanish, pupils in Year 9 should be able to:	By the end of the third term in, 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.	● describe their town using a variety of adjectives and intensifiers; ● give their opinions on their town; ● say what facilities there are in their town; ● say what facilities they don't have in their town; ● say what facilities they would like in their town and why; ● describe what activities they do in their town; ● talk about what they are going to do in their town in the future; ● describe a past holiday; ● describe an ideal holiday.	● talk about your school studies in detail, including opinions and justifications, using three tenses; ● talk about your school life in detail, including opinions and justifications, using three tenses; ● describe your plans for after your exams.

Work Skills

By the end of the first term in Work Skills, pupils in Year 9 should be able to:	By the end of the second and third terms 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.	• identify a job that they would like to apply for; • identify the skills and qualities required for the job; • identify own skills and qualities that would make them suitable for that job; • plan steps towards making a successful job application · Follow their plan and complete a job application; • check accuracy of completed documents and amend if needed; • prepare to attend an interview; • present information about themselves at an interview, responding to questions with relevant information and using appropriate language; • use feedback to review their performance and state what they would do differently in the future.