

Faculty	Subject	End of Year 9: Subject expectations.
Maths	Maths	In Mathematics, our expectation is that by the end of Year 9, students are able to use their knowledge of place value to add, subtract, multiply and divide both positive and negative integers and decimals. They can solve simple problems involving ratio and direct proportion, calculate fractional and percentage parts of quantities. They can form simple equations and solve them as well as expand one bracket. They have a basic understanding of the language of algebra and can use this to find the nth term of a linear sequence. The pupil can solve two-step problems involving angles in triangles & quadrilaterals as well as over intersecting & parallel lines. They can find the area of quadrilaterals (including, squares, rectangles, parallelograms and trapeziums) and the volume of cuboids and solve some problems involving the area and circumferences of circles. They can identify symmetries in 2D shapes and can use units involving length, capacity, mass & time to solve simple problems. Students can calculate the mean, median, mode and range from a set of discrete data. They can draw and interpret bar charts and pie charts. They can find and justify probabilities based on expectation and experiment. Students are starting to develop their own strategies to solve problems, looking for patterns and checking their solutions.
English	English	<i>Reading:</i> By the end of Y9, our expectation is that students can summarise the main ideas of a text concisely, including inferred meanings and the writer's perspective, with greater independence. They can analyse a wide range of writers' methods and evaluate multiple interpretations, including nuanced techniques such as symbolism, irony and extended metaphor. Students should justify their analysis with precise, well-embedded references to the text and demonstrate a sophisticated understanding of the distinction between author and narrator, including how this distinction influences meaning. <i>Writing:</i> Students will be able to produce cohesive and structured written work with a clear and consistent use of advanced cohesive devices, such as varied conjunctions, discourse markers, purposeful repetition and figurative language. They will be able to demonstrate strong awareness of purpose and audience by adapting tone, register and style effectively across a variety of genres and forms, including formal essays, editorials, narrative pieces and reflective texts. They will use punctuation such as colons, semi-colons and dashes accurately and experiment with sentence variety, including complex and compound sentences, for effect. <i>Speaking and Listening:</i> Students will be able to speak fluently and confidently in both formal and informal contexts, adapting tone, vocabulary and delivery to suit purpose and audience. They will use standard English consistently and engage in discussions by building on others' ideas, challenging viewpoints respectfully and providing well-reasoned responses, listening attentively and critically, asking probing questions and offering insightful comments.
Science	Science	In Science, our expectation is that by the end of Year 9, students are able to confidently recall and apply, through class work, homework and assessments, scientific knowledge in biology, chemistry and physics in the topics listed on the Curriculum Plans on the school website. Students are able to answer 'state' questions on these topics which require factual recall. They are able to answer 'describe' questions which require them to 'say what they see' which could be in diagrams, results tables or graphs, for example. They are able to answer 'explain' questions which require a reason or justification for what they can see. Students can also perform practical experiments confidently and safely, designing simple experiments to make valid conclusions and evaluations. They can collect results in tables and present data in graphs. They can then describe and explain their results.
Humanities	History	In History, our expectation is that by the end of year 9, students are able to confidently show their knowledge of local, national and international History across a range of themes including political changes, scientific developments, the rights of people and the impact of war. They can analyse and explain how and why change has taken place as well as being able to explain the impact of change or developments on people, places and time. They are able to offer some explanation for why and how events have been interpreted in different ways. Students are able to start creating criteria for judging the significance of people, places and events in history. They are able to select and use sources appropriately to support an argument and can begin to evaluate the content and provenance of sources with some detail being applied. When writing, students are expected to select and accurately apply relevant historical terminology with confidence.
Humanities	Geography	In Geography, our expectation is that by the end of year 9, students are able to confidently show their knowledge of local, national and international geographical issues. They will be able to identify the social, economic and environmental factors that influence way the world around them operates. They understand the concept of sustainable development and can apply this to new topics and case studies. They can recognise the range of views stakeholders hold about environmental interaction and change, and can articulate the conflicts that arise. Students are able to draw on their knowledge and understanding, to suggest suitable geographical questions, and use a range of geographical skills to help them investigate places and environments. Students are able to compare and contrast areas they have studied in order to give personal context for new or previously covered regions. Students can use numeracy skills to analyse data linked to both human and physical geography topics. They can use this to support or refute various viewpoints linked to environmental, social and economic change in different parts of the world. Students may also identify bias and how data may be misleading. They will have a solid understanding of how they as global citizens are interconnected to the world around them.
Humanities	RE	At the end of Year 9 it is expected that learners know the key beliefs held by Jewish and Christian religious believers. They will also understand how these beliefs link to Jewish and Christian understandings/opinions on Human Rights and Crime and Punishment. The skills that they will acquire and practice will be linked to how they use their acquired knowledge, for example the ability to respectfully debate key issues such as the death penalty and to be able to explain their ideas in writing and they will begin to use scripture to back up their points in debates and written work. They should be able to understand both sides of any arguments made and put forward by religious believers. They will also learn how people of other faiths, or with no faith at all, are comparable to the teachings of Jesus, for example the anti-apartheid movement in South Africa. We expect learners to become more socially aware as content is often linked to social problems such as people trafficking.
Expressive & Performing Arts	Games	In Games, our expectation is that by the end of year 9, students are able to apply effective techniques, fundamental movement skills, simple tactics, and basic principles of attacking and defensive play to a range of physical activities including athletic events, gymnastics, competitive games & health-related exercise. They are developing resilient and responsible attitudes towards individual and team games. Students can exercise regularly for a healthier lifestyle, work in cooperative and competitive activities with others and communicate and collaborate with increasing confidence whilst taking part in these activities. Most are self-motivated and can self-manage themselves. They may show an interest in a range of physical activities and are more aware about why it is important to exercise regularly and live a healthy, active lifestyle. They will be able to recognise a good performance, evaluate it, and make suggestions of how to improve their own and others' performances and show confidence in some situations when leading small groups.
Expressive & Performing Arts	Music	In music, by the end of year 9, we expect students to have developed their knowledge and skills through listening, performing and composing a wide variety of music. Students will have been introduced to a range of musical instruments to create music including using their voices, keyboards, tuned and untuned percussion and ukuleles. They will be competent at using music ICT to record their ideas and use different forms of notation including staff (treble and bass clef), TAB and graphic scores. They will be confident enough to perform on their own and as part of a group and have an understanding of key terminology relating to the elements of music with how to apply this to their own work including tempo, dynamics, timbre, meter, and texture. Students will study a wide repertoire of music including musical styles and genres from the western classical tradition, rock and pop music, jazz and blues and a variety of music from other cultures around the world. As a school we ensure that students have access to participate in high-quality extra-curricular music making with other musicians and are given regular opportunities to perform and experience live music both in and out of school.
Expressive & Performing Arts	Drama	In Drama, by the end of Year 9, we expect that students will have developed their understanding of characterisation through staging conventions, and effective use of space and how these elements support characterisation, using vocal and physical skills, to help to convey meaning to an audience. Students will have developed knowledge and skills in both scripted and devised forms and will have been introduced to different performance styles, including naturalistic and non-naturalistic styles through theatre practitioners. Students will have experience of frequently performing in front of others communicating their role, whether scripted or devised, with confidence. In groups, students are able to work effectively in contributing, listening, and developing ideas, and they can work safely using their creativity and imagination. When working with stimuli, including historical events and contemporary issues, and script, students will be able to apply prior knowledge to develop ideas further. Students will be able to use their knowledge of key vocabulary to describe and evaluate their own work and the work of others (peers, amateur, or professional). Students will have an understanding of how design elements can enhance and support Drama and how they can contribute to a theatrical performance.
Art & Design Technology	DT	In DT, our expectation is that by the end of year 9, students are able to identify and explore design opportunities that solve problems such as designing a biomimicry influenced lamp that appeals to a certain client, or creating a comfortable and safe to use table tennis paddle where ergonomics is at the heart of the design. Each design project should build a solid understanding of the whole design process and students will become familiar with the concept of writing a design brief and design specification that sets out their ideas and links to their research, using this to underpin their work. They will explore a range of 2d and 3d design techniques such as orthographic drawing and isometric as well as the use of computer aided design platforms. They should become confident with creating a full range of design ideas that avoid design fixation and aim for creativity and innovation, being able to develop their ideas through the iteration process with the help of a client and self-evaluation. Students will learn a range of skills through regular use of different materials, tools and processes, understanding how to take their design ideas from a drawing through to a prototype model. Throughout this work students will analyse and evaluate in order to develop their ideas and suggest modifications.
Art & Design Technology	Food tech	In Food and Nutrition, our expectation is that by the end of year 9, students can meet expectations for food hygiene and safety in a practical setting without teacher guidance. They can follow school recipes independently, after demonstrations, to produce successful final outcomes. Students will have demonstrated the ability to work as part of a team in order to maintain high standards of food hygiene in the food rooms as well as learning opportunities to develop team leading skills. Our students will have a firm understanding of the government's 8 healthy eating guidelines and the Eat Well guide. They will have a knowledge of macro and micronutrients and will have cooked dishes to explore protein, carbohydrates, fats, vitamins and minerals. Examples of this include salmon gratin (protein), Thai green curry (protein), and bread star (carbohydrates). Students will have carried out food science investigations which seek to develop their knowledge of the functional and chemical properties of ingredients. They should be confident with a wide range of equipment having cooked with a variety of ingredients to demonstrate their practical skills and techniques. They will understand how to create and follow a time plan to manage their resources effectively, as well as being able to analyse and evaluate dishes with opportunities to perform sensory analysis tasks. By the end of year 9, all students will be able to draw from a range of skills and processes to support their own independent life skills. Building on this, the curriculum supports them to understand the nutritional content of food in order to live a healthy, balanced lifestyle through the preparation of balanced meals that consider aspects such as diet, taste, food provenance and ethical food choices.
Art & Design Technology	Art	In Art, our expectation is that by the end of year 9, students can develop well informed ideas by investigating artists and art movements such as Van Gogh, Surrealism, Contemporary artists, Vanitas and Post-Impressionism. They can confidently use artists work and art movements as reference material to create their own work using a variety of media including mark making, landscapes, heat transfer dyes and embroidery techniques, Surrealist photomontage's and 2D relief work, tonal drawing, water colour painting, experimenting with scale, paint techniques, experimental ink washes and print techniques. Throughout students should be able to refine their artwork with a small amount of guidance and use relevant media, materials, techniques and processes. The student's artwork is competent and shows a range of ideas. The recording of their ideas is well informed and shows some links to their intentions for their artwork. Students can demonstrate some ability to independently refine their work as it progresses. Students can demonstrate some understanding of visual language which can be seen throughout their work.
Art & Design Technology	Computing	In Computer Science, our expectation is that by the end of year 9, students are able to use IT equipment both inside and outside of school safely and securely. They can recognise inappropriate content, contact and conduct and know a range of ways to report concerns; they understand the need to protect online identity and privacy and what is acceptable/unacceptable online behaviour. Students can use commonly available software to produce a solution that meets the intended needs and/or audience. Students will also have basic touch-typing skills. They will be able to explain the role of different components within typical computers and explain how computers work. They can solve a range of problems using computational thinking skills; they can then create algorithms to describe to others and/or the computer how to solve this problem. Students will also be able to convert binary numbers into denary numbers and understand how binary can be used to represent sound, images and text. They will be aware of the impact of digital technology to the individual and the wider society, on the environment, social & ethical issues and ways IT has impacted the workplace.
Modern Foreign Languages	MFL	In Languages, our expectation is that by the end of year 9, students are able to comprehend and use familiar spoken and some less familiar spoken and written language both from memory and using prior knowledge on a range of topics, including: Family, School, Local Area, Free Time, Healthy Living and Holidays. They can identify the key points and main details from longer passages and can answer questions to communicate about themselves and others in at least two time frames. They can also give justified opinions using a range of connectives. Students are able to apply sound-spelling rules so that their pronunciation and intonation is good when speaking.